The Caulfield Campus is adjacent to the Caulfield Railway Station which is on the Dandenong and Frankston lines. It is on the No. 3 tram line from Swanston Street in the city (alight at the Caulfield East shopping centre). Private bus lines also serve the Institute (consult transport map).

**A (K.H. Boykett Building)** - Administration, Directorate, Enrolment Information (Admissions), Human Resources Department, Student Administration, Public Relations, Cafeteria (Level 1); Bookshop, Educational Development Unit, Finance Branch, Careers Advisory Service, Chisholm Concepts (Level 2); Library (Level 3); handicapped access.

**B (Philip Law Building)** - Civil Engineering (Level 1); Lecture Theatres (Level 2); Electrical & Electronic Engineering (Level 3); School of Social & Behavioural Studies (Level 4); School of Art & Design (Levels 5, 6 & 7); handicapped access.

**C (Frank Groves Building)** - Maintenance, Printing Services (Level 1); Coffee Shop (Level 2); David Syme Business School (Levels 3, 4 and 5); School of Art & Design (Level 6 & 7).

**D** - School of Art & Design, Language Development Section.


**S** - Student Union and Technology Tower, Cafeteria.
All course admissions enquiries: (03) 573 2000

The information in the Handbook was accurate as at 12 August 1988. Please check specific details with the relevant school or division or with the Admissions Office. The Institute accepts no responsibility for changes to the information. Published by the Public Relations Office, Chisholm Institute of Technology, PO Box 197, Caulfield East, 3145.

ISSN 0812-4744
1989 Handbook:  
Volume 1  
Volume 2  
Volume 3  
Volume 4  
Volume 5  
Volume 6  
Volume 7  

There are seven volumes to the Handbook  
School of Art and Design  
David Syme Business School  
School of Education  
School of Nursing  
School of Social and Behavioural Studies  
Faculty of Technology  
Student Manual  

INTRODUCTION

Chisholm Institute of Technology is a multi-disciplinary higher education institution specialising in the technologies and applied science, business, art and design, education, nursing and the social and behavioural sciences.

The Institute offers award programs at Associate Diploma, Degree, Graduate Diploma and Master’s Degree levels at its two Campuses which are situated at Caulfield and Frankston. It is the second largest of Victoria’s Colleges of Advanced Education with an enrolment of around 7,750 students. Both full-time and part-time enrolments are available in most of the courses which are offered.

Through making provision and special effort to provide part-time enrolment, Chisholm has made higher education available to a wide sector of the community who have special needs. Approximately half of the total student population are enrolled in part-time courses.

At Caulfield, a full range of courses is offered in the Faculty of Technology’s four divisions (Digital Technology, Engineering and Industrial Technology, Information Technology, and Mathematical and Environmental Sciences), the David Syme Business School (with three exceptions), the School of Art and Design (with two exceptions) and the School of Social and Behavioural Studies.

At Frankston, the Schools of Education and Nursing offer their full range of courses and undergraduate programs are offered in the School of Art and Design, the David Syme Business School, the School of Social and Behavioural Studies, and the Division of Information Technology. The David Syme Business School also offers two graduate courses at Frankston.

In addition to the award programs, Chisholm offers a wide range of short courses in many areas of expertise and special interest and enjoys a high reputation as a research and consultancy organisation with industry, business, government and the community.

Both Campuses have well equipped Libraries to support all of the teaching areas and the latest technology is provided to support each of the teaching programs. The Frankston Campus is linked by landline to the powerful computing facilities of the Computer Centre at Caulfield. In addition there are supplementary computing facilities within the individual Schools and Divisions.

This handbook gives full details of the many courses provided by Chisholm and hopefully indicates the Institute’s endeavour to provide courses of the highest quality to meet contemporary needs of the wider community. Chisholm fully supports the government initiative to increase access to, and participation within, higher education and provides the maximum number of places within its available resources to be a contributor to the national effort in higher education through which Australia’s skill-base will be elevated for the benefit of future generations.

Dr G.N. Vaughan  
Director
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Note: Courses marked C are offered at Caulfield only, those marked F at Frankston only, and those marked C&F at both campuses. Courses marked C/F may be started at Frankston but must be completed at Caulfield.

* Subject to reaccreditation.

IMPORTANT NOTICE FOR ALL INTENDING STUDENTS:

The School of Education advises all intending applicants for courses that the Diploma of Teaching (Early Childhood) and the Diploma of Teaching (Primary) are the only pre-service training courses it offers.

Either provides the holder with a sufficient qualification for registration as a primary teacher with the Victorian Education Department.

Those wishing to take other School of Education courses with a view to using the qualifications to gain full registration should apply for registration with the appropriate Teachers Registration Board before undertaking the course.
HOW TO USE THE HANDBOOK

The information contained in this Handbook is accurate as at September 1988. Inevitably, changes will occur after publication so you should confirm details, such as references to required textbooks.

You should also note that the Council reserves the right to amend, postpone, or withdraw any course or subject being conducted or offered by Chisholm.

This volume is one of seven containing course details and subject synopses of courses offered by Chisholm, along with a Student Manual volume.

Within each volume, the courses offered by that School or Faculty are listed followed by brief synopses of subjects within each course.

Where a course is offered by more than one School or Faculty, for example, double degrees, it is listed under both but the subject synopses are included only in the one volume. There is a list at the back of this book indicating in which volume each course may be found. Students of double degrees may find they will have to purchase two volumes to gain a listing of all their subjects.

Subject synopses are listed in alphabetical/numerical order by subject code, in the same way as they are identified in the course listings.

These synopses are designed to convey the flavour of the subjects as well as provide such necessary information as prerequisites, contact hours and, where possible, major reference books.

This book provides most of the information you need to plan a course. You should bear in mind, however, that because of staff commitments and timetabling constraints, you may not be able to undertake a particular subject in any given semester.

The seventh volume of the set is the 1989 Student Manual which provides information about enrolment, financial assistance available to students, scholarships and the regulations governing the relationship between Chisholm and its students. The Manual is issued free through the Student Administration Office (Caulfield) and from the Assistant Registrar (Frankston). The Student Manual volume is included as part of the complete set of volumes which comprise the 1989 Handbook.

For more information:
Enrolment – Admissions Office, Level 1, Boykett Building (A Block), Caulfield, 573 2000.

Financial Assistance, Scholarships, Regulations, etc – Student Administration, Level 1, Boykett Building (A Block), Caulfield, 573 2115.

Particular Courses – School/Dvisional Assistant Registrars as appropriate.
Dean
Raymond McD. Anderson
BCom, BEd(Melb),
MEd(Monash),
PhD(Stanford), TPTC

Secretary to the Dean
Audrey Tan

Assistant Registrar,
Education
Suzanne Phillips

Principal Lecturer
Brian A. Parton
DipPhysEd(Qld), MSc,
EdD(Oregon)

Senior Lecturers
Robert Bilsborough
BMus(Melb), BEd(Monash),
TPTC, Dalcroze Lic
Leon F. Costermans
MSc(Melb), TPTC
Robert Greaves
DipArt(RMIT), TACTC,
TPTC
A. Dale Ingamells
BSc(Hons)(Monash),
DipAgSc(Dookie), TPTC
Robert R. Marshall
BA, BEd(Monash),
DipPhysEd(Melb), TPTC
Elizabeth J. Mellor
BA, AdvDipEd,
DipSecEd(Adelaide),
MEd(Hons)(Waikato)
Phillip Perry
MEd, PTC(BrCol),
CerArt(RMIT),
PhD(Washington), TPTC
Richard J. Trembath
BSc(Melb), MEd(Monash),
PhD(Texas)
Ian S. Walker
BA, MEd(Monash), TPTC
Ronald T. White
BA, MEd(Monash), TPTC

Lecturers
Sheila Devapragasam
MA(Madras), MA(Oxon),
DipEd(Monash), MAPsS
Joseph Dora
BA, MEd(Monash), TPTC
Julie Edwards
DipT(Prim)(Frankston), BA,
BEd(Melb)

David F.M. Gamble
MA(Dublin), BEd(Monash),
TSTC
John R. Griffiths
BA, BEd(Melb), MA(Monash),
TPTC
Margaret A. Guest
BA, BEd(Monash), TPTC
Thomas Hill
DiplAgric, BEd, BEduc,
MEdStudies(Monash),
TPTC(Frankston)
George L. Hughes
BSc, DipEd(Melb), MS,
MSEd(USC), TPTC, MACS
Gregory J. Hurworth
BA(York), CertEd(York)
Jennifer Lester
Charles Meyer
MA(Monash), DipEd(Melb),
GradDipESL(Wollongong),
NAATT(3)
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BA, BEd(Monash), TPTC
Peter R. Robertson
BA(Monash),
DipPhysEd(Melb), TPTC
Anthony C. Townsend
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TPTC, TACTC(Prim)
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BA(Melb), BEd(Monash),
TPTC

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Ann Brown
Marie Bunyan
Sharon Fotheringham
Elizabeth McCormick
Helen Skinner
Jo Stewart-Barrie

Technical Staff
Janice E. Drake
D. Rae Meredith
DipT(Primary)
Bruce Morton
BE(Monash), SMIREE,
MIE(Aust)
UNDERGRADUATE COURSES

Admission Requirements for Undergraduate Courses

This Institute makes the following statement regarding its entrance requirements:

GENERAL STATEMENT: Applicants with the following qualifications are eligible for consideration for admission.

(a) Successful completion of a Year 12 course of study accredited by VCAB (i.e. VCE). This can include: VCE (HSC) subjects can be group one or two; VCE (TOP) accredited or recognised by Chisholm; VCE (T12); VCE Approved Composite Courses. Interstate or overseas qualifications certified by VCAB as equivalent to Year 12; or
(b) any other qualification requirement approved by the Academic Board, (e.g. Certificate of Business Studies); or
(c) qualifications and/or experience acceptable to the Chisholm Admissions Committee.

For information regarding COURSE REQUIREMENTS (prerequisite and recommended subjects, special requirements, etc), see course descriptions following.

PREREQUISITE AND RECOMMENDED SUBJECTS may be drawn from any of the qualifications mentioned above as acceptable, except where otherwise stated.

Diploma of Teaching (Early Childhood)

Course Code: DC
Course Leader: Elizabeth Mellor

The Course
A three year full-time course conducted on the Frankston campus only.
Graduates of this course are eligible for appointment as kindergarten teachers, or primary teachers both within the Ministry of Education and in private schools. After at least one year's professional experience, they are also eligible to undertake Bachelor of Education fourth year studies at Chisholm or other Institutions.

The satisfactory completion of such studies enables students to convert their diploma to a Bachelor of Education degree.

The Diploma of Teaching (Early Childhood) consists of four main areas of studies: Studies in Early Childhood Education, Studies in Education, Studies in Curriculum, General Studies. In order to complete the requirements of the Diploma of Teaching (Early Childhood) candidates must satisfactorily complete each of the above areas of study.

Recommended
Successful completion of a VCE (HSC or TOP) course of study accredited by VCAB, and undertaken over not more than two consecutive years. For VCE (HSC) applicants, passes in at least three Group 1 subjects including English, are required. The remaining subjects may be Group 2.

Note: Prospective entrants who do not meet the entry requirements specified above may be eligible to sit for a Special Entry test and should contact the Institute and obtain the Direct Entry Application Form. Entry with Advanced Standing may be available into years 2 and 3 of the course. Applications should be made on the Direct Entry Form. The interstate/overseas student quota will not exceed two in a year.

Exemptions
Students may apply for exemptions when enrolling if they believe they are eligible.

Deferrals
No deferrals are allowed.

Leave of Absence
Leave of absence is not normally available except on medical grounds.

Subject Codes and Names
EDN111 Early Childhood Teaching 1
EDN112 Early Childhood Teaching 2
EDN211 Early Childhood Teaching 3
EDN212 Early Childhood Teaching 4
EDN311 Early Childhood Teaching 5
EDN312 Early Childhood Teaching 6
EDN383 Early Childhood Administration
EDN115 Child Development 1
EDN116 Child Development 2
EDN215 Child Development 3
EDN216 Child Development 4
EDN315 Exceptional Children 1
EDN316 Exceptional Children 2
EDN113 Early Childhood Education 1
EDN114 Early Childhood Education 2
EDN213 Early Childhood Education 3
EDN214 Early Childhood Education 4
EDN313 Early Childhood Education 5
EDN314 Early Childhood Education 6
EDN317 Child Health and Safety 1
EDN318 Child Health and Safety 2
EDN384 Working in the Community
EDN385 Child Care Studies
EDN386 Family Studies
EDN117 Early Childhood Language Across the Curriculum 1
EDN118 Early Childhood Language Across the Curriculum 2
EDN217 Primary Language Across the Curriculum 1
EDN218 Primary Language Across the Curriculum 2
EDN184 Early Childhood Music and Movement
EDN284 Primary Music
EDN185 Early Childhood Mathematics
EDN285 Primary Mathematics 1
EDN286 Primary Mathematics 2
EDN182 Early Childhood Art Education
EDN282 Primary Art Education
EDN183 Early Childhood Environmental Studies
Across the Curriculum
EDN281 Primary Science
EDN283 Primary Social Studies
EDN287 Human Movement
EDN288 Computer Education
EDN387 Advanced Curriculum Project 1
EDN388 Advanced Curriculum Project 2
EDN339 Mathematics Education 5 (Option)
EDN340 Mathematics Education 6 (Option)
EDN332 Computer Education 2 (Option)
EDN333 Computer Education 3 (Option)

General Studies
Diploma of Teaching (Early Childhood) Year 1 students will have a choice of general studies options, providing timetable constraints permit. Students must complete both a major study (i.e. a sequence of six 4-hour semester subjects) and a sequence of two 4-hour semester subjects. Not all general studies subjects will necessarily be offered to every intake of students. Students must select two strands from the following areas in the first year of the course. Students then continue on with one strand and this becomes their major study. Quotas may be imposed on General Studies majors in year one.
EDN166 Studio Arts—Ceramic Studies 1
EDN167 Studio Arts—Ceramic Studies 2
or
EDN168 Studio Arts—Fabric Studies 1
EDN169 Studio Arts—Fabric Studies 2
or
EDN170 Studio Arts—Painting Studies 1
EDN171 Studio Arts—Painting Studies 2
or
EDN186 Issues in Australian History A

EDN187 Issues in Australian History B
or
EDN157 Language Studies—German 1
EDN158 Language Studies—German 2
or
LIT100 Literature—The Nineteenth Century
LIT101 Literature—The Twentieth Century
or
EDN161 Music Studies 1A or
EDN162 Music Studies 1B and
EDN163 Music Studies 2

(Special Note: Students who demonstrate a satisfactory music background by approved qualifications or at an audition/interview will enrol for EDN162 Music 1B in Semester 1. Other students will enrol in EDN161 Music 1A in Semester 1).
EDN151 Sports Studies 1
EDN152 Sports Studies 2
or
EDN153 Recreation Studies 1
EDN154 Recreation Studies 2
or
MAT183 Studies in Mathematics 1
MAT184 Studies in Mathematics 2
or
EDN175 Environmental Science 1
EDN176 Environmental Science 2
or
PHY140 Physical Science 1
PHY141 Physical Science 2

(For continuation of major studies strands, see description for the Diploma of Teaching (Primary) following).

Structure of the Diploma of Teaching (Early Childhood) Course

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
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<th>EDN113</th>
<th>EDN116</th>
<th>EDN118</th>
<th>EDN117</th>
<th>EDN118</th>
<th>EDN115</th>
<th>EDN117</th>
<th>EDN118</th>
<th>EDN184</th>
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<td>Option EDN386</td>
<td>EDN385</td>
<td>EDN384</td>
<td>EDN317</td>
<td>Option 5</td>
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<td>EDN316</td>
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</table>

Studies in E.C. Teaching
Studies in E.C. Education
Studies in Child Development
Studies in Curriculum
General Studies Major Study

Diploma of Teaching (Primary)

Course Code: DP
(Acting) Course Leader: Anthony Townsend

The Course
A three year full-time course conducted on the Frankston campus only.
The first three years of this degree course lead to the award of the Diploma of Teaching (Primary) which is a sufficient qualification for registration as a Primary Teacher. To be awarded the Diploma of Teaching (Primary) candidates must satisfactorily complete the prescribed units within each of the study areas below:
(a) Studies in Teaching: This includes an on-campus program as well as an off-campus program of practice teaching in schools.
(b) Studies in Education
(c) Studies in Curriculum
(d) Studies in General Education
Recommended
Successful completion of a VCE (HSC or TOP) course of study accredited by VCAB, and undertaken over not more than two consecutive years. For VCE (HSC) applicants, passes in at least three Group 1 subjects including English, are required. The remaining subjects may be Group 2.

Note: Prospective entrants who do not meet the entry requirements specified above may be eligible to sit for a Special Entry Test and should contact the Institute and obtain the Direct Entry application form. Applicants should contact the School of Education Administrative Officer for the closing dates for applications. Entry with advanced standing may be available in years two and three of the course. Applications should be made on the Direct Entry application form. A limited quota applies for interstate and overseas students.

Exemption
Students may apply for exemptions when enrolling if they believe they are eligible.

Deferments
Deferments are granted only in exceptional circumstances.

Leave of Absence
Leave of Absence is not normally available except on medical grounds.

Subjects

Studies in Education
EDN101 Studies in Child Psychology 1
EDN102 Studies in Child Psychology 2
EDN201 Studies in Child Psychology 3
EDN202 Studies in Child Psychology 4
EDN105 History of Education
EDN106 Philosophy of Education
EDN205 The School and the Community
EDN206 The School and the Individual
EDN301 Issues in Contemporary Developmental Psychology
EDN302 School-Community Relations (Option)
EDN303 Philosophical Issues in Education (Option)
EDN304 Communication in Education (Option)
EDN305 Politics and Education (Option)
EDN306 Sociology and Education (Option)
EDN307 Professional Issues in Education

Studies in Teaching
EDN121 Studies in Teaching 1
EDN122 Studies in Teaching 2
EDN221 Studies in Teaching 3
EDN222 Studies in Teaching 4
EDN321 Studies in Teaching 5
EDN322 Studies in Teaching 6
EDN323 Primary School Curriculum Project

Studies in Curriculum
EDN231 Art Education 1
EDN331 Art Education 2
EDN236 Computers in Education 1
EDN332 Computers in Education 2
EDN390 Health Education
EDN180 Language Education 1
EDN181 Language Education 2
EDN298 Language Education 3
EDN299 Language Education 4
EDN300 Language Education 5
EDN389 Language Education 6
EDN139 Mathematics Education 1
EDN140 Mathematics Education 2
EDN239 Mathematics Education 3
EDN240 Mathematics Education 4
EDN339 Mathematics Education 5
EDN141 Music Education 1
EDN241 Music Education 2
EDN142 Physical Education 1
EDN242 Physical Education 2
EDN143 Science Education 1
EDN343 Science Education 2
EDN144 Social Education 1
EDN344 Social Education 2

General Studies
EDN186 Issues in Australian History A
EDN187 Issues in Australian History B
EDN289 Period Study A
EDN290 Period Study B
SOC202 Mass Media
SOC204 Minority Relations
SOC304 Urban Sociology
SOC306 Sociology of Welfare
LIT206 Australian Literature
LIT310 Literature of Minority Cultures
POL260 Political Studies
POL262 Political Studies
POL262 Political Studies
EDN175 Environmental Science 1
EDN176 Environmental Science 2
EDN275 Environmental Science 3
EDN276 Environmental Science 4
EDN375 Environmental Science 5
EDN376 Environmental Science 6
EDN377 Environmental Science 7
EDN378 Environmental Science 8
PHY140 Physical Science 1
PHY141 Physical Science 2
PHY240 Physical Science 3
PHY241 Physical Science 4
PHY340 Physical Science 5
PHY341 Physical Science 6
COT131 Computer Studies 1
COT132 Computer Studies 2
COT231 Computer Studies 3
COT232 Computer Studies 4
COT331 Computer Studies 5
COT332 Computer Studies 6
NSG131 Human Bioscience 1
NSG132 Human Bioscience 2
NSG233 Human Bioscience 3
NSG234 Human Bioscience 4
EDN157 Language Studies: German 1
EDN158 Language Studies: German 2
EDN257 Language Studies: German 3
EDN258 Language Studies: German 4
EDN357 Language Studies: German 5
EDN358 Language Studies: German 6
LIT100 From Renaissance to Regency
LIT101 From Romantic to Modern
LIT210 Modern Literature
LIT211 War in Literature
LIT220 Australian Literature
LIT221 American Literature
LIT230 The Dramatist as Social Critic
LIT231 Modern Drama
LIT240 Reading Film Narrative
Structure of the First Three Years of the Bachelor of Education Course: Diploma of Teaching (Primary)

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<th>Year/ Sem</th>
<th>Studies in Teaching</th>
<th>Studies in Education</th>
<th>Studies in Curriculum</th>
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</table>

Science/Mathematics/Computing Option

This option is designed for students who wish to become specialist primary teachers of science/mathematics/computing. Students will take both a major and a minor in General Studies. A major consists of six semesters of sequential study and a minor consists of four semesters of sequential study. Majors and minors will be available in Computing, Mathematics, Environmental Science, Physical Science and a minor will be available in Bioscience. To allow the extra time for General Studies, students take only one semester of Curriculum Studies in Art, Music, Physical Education and Social Science Education. All other aspects of the basic Diploma of Teaching (Primary) remain unaltered.
Structure of the First Three Years of the Bachelor of Education Course: Diploma of Teaching (Primary)

Structure for Science/Mathematics/Computing Options

<table>
<thead>
<tr>
<th>Yr/ Sem</th>
<th>Studies in Teaching</th>
<th>Studies in Education</th>
<th>Studies in Curriculum</th>
<th>General Studies</th>
<th>Hrs/ Wk</th>
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Bachelor of Education Fourth Year of Study

Course Code: BT4 (Acting) Course Leader: David Gamble

This course, which takes a minimum of two years part-time study, will be conducted on the Frankston campus only.

Admission Requirements

Candidates should contact their employer regarding the suitability of this course for registration, promotion or other purposes. Candidates must have either:

(a) Diploma of Teaching (Primary) or its equivalent registered with the ACTA; or
(b) Certificate A awarded by the Ministry of Education or its equivalent awarded by the Catholic Education Commission; or
(c) equivalent to (a) or (b); and
(d) teaching or relevant field experience (usually of at least one year).

Deferments

No deferments are allowed.

Course Structure

The course comprises four sessions of study involving evening lectures. The organisation of the course is set out in the following table:

Bachelor of Education Fourth Year

<table>
<thead>
<tr>
<th>Sem</th>
<th>Studies in Teaching</th>
<th>Studies in Education and Curriculum</th>
<th>General Studies</th>
<th>Hrs/ Week</th>
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<td>7</td>
<td></td>
<td>Advanced Studies in Education or Advanced Studies in Curriculum</td>
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<td>8</td>
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</tbody>
</table>
Subjects

Required subjects
EDN408 Studies in Teaching 7: Field Studies
EDN409 Studies in Teaching 8: Project
EDN465 Technology Education B

Studies in Education
EDN404 Looking in Classrooms
EDN405 Critical Teaching Problems
EDN406 School Organisation and Management 1
EDN407 School Organisation and Management 2
EDN411 Assisting Children with Special Needs 1
EDN412 Assisting Children with Special Needs 2
EDN413 Advanced Studies in School and Community
EDN414 Theory and Practice of School-Community Development
EDN415 Advanced Studies in Early Childhood Education: Children and their Families
EDN416 Advanced Studies in Early Childhood Education: Issues in Early Childhood Services

Studies in Curriculum
EDN448 Art Education 3
EDN449 Art Education 4
EDN473 Computers in Education 3
EDN474 Computers in Education 4
EDN480 Language Education 7: Literacy through Literature
EDN439 Music Education 3
EDN443 Science Education 3
EDN444 Science Education 4
EDN445 Social Education 3
EDN446 Social Education 4
EDN450 School Based Curriculum Development and Evaluation

General Studies
EDN486 Colonial Adaptation and Change
EDN487 Historical Research and Publication
EDN475 Environmental Science 9
EDN476 Environmental Science 10
PHY440 Physical Science 7
PHY441 Physical Science 8
SYS431 Computer Science 7
COT432 Computer Science 8
EDN457 Language Studies: German 7
EDN458 Language Studies: German 8
MAT483 Studies in Mathematics 7
MAT484 Studies in Mathematics 8
EDN461 Advanced Studies in Music: Approach to World Music
EDN462 Advanced Studies in Music: Studies in Community Music
EDN463 Advanced Studies in Music: Music in Contemporary Australian Society
LIT405 Literature 1600-1900
LIT406 Popular Literature
LIT407 Literature and Society
LIT408 19th Century Literature
EDN451 Sports Studies 7
EDN452 Sports Studies 8
EDN453 Recreation Studies 7
EDN454 Recreation Studies 8
EDN466 Studio Arts–Ceramics 7
EDN467 Studio Arts–Ceramics 8
EDN468 Studio Arts–Fabric Studies 7

Note: Students must complete an approved sequence in Studies in Education or Studies in Curriculum and complete an approved sequence in General Studies.
GRADUATE COURSES

Graduate Diploma in Educational Studies

Course Code: GP
Course Leaders: To be advised
This two-year part-time course will be conducted at Frankston campus only (subject to accreditation by the Accreditation Board).

Scope of the Course
In this course students enrol in a mixture of core units and specialised studies relating to the professional needs and interests of the students. At present, three specialisations are offered:

Art Education
The Art Education Specialisation is planned for:
(i) specialist art teachers,
(ii) classroom teachers with developed expertise in art education,
(iii) regional art consultants,
(iv) community art education officers,
(v) curriculum development and research personnel with interests in art education.
It will provide participants with a thorough understanding of art education and its role in the overall education of the child. It aims to develop the ability to plan, supervise, maintain and evaluate classroom, school and community art education programs.

Teacher Librarianship Specialisation
During the past decade the school library has become an increasingly complex resource centre. More than ever the teacher librarian needs to be a thoroughly trained specialist in the area.
The Teacher Librarianship Specialisation is designed to satisfy the demands for these specialists.

Educational Administration Specialisation
This specialisation may be seen as a natural response to changing attitudes and recent developments in the area of educational administration in Victorian schools. The shift of decision-making from an administrative centre to local providers has increased the need for administrative training for an increasing number of teachers.
This specialisation has been planned as a post-graduate program to meet the needs of educational administrators or those who aspire to the position. It will provide participants with a sound understanding of theories of organisation; school management; educational planning; managing curriculum change; personnel management and budgeting; and school and community interaction.

General Entrance Requirements
(a) To be admitted to the Graduate Diploma in Educational Studies an applicant must have satisfactorily completed a course leading to the award of a UG1 or UG2 degree or diploma.

or
(b) Hold the Ministry of Education’s Certificate A, or have satisfactorily completed some other course approved by the School Board of the School of Education.

Entrance Requirements for Each Specialisation
In addition to either (a) or (b) above, applicants must have the following qualifications in order to pursue particular specialised studies.
(a) Art Education Specialisation
In the case of (a) and (b) above, the UG1 or UG2 degree or diploma or other course must be in teacher education with a major study in art or with an additional year of full-time art study at a recognised tertiary institution; or the applicant must hold qualifications that are considered equivalent to those by the School Board of the School of Education. Examples of such equivalent qualifications are:

- any first degree with an art major plus a Diploma of Education
- any Diploma of Art plus a Diploma of Education

(b) Teacher Librarianship Specialisation
The UG1 or UG2 degree or diploma must be in teacher education for students wishing to pursue the Teacher Librarianship Specialisation.

(c) Educational Administration Specialisation
Students wishing to pursue the Educational Administration Specialisation should hold a UG1 or UG2 degree or diploma in teacher education and have at least 3 years appropriate teaching and/or administrative experience.

Special Entry
Applicants may be eligible for admission to the course under special entry provisions as determined by the Academic Board.

Subjects

Required subjects
EDN608 Education and Change
EDN609 Research and Field Studies
EDN610 Special Study

Art Education Strand Studies
EDN601 Aesthetics and the Arts
EDN605 Program Development in Art Education
EDN631 Major Studio Study I: Ceramics
EDN633 Major Studio Study I: Fibre Arts
EDN635 Major Studio Study I: Glass Studies
EDN637 Major Studio Study I: Metal Crafts
EDN639 Major Studio Study I: Painting
EDN641 Major Studio Study I: Printmaking
EDN632 Major Studio Study II: Ceramics
EDN634 Major Studio Study II: Fibre Arts
EDN636 Major Studio Study II: Glass Studies
EDN638 Major Studio Study II: Metal Crafts
EDN640 Major Studio Study II: Painting
EDN642 Major Studio Study II: Printmaking
EDN644 Material and Process Studies

Teacher Librarianship Strand Studies
EDN651 Reading Behaviour
EDN652 Children’s Literature and Curriculum Planning
### Course Structure

**First Year Subjects**

<table>
<thead>
<tr>
<th>Core Study: Education and Change</th>
<th>Strand Study: Program Development in Art Education</th>
<th>Strand Study: Major Studio Study I</th>
<th>Strand Study: Major Studio Study II</th>
<th>Strand Study: Aesthetics &amp; The Arts</th>
<th>Strand Study: Material and Process Studies</th>
<th>Strand Study: Research and Field Studies</th>
<th>Core Study: Special Study</th>
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**Hrs/Wk:** 8 hours per week per semester.

### Art Education Specialisation

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<th>Semester 2</th>
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### Teacher Librarianship Specialisation

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<th>Year</th>
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<th>Semester 2</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Core Study: Education and Change</td>
<td>Strand Study: Children's Literature and Curriculum Planning</td>
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<td>Strand Study: Reading Behaviour</td>
<td>Strand Study: Classification and Cataloguing</td>
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<td>Strand Study: The Library as a Resource Centre</td>
<td>Strand Study: Technology in the Library</td>
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### Educational Administration Specialisation

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<tr>
<td>1</td>
<td>Core Study: Education and Change</td>
<td>Strand Study: School Administrative Practices</td>
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<td>Strand Study: School Administration and the Law</td>
<td>Strand Study: School Administration and Organisational Behaviour</td>
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<td>Strand Study: School and Community</td>
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<td>Core Study: Special Study</td>
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**Hrs/Wk:** 8 hrs
Graduate Diploma in Outdoor Education

Course Code: GO1
Course Leader: Leon Costermans

This two year part-time course will be conducted at the Frankston campus only.

Scope of the Course
In recent years there have been many developments in the use of the outdoor environment for educational and recreational purposes. However, many teachers, youth leaders, camp program organisers and community workers find that they do not have a sufficiently broad background or necessary qualifications to develop programs and lead activities which enable young people to derive maximum benefit from their interaction with outdoor environments.

This course is designed as a qualification for outdoor education specialists (especially for tagged positions in Ministry of Education schools), and aims to help teachers/leaders extend their experience in three main areas:

* general outdoor education philosophy, programming, organisation, leadership, evaluation and practical skills;
* outdoor pursuits to basic or advanced levels;
* environmental studies and activities.

An integrated approach is taken, based on activities in bush, high country, rural, urban and aquatic environments. Three-hour classes are held on one or two evenings a week throughout each semester, and approximately 30 days of practical field experience is required over the course for outdoor pursuits, excursions and camps.

Participants are also required to gain experience in outdoor activity leadership in a variety of settings with groups of learners such as school students or members of community organisations. They must have first aid and life-saving certificates current at the time of completion of the course.

Entry Requirements
To gain entry to the course applicants must:
1. (a) have satisfactorily completed a course leading to the award of a degree or diploma
   or
   (b) hold the Ministry of Education Certificate A, or have satisfactorily completed some other course approved by the School of Education as equivalent to (1) above
   or
   (c) show evidence of other attainments or calibre appropriate to the course;
   and
2. have some studies appropriate to the course, e.g., environmental sciences, geography, physical education, recreation, teaching.

Course Structure
First Year Subjects
EDN681 Outdoor Education I (60 hr + 3 days)
EDN682 Environmental Science I (60 hr)
EDN683 Outdoor Pursuits I (Sem 1: 6 hr + 5 days)
EDN684 Extended Field Experience (8 days)

Second Year Subjects
EDN684 Extended Field Experience (6 days)
EDN685 Outdoor Education II (39 hr + 3 days)

EDN686 Environmental Science II (36 hr + 2 days)
EDN687 Outdoor Pursuits II (commenced in Sem 2 of first year: 15 hr + 16 days)
EDN688 Final Leadership Assessment Program (5 days)

* Times in brackets are approximate total contact hours of class time plus field experience days (weekends or with school camps, etc.). All subjects must be passed to qualify for the Graduate Diploma in Outdoor Education.

Master of Education

Course Code: MD1

The School of Education offers a Master of Education program by research thesis. Enquiries should be directed in the first instance to Dr Richard Trembath.

Areas for Master's research within this School include:

- **Curriculum Studies**—Development and evaluation in such areas as art, social studies, human movement and recreation, and environmental studies.

- **Educational Studies**—in such areas as schools and community, teacher-pupil interaction, special assistance, and educational management.
ADM632 School Administration and the Law

Contact: Four hours per week (or equivalent) for one semester.
Prerequisite: Nil.
Syllabus: Negligence and contributory negligence under common law; aspects of administrative law to ensure hearings are conducted with regard to natural justice; copyright legislation; freedom of information and anti-discrimination legislation as they apply to schools; industrial health and safety legislation as it applies to school staff; child custody in family law and school obligations; police powers, particularly police authority to remove children from school, and issues of particular interest to private schools will be studied on an elective basis.
Assessment: Two assignments, each worth 50 per cent, will be completed. One will involve research into a particular facet of law of relevance to schools; the second will be to prepare a legal manual for a school for use by all teachers to establish legally acceptable school procedures.

References:
ACKROYD, E., Teachers Beware! The Law is Just Around the Corner, Unicorn, Vol. 12, No. 1, Feb., 1986.

ADM633 School Administrative Practices

Contact: Four hours per week (or equivalent) for one semester.
Prerequisite: Nil.
Syllabus: The use of general purpose computer software—word processors, spreadsheets and data bases in school administration; the use of specific purpose school accounting and administration software; bookkeeping including cash book maintenance, bank reconciliation statements and audit requirements; building and other property management so as to maintain and secure existing property and to be aware of the procedures involved in adding to school buildings; ministerial policy issues as they impinge on the day to day management of schools, e.g., budgetary constraints, affirmative action, integration of disabled students, local staff selection, and industrial relations, specifically the strategies for the successful management of industrial relations in schools and appropriate action in the event of strikes.
Assessment: The nature of the assessment will reflect the topics the students elect to pursue. For example, one piece of assessment may involve the establishment of a computer based student record system. Another might involve a 3,000 word essay on the integration of disabled students into regular schools. Normally there will be two assignments each worth 50 per cent, however, particularly ambitious projects may require a change to this assessment structure.

References:
EDWARDS, R. & COPE, B., Introduction to Computers for School Administrators, (available from lecturing staff).
STATE BOARD OF EDUCATION, Program Budgeting in Victorian Education, Melbourne, (undated).

ADM634 School Administration and Organisational Behaviour

Contact: Four hours per week (or equivalent) for one semester.
Prerequisite: Nil.
Syllabus: Through an examination of the literature, students will explore the role of school administration from an organisational perspective. Administrative behaviour as explored through case studies, literature and research, and group activities on leadership and motivation, decision making processes, job satisfaction, job stress, group dynamics, perception, communication, educational policy issues, and the work behaviour of school administrators.

Organisational theory and behaviour as examined through topics on schools as organisations (bureaucratic, open, and loosely-coupled systems), goal setting, and school effectiveness.

Case studies on specific administrative and organisational issues, in particular school union problems, group think, motivation, school administrator workload, and parent participation in school goal setting.
Assessment: Seminar presentations and class discussions: 20 per cent. First assignment in which students prepare a 1,000 word paper dealing with school administrative behaviour: 30 per cent. Major paper in which students select a topic from the list of topics for the subject and prepare one of the following: an analysis of the topic; a collection of readings on the topic; an annotated bibliography; the preparation of a policy document on a school related issue; a set of instructional materials for studying administrative and/or organisational behaviour in education; and preparatory work for a monograph on the selected topic (length 3,000–4,000 words): 50 per cent.

References:
EDN101 Studies in Child Psychology 1

**Contact:** Two hours per week for one semester.

**Prerequisite:** Nil.

**Syllabus:** The course is an introduction to Child Psychology and aims to make students aware of the processes of development and learning in children. It familiarises students with the three areas of development: physical development, social and emotional development, and cognitive development (including learning). Particular emphasis is placed on the period of infancy. Relevant theories and recent research findings are discussed. There is an associated fieldwork program.

**Assessment:** Examination: 50 per cent; Fieldwork Folio: 50 per cent.

**References:**

EDN102 Studies in Child Psychology 2

**Contact:** Two hours per week for one semester.

**Prerequisite:** Nil.

**Syllabus:** This is a logical extension of the previous semester's course. The emphasis is on the period of early childhood. Topics of particular importance to this stage are discussed and a related fieldwork program provides further insight into child development.

**Assessment:** Examination: 50 per cent; Fieldwork Folio: 50 per cent.

**References:**

EDN105 History of Education

**Contact:** One and a half hours per week for one semester.

**Prerequisites:** Nil.

**Syllabus:** This subject commences by examining the meaning of the key concepts 'education', 'schooling' and 'curriculum' as they apply in Victoria today. The concepts are then examined historically and their development traced over a 150 year period. The focus of the course is upon the working out of the nominated key concepts in Victorian educational practice from colonial times to the present. Particular emphasis is given to the interplay between the political process and the educational process.

**Assessment:** Two assignments each worth 50 per cent.

**References:**

EDN106 Philosophy of Education

**Contact:** One and a half hours per week for one semester.

**Prerequisites:** Nil.

**Syllabus:** This subject introduces students to philosophy, to the techniques of philosophical thinking and to a number of concepts that are related to the process of education. These concepts and selected current issues in education are analysed.

**Assessment:** Class Test: 40 per cent; Examination: 60 per cent.

**References:**

EDN111 Early Childhood Teaching 1

**Contact:** Two hours per week for one semester for on-campus program.

**Prerequisite:** Nil.

**Syllabus:** Strand A: In the first half of the subject, the use of observation in recording, interpreting and understanding human behaviour will be considered. Students will be introduced to a variety of observation techniques including check-lists, anecdotal records, time-samples and rating scales. The chief emphasis will be on the use of running records within the preschool. Observations made by students as part of their off-campus program will form the basis of the on-campus sessions. During the second half of this subject, students will be assisted to use their developing observation skills to understand and analyse the various forms of verbal and non-verbal methods of communication used by children and adults.

Strand B: For one day per week throughout the semester, students will observe at childcare centres and playgroups, and assist in a volunteer capacity in toddler/play groups.

**Assessment:** Strand A: Observation Folio 10 per cent; Test 20 per cent; Assignment 20 per cent. Strand B: Evaluation of practice teaching 50 per cent.

**References:**

EDN112 Early Childhood Teaching 2

**Contact:** Two hours per week for one semester for the on-campus program.

**Prerequisite:** Nil.

**Syllabus:** Strand A: In this subject, students will be introduced to the basic activities found in pre-school programs and the ways in which they can contribute to the development of the whole child. The ways in which a child's language and mathematical concepts can be
fostered through all these activities will be stressed. Various theoretical approaches to the purposes and types of children's play will be considered, including reference to baby and infant play. The teacher and parents' roles in facilitating children's development through play will also be considered. Pre-school program planning will be introduced, and the use of objectives in planning examined. Various management strategies will be discussed with particular emphasis on the role of positive guidance. Material in this strand will both draw upon and complement the students' observations carried out concurrently as part of the off-campus program.

Strand B (off-campus): One day per week for 12 weeks of observation and teaching in pre-school followed by 18 days of supervised teaching practice in pre-school. Students will also make two excursions to pre-schools offering alternative programs during this semester.

Assessment: Strand A: Practice Teaching Folio 15 per cent; Assignment 15 per cent; Examination 20 per cent. Strand B: Evaluation of Practice Teaching 50 per cent.

References:
BEATTY, J., Skills for Pre-School Teachers, (2nd edn.), Charles E. Merrill, 1984.
SEEFELDT, G., A Curriculum for Pre-Schools, (2nd edn.), Merrill, 1980.
SPONSELLA, D., Play as a Learning Medium, NAYC, 1976.

EDN113 Early Childhood Education 1

Contact: Two hours per week for one semester.
Prerequisite: Nil.

Syllabus: This subject will present sociological, historical and philosophical perspectives on the development of current early childhood provisions and practices through consideration of four themes, viz, the purpose of education within society; the value placed on children within society; the nature of childhood, and children's play.

These themes will be illustrated with reference to the works of such theorists as Aristotle, Comenius, Locke, Rousseau, Pestalozzi, Froebel, Margaret MacMillan, Steiner, Isaacs, Piaget, Smilansky and Sutton-Smith.

Assessment: Examination 50 per cent; Assignment 30 per cent; Tutorial Paper 20 per cent.

References:

EDN114 Early Childhood Education 2

Contact: Two hours per week for one semester.

Prerequisite: Nil.

Syllabus: Three of the themes introduced in Early Childhood Education 1, viz, the purpose of education in society, the value placed on children, and the nature of childhood will be examined within the Australian context. Current provisions for young children within the Australian community in general, and Victoria in particular, will be examined in relation to the historical and sociological factors which influence them.

Current issues in the provision of services for young children will be examined, particularly the appropriate age for commencement of formal schooling and its implications for both pre-school and primary school teachers.

Assessment: Research Project 25 per cent; Tests 25 per cent; Examination 50 per cent.

References:

EDN115 Child Development 1

Contact: Two hours per week for one semester.
Prerequisite: Nil.

Syllabus: This subject is an introduction to the study of child development. It follows the development of the child through infancy in the first semester. It aims to make the student aware of the processes of development and learning in infants as well as the many factors of contemporary Australian life which may influence this development. The subject is strongly child centred and a considerable portion of it will be devoted to:

- the acquisition of child observation techniques; and
- the ability to apply the findings thus obtained to the further understanding of the child and childrearing techniques.

The subject familiarises the students with the three areas of development, viz, social/emotional cognitive and physical, while at the same time stressing the inter-relationship between all three of these areas.

Relevant theories and recent research findings in child development will be discussed. An associated fieldwork program will provide students with the opportunity to increase their understanding of information provided in lectures through carrying out related field tasks.

Assessment: Examination 50 per cent; Fieldwork Folios 25 per cent; Group Projects 25 per cent.

References:
EDN116 Child Development 2

Contact: Two hours per week for one semester.
Prerequisite: Nil.
Syllabus: The subject follows on from the previous one. It maintains the same thrust, direction and emphasis as Studies in Child Development 1, but now covering the period of Early Childhood Development.
Assessment: As for Child Development 1.
References: As for Child Development 1, and:
FITZGERALD, STROMMER & MCKINNEY, Developmental Psychology: The Infant and Young Child, (2nd edn.), The Dorsey.

EDN117 Early Childhood Language Across The Curriculum 1

Contact: Two hours per week for one semester.
Prerequisite: Nil.
Syllabus: This subject is an intensive study of the child’s language during early childhood. Emphasis is placed upon the nature of language, theories of acquisition of language and its development. Included in the subject is an introduction to literacy in both the preschool and primary school. The relationship between languages and literacy and beginning reading is explored. The functional uses of language are stressed with emphasis being placed on the role of the teacher in assisting the development of an extensive language repertoire.
Assessment: Tests 50 per cent and Assignments 50 per cent. Note: An assessment is made of students' basic literacy skills and those students whose abilities are significantly below those of their peers are required to participate in a basic literacy program.
References:

EDN118 Early Childhood Language Across The Curriculum 2 (Oracy and Drama Across the Curriculum)

Contact: Two hours per week for one semester.
Prerequisite: Nil.
Syllabus: The emphasis in this subject is the development of children’s listening, speaking and dramatic skills. The following topics are included:
• The relationship between children’s listening and speaking and learning; the development of appropriate materials and activities to enhance children’s language; appropriate classroom organisation to foster listening and speaking; the provision of special assistance across the curriculum and the relationships between the teacher’s oral skills and the child’s learning.
• The drama component extends listening and speaking into such areas as choral and individual verse speaking, story telling, singing, sound effects and voice use in role play.
• Students are involved in observing and creating teaching sessions aimed to develop their own and their pupils’ capacity to imagine, empathise and predict.
Assessment: Tests 30 per cent; Assignments 50 per cent; Student Presentation 20 per cent.
References:
SANSON, C., Speech and Communication in the Primary School, Black, 1978.
Drama is Primary, Victorian Education Department, 1982.

EDN121 Studies in Teaching 1

Contact: Three hours per week for on-campus studies, plus practicum of 8-10 days in selected primary schools.
Prerequisite: Nil.
Syllabus: The course consists of two complementary strands.
Strand A is comprised of an off-campus program that provides the student with the opportunity to take part in Practical Teaching Observation, and an on-campus program that allows for discussion of the basic teaching model, differing approaches and teaching strategies. This strand aims to give students the opportunity to consider in detail the structure and function of this model, and to have experience in basic lesson planning and practice.
Strand B is an on-campus program which provides students with the opportunity to examine fundamental curriculum and related organisational issues.
Assessment: Strand A (Off-Campus): Practice Teaching 30 per cent; Strand A (On-Campus): Examination 35 per cent; Strand B (On-Campus): Examination 35 per cent.
References:
DWYER, B. & DWYER, J., K to 6, Best Years of Their Lives, Sydney, Primary English Teaching Association, 1979.

EDN122 Studies in Teaching 2

Contact: Three hours per week for on-campus studies, plus practicum of 16 days in selected primary schools.
Prerequisite: Nil.
Syllabus: This course consists of two complementary strands.
Strand A provides the opportunity for students to have further experience in basic lesson planning and to
consider and practise selected teaching skills.

The aim of Strand B is to develop further student understanding of the work of the primary teacher through an examination of factors affecting classroom organisation and curriculum planning.

Assessment: Strand A (Off-Campus): Practice Teaching 40 per cent; Strand A (On-Campus): Examination 30 per cent; Strand B (On-Campus): Examination 30 per cent.

References:
CURRICULUM DEVELOPMENT CENTRE, Core Curriculum for Australian Schools, Canberra, Curriculum Development Centre, 1980.

EDN139 Mathematics Education 1

Contact: Two hours per week for one semester.
Prerequisite: Nil.
Syllabus: This subject is a participatory one and thus requires regular attendance to enable a thorough understanding of each content area. The tasks of a primary school mathematics teacher are examined with emphasis on the junior primary level. An examination of the contribution educational theorists have made on mathematics teaching form an important basis upon which structured and unstructured aids are considered. The mathematics topics include a study of pre-counting, sorting and classifying activities suitable for junior primary school pupils and the development and structure of our number system including the number laws and axioms. The subject aims to develop the necessary skills related to the teaching of the processes of addition and subtraction for whole numbers.
Assessment: Examination: 100 per cent; Attendance of 80 per cent minimal.
References:

EDN140 Mathematics Education 2

Contact: Two hours per week for one semester.
Prerequisite: Nil.
Syllabus: The process of teaching number facts in conjunction with the arithmetic laws and axioms. The development of skills to teach the whole number processes of multiplication and division. The measurement topics of time, money, spatial relations and visual representation are used as vehicles to develop teaching strategies for the junior primary school. Some statistical measures are examined.
Assessment: Examination: 100 per cent; Attendance of 80 per cent minimal.
References:

EDN141 Music Education 1

Contact: Three hours per week for one semester.
Prerequisite: Nil.
Syllabus: An introduction to music in the primary school; why teach music and what constitutes a balanced music program.
A study of rudimentary musical notation and musical terminology which will enable students to perform on a variety of musical instruments – tuned and non-tuned percussion and the recorder.
Assessment: Assignment: 30 per cent; Practical Performance: 20 per cent; Examination: 50 per cent.
References:

EDN142 Physical Education 1

Contact: Three hours per week for one semester.
Prerequisite: Nil.
Syllabus: This subject is concerned with the development of teaching techniques and resource material that is relevant to the primary school child in the area of physical education.
Reference will be made to the introduction of the Ministry of Education's Frameworks of Personal Development P-10, including content and teaching materials. The theoretical and practical sessions will introduce the areas of the Physical Education Curriculum under the following topics: Sport Education, Recreation, Outdoor Education, lesson planning and development, motor skill acquisition, desired outcomes and evaluating fitness, remediation programs, athletics, minor and major games, swimming, gymnastics and dance programs, teaching technique and peer group teaching.
Assessment: (a) Written assignment on some aspect of the Physical Education curriculum: 50 per cent. (b) Presentation of a teaching/resource folio on specific aspects of the Physical Education Curriculum: 50 per cent. (c) Work Requirement – attendance.
References:

EDN143 Science Education 1

Contact: Three hours per week for one semester.
Prerequisite: Nil.
Syllabus: The nature of "children's science" and primary science are examined through study of videotape
segments and curriculum materials, and by student participation in a variety of practical activities and discussions. Primary science is seen to embody aspects of technology, personal development, and social relevance. Students are prepared for classroom observation and practice teaching in science, especially at junior levels.

Assessment: Class exercises and final test.

References:

EDN151 Sports Studies 1

Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: Sport in ancient Greece: Sport and Homer; Sport and Religion; Sport and Art; Sport and Education; The Greek Athletic Festival. Sport in the middle ages and early modern times; sport in modern Europe; sport in Australia; sport in other modern countries; amateurism versus professionalism; individual versus team sports; participatory sports versus spectator sports; participation in selected physical activities.
Assessment: Theory unit: Written assignment: 60 per cent; Practical unit: Skills and knowledge test: 40 per cent.

References:

EDN154 Recreation Studies 2

Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: Organisation of the body; cells; tissues; membranes and glands; skeletal system; skeletal muscles; joints and joint movement; analysis of basic movement skills. Participation in selected physical activities.
Assessment: Theory unit: Written examination: 60 per cent; Practical unit: Skills and knowledge test: 40 per cent.

References:
EDN157 Language Studies – German 1

Contact: Four hours per week for one semester.
Prerequisite: Nil.

Syllabus: Introduction to basic language structures, using a communicative competence approach. Introduction to general geography and historical aspects of German culture, both in FRG and GDR. Limited but regular use of German language in classroom. Weekly computer-aided instruction (CAD).

Assessment: In-Class Tests (4): 100 per cent.

Text:

Reference:

EDN158 Language Studies – German 2

Contact: Four hours per week for one semester.
Prerequisite: EDN157.

Syllabus: Continuation of language and culture study as with EDN157, using additional materials and encouraging use of German in classroom. Weekly CAI session.

Assessment: In-Class Tests (4): 80 per cent; Cultural Assignment: 20 per cent.

Text:

References:

EDN161 Music Studies 1A

Contact: Four hours per week for one semester.
Prerequisite: Nil.

Syllabus: (a) Introduction to concepts in music. A sequential program in listening techniques, aural training through choral/ensemble, and basic music materials, designed to improve the musical perception of students with little or no musical background. Through a selected listening/reading and creative music program, sound as music is investigated, the various elements of music and basic theory are introduced and explored. (b) Students elect to study at either ‘beginner’ or ‘experienced’ levels guitar, keyboard, recorder, singing or an approved orchestral instrument.

Assessment: Two from Group B. One from Group D. (See Assessment Policy).

References:


XANADU, *Musicom Software*.

EDN162 Music Studies 1B

Contact: Four hours per week for one semester.
Prerequisite: A satisfactory background in music demonstrated by approved qualifications or at an audition/interview.

Syllabus: Although similar in content to Music Studies 1A, this subject requires that the student obtain higher standards of achievement.

Assessment: Two from Group B. One from Group D. (See Assessment Policy).

References:


XANADU, *Musicom Software*.

EDN163 Music Studies 2

Contact: Four hours per week for one semester.
Prerequisite: Nil.

Syllabus: (a) After studies of the basic materials of music in Music 1A/1B, students now move to a survey of Western cultures and their general characteristics. Work with basic music materials, formal structures and aural training are continued at more advanced levels. (b) Practical studies elected in Music 1A/1B continue at a more advanced level. (c) Creative studies involve more advanced experiences using the elements of music, a variety of sound sources and appropriate notation.

Assessment: Two from Group B. One from Group D. (See Assessment Policy).

References:


XANADU, *Musicom Software*, Aural training elementary theory.
EDN166 Studio Arts - Ceramics 1

Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: After completing this subject students should have an understanding of simple handbuilding techniques; have an understanding of simple decorative techniques and elements of design, and begin to know the differences between, and uses for different clay bodies.
Assessment: One Assignment: 25 per cent; One set of drawings and designs: 25 per cent; A folio of work: 50 per cent.
References:

EDN167 Studio Arts - Ceramics 2

Contact: Four hours per week for one semester.
Prerequisite: Satisfactory completion of EDN166.
Syllabus: The aim of this subject is to develop in students skills in the use of the pottery wheel and a general understanding of twentieth century ceramics. After completing this subject students should have begun the process of developing skills to appreciate 20th century ceramics; be able to decorate ceramic pieces using a variety of methods; be able to use clay in an expressive way, and have gained the basic skill of wheel throwing.
Assessment: One Assignment: 20 per cent; One folio of source sketches and related drawings: 20 per cent; A folio of completed works: 60 per cent.
References:

EDN168 Studio Arts - Fabric Studies 1

Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: After completing this subject students should understand the properties of natural and synthetic fibres and methods of fibre construction; be able to construct fabric through elementary weaving processes; understand the creative potential of traditional and experimental embroidery techniques; have a comprehension of terminology involved in elementary fibre construction and surface manipulation processes, and have developed drawing skills related to the textile folio which illustrate an awareness of the importance of design considerations.
Assessment: Textile folio: 60 per cent; Drawing folio: 20 per cent; Assignment related to course work: 20 per cent.
References:
EDN175  Environmental Science 1: Introduction to Studies of the Natural Environment

Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: The study of environment problems is introduced and the scope and limitations of the human senses are examined in the laboratory. Some techniques for measuring environmental variables in the laboratory and field are applied to the study of selected environmental problems. The study of ecosystems is commenced and the major groups of Australian plants and animals are examined.
Assessment: Laboratory reports: 50 per cent; Examination: 50 per cent.

EDN176  Environmental Science 2: Ecological Aspects of Human Biology

Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: The nature of certain human systems is described, e.g. respiration, digestion, circulation, excretion, reproduction, locomotion and co-ordination. The increase of human population is examined from an evolutionary viewpoint: variation, selection, descent of humans and evidence for evolution. Genetics is considered in the context of evolutionary development: chromosomes, genes, DNA, RNA, normal genetic variations, genetic and chromosomal abnormalities, behavioural genetics. Certain effects of the environment upon humans are examined: race and disease, life cycle, reaction of individuals to external factors.
Assessment: Laboratory Reports: 30 per cent; Assignment: 30 per cent; Examination: 40 per cent.

EDN180  Language Education 1: Oral Language

Contact: Two hours per week for one semester.
Prerequisites: Nil.
Syllabus: The major concepts contained in the English Frameworks including: integration of language modes; language across the curriculum; developmental learning and growth points P-10; classroom organisation for language development P-10; catering for individual needs in language and learning; language and technology.

The development of children's oral language. Implications for the teacher in further developing children's listening and speaking. The importance of the teacher as listener and speaker. Listening as a vital part of communication and the child's development. Understanding listening development; perception, figure-ground, memory, sequencing discrimination of speech components. Developing listening in the classroom through music, poetry, stories, games and other curricula activities. The hearing impaired child. The development of children's speech and talk in the classroom and across the curriculum. The significance of talk in language development. Drama as a feature of the child's language, personal and social development. Implementation of classroom drama through music, verse, mime, movement, puppetry, improvisation and role play.
Assessment: Oral Presentation of poetry and story: 15 per cent; A written examination: 85 per cent.

EDN181  Language Education 2: Language and Technology

Contact: Two hours per week for one semester.
Prerequisites: Nil.
Syllabus: A basic introduction to the major components of language, including content, structure and use. Using the four modes of language in an integrated way. The relationship between language and learning. The concept of language across the curriculum. Children's uses of language (e.g., Tough analysis). The nature of technology and the importance of technology in today's society. The importance of children using language to clarify their thinking in the solving of problems using technology. Children using language to communicate with each other in problem solving activities. The solving of problems using investigation techniques which involve the design, construction and operation of appropriate materials and tools.
Assessment: A written report of workshop activities: 60 per cent; An examination: 40 per cent.

EDN182  Art Education (Early Childhood)

Contact: Two hours per week for one semester.
Prerequisite: Nil.
Syllabus: The subject will consist of a series of lectures, seminars and workshops designed to provoke the active participation of the students. Students will be expected to prepare suitable resource folios for use in practical situations.
The work of theorists such as Kellogg, Lansing, Winn and Porcher will be introduced when applicable.
Assessment: Assignment 50 per cent; Project 50 per cent.
EDN183 Early Childhood Environmental Studies Across the Curriculum

Contact: Two hours per week for one semester. 
Prerequisite: Nil. 
Syllabus: This subject will consist of two topics. In the first, content related to science will be considered. Students will be made aware of the importance of the natural environment in fostering science experiences through which young children can develop the scientific skills of observation, generalisation, discrimination, classification and problem solving. The role of science in facilitating young children's understanding of their environment and environmental issues will be considered.

In the second topic, the role of young children's play in developing their understanding and skills related to co-operative living will be considered. 
Assessment: Two Assignments each 25 per cent; Examination 50 per cent. 
References: 
HARLAN, J., Science Experiences for the Early Childhood Years, Merrill, 1980. 
SEEFELDT, C., Social Studies for the Pre-School – Primary School, (2nd edn.), Merrill, 1984. 
SEEFELDT, C., Science Experiences for Young Children, NAEC, 1982. 

EDN184 Early Childhood Music and Movement

Contact: Two hours per week for one semester. 
Prerequisite: Nil. 
Syllabus: This subject will consist of two topics. The first will be a study of nursery rhymes, action games, finger plays, mime, basic movement activities, nontuned and tuned percussion instruments. The role of parents and educators in developing an awareness of the elements of music and enjoyment of music will be considered. The second topic will consist of a practical study of the Glockenspiel. Students will be expected to use this instrument for accompanying musical and movement activities. 
Assessment: Assignment 30 per cent; Practical Performances 20 per cent; Examination 50 per cent. 
References: 
COX, L., Music Movement and Drama Through the Singing Game, Cox, 1980. 
MATTERSON, E., This Little Puffin, Puffin, 1984. 

EDN185 Early Childhood Mathematics

Contact: Two hours per week for one semester. 
Prerequisite: Nil. 
Syllabus: In this subject, four major topics will be considered, viz., learning mathematics with understanding; creating and utilising experiences which develop ideas of quantity; mathematical language development and planning mathematics programs for pre-school. Within these topics, stress will be placed on the role of children's play as a means of developing mathematical skills and understanding, such as recognition of likeness and differences, and early spatial concepts. The inter-relationship between language and mathematics will be explored. This course will focus on the stages children pass through in their understanding of mathematical ideas and students will be expected to use a child-centred, developmental approach to their planning of mathematics programs for pre-school. 
Assessment: Examination 50 per cent; preparation of teaching materials 30 per cent; completion of workshop activities 20 per cent. 
References: 
BARATTA-LORTON, M., Mathematics Their Way, Addison-Wesley, 1983. 
UNDERHILL, R., Teaching Elementary School Mathematics, Merrill, 1981.

EDN186 Issues in Australian History A: Towards Multi-culturalism

Contact: Four hours per week for one semester. 
Prerequisite: Nil. 
Syllabus: A study of the contribution to Australia's development of both 19th and 20th century voluntary and enforced migration schemes with reference to their impact on social policies, and maintenance of sub culture attitudes and affinities, and the implications for the current debates on multi-culturalism. Among migration schemes to be considered will be German immigration to South Australia, the importation of Kanaks, early post World War 2 European migration and post Vietnam Asian immigration. Attention will be paid to the impact migration has had on both migrants and host culture with particular reference to the impact of European migration on Aboriginal life and culture. Students will be given the opportunity to study the expression of this impact through European and Aboriginal art and literature. 
Assessment: Research project: 40 per cent; Examination: 60 per cent. 
References: 
EDN187 Issues in Australian History
B: Wealth and Poverty

Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: A study of the origins of wealth and poverty in Australia with specific reference to the development of a squattocracy, the gold rushes, urban slums and women in the work force. Discussion of economic inflationary and contractionary factors with specific reference to the 1890s and 1920–30s, and an investigation into changing views as to the courses of poverty and their effect on state and voluntary organisational efforts to alleviate hardships. Material in the lecture program will focus on Victoria and New South Wales but through the seminar program students will be able to investigate the above aspects as they pertain to another State of their choice.
Assessment: Seminar paper: 40 per cent; Examination: 60 per cent.
References:

EDN201 Studies in Child Psychology 3

Contact: Two hours per week for one semester.
Prerequisites: EDN101 and EDN102.
Syllabus: This course is a culmination of the course undertaken in the first year. It familiarises students with the three areas of child development: physical, social and emotional, and cognitive development. The major emphasis is on the period of middle childhood. Theories and recent research findings relevant to this period of development are discussed. Children's learning is also studied. A related framework program provides the opportunity to increase understanding of theory.
Assessment: Examination: 50 per cent; Fieldwork Folio: 50 per cent.
References:

EDN202 Studies in Child Psychology 4

Contact: Two hours per week for one semester.
Prerequisites: EDN101 and EDN102.
Syllabus: This course is a progression from the previous semester's course. The emphasis is on the period of late childhood and adolescent development. Topics of particular importance to this stage are discussed along with relevant theories. There is also a detailed investigation into the psychology of the learning and the teaching of children.
Assessment: Examination: 50 per cent; Fieldwork Folio: 50 per cent.
References:
BERGER, K.S., The Developing Person Through Child-

EDN205 The School and the Community

Contact: Two hours per week for one semester.
Prerequisite: Nil.
Syllabus: The subject includes discussion and comparison of the concepts of society, community and neighbourhood, and education and schooling. Visits to schools and other case study material will enable discussion of issues related to school–community relationships. These issues include the effects of poverty or wealth, location, community attitudes, and social status on performance at school, parent participation, utilisation of community resources and changing relationships between schools, regions, and the Ministry of Education.
Assessment: One project: 50 per cent; One examination: 50 per cent.
References:
PETTIT, D., Opening up Schools, Pelican, 1980.

EDN206 The School and the Individual

Contact: Two hours per week for one semester.
Prerequisite: Nil.
Syllabus: The social context of schools in Australia; relationships between the school and the individual with particular regard to the needs of the gifted, the disabled, the economically disadvantaged and the racially or culturally different; the nature of changing technologies in relation to the school, the teacher and the child.
Assessment: Minor assignment: 40 per cent; Examination: 60 per cent.
References:

EDN211 Early Childhood Teaching 3

Contact: Two hours per week for one semester for the on-campus program.
Syllabus: Strand A (on campus): Topics will include the following aspects of planning and teaching: establishing aims and content; determining lesson objectives; grouping for instructions; utilising space and time; selecting and using resources; assessment and evaluation. Amongst the teaching methods and strate-
gies considered will be introductory procedures and closures; explaining, questioning, reinforcement, and post lesson evaluation.

Strand B (off-campus): Practical teaching sessions of 18-20 days of classroom observation and participation. Individual child study and basic teaching with children in the junior grades of the primary school.

Assessment: Strand A: Assignment 25 per cent; Student Presentation 25 per cent. Strand B: Assessment of Practice Teaching 50 per cent.

References:

EDN212 Early Childhood Teaching 4

Contact: Two hours per week for the semester for the on-campus program.
Prerequisite: Nil.
Syllabus: Strand A: This will include consideration of classroom management and, in particular, preventing problems and coping with problems. Also included will be strategies for improving classroom teaching.

Strand B: Practice teaching sessions of 20-25 days of guided teaching and classroom management with children in the middle and senior level classes in the primary school.

Assessment: Strand A: Assignment 15 per cent; Tutorial 15 per cent; Examination 20 per cent. Strand B: Assessment of Practice Teaching 50 per cent.

References:
McCULLA, N. & WALSH, R.D., Balance in the Classroom, Primary English Teaching Association, 1981.

EDN213 Early Childhood Education 3

Contact: Two hours per week for one semester.
Prerequisite: Nil.
Syllabus: The chief emphasis of this subject is on developing students’ understanding of changes in Australian education in general and primary education in particular from a sociological viewpoint. Sociological concepts of role, groups, systems and institutions are introduced with particular reference to the family as a social group, and the school as a social system. A special topic will be the impact of mass communication and technology on the family and school from a sociological perspective. Students will also be introduced to sociological methodology.

Assessment: Minor assignment: 40 per cent; Examination: 60 per cent.

References:


EDN214 Early Childhood Education 4

Contact: Two hours per week for one semester.
Prerequisite: Nil.
Syllabus: This subject relates the historical and sociological developments discussed in the previous subjects to developments in Australian primary education. Specific topics will include social pressures and curriculum innovations, minority groups and education, and community participation in education.

Assessment: Research Paper 50 per cent; Examination 50 per cent.

References:

EDN215 Child Development 3

Contact: Two hours per week for one semester.
Prerequisite: Nil.
Syllabus: The subject pursues the same aims, direction and thrust of the previous ones, but now the period of development under study will be middle childhood.

Assessment: As for EDN214.

References: As for EDN214, plus:

EDN216 Child Development 4

Contact: Two hours per week for one semester.
Prerequisite: Nil.
Syllabus: The subject maintains the same direction and thrust of the previous subjects. The period of development under study will be late childhood.

Assessment: As for EDN215.

References: As for EDN215, plus:

EDN217 Primary Language Across the Curriculum 1 (Reading Across the Curriculum)

Contact: Two hours per week for one semester.
Prerequisite: Nil.
Syllabus: The theoretical basis for the teaching of reading focuses on the factors that affect the development of reading, the major skills and strategies involved in reading for meaning and the relationship between reading, other language skills and the broader curriculum.

Students examine a variety of approaches includ-
ing language experience, shared reading and basal reading.

The development of reading competence in children and the means whereby children requiring special assistance can be catered for in the reading program are studied.

**Assessment:** Tests 50 per cent; Assignments 50 per cent.

**References:**

**EDN218 Primary Language Across the Curriculum 2 (Children's Literature and Writing Across the Curriculum)**

**Contact:** Two hours per week for one semester.

**Prerequisite:** Nil.

**Syllabus:** Student's knowledge and appreciation of children's literature are developed. The literature studied is also used as a stimulus for oral and written language. Particular attention is paid to the writing process and the means by which the teacher can best develop the child's written language across the curriculum.

**Assessment:** Assignments 50 per cent; Tests 50 per cent.

**References:**

**EDN221 Studies in Teaching 3**

**Contact:** Two hours per week for on-campus studies, plus practicum of 16 days.

**Prerequisite:** EDN121.

**Syllabus:** A course consisting of two complementary strands:

- **Strand A** off-campus program provides students with the opportunity to practise basic teaching skills, including multi-group teaching in the middle level primary grades. The on-campus Strand A introduces the more complex teaching and class management tasks using multi-group teaching simulation and post-simulation conferences. Preparation of teaching aids; allocation of time; efficient supervision and correction strategies.

- **Strand B** further examines curriculum issues relating to classroom organisation and to the interaction between teacher and pupil.

**Assessment:** Strand A (Off-Campus) Practice Teaching 48 per cent; Strand A (On-Campus) Practical Class Exercise 22 per cent; Strand B (On-Campus) Examination 30 per cent.

**References:**

**EDN222 Studies in Teaching 4**

**Contact:** Two hours per week for on-campus studies, plus practicum of 16 days in selected primary schools.

**Prerequisite:** EDN221.

**Syllabus:** A course consisting of two complementary strands:

- **Strand A** off-campus program involves a wide range of teaching and class management responsibilities for the middle level primary grades, both within the classroom and in outdoor and special education settings. The on-campus sessions explore problems affecting teacher-pupil/teacher-parent/teacher-administrator relationships.

- **Strand B** program continues the study of curriculum issues, school-based curriculum decision-making; the curriculum and the knowledge explosion; core curriculum; policy; program activities.

**Assessment:** Strand A (Off-Campus) Practice Teaching 48 per cent; Strand A (On-Campus) Practical Class Exercise 20 per cent; Strand B (On-Campus) Examination 32 per cent.

**References:**

**EDN231 Art Education 1**

**Contact:** Three hours per week for one semester.

**Prerequisite:** Nil.

**Syllabus:** After completing this subject the students should have developed an understanding of the sequential nature of the visual symbols produced by children; have had experience with a wide variety of art media; have an understanding of some basic art and craft processes; have developed some skills in the planning and execution of art lessons; have an understanding of the links between art design, craft and technology and have consulted a wide variety of texts and be aware of contributions made by educational theorists and others to the understanding and teaching of child art.

**Assessment:** Two assignments each of 50 per cent; 80 per cent minimum attendance.

**References:**

EDN236 Computers in Education 1

Contact: Three hours per week for one semester.
Prerequisite: Nil.
Syllabus: Computer awareness; development of a conceptual model of a computer system, types of computers, types of processing, computer applications and implications. The role of computers in Primary Education; teaching about computers; teaching with computers, computer related curricula.
Computer literacy; the development of user skills in the applications associated with teaching/learning in the primary classroom environment.
Assessment: End of subject examination: 70 per cent; Progressive practical exercises: 30 per cent; 80 per cent attendance requirement at laboratory sessions.
References:

EDN239 Mathematics Education 3

Contact: Two hours per week for one semester.
Prerequisites: EDN139, EDN140.
Syllabus: The subject includes a study of the sequential development of rational and decimal fractions. Competence in the four processes with fractions is developed before teaching techniques for these are explored. Percentages and ratio are examined together with the application of the calculator. Measurement topics include those related to the metric number system.
Assessment: Examination: 80 per cent; Assignment: 20 per cent; Attendance of 80 per cent minimal.
References:

EDN240 Mathematics Education 4

Contact: Two hours per week for one semester.
Prerequisites: EDN139, EDN140.
Syllabus: Areas of study include problem solving, error analysis, remediation and assessment procedures. Teaching techniques and methods aimed at making mathematics more realistic and applicable to everyday use are given special emphasis. Measurement topics covered include area and volume.
Assessment: Examination: 80 per cent; Assignment: 20 per cent; Attendance of 80 per cent minimal.
References:
ASHLOCK, R.B., Error Patterns in Computation, Columbus, Ohio, Merrill, 1986.


EDN241 Music Education 2

Contact: Three hours per week for one semester.
Prerequisite: EDN141.
Syllabus: An extension of musical notation and terminology which will enable students to consolidate their practical performance on a variety of musical instruments, in particular the glockenspiel.
A study and comparison of current approaches to music education: Dalcroze, Kodaly, Orff, Schafer, Self and Up Beat, culminating in the planning of a thematic unit suitable for use in the primary school.
Assessment: Assignment: 30 per cent; Practical: 20 per cent; Examination: 50 per cent.
References:

EDN242 Physical Education 2

Contact: Three hours per week for one semester.
Prerequisite: EDN142.
Syllabus: This subject continues with the development of teaching procedures and resource material in specific selected elective areas such as: Australian Teacher of Swimming Certificate, St. John Senior First Aid Certificate, organisation and implementation of a basic camping program or the development of specific skills and techniques related to an outdoor pursuit activity, i.e. Orienteering, Bushwalking or Bike Touring.
A school based teaching program which includes skill teaching evaluation, clinical task analysis on student behaviour and teacher behaviour will be included.
Assessment: (a) Theory examination – Australian Teacher of Swimming Certificate, or, (b) Assignment on an aspect of bike education or road safety; (c) Group teaching assignment/evaluation and work requirement.
References:

EDN251 Sports Studies 3

Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: Historical development of sport in general in Australia and of selected sports in particular; spectator sports in Australia; sport and the Australian woman; sport and the Australian child; sport and politics in Australia; Australia's role in the international sports scene; sport and the disabled. Participation in selected physical activities.
Assessment: Theory unit: Written assignment: 60 per cent; Practical unit: Skills and knowledge test: 40 per cent.
EDN252 Sports Studies 4

Contact: Four hours per week for one semester.
Prerequisite: EDN152.
Syllabus: Nutrition: The base for human performance; energy for physical activity; systems of energy delivery and utilisation; enhancement of energy capacity; work performance and environmental stress; body composition, energy balance and weight control; aging and health related aspects of exercise. Participation in selected physical activities.
Assessment: Theory unit: Written assignment: 60 per cent; Practical unit: Skills and knowledge test: 40 per cent.

References:
KOMI, P.V., Exercise and Sport Biology, Champaign, Human Kinetics, 1983.

EDN253 Recreation Studies 3

Contact: Four hours per week for one semester.
Prerequisite: Nil.
Assessment: Written Assignment: 50 per cent; Field Study Report: 50 per cent.

References:
DEPARTMENT OF ABORIGINAL AFFAIRS, Aboriginals and Recreation, Commonwealth Department of Sport, Recreation and Tourism, Canberra, 1986.

EDN254 Recreation Studies 4

Contact: Four hours per week for one semester.
Prerequisite: Nil.
Assessment: Written Assignment: 50 per cent; Field Study Report: 50 per cent.

References:

EDN257 Language Studies – German 3

Contact: Four hours per week for one semester.
Prerequisites: EDN157 and EDN158.
Syllabus: Language and culture study at a more advanced level, together with use of additional written and audio-visual materials. Extensive use of German language in the classroom. Beginning reading of German language writing by selected authors. (Poetry, short stories.)
Assessment: In-Class Tests (4): 100 per cent.

References:
HAAS, W., Die Deutschen und die Oesterreicher.

EDN258 Language Studies – German 4

Contact: Four hours per week for one semester.
Prerequisite: EDN257.
Syllabus: This semester course continues the language study begun with EDN257, together with further reading of German literary texts.
Assessment: In-Class Test: 80 per cent; Assignment: 20 per cent.

References:
HAAS, W., Die Deutschen und die Oesterreicher.
EDN261 Music Studies 3

Contact: Four hours per week for one semester.
Prerequisites: EDN161 or EDN162 and EDN163.
Syllabus: (a) Music in the Life of Man: Art music, Man's use of music as a form of aesthetic expression. Through a detailed consideration of a number of representative works from the last 300 years this component studies how composers have modified their use of the elements of music to reflect the values and concerns of their contemporary society. (b) Practical studies. (c) Choral/instrument ensemble. (d) Creative Workshop continue to develop technique, reading, aural and interpretative skills, and repertoire.
Assessment: One from Group B. One from Group C. One from Group D. (See Assessment Policy).
References:
RAST, L., Keyboard Magic Bk. 2, Atlanta, Educational Production Inc., 1975.

EDN262 Music Studies 4

Contact: Four hours per week for one semester.
Prerequisites: EDN161 or EDN162 and EDN163.
Syllabus: (a) Music in the Life of Man: Traditional and Folk Music. How the 'ordinary man' has used simple easily understood music for self expression and recreation. It includes a study of characteristics of traditional folk music and influences which lead to the development of an Australian Folk Tradition. (b) Practical studies. (c) Choral/Instrumental ensemble work to develop instrumental and vocal repertoire, interpretative, aural, reading, technical and ensemble skills. (d) Creative Music Workshop includes more extensive use of electronic instruments and computer music, simple arrangements using seventh chords, appropriate to melodic, non-melodic percussion, keyboard and guitar.
Assessment: Two from Group B. One from Group D. (See Assessment Policy).
References:
XANADU, Musicom Software.

EDN266 Studio Arts – Ceramics 3

Contact: Four hours per week for one semester.
Prerequisite: Satisfactory completion of EDN167.
Syllabus: The aim of this subject is to broaden and deepen the skills of students in ceramic methods of production. After completing this subject students should be able to use handbuilding and wheel forming techniques to a competent standard; understand simple glaze technology, and decorate and fire primitive pottery pieces.
Assessment: One assigned task: 20 per cent; One research assignment: 40 per cent; A folio of work in progress: 40 per cent.
References:

EDN267 Studio Arts – Ceramics 4

Contact: Four hours per week for one semester.
Prerequisite: Satisfactory completion of EDN266.
Syllabus: The aim of this subject is to develop students' creativity and expression through the use of clay. After completing this subject students should have further developed handbuilding skills; have extended and improved wheel throwing methods, and have developed an understanding of the place of ceramics in society.
Assessment: One seminar report: 20 per cent; One history of ceramics essay: 20 per cent; A folio of completed works: 60 per cent.
References:

EDN268 Studio Arts – Fabric Studies 3

Contact: Four hours per week for one semester.
Prerequisites: EDN168, EDN169.
Syllabus: After completing this subject students should have an appreciation of traditional and modern techniques of Batik resist dyeing, and be able to articulate original ideas in this medium; have a working knowledge of a variety of screen printing processes; understand the creative potential of using mixed media; be aware of the three dimensional possibilities of fibres and fabrics; show a development in drawing expertise, and be familiar with, and be able to present a visual artist's work.
Assessment: Textile folio: 60 per cent; Drawing folio: 10 per cent; Assignment related to course work: 30 per cent.
References:
Journals:
Craft Australia; Fibre Forum; Craft Arts.
EDN269  Studio Arts – Fabric Studies 4

Contact: Four hours per week for one semester.
Prerequisites: EDN168, EDN169, EDN268.

Syllabus: After completing this subject students should be able to interpret original designs into a weaving, and construct fibres and fabric through more complex spinning and weaving techniques; be able to interpret own designs as a printed fabric using a combination of screen printed and handpainted processes; competently articulate ideas for textiles through drawings; be able to confidently discuss a visual artist's work, and have a comprehension of terminology involved in more complex fibre construction and surface manipulation processes.

Assessment: Textile folio: 60 per cent; Drawing folio: 10 per cent; Assignment related to course work: 30 per cent.

References:

Journals: Craft Australia; Fibre Forum; Craft Arts.

EDN270  Studio Arts – Painting 3

Contact: Four hours per week for one semester.
Prerequisites: Satisfactory completion of EDN171.

Syllabus: After completing this subject students should have made visual notes based upon a wide range of landscape stimuli; had some experiences with figure drawing; begun to arrange ideas for painting compositions, and developed an understanding of composition, colour and tone.

Assessment: One assignment on composition: 30 per cent; One assignment on drawing: 30 per cent; Submission of source material and prospective painting working sketches: 40 per cent.

References:

EDN271  Studio Arts – Painting 4

Contact: Four hours per week for one semester.
Prerequisites: Completion of EDN270.

Syllabus: The aim of this subject is for each student to complete several paintings based upon source material gathered in EDN270 by using a variety of painting media.

Students should now have sufficient ideas to be able to develop finished paintings. Therefore, after completing this subject, students should have produced at least six finished works.

Assessment: One study/research assignment: 25 per cent; A folio of six finished works: 75 per cent.

References:

EDN281  Primary Science

Contact: Two hours per week for one semester.
Prerequisite: Nil.

Syllabus: In this subject, students will be expected to
identify and pursue primary science objectives through participation in activities, and view of video-taped lessons.

Students will participate in a sampling of topics drawn from across the primary science curriculum, used to demonstrate various strategies – expository teaching and demonstration, individual and group experiment/investigation, 'guided discovery', short excursions, games, group discussions drawing out children's ideas.

This subject will include examination, use, and assessment of resources in the Curriculum Materials Centre. There will also be planning and demonstration of activities and lessons by students.

Assessment: Assignment (lesson plans) 40 per cent; Examination 60 per cent.

References:
EDUCATION DEPARTMENT OF VICTORIA, Science in the Primary School, (5 parts), Melbourne, Education Department of Victoria, 1981-82.

EDN282 Art Education (Primary)

Contact: Two hours per week for one semester.
Prerequisite: EDN182 Art Education (Early Childhood).

Syllabus: The following topics will be considered in this subject:

- The nature of art – its meaning and function; creativity, developing artistic creativity; art process and art product; child development in art; explanations for artistic growth in children, 'deviation', barriers to growth, motivation; child art in other cultures; perception, 'awareness'; art basics and design; art appreciation; visual education; constructing classroom art programs; rationales, objectives, skills, processes; sequencing in art programs; methods of teaching art (e.g., thematic approach, correlation and integration, etc.); evaluating child art; art in the classroom – resources, materials, organisation, ordering, environments, field trips, etc.

Practical work, designed to direct students' attention to the importance of the activities for children in terms of individual learning and growth situations, and to establish the student's own confidence in the ability to work freely and creatively in a range of art/craft materials, will also be undertaken.

Actual activities will examine methods of: discovery and experimentation in terms of media tools and equipment; problem solving – pupil/teacher orientated; organisation of materials, equipment and the room, sequential and thematic approaches; evaluation of programs and students' results; flexibility in terms of total programming of activities.

Assessment: Assignments 50 per cent; Project 50 per cent.

References:
DORN, C. (Chairman), Report of the NAEA Commis-


EDN283 Primary Social Science

Contact: Two hours per week for one semester.
Prerequisite: Nil.

Syllabus: Students will:
- examine the relationship between the social science disciplines and social studies;
- analyse and practice inquiry – teaching strategies applicable to social studies;
- plan and teach sequences of lessons which aid children to develop concepts, skills, values and action;
- examine critically, various programs of social studies specifically developed for primary schools.

Assessment: Plan and teach a social studies unit 40 per cent; Examination 60 per cent.

References:

EDN284 Primary Music

Contact: Two hours per week for one semester.
Prerequisite: Nil.

Syllabus: In this subject the approaches of Orff, Kodaly, Dalcroze and Schafer to creative music making activities will be examined. Musical plays and mimes, rhythmical and melodic accompaniments, related listening activities will be considered.

The development of a balanced music program suitable for use in junior/middle and upper primary levels will also be considered. Advanced work on glockenspiels as a musical instrument will be included.

Assessment: Assignment 30 per cent; Practical Performance 20 per cent; and Examination 50 per cent.

References:
HOLT, D. & THOMPSON, K., Developing Competencies to Teach Music in the Elementary Classroom, Merrill, 1980.

EDN285 Primary Mathematics 1

Contact: Two hours per week for one semester.
Prerequisite: Nil.

Syllabus: The subject will commence with consideration of the beginning of counting and the emergence of number in young children. Consideration will be given
to how these aspects of mathematics can be fostered in
the junior primary program. Work on operations, the
development of number systems, mathematical ideas
such as equations, applied number, mathematical ideas
such as equations, applied number, fractions and spatial
relationships will be presented through activities
designed to increase students' own understanding and
skill while acquiring appropriate teaching strategies.
Assessment: Examination 50 per cent; Development of
teaching materials 30 per cent; Completion of workshop
activities 20 per cent.
References:
COPELAND, R.W., Mathematics and the Elementary
UNDERHILL, R., Elementary School Mathematics,
Merrill, 1981.
DUBISCH, R., Basic Concepts of Mathematics for
Elementary Teachers, Addison-Wesley, 1981.
WILLIAMS, E. & SHUARD, W., Primary Mathematics

EDN286 Primary Mathematics 2

Contact: Two hours per week for one semester.
Prerequisite: Nil.
Syllabus: Teaching emphasis on this subject will be on
planning effective mathematics programs. Procedures
for the evaluation of a child's performance in mathem-
atics will be considered along with strategies for
enrichment programs. The use of games and calcula-
tors in the classroom will be discussed. Teacher-
designed and commercially produced diagnostic mate-
rials will be assessed.
Assessment: Tests 50 per cent; Development of teach-
ing materials 30 per cent; Completion of workshop
activities 20 per cent.
References: As for Primary Mathematics 1.

EDN287 Human Movement

Contact: Two hours per week for one semester.
Prerequisite: Nil.
Syllabus: This unit is concerned with the development
of teaching procedures and material that is relevant to
the primary school child in the area of physical educa-
tion.
The content includes a consideration of the theo-
retical as well as the practical aspects of teaching
physical education. Theoretical areas include defini-
tions, innovations, planning concepts, acquisition of
motor skills, teaching techniques, remedial and per-
ceptual motor programs, fitness, measurement and
evaluation. Practical areas include sessions in dance,
gymnastics, athletics, minor games, ball handling,
minor games, swimming, peer group teaching.
Assessment: Assignment 50 per cent; Development of
a Teaching Resource Folio 50 per cent.
References:
DODD, G.D. & MILLER, J.N., Physical Education,
Part 1 and Part 2, Kingswood, Physical Education
EDUCATION DEPARTMENT, Physical Education –
A Suggested Course of Study for Primary Schools,
No 1 Equipment and Facilities, No 2 Gymnastics,
No 3 Dance, No 4 Ball Handling, No 5 Athletics, No
6 Swimming.

EDN288 Computer Education

Contact: Two hours per week for one semester.
Prerequisite: Nil.
Syllabus: The course is an introduction to the use of
computers and computer-related technology in teach-
ing and learning with special reference to the early
years of structured education. It will include the
following two major topics:
Computer awareness: The development of a con-
ceptual model for a computer system together with an
understanding of its mode of operation; user skills;
care of a computer, its media and associated peripheral
devices.
Computers in early childhood and primary educa-
tion: Teaching/learning about computers; teaching/learning with computers; methodologies and resources;
computers across the curriculum.
Assessment: Examination 70 per cent, Cumulative
Practical Exercises 30 per cent.
References:
COLBURN, J. et al., Practical Guide to Computers in
NEVILLE, L. & DOWLING, C., Let's Talk Apple Turtle,
Prentice Hall, 1983.
PAPERT, S., Mindstorms – Children, Computers and

EDN289 Period Study A: Towards an
Australian Perspective: The
1890s

Contact: Four hours per week for one semester.
Prerequisites: EDN186, EDN187.
Syllabus: An interdisciplinary study of the factors
which contributed to the growth of Australian nation-
alism in the 1890s. Topics will include the major
strikes of the 1890s and their influence on the Union
Movement and the Labor Party; the ‘Women’s Move-
ment’ and its involvement in social issues through both
radical and conservative organisations; the Federation
debate and its role in developing a national identity;
the expression of nationalism through popular jour-
nals such as the Bulletin, Boomerang and the Dawn, as
well as through the literature of Furphy, A.B. Paterson
and Lawson, and the art of the ‘Heidelberg School’.
Assessment: Seminar paper: 40 per cent; Examination:
60 per cent.
References:
CANTRELL, L., The 1890s: Stories, Verse and Essays,
St. Lucia, QUP, 1977.
CROWLEY, F., A Documentary History of Australia,

EDN290 Period Study B: A Changing
Australian Perspective: The
1920s

Contact: Four hours per week for one semester.
Prerequisite: EDN186, EDN187.
Syllabus: An examination of various facets of Aus-
tralian culture and social experimentation with particu-
lar reference to changing attitudes to the poor and the
state's responsibility for alleviating hardship; chang-
ing perspectives on folk heroes – the role of sport and
sporting achievers; use of foreign enemies as a means of social control—bolshevism; the creative vision of the period with reference to Slessor, Vance Palmer and Pritchard.

Assessment: Seminar paper: 40 per cent; Examination: 60 per cent.

References:

EDN298 Language Education 3: Foundations of Literacy

Contact: Two hours per week for one semester.
Prerequisites: Nil.
Syllabus: An examination of the Reading and Writing (including spelling and handwriting) processes. Strategies used by young children in the reading and writing processes. Techniques used in the observation and evaluation of young children's Reading and Writing. Teaching strategies to assist young children in learning to read and write across the curriculum. An examination of a variety of computer software (word processing; problem-solving games) for use in early Reading and Writing. An introduction to narrative and non-narrative literature, including Aboriginal myth and legend, suitable for young children. An examination of the following teaching approaches: Process Writing; Shared Reading; Language Experience; Literacy Based Reading; Basal Reading.
Assessment: Class Test: 50 per cent; Assignment: 50 per cent.

References:
HANCOCK, J. & HILL, S., Literature-Based Reading Programs at Work, Melbourne, Australian Reading Association, 1987.

EDN299 Language Education 4: Development of Literacy

Contact: Two hours per week for one semester.
Prerequisites: Nil.
Syllabus: Reading and Writing in the Content Areas. Knowledge of both fiction and non-fiction resources from Aboriginal and other cultural sources available for use in the middle and upper levels of the Primary School. Strategies used in the development of Reading and Writing across the curriculum. An examination of a variety of computer software (word processing; problem-solving games) for use in the Reading and Writing programs in the middle and upper grades of the Primary School. Formal and informal techniques used in the diagnosis of the individual needs of children's Reading and Writing development. Strategies used in catering for the individual literacy needs of children.
Assessment: Class Test: 50 per cent; Assignment: 50 per cent.

References:

EDN300 Language Education 5: English as a Second Language

Contact: Two hours per week for one semester.
Prerequisites: Nil.
Syllabus: Lectures will centre around the following areas:
Assessment: In-class Test: 75 per cent; Research Essay/Project: 25 per cent.

References:
AIRD, E. & LIPPMANN, D., English is Their Right, Educa Press, 1983.

EDN301 Issues in Contemporary Developmental Psychology

Contact: Two hours per week for one semester.
Prerequisites: EDN101, EDN102, EDN201, EDN202.
Syllabus: The course continues the study of Life Span Development begun in the first two years of the course and thus progresses from Child and Adolescent Development to Adult Development. It also focuses on current issues in Developmental Psychology that are of particular relevance to primary school teachers.
Assessment: Assignment: 50 per cent; Examination: 50 per cent.

References:
BOWD, A., Exceptional Children in Class, Melbourne, Hargreen, 1986.

EDN302 School—Community Relationships (Option)

Contact: Two hours per week for one semester.
Prerequisites: EDN103, EDN104, EDN203, EDN204.
Syllabus: The elective consists of an investigation of the underlying arguments for increased school—community interaction, and development of the skills necessary for increased activity to succeed. Issues investigated include the development of community participation in schools; ways in which the community can participate; legislative developments; problem-solving; community resources; needs assessment; programs and processes.
Assessment: Annotated Bibliography: 30 per cent; Major Project: 70 per cent.

References:
MINZEY, J.D. & TOWNSEND, A.C., Core Plus Educa-
EDN303 Philosophical Issues in Education (Option)

Contact: Two hours per week for one semester.
Prerequisites: EDN201, EDN202, EDN203, EDN204.
Syllabus: The course deals with concepts that arise at the coal face of schooling. The concepts of 'the individual', 'the school', and 'society' are first examined. Then the concepts of 'equality', 'diversity' and 'need' in schooling are taken up along with that of 'social man'. Further, the concepts of 'individuality' and 'liberty' are more intensively studied with the critical reading of J.S. Mill Essay on Liberty. The course is open to the study of other alternative issues, e.g., education for girls, racism, moral education.
Assessment: Essay/Project: 100 per cent.
References:

EDN304 Communication in Education (Option)

Contact: Two hours per week for one semester.
Prerequisites: EDN103, EDN104, EDN203, EDN204.
Syllabus: The relationship between communication and instruction; communication barriers in the classroom; personal attributes which facilitate communication; verbal and non-verbal classroom communication; communication research and the classroom environment; learning package construction and validation documents.
Assessment: Tutorial exercises: 40 per cent; Major assignment: 60 per cent.
References:

EDN305 Politics and Education (Option)

Contact: Two hours per week for one semester.
Prerequisites: EDN103, EDN104, EDN203, EDN204.
Syllabus: A theoretical and practical study of the key political concepts relating the political and educational processes. These include the development of the Westminster system, Australian Federalism, Section 96 grants, state aid in theory and practice, pressure (interest) groups and the Schools' Commission. There is a heavy emphasis placed on investigating the 'working out' of these concepts in local schools in fieldwork situations.
Assessment: Major assignment: 100 per cent.
References:

EDN306 Sociology and Education (Option)

Contact: Two hours per week for one semester.
Prerequisite: Nil.
Syllabus: This is an introductory course in the sociology of education. It seeks to help students develop sociological concepts and research skills with which to understand how knowledge is transmitted in the social context. Topics include consensus and conflict theories, education and social stratification, organizations and institutions. Teaching mode will be lectures and research seminars.
Assessment: Examination: 60 per cent; Research Assignment: 40 per cent.
References:

EDN307 Professional Issues in Education

Contact: Two hours per week for one semester.
Prerequisites: EDN103, EDN104, EDN203, EDN204 and two of EDN302, EDN303, EDN304, EDN305, EDN306.
Syllabus: At the beginning of the semester key current social context issues are determined by staff and students. Groups of four or five students are then assigned to work in close contact with a member of staff on a particular issue. Each group is to produce a seminar paper. Using, where appropriate, fieldwork, readings and critical discussions employing the methodological skills acquired in the previous units this seminar paper attempts to resolve the issue tackled. At the end of the subject the group is required to present its paper to the whole class in an appropriate manner.
Assessment: Seminar Paper: 100 per cent.
References: There are no specific references for the subject. Groups determine their own reading lists.

EDN311 Early Childhood Teaching 5

Contact: Two hours per week per semester for the on-campus program.
Prerequisite: Nil.
Syllabus: Strand A: This strand will build on the program planning introduced in Early Childhood Teaching 2. Topics related to planning will include
planning for individual children setting long and short term objectives, developing routines in the pre-school program, wet day programs, selecting and implementing special events such as excursions and visits.

Strand B: Twenty to 30 days of supervised practice teaching including 10 days at the commencement of the pre-school year. In addition, students will undertake 30 hours of voluntary teaching in such capacities as teacher’s aid within pre-schools and play leaders within hospital play programs. Students will also carry out observations and field tasks at pre-schools for one day per week for eight weeks.

Assessment: Strand A: Practice Teaching Folio 10 per cent; Assignment 20 per cent; Test 20 per cent. Strand B: Assessed Teaching Practice 50 per cent.

References:

- BUTLER, A., GOTTs, E. & QUISENBERRY N., Early Childhood Programs, Merrill, 1975.

EDN312 Early Childhood Teaching 6

Contact: Two hours per week, per semester for the on-campus program.

Prerequisite: Nil.

Syllabus: Strand A: This strand will contribute further to students’ programming skills through consideration of such topics as multi-age groupings and their teaching/management implications; the selection and implementation of special activities which reflect cultural traditions particularly festivals, gifts and language. Consideration will also be given to the incorporation of TESL within pre-schools.

Strand B: A further 15 days of supervised practice teaching in pre-schools, plus 10 days of supervised practice teaching in child care centres. Students will also carry out observations, field trips and volunteer teaching in services associated with very young children.

Assessment: Strand A: Observation Folio 20 per cent; Teaching Plan Folio 20 per cent; Test 10 per cent. Strand B: Assessed Teaching Practice 50 per cent.

References:

- SEBASTIAN, P., Handle With Care, Hargreen, 1986.
- WEISNER, M., Group Care and Education of Infants and Toddlers, CV Mosby, 1982.

EDN313 Early Childhood Education 5

Contact: Two hours per week for one semester.

Prerequisite: Nil.

Syllabus: This subject will provide students with the opportunity to apply their primary and pre-school teaching experiences to issues of curriculum design. In particular, the need for curricula to be responsive to changing societal needs and expectations will be discussed. The role of technology within the pre-school and primary school will be included. The material in this subject will also complement the work on pre-school program planning developed through the on- and off-campus strands of Early Childhood Teaching 5.

The role of evaluation in education will be discussed, with particular emphasis on the various issues associated with the evaluation and recording of children’s behaviour.

Assessment: Tests 50 per cent; Seminar Paper 30 per cent; Resource Folio 20 per cent.

References:


EDN314 Early Childhood Education 6

Contact: Two hours per week for one semester.

Prerequisite: Nil.

Syllabus: The material in this subject is designed to complement the subjects Child Care Studies and Family Studies and to provide additional theoretical background to the Childcare practice teaching component of Early Childhood Teaching 6. It draws upon material presented in the Studies in Child Development subjects, especially that related to infant development. Issues involved in various current formal infant training programs will be explored. The strengths and weaknesses of less formal programs such as playgroups and toddler groups will be examined.

The chief emphasis of the subject will be the complex interaction between professional educators/care givers and families in the development of very young children.

This subject will conclude the Studies in Early Childhood Education major by relating the roles of professional educators/care givers and families in infant education to current societal priorities and values.

Assessment: Observation folio based on students’ participation/observation in a range of infant programs and parent interviews 50 per cent; tesis 50 per cent.

References:


EDN315 Exceptional Children 1

Contact: Two hours per week for one semester.
Prerequisite: Nil.  
Syllabus: The concept of exceptionality will be examined in conjunction with contemporary issues associated with the identification and classification of exceptional children. Various causes of exceptionality will be discussed, with particular emphasis on research relating to the effects of smoking, alcohol, drugs and car accidents. Behaviour characteristics of the emotionally, physically, intellectually, visually and learning disabled will be discussed along with their teaching implications.

This subject will include excursions to institutions offering specialist services for exceptional children. 
Assessment: Research Paper 30 per cent; Tutorial Paper 20 per cent; Examination 50 per cent. 
References: 
BOWD, A., Exceptional Children in Class, Hargreen, 1986. 
Selected journal articles.

EDN316 Exceptional Children 2 
Contact: Two hours per week for one semester.  
Prerequisite: Nil.  
Syllabus: In this subject four topics will be considered including gifted children, learning for disabled children, integration of exceptional children and working with the families of exceptional children.

The development of teaching strategies appropriate to gifted children will be considered as will information relevant to the diagnosis and remediation of learning disabilities in children. Consideration will be given to the psychological factors associated with both giftedness and learning failure. Issues and strategies associated with integration will be considered, with a view to accommodating, where possible, exceptional children in the normal pre-school and primary school environment. This subject will conclude with consideration of the effects an exceptional child can have on its family and the services available to such families.
Assessment: As for EDN315 Exceptional Children 1. 
References: As for EDN315 Exceptional Children 1 plus:  
Ministerial papers and selected journal articles.

EDN317 Child Health and Safety 1 
Contact: Two hours per week for one semester.  
Prerequisite: Nil.  
Syllabus: This subject consists of an examination of the incidence of child abuse nationally and locally. Students will be trained in positive, proven educational skills and strategies for stopping child abuse and other crimes of violence against people.

The meaning of health and health education will be considered as will planning considerations for health education, teaching techniques and methods, selected health topics, diet, stress, exercise, environmental hazards, medical problems in the classroom, accident statistics in schools, evaluation of health education programs, resource information and materials, developing teaching units.
Assessment: Full participation in training course, assignment 50 per cent; tests 50 per cent.
References: 

EDN318 Child Health and Safety 2 
Contact: Two hours per week for one semester.  
Prerequisite: Nil. 
Syllabus: The subject will consider management of a casualty in life-threatening situations by performing CPR, controlling profuse bleed and also caring for an unconscious patient, care of superficial wounds, bangs, bumps, bruises and burns. Use of the RICE technique, common fractures, care of the ill patient, preparation of written messages and demonstrating a caring attitude to all casualties treated.

In the second half of the subject, the following topics will be considered: 
Why teach bike education, what is bike education, types of bikes, roadworthy certificate, emergency braking, resource material, the role of the police, program implementation, basic maintenance procedures, formation riding, on-road activities, a cycling experience ride.
Assessment: Completion of the Senior St John First Aid Certificate. Practical and theory test 100 per cent.
References: 
ORDER OF ST JOHN, Australian First Aid, St John Ambulance Association, Melbourne 1984. 
ROAD TRAFFIC AUTHORITY, The Bike Education Course, Melbourne.

EDN321 Studies in Teaching 5 
Contact: Two hours per week for on-campus studies, plus practicum of 20 days in selected primary schools.  
Prerequisite: EDN222.  
Syllabus: A course consisting of two complementary strands.  
Strand A: The off-campus program emphasises senior level primary grades, and provides students with the opportunity to undertake (within the classroom and community – including outdoor, overseas and special education settings) a wide range of teaching and class management responsibilities. Multi-group teaching; extending themes and topics over two or more sessions, and full control sessions up to one week.

Strand B: This focuses on the knowledge and skills
needed by the teacher functioning as a decision-maker in a school-based curriculum decision-making process. Key elements are Policy, Program and Activities, and their inter-relationships.

**Assessment:** Strand A (Off-Campus) Practical Teaching 48 per cent; Strand A (On-Campus) Practical Class Exercise 27 per cent; Strand B (On-Campus) Examination 25 per cent.

**References:**
CURRICULUM DEVELOPMENT CENTRE, Core Curriculum for Australian Schools, Canberra, 1980.

**EDN322 Studies in Teaching 6**

**Contact:** One and a half hours (average) per week for on-campus studies, plus practicum of 25 days in selected primary schools.
**Prerequisites:** EDN321.
**Syllabus:** This subject continues the off-campus program emphasising the senior level primary grades, including the opportunity to practice advanced lesson planning, teaching and class management, with full control sessions up to two weeks. Other activities include a School Camp program and voluntary participation in Special Education and community services.
**Assessment:** Practical Teaching 50 per cent; School Camp involvement 10 per cent; Examination (Case Study Analyses) 40 per cent.

**References:**

Induction materials (as provided).

**EDN323 Primary School Curriculum Project**

**Contact:** One and a half hours per week (average) for one semester.
**Prerequisite:** EDN321.
**Co-requisite:** EDN322.
**Syllabus:** A practical exercise involving a simulated piece of school-based curriculum decision-making, focusing upon one nominated Victorian Ministry of Education core curriculum framework.
**Assessment:** Project 100 per cent.

**References:**
Core Curriculum for Australian Schools, Canberra, Curriculum Development Centre, 1980.

**EDN331 Art Education 2**

**Contact:** Three hours per week for one semester.
**Prerequisite:** EDN231.
**Syllabus:** After completing this subject students should have developed an understanding of the nature of art – its meaning and function; the characteristics, qualities and development of child art; development of child art in other cultures; methods of developing classroom programs in art education; the components of meaningful art education programs; methods of teaching art and methods of evaluating child art.

Have developed the ability to work freely and creatively in the range of art/craft materials (clay, constructions, drawing, painting, fibres and fabrics, printmaking, puppetry) to be found in the primary school, and have produced a workable art program suitable for use with a nominated grade level for at least one year.
**Assessment:** Art program 100 per cent; Minimum attendance 80 per cent.

**References:**

**EDN332 Computers in Education 2**

**Contact:** Two hours per week for one semester.
**Prerequisite:** EDN236.
**Syllabus:** The educational advantages and implications associated with the use of computers in the teaching/learning processes. Experience in using Logo and other commonly used packages in the areas of data bases, interactive fiction, word processing, communications, and problem solving together with examples of CAL software related to specific curriculum areas.

**Evaluation and selection of software and hardware.**
**Assessment:** End of subject examination: 70 per cent Progressing practical exercises: 30 per cent 80 per cent attendance requirement at laboratory sessions.

**References:**
Various periodicals and occasional publications of the Ministry of Education: Computalk; Comput-About; Case Studies.

**EDN339 Mathematics Education 5**

**Contact:** Two hours per week for one semester.
**Prerequisites:** EDN239, EDN240.
**Syllabus:** A detailed examination of courses of study, curriculum guides and handbooks that teachers regard as resource material. The development of work programs suitable for all levels of the primary school. A study of diagnostic procedures applicable to the upper primary school. Use of commercial tests and the
Assessment: Examination: 75 per cent; Assignment: 25 per cent.
References:
ASHLOCK, R.B., Error Patterns in Computation, Columbus, Ohio, Merrill, 1986.
ASHLOCK, R.B. et al, Guiding Each Child's Learning of Mathematics, Columbus, Ohio, Merrill, 1983.

EDN343 Science Education 2

Contact: Three hours per week for one semester.
Prerequisite: EDN143.
Syllabus: This subject builds on Science Education 1, and on the students' experience in practice teaching. Examination and analysis of various curriculum materials and program designs for primary school science and technology. A selection of topics drawn from the breadth of the science curriculum to illustrate various teaching and management strategies, unit planning and evaluation, and use of resources. Consideration of some key concepts in science as relevant to the topics chosen.
Assessment: Class presentation, class exercises, and final test.
References:
EDUCATION DEPARTMENT OF VICTORIA, Science in the Primary School, Melbourne, Education Department of Victoria, 1981.

EDN344 Social Education 2

Contact: Three hours per week for one semester.
Prerequisite: EDN144.
Syllabus: This subject builds upon the principles and methods introduced in EDN144 and extends their application to knowledge, skills, values, attitudes and appropriate action to senior primary grades studying society. Emphasis will be placed on designing social studies units of work which incorporate key concepts, advanced inquiry skills, values and a multi-cultural perspective. Special attention will be paid to the inclusion of Aboriginal Studies in school curricula.
Assessment: Major Assignment: 50 per cent; Class Presentation and Examination: 50 per cent.
References:
HUNKINS, F.P., Social Skills in the Elementary School, Columbus, Charles E. Merrill, 1982.

EDN351 Sports Studies 5

Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: Principles of motor skill learning and performance; underlying dimensions of sports performance; socio-psychological nature of sport; psychology of competition; personality dimensions of sport and of sports participants; aggression in sport; affiliation in sport, motivation in sport. Participation in selected physical activities.
Assessment: Theory unit: Written assignment: 60 per cent; Practical unit: Skills and knowledge test: 40 per cent.
References:

EDN352 Sports Studies 6

Contact: Four hours per week for one semester.
Prerequisite: EDN152, EDN252.
Assessment: Theory unit: Written examination: 60 per cent; Practical unit: Skills and knowledge test: 40 per cent.
References:

EDN353 Recreation Studies 5

Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: Study of the principles of urban planning and renewal and the provision of recreation space. Study of the requirements, modern design and management patterns of a variety of recreation facilities

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including community centres, indoor sports complexes, fitness centres, playing fields, playgrounds, parks, trails. Field study of the design, usage and management patterns of selected recreation facilities in a particular community.

Assessment: Written Assignment: 50 per cent; Field Study Report: 50 per cent.

References:


MERCER, D. & HAMILTON-SMITH, E., (Eds.), Recreation Planning and Social Change in Urban Australia, Melbourne, Longman, 1981.


EDN354 Recreation Studies 6

Contact: Four hours per week for one semester.
Prerequisites: Nil.

Syllabus: Study of the general principles to be used in the promotion of safety and in accident prevention in a variety of recreational activity areas, including camping, sailing, canoeing, SCUBA, mountaineering, skiing, bushwalking, individual, dual and team sports, swimming. Consideration of the roles to be played by recreational administrators and supervisors, parents, participants and other agencies in the promotion of safety in recreation. Field study of safety promotion in a selected recreational area or activity.

Assessment: Written Assignment: 50 per cent; Field Study Report: 50 per cent.

References:


EDN357 Language Studies – German 5

Contact: Four hours per week for one semester.
Prerequisites: EDN258.

Syllabus: Language and culture study using designated text, plus additional written and visual materials. Communicative competence approach, plus regular conversation times and CAI sessions.

Assessment: In-Class Tests: 80 per cent; Assignment: 20 per cent.

Text:

NEUNER, SCHMIDT, WILMS, ZIRKEL, Deutsch-aktiv 2.

References:


EDN358 Language Studies – German 6

Contact: Four hours per week for one semester.
Prerequisites: EDN357.

Syllabus: Further progress using designated text, plus relevant additional written and visual materials and CAI sessions. A brief study of German speakers in Australia will be made. Significant use of German language as means of communication in classroom.

Assessment: Final Examination: 50 per cent; In-Class Tests: 50 per cent.

Text:

NEUNER, SCHERLING, WILMS, ZIRKEL, Deutsch-aktiv 2.

References:


EDN361 Music Studies 5

Contact: Four hours per week for one semester.
Prerequisites: EDN261 and EDN262.

Syllabus: (a) Aesthetics and Music in Contemporary Society. Topics include: How contemporary society perceives the role of music, the music of contemporary society, viz. traditional serious music, 20th century composers and their 'new' music, jazz and popular music. (b) Practical studies. (c) Choral/instrumental ensemble are further developed and include individual and ensemble performances. Students are encouraged to arrange, organise and conduct ensembles. (d) Creative Music Workshop expands sound as an expressive medium; synthesizers and electronic instruments are used as direct sound sources and modifiers of sound; arrangements include secondary sevenths and progressions, chord symbol terminology.

Assessment: One from Group B. One from Group C. (See Assessment Policy).

References:


Manuals, Software or magazines as indicated in sessions.

EDN362 Music Studies 6

Contact: Four hours per week for one semester.
Prerequisites: EDN261 and EDN262.

Syllabus: (a) Music in contemporary society – students elect to study and present papers on topics selected from: jazz, popular music, commercial music, film music, music for the stage, music for special
groups. (b) Practical studies. (c) Choral/instrumental ensemble are developed and include a variety of styles, solo and ensemble performances. (d) Creative music workshop includes original compositions and arrangements employing a variety of electronic and/or acoustic media. Arrangements are expanded to include combinations such as recorders, treble voices, piano and percussion.

Assessment: One from Group B. One from Group C. (See Assessment Policy)

References:


Magazines, Journals as indicated in sessions.

EDN366 Studio Arts – Ceramics 5

Contact: Four hours per week for one semester.
Prerequisite: Satisfactory completion of EDN267.
Syllabus: The aim of this subject is to further build on the skills and understanding gained in Studio Arts: Ceramics 1, 2, 3 and 4. After completing this subject students should have begun to show a particular style of expression in clay; understand kiln design construction and firing methods, and have completed a series of pieces which encompass special interests and creative use and ceramic skills.

Assessment: One assignment: 20 per cent; One collection of projected design ideas: 20 per cent; A folio of works in progress: 60 per cent.

References:
DE BOOS, J., Glazes for the Australian Potter, North Ryde, NSW, Methuen, 1983.

EDN367 Studio Arts – Ceramics 6

Contact: Four hours per week for one semester.
Prerequisite: Satisfactory completion of EDN366.
Syllabus: The aim of this subject is to promote creative development through individual and sensitive use of clay. After completing this subject students should be able to work in a creative manner showing a competent degree of skill and craftsmanship, and be competent in glazing techniques and firing procedures.

Assessment: One assignment: 25 per cent; A folio of completed works: 75 per cent.

References:

EDN368 Studio Arts – Fabric Studies 5

Contact: Four hours per week for one semester.
Prerequisites: EDN168, EDN169, EDN268, EDN269.
Syllabus: After completing this subject students should be able to originally interpret a given theme; be acquainted with the technique of patchwork; competently articulate ideas for textiles through drawing, and be able to produce finished drawings, and have the skills to plan a sequential fibre curriculum for primary grades.

Assessment: Textile folio: 60 per cent; Drawing folio: 10 per cent; Assignment related to course work: 30 per cent.

References:
Journals: Craft Australia; Fibre Forum; Craft Arts.

EDN369 Studio Arts – Fabric Studies 6

Contact: Four hours per week for one semester.
Prerequisites: EDN168, EDN169, EDN268, EDN269, EDN368.
Syllabus: After completing this subject students should be able to make original visual images; be able to refine and selectively use skills and techniques; be able to pursue any of the studied fibre areas without further formal tuition; have reached a mature stage in drawing, and have acquired the ability to analyse a visual artist’s work.

Assessment: Textile folio: 60 per cent; Drawing folio: 10 per cent; Assignments related to course work: 30 per cent.

References:
Journals: Craft Australia; Fibre Forum; Craft Arts.

EDN370 Studio Arts – Painting 5

Contact: Four hours per week for one semester.
Prerequisites: Completion of EDN271.
Syllabus: After completing this subject students should have demonstrated that they have reached an individual mode of expression and show a preference for a particular medium or combination of media. Students are expected to display a degree of self-determination through chosen projects which explore areas of individual interest. Drawing as a class exercise will continue. Drawing will be done both to consolidate skills and to increase visual perceptual information.

Assessment: One seminar presentation on an exhibi-
tion visited by the student: 30 per cent; Folio presenta­
tion: 70 per cent.
References:
SILVERMAN, B., Painting People, New York, Watson
SUFFUDY, M., et al, Still Life Painting Techniques,

EDN371 Studio Arts – Painting 6

Contact: Four hours per week for one semester.
Prerequisites: Satisfactory completion of EDN370.
Syllabus: After completing this subject students should
have produced a folio of finished self-motivated art
works. Students are expected to develop a coherent
series of paintings associated with their sketch book of
ideas and motivational material. Painting sessions
allow for individual assistance, direction and critiques.
Individual development will be stressed and encoura­
ged. Weekly drawing classes will be conducted to
provide a useful tool for selection of concepts and
communication of ideas.
Assessment: One research assignment: 25 per cent;
One folio of work: 75 per cent.
References:
MILLS, J., Materials and Techniques of Acrylic Paint­
ROUKES, M., Acrylics Bold and New, New York,
SMITH, S., et al, How to Draw and Paint, Melbourne,

EDN375 Environmental Science 5: Earth Studies

Contact: Four hours per week for one semester.
Prerequisites: EDN175, EDN176, EDN275, EDN276.
Syllabus: The land surface is seen as a product of past
and present forces acting on various rock masses. The
nature of the forces and the rock materials is exami­
ned.
Students are introduced to the basics of paleon­
tology and its use in establishing age relationships. A
general overview of the geology and major physiogra­
phic units of Victoria is provided.
Coastal geomorphology, especially as observable
on the Mornington Peninsula, is studied. Studies of
soil formation and variation in type according to such
factors as geology, climate, etc., and the relationships
between various physical factors such as climate and
soil on vegetation type are also included.
Conservation problems are studied in the field
situation. The subject is designed to make maximum
use of the diversity of natural features which are
readily accessible on the Mornington Peninsula and in
the nearby ranges. The emphasis is on individual
investigations and research, supported by class work
in techniques and background material.
Assessment: Laboratory Reports: 50 per cent; Examina­
tion: 50 per cent.
References:
COSTERMANS, L.F., Native Trees and Shrubs of
South-eastern Australia, Adelaide, Rigby, 1981.
HILLS, E.S., Physiography of Victoria, Melbourne,
Whitcombe and Tombs, 1975.

EDN376 Environmental Science 6: Environmental Problems
and Prospects

Contact: Four hours per week for one semester.
Prerequisites: EDN175, EDN176, EDN275, EDN276.
Syllabus: In this option knowledge gained by students
in studies previously undertaken is drawn together and
applied to two major topics: the future of the
human species and the future of the environment.
Included in consideration of the former are such
matters as population control, eugenics, human clon­
ing, genetic engineering, radiation hazards, and the
social responsibilities of the scientist. In dealing with
the latter, students consider environmental manage­
ment techniques and projects made necessary because
of the extensive alterations the human species has
made to its physical and biological environments and
the resultant series of ecological problems with pos­
sible global effects in the near future.
Assessment: Tutorial Presentation: 50 per cent; As­
ignment: 50 per cent.
References:
JONES, B., Sleepers, Wake!, Melbourne, Oxford Uni­
versity Press, 1982.
RECHER, H.F., A Natural Legacy: Ecology in Australia,

EDN377 Environmental Science 7: Behavioural Ecology

Contact: Four hours per week for one semester.
Prerequisites: EDN175, EDN176, EDN275, EDN276.
Syllabus: Studies involving selected examples of vari­
ous animal groups illustrate the wide range of behav­
ours found in any one group and the behavioural
differences between groups. Factors underlying the
development of behaviour and the origin of certain
behaviour patterns found in humans are investigated.
The option is essentially practical in nature. Sessions
develop the student’s powers of specialised measuring
and recording equipment. Instruction is given in the
relevant statistical methods. Visits are also made to
animal sanctuaries and research institutes, and to
various selected sites for habitat studies.
Assessment: Laboratory Reports: 30 per cent; Assign­
ment: 40 per cent; Examination: 30 per cent.
References:
MANNING, A., An Introduction to Animal Behaviour,
SILBY, R.M. & SMITH, R.H., Behavioural Ecology,

EDN378 Environmental Science 8: Microbiology

Contact: Four hours per week for one semester.
Prerequisites: EDN175, EDN176, EDN275, EDN276.
Syllabus: Topics include: the roots of microbiology; the
nature of micro-organisms; microbial growth and its
control; infection and immunity; decomposition; the
spread of diseases; viruses and viral diseases; environ­
mental, water, food, agricultural and industrial micro­
biology.
Assessment: Laboratory Reports: 30 per cent; Assign­
ment: 40 per cent; Examination: 30 per cent.
References:
EDN383 Early Childhood Administration

Contact: Two hours per week for one semester.
Prerequisite: Nil.
Syllabus: This subject is designed to complement and supplement material considered as part of the related subjects, Working In the Community and Child Care Studies. It focuses on three main topics, viz., administrative tasks, management strategies and working with committees. In the first of these topics, administrative tasks common to the educator such as basic bookkeeping, record keeping, letter and report writing, as well as timetabling will be discussed. Office management and staff deployment will be considered as part of management strategies. The functions of committees and, in particular, committees of management, will be considered along with an introduction to meeting procedures.
Assessment: Tutorial paper 25 per cent; Assignments 25 per cent; Examination 50 per cent.
References:

EDN384 Working in the Community

Contact: Two hours per week for one semester.
Prerequisite: Nil.
Syllabus: This subject will investigate the arguments for and against increased community involvement within children's services in general and educational services in particular. Means of ascertaining the cultural, sociological and economic characteristics of a community will be discussed as a means of determining community needs and resources.
Strategies for determining what services are available within a community and their adequacy to meet local needs will also be considered. Topics such as how communities gain services and how these services are funded and delivered will be included. The chief emphasis of this subject will be the role of educators in facilitating the development of appropriate services and interacting with such services on behalf of children and their families.
Assessment: Case study 30 per cent; Tutorial Paper 20 per cent; Examination 50 per cent.
References:
MORRISON, G., Parent Involvement in the Home, School and Community, Merrill, 1978.

EDN385 Child Care Studies

Contact: Two hours per week for one semester.
Prerequisite: Nil.
Syllabus: This subject will relate the administration competencies and skills developed in the Early Childhood Administration subject to child care centres. Funding and organisational matters at Commonwealth, State and local levels will be considered, as will the various child-minding, day care and building regulations. Particular emphasis will be placed on those inter-personal skills necessary to create a happy environment for staff.
Communication and negotiation skills will be stressed. Students will be helped to apply the programming and teaching skills developed in the Studies in Teaching subjects, as well as the understanding of the children and their families developed in the Studies in Child Development sequence and Family Studies subject, to meeting the needs of children and their families through child care.
Assessment: Tests 60 per cent; Resource Folio 20 per cent; Student Presentation 20 per cent.
References:
LANGENBACH, M. & NSKORA, T.W., Day Care Curriculum Considerations, Merrill.
SEBASTIAN, P., Handle with Care, Hargreen, 1986.
WEISNER, M., Group Care and Education of Infants and Toddlers, CV Mosby, 1982.

EDN386 Family Studies

Contact: Two hours per week for one semester.
Syllabus: The material in this subject will build upon the work on families contained within the Studies in Child Development subjects, as well as relate to Early Childhood Teaching 5 and Child Care Studies.
Students will be required to become familiar with contemporary Australian research on families and their needs through investigation of the impact of such societal factors as technology, women in part-time employment, unemployment and ethnicity of family functioning. This subject will also present an introductory overview of current legislation pertaining to families such as divorce and custody laws. Emphasis will be placed on the role of the teacher in assisting families and, in particular, facilitating their participation in their children's education.
Assessment: Seminar paper 20 per cent; Research paper 20 per cent; Examination 50 per cent.
References:

EDN387 Advanced Curriculum Project 1

Contact: The equivalent of two hours per week for one semester.
Prerequisite: Nil.
Syllabus: Students will identify a possible project and then consult with appropriate staff in order to prepare a project proposal for submission to the School of
Education Program Committee. Projects may take the form of research into current trends or content on a specified curriculum area, preparation of curriculum materials for use in a pre-school or primary school, a school/pre-school based investigation into the teaching of an aspect of a curriculum area or any other form recommended by the Program Committee and approved by the School of Education School Board.

Assessment: Project Report 100 per cent.

References:
CHISHOLM INSTITUTE OF TECHNOLOGY, School of Education Project Manual, (1986 edn.)

Journal articles in the curriculum area selected for the Project will be required reading.

EDN388 Advanced Curriculum Project 2

Contact: The equivalent of two hours per week for one semester.

Prerequisite: Nil.

Syllabus: Students will identify a possible project and then consult with appropriate staff in order to prepare a project proposal for submission to the School of Education Program Committee. Projects may take the form of research into current trends or content on a specified curriculum area, preparation of curriculum materials for use in a pre-school or primary school, a school/pre-school based investigation area or any other form recommended by the Program Committee and approved by the School of Education School Board.

Assessment: Project Report 100 per cent.

References:
CHISHOLM INSTITUTE OF TECHNOLOGY, School of Education Project Manual, (1986 edn.)

Journal articles in the curriculum area selected for the Project will be required reading.

EDN389 Language Education 6: Program Design and Evaluation

Contact: Two hours per week for one semester.

Prerequisites: Nil.

Syllabus: Integration of curriculum areas to promote language development. Discussion of literature suitable for use as the stimulus for language experiences. Structuring situations and experiences which cater for pupils' language development across the curriculum. Practical organisation of the classroom as an environment conducive to the child's language development.

Assessment: Class Test: 50 per cent; Assignment: 50 per cent.

References:


EDN390 Health Education

Contact: Three hours per week for one semester.

Prerequisite: Nil.

Syllabus: The major non-accidental killers of young Australians will be addressed by training all students in the Protective Behaviours program which enables teachers to safely and effectively approach such issues as verbal abuse, physical and sexual assault, neglect, substance abuse, domestic violence, self-destructive behaviours, AIDS prevention, danger from strangers and coping with stress.

Quality-of-life issues such as housing, nutrition, leisure activities, personal and public hygiene, the health professions, body mechanics and functions, safe practices at work and play will be examined as appropriate.

Current documentation pertinent to health, safety and welfare of school-age children and their teachers will be examined.

Assessment: Assignment: 50 per cent; Examination: 50 per cent.

References:


EDN404 Looking in Classrooms

Contact: Four hours per week for one semester.

Prerequisite: Nil.

Syllabus: Techniques for looking in classrooms: narrative descriptions, checklists, time samples, rating scales, interaction analysis; classroom evaluation; classroom support/specialist facilities; individualisation; factors affecting performance; stress; management problems; parent interviews and reporting; legal aspects — parent/teacher/child rights and duties; teacher image; grouping; facility and resource management.

Assessment: Seminar presentation: 40 per cent; Major assignment: 60 per cent.

References:


EDN405 Critical Teaching Problems

Contact: Four hours per week for one semester.

Prerequisite: EDN404.

Syllabus: This subject is designed to extend and apply the studies of EDN404 Looking in Classrooms to particular and general problems in the classrooms of participating students. Such problems may include teacher and student stress, student and teacher behaviour, teacher/teacher relationships, the design, use and evaluation of teaching strategies and learning materials, and any local concern identified by schools and their staff. The areas offered may reflect staff resources.

Assessment: Assignment: 50 per cent; Identifying and remediating a stress causing work factor. Open Book Examination or Test: 50 per cent.

References:


EDN406  School Organisation and Management 1

Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: The course consists of a study of the basic administrative concerns of those charged with running efficient and effective schools. It comprises the theory and practice associated with such matters as leadership, morale, motivation, and effective communication.
Assessment: A case study: 50 per cent; A class paper: 50 per cent.

EDN407  School Organisation and Management 2

Contact: Four hours per week for one semester.
Prerequisite: EDN406.
Syllabus: The course continues the study commenced in EDN406 but with a practical emphasis. Particular study is made of the administrative concerns of individual students. Specific emphasis is given to the administration of school reviews and the implementation of curriculum change.
Assessment: A case study: 50 per cent; A class paper: 50 per cent.

EDN408  Studies in Teaching 7: Field Studies

Contact: Four hours per week for one semester.
Prerequisites: Either Advanced Studies in Education or Advanced Studies in Curriculum at Semester 7 level. EDN407 Technology Education taken at Semester 8 level.
Syllabus: A series of sessions and workshops that identify issues relating to action research, including the role of research in education, types of research and research design, selecting research problems, searching and reviewing the literature, test and research instrument solution, basic statistical procedures, reporting research.
Assessment: Workshop Exercises: 50 per cent; Mini-research Report: 50 per cent.

EDN409  Studies in Teaching 8: Project

Contact: The equivalent of four hours per week for one semester.
Prerequisite: EDN408.
Syllabus: An independent investigation or field work program relating to previous studies and/or professional responsibilities, carried out in the field under supervision.
Assessment: Project Report: 80 per cent; Seminar Presentation of Project Structure and Conclusions: 20 per cent.

EDN411  Assisting Children with Special Needs 1

Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: The identification of the characteristics and needs of children requiring special assistance in the primary school. These include children experiencing difficulties in language and/or mathematics; children with emotional problems and/or problems of socialisation; children requiring curriculum modification or extension. Covers the whole spectrum of special needs in curriculum in schools.
Assessment: The implications of special assistance for curriculum development and evaluation. The role of school-based evaluation in adapting the curriculum to meet special needs.

EDN412  Assisting Children with Special Needs 2

Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: This subject is a logical extension of studies from the previous semester. An examination of the techniques and strategies used in the identification, diagnosis and helping of children with special social and emotional needs. An examination of the basic counselling techniques and strategies to use with children, their parents, other professionals and para-professionals, and other members of the greater commu-
EDN413 Advanced Studies in School and Community

Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: An advanced study of the political and social context of schools within a changing society. Issues considered include: The Concept of Community Education, School Councils, the structure of education, education and the future, parent involvement, school based curriculum development and the role of the Principal.
Assessment: Annotated Bibliography: 30 per cent Major Project: 70 per cent.
References:

EDN414 Theory and Practice of School–Community Development

Contact: Four hours per week for one semester.
Prerequisite: EDN413.
Syllabus: This subject puts emphasis on the knowledge and understanding of the practical skills required to develop school-community relations. Issues considered include community involvement, leadership, group work skills, meetings, goal setting, policy development, needs assessment, program development, planning, staffing, funding and evaluating community activities and public relations.
Assessment: Tutorial/Workshop: 40 per cent; Major Project: 60 per cent.
References:

EDN415 Advanced Studies in Early Childhood Education: Children and Their Families

Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: This subject develops two inter-related themes, viz. (1) the early childhood educator’s role viz a viz families and their special needs, and (2) the application of principles of curriculum design to the development of early childhood programs which are responsive to families. Topics include how parents and professionals can support each other; psychological and sociological perspectives on family vulnerability; current trends in family formation and function as they pertain to the early childhood educator.
Assessment: One seminar paper: 40 per cent; One curriculum project: 60 per cent.
References:
Relevant material from the Australian Institute of Family Studies.

EDN416 Advanced Studies in Early Childhood Education: Issues in Early Childhood Services

Contact: Four hours per week for one semester.
Prerequisite: EDN415.
Syllabus: A detailed study of contemporary developments and issues in early childhood services with particular reference to the education v. care debate; factors which have affected government policies as to the type and funding of early childhood services; the influence of demographic and social change on early childhood services; recent experimental programs and projects with specific reference to the provision of services for country children.
Assessment: Seminar: 40 per cent; Research paper: 60 per cent.
References:

EDN439 Music Education 3

Contact: Four hours per week for one semester.
Prerequisites: EDN414, EDN241, or the equivalent of these two subjects.
Syllabus: An advanced study of the approach to music education as advocated by Emile Jaques Dalcroze. The three main areas of study will be (1) Eurhythmic: movement activities; (2) Solfège: vocal activities; (3) Improvisation: practical music activities including the use of tuned and non-tuned percussion instruments and the piano. These activities will be suitable for use in the primary school and also at the students' own achievement level.
EDN443 Science Education 3: Teaching and Learning in Science

Contact: Four hours per week for one semester.
Prerequisites: EDN143 and EDN343 (or equivalent).
Syllabus: This subject extends the teacher’s understanding of current educational bases for approaches to teaching methodology, and program and curriculum design in science. Examination of contemporary research findings on the nature of children’s learning in science. Development, implementation and evaluation of teaching strategies in the classroom. The development of school science policies and programs.
Assessment: Seminar presentation and school-based project.
References:

EDN444 Science Education 4: Science Content & Concepts

Contact: Four hours per week for one semester.
Prerequisites: EDN143 and EDN343 (or equivalent).
Syllabus: The needs of individual participants are identified in terms of understanding of subject matter and practical skills, as necessary for effective teaching of a range of science topics. Appropriate strategies are used to develop the participants’ concepts, understanding and skills as necessary within the following areas: living things and their environments; the nature of matter; various types of change; time and space; energy and forces; the functioning of common machines and devices.
Assessment: Seminar presentation, written and practical tests.
References: To be advised.

EDN445 Social Education 3

Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: This subject provides practising teachers with experiences which will assist in the development of advanced abilities in planning, implementation and co-ordination in prep to year ten Social Education. The ways in which Social Education can be integrated with other curriculum areas, for example, science, health, language, music and art will be examined.

An examination of the extent to which the students’ schools implement the Ministerial guidelines and an analysis of the ways in which schools apply the guidelines.
Assessment: Assignment: 50 per cent; Tutorial Presentation: 50 per cent.
References:
HUNKINS, F., Curriculum Development: Program Improvement, Ohio, Merrill, 1980.

EDN446 Social Education 4: Cultural Studies

Contact: Four hours per week for one semester.
Prerequisite: EDN445.
Syllabus: This subject provides practising teachers with cross-cultural knowledge which will allow them to develop curricula for multi-cultural studies in prep to year ten Social Education. Emphasis will be placed on the following areas: The way in which culture is shaped by the physical environment from which it emanated. An examination of how historical events have helped shape culture. How imported cultures have been changed with transportation to Australia. How Aboriginal culture has changed in response to the arrival of foreign cultures and peoples. A comparison of contemporary cultures in source countries with current cultural patterns in Australia.
Assessment: Assignment: 50 per cent; Tutorial Presentation: 50 per cent.
References:
FRANCIS, RUSSELL J.C., Teach to the Difference, Cross Cultural Studies in Australian Education, St. Lucia, University of Queensland Press, 1981.

EDN448 Art Education 3

Contact: Four hours per week for one semester.
Prerequisite: EDN331.
Syllabus: The subject aims to assist the student in understanding the role of art and craft for the child with special needs and to develop strategies for dealing with the art needs of handicapped persons.
After completing this subject students should have an understanding of the broad nature of handicaps likely to be found in children with special needs; have had experience in working with children with special needs; have experienced working with media and processes which could be used by special needs children; have developed art activities and craft objects which are suitable for children with special needs.

The areas of study will include art therapy technology as a means of communication and one to one teaching; exploration of conventional art materials for methods of enabling children with limited mobility and self motivation to participate in creative self expression; the nature of disabilities both mental and physical which are likely to be encountered in the primary school and special development schools and external visits to, and supervised teaching experiences with, children with special needs.

Assessment: Submission of Essay 40 per cent; Submission of an Art Resource File of Art Activities for Individual Children 60 per cent; Minimum attendance 90 per cent.

References:

EDN449 Art Education 4

Contact: Four hours per week for one semester.
Prerequisite: EDN331.
Syllabus: The subject aims to enrich students' understanding and enthusiasm for child art by encouraging wide reading and dialogue about art education, and encouraging students to explore innovative programs in art education. After completing this subject the student should have read current art education journals and have developed an understanding of current issues and concerns; have planned and carried out short programs to test ideas about art education; have visited a range of primary art rooms and looked at art programs in practice and have met and worked with local art consultants.

Assessment: Essay 50 per cent; Practical Project Evaluation 50 per cent; Minimum Attendance 90 per cent.

References:
AUSTRALIAN COUNCIL FOR EDUCATIONAL RESEARCH, Australian Educational Index, Hawthorn, ACER.
ERIC (Educational Resources Information Centre) on Compact Disc – read only memory, Palo Alto, Dialog Information Services, 1988.

EDN450 School Based Curriculum Development and Evaluation

Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: Participants in this subject will explore ways in which school communities can review and develop appropriate policies and curricula.

After examining current government policy and several case studies of school based curriculum development, participants will apply the skills developed in a project of their own choice. Students will have the opportunity to work as individuals or in teams. The subject will take a workshop focus and participants are expected to take an active part in small-group discussion as well as seminar presentations. Topics covered in the semester include: concepts and rationales for curriculum development and evaluation, curriculum diagnosis, content selection, experience selection, curriculum implementation, curriculum evaluation, curriculum maintenance and managing curriculum change.

Assessment: Plan for curriculum development and evaluation in a field setting: 40 per cent; School based curriculum project: 60 per cent.

References:
HUNKINS, FRANCIS P., Curriculum Development Program Improvement, Columbus, Ohio, Charles E. Merrill Publishing Co., 1980.

EDN451 Sports Studies 7

Contact: Four hours per week for one semester.
Prerequisites: Sports Studies 5 and Sports Studies 6 or an approved equivalent.
Syllabus: Specific topics might vary from semester to semester, but include those related to: administration in sport; sports coaching and training; drug control in sport; women in sport; children and sport; sport and politics; Olympic Games; sport as entertainment, and professionalism in sport.

Assessment: Tutorial presentation: 30 per cent; Literature review: 35 per cent; Field Study Report: 35 per cent.

References:

Selected articles from professional journals and other contemporary and relevant sports reports.

EDN452 Sports Studies 8

Contact: Four hours per week for one semester.
Prerequisite: EDN451.
Syllabus: Consideration will be given to the completed and required research in areas of sports considered in EDN451: Problems, Trends and Issues in Sport. These include: administration in sport; sports coaching and training; drug use and control in sport; women in sport; children and sport; sport and politics; Olympic Games; sport as entertainment, and professionalism in sport.


References:

Selected articles from professional journals and other contemporary and relevant sports reports.

EDN453 Recreational Studies 7

Contact: Four hours per week for one semester.
Prerequisites: Recreation Studies 5 and Recreation Studies 6 or an approved equivalent.

Syllabus: Topics for consideration may vary from semester to semester and include: understanding the meaning of recreation; recreation as an area of social concern; changed view of leisure and recreation; personal and social values of recreation; economic impact of recreation; government role in recreation; expanded services for special populations, and growing environmental concerns.

Assessment: Tutorial presentation: 30 per cent; Literature Review: 35 per cent; Field Study Report: 35 per cent.

References:

Selected articles from professional journals.

EDN457 Language Studies – German 7

Contact: Four hours per week for one semester.
Prerequisites: Major Study in German.

Syllabus: This postgraduate course examines the representative literary works of a particular period in German literature – the 19th century, as well as examining the socio/political context in which the works were written.

Assessment: Essay: 70 per cent; Seminar Presentation: 30 per cent.

References:

EDN458 Language Studies – German 8

Contact: Four hours per week for one semester.
Prerequisites: EDN457.

Syllabus: The examination and interpretation of selected 20th century German literary works plus their social and political context.

Assessment: Essay: 70 per cent; Seminar Presentation: 30 per cent.

References:

EDN461 Advanced Studies in Music: Approach to World Musics

Contact: Four hours per week for one semester.
Prerequisite: Nil.

Syllabus: Detailed studies are made of various musics in their own context and in relation to Australia. Students are given a background in how to study music of cultures outside their own and are made familiar therefore with different musical behaviour of musics relevant to modern Australia. Topics for detailed study are selected from: Afro-American Music, Australian Aboriginal Music, Musics of Java and Bali (Indonesia), Musics of South East Asia, Music of China, Music of Japan, Music of South America, Eastern European Folk Music.

Assessment: One from Group C. Two from Group D. (See Assessment Policy).

References:

EDN462 Advanced Studies in Music: Studies in Community Music

Contact: The equivalent of four hours per week for one semester.
Prerequisite: Nil.

Syllabus: Students will investigate and study and/or participate in an approved area on community musical activity. Activities such as the following will be considered for approval: Music programs for children and youth, e.g., Frankston Community Music School, Peninsula Youth Orchestra, School’s Band/Orchestra programs; Music programs for special groups, e.g., mentally and physically disadvantaged, geriatrics, migrants, gifted; Music ensembles, choral societies or musical theatre groups.

Assessment: One from Group B. One from Group C. (See Assessment Policy).

References: To be advised.
EDN463 Advanced Studies in Music: Contemporary Australian Society

Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: A detailed study of contemporary Australian musicians and their music. Australian music is studied in its own context and in relation to current world movements. Students select from the following topics: The 'Traditionalists', The 'Experimentalists', Jazz, Theatre Music, Film Music, Popular Music, Commercial Music, Electronic Music. Personalities include: John Antill, David Ahearn, Ross Bandt, Don Burrows, Colin Brumby, Bruce Clark, George Dreyfus, George Golla, Percy Grainger, Brian May, Richard Meale, Bruce Rollands, John Sangster, Peter Sculthorpe, Bruce Smerton, Margaret Sutherland, Martin Wesley-Smith, Malcolm Williamson.
Assessment: One from Group C. Two from Group D. (See Assessment Policy).
References:
Magazines, Journals as indicated in sessions.

EDN465 Technology Education B

Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: The philosophy of school technology as the application of knowledge and skills to solve problems generated by students or posed by teacher. Extension of repertoire of practical skills to include woodworking, metalwork, electrical wiring, use of computer interface in the control of models. The development of suitable intellectual problems which can be solved by practical investigations; the theory behind such problems. The use of report-writing skills to describe the nature of the investigation and its result.
Assessment: Examination: 30 per cent; Assignments (3): 70 per cent.
References:

EDN466 Studio Arts - Ceramics 7

Contact: Four hours per week for one semester.
Prerequisite: Satisfactory completion of EDN367.
Syllabus: After completing this subject students should have prepared designs, drawings and shown progress towards completing a folio of work for exhibition, and show an individual style which indicates competency with the medium.
Assessment: A proposal for a folio: 20 per cent; Re-
EDN469  Studio Arts – Fabric
Studies 8

Contact: Four hours per week for one semester.
Prerequisites: EDN369 or approved equivalent.
Syllabus: After completing this subject students should
be able to independently complete an individual well-
resolved textile folio which contains (1) original visual
images; (2) selective and confident use of skills and
techniques; have produced a folio of supportive mate-
rial, and have indicated that they can work with other
students to organise and exhibit their folios for public
exhibition.
Class visits to exhibitions and fibre artists' studios,
critical slide and video lectures and a guest speaker
program are incorporated into the course to broaden
students' awareness of the potential of the medium.
Assessment: An exhibition of student work drawn from
all studio arts areas takes place during November. The
completed folios of fibre art and support material is
assessed at this time by a panel which includes the
lecturer in charge of the study, a member of the School
of Art and Design, and a member of the School of
Education. Folio: 70 per cent; Support material: 30 per
cent.
References:
CONSTANTINE, M. & LARSEN, J., Beyond Craft:
The Art Fabric, New York, Van Nostrand Reinhold
CONSTANTINE, M. & LARSEN, J., The Art Fabric:
Mainstream, New York, Van Nostrand Reinhold
LARSEN, J., The Dyer's Art: Ikat, Batik, Plangi,
Journals:
Craft Australia; Fibre Forum; Craft Arts.

EDN470  Studio Arts – Painting 7

Contact: Four hours per week for one semester.
Prerequisites: EDN371 or approved equivalent.
Syllabus: After completing this subject students should
have reached a degree of self-motivation in which ideas
can be translated freely to a two dimensional surface.
Students will continue to work to use this unit and the
following EDN471 to complete a set of works for a class
exhibition. The processes of the preparation of an
exhibition will involve not only the works themselves,
but hanging space, framing, catalogues, advertising,
invitations, etc. Once a contract has been agreed
between the lecturer and the student, the class time
will be used for consultation and assistance to produce
the works for exhibition.
Assessment: Assignment: 50 per cent; Pre-exhibition
sketches: 50 per cent.
References:
GOLDSMITH, L., Watercolour Bold and Free, New
KLAYMAN, T., The Artist's Survival Manual, New
WOODS, M., Mounting and Framing Pictures, Lon-
don, Batsford, 1981.

EDN471  Studio Arts – Painting 8

Contact: Four hours per week for one semester.
Prerequisite: EDN470.
Syllabus: After completing this subject students will
have exhibited a folio of work for public viewing and
criticism. The student will use this time to make the
final adjustments to the folio material, framing, docu-
mentation, photographing the works, preparation of a
catalogue and negotiations with other exhibitors. Stu-
dents should view a number of exhibitions and talk to
gallery directors to gain knowledge of the process
of public display of art works. The student will consult
regularly with the lecturer both during class time and
whenever necessary in order that the exhibition ar-
rangements are proceeding to plan.
Assessment: Final folio to be assessed by an invited
panel which will include the lecturer, a representative
of the School of Art and Design, and one other member
of the School of Education. Exhibited Works: 70 per
cent; Support Material: 30 per cent.
References:
BLONDSTEIN, L., Picture Framing and Hanging,

EDN473  Computers in Education 3

Contact: Four hours per week for one semester.
Prerequisite: EDN332 or equivalent.
Syllabus: Programming as a discipline; stages of
program development and implementation.
Data types and data structures. File types and file
structures. Programming algorithms in a high level
language.
Assessment: End of semester examination: 60 per cent;
Progressive practical exercises: 40 per cent.
References:
BROWNELL, G., Computers and Teaching, St. Paul,
GOLDSCHLAGER, L. & LISTER, A., Computer Sci-
ence: a Modern Introduction, New Jersey, Prent-
ice-Hall, 1982.
HIRSCHBUHL, J., Computers in Education, Conn.,

EDN474  Computers in Education 4

Contact: Four hours per week for one semester.
Prerequisite: EDN332.
Syllabus: The development of competency in the use of
software tools including word processors; spreadsheets;
data bases; graphics packages; integrated packages.
Consideration of the applications across the primary
curriculum. Issues in educational computing: equity,
disadvantaged students, ergonometics, security.
Assessment: End of semester examination: 60 per cent;
Progressive practical exercises: 40 per cent.
References:
DAINES, D., Databases in the Classroom, London,
WILLIAMS, R.E., The Power of Appleworks, New

EDN475  Environmental Science 9:
Advanced Studies in Environmental Science

Contact: Four hours per week for one semester.
EDN476 Environmental Science 10: Advanced Studies in Environmental Science

Contact: Four hours per week for one semester.
Prerequisites: EDN175, EDN176, EDN275, EDN276 and any two of EDN375, EDN376, EDN377, EDN378 or approved equivalent.

Syllabus: Students carry out, as members of a team, an investigation of a specific environmental issue. During this investigation students are expected to identify the various disciplines relevant to the selected issue and to gather appropriate information. Data collected by individuals is analysed, interpreted and integrated with information obtained by other members of the team in the production of an integrated group report.

Assessment: Two Assignments: 50 per cent each.

References:

EDN480 Literacy Through Literature

Contact: Four hours per week for one semester.
Prerequisites: Nil.

Syllabus: Survey of literature, both fiction and non-fiction, available for use with children. Discussion of the elements of writing and literature. Presenting literature to children. Integration of literature with various areas of the curriculum. Strategies for liaising with other teachers on literature, curriculum planning and strategies for developing literacy. Developing, planning and evaluating school based curriculum with particular attention to literacy.

Assessment: Action Research Paper: 60 per cent; An Examination: 40 per cent.

References:
per cent, each assessed progressively during the year: 60 per cent. The written report should record and critically analyse at least six artistic events such as art exhibitions, concerts or dramatic presentations. Presentation of a class paper: 40 per cent. The class paper is to deal with a chosen topic relating to the subject. Discussion is to be of at least 30 minutes duration. The presentation of a class paper and the written reports are spaced at regular intervals in the semester to enable the lecturer to monitor student progress.

References:

EDN605 Program Development in Art Education

**Contact:** Four hours per week (or equivalent) for one semester.

**Prerequisite:** Nil.

**Syllabus:** The aim of this subject is to provide students with the knowledge and skills required for the satisfactory development of art/craft curricula to fit the needs of the particular situation as art/craft specialists, art co-ordinators (within the school or region) or art education officers.

The subject content is based on the following areas: historical developments in art education, the relationship between society, art and education; curriculum diagnosis and development, including content selection, and experience selection; creative activity and art education, including approaches to teaching and evaluating art.

The practical considerations of the planning and organisation of an arts program within the school and regional framework is discussed, with specific reference to children’s motor-skill development and general experience, and the school or region's facilities and curriculum concerns.

Particular emphasis will be placed on curriculum conceptualisation and legitimisation; the relationship of art and technology and methods of evaluating the art program.

**Assessment:** Work Requirements: Regular attendance at sessions designated as participatory, including tutorials and sessions where guest speakers are involved. Attendance: 80 per cent.

Assigned work relating to the effects of one of the areas of concern dealt with in the lectures: 25 per cent. Tutorial presentation of material directly related to a scheduled lecture/seminar topic: 25 per cent. An art program for use in a specific situation: 50 per cent. These are regularly spaced in the semester to enable students to monitor their academic progress.

References:

Documents:

EDN608 Education and Change

**Contact:** Four hours per week for one semester.

**Prerequisites:** Nil.

**Syllabus:** Implementing Change in Schools: An examination of how change can be implemented in schools and the role of the teacher or administrator in this. An examination of teacher responses to change and the factors that affect this response. This will include such topics as teacher stress and teacher support.

**An Historical Overview:** An examination of some significant changes that have occurred in education in the past. This part of the subject will focus on Victorian education and deal with the factors that affected the change, the process of change and the implications of the change for teachers, the school and the curriculum.

**Technology and Education:** The importance of technology in today's society and in the education of its members will be used as a current example of the change process and how it affects teachers, schools and the curriculum.

This part of the study will involve the students in developing their own experience with technology and problem-solving activities as well as an investigation of how this can be or is being done in the school environment.

**Assessment:** Work Requirements: 80 per cent Attendance and participation in discussion and workshop activities.

Assignment 100 per cent. Students are able to select an assignment in one of the major topics of the subject. Examples of these are:

(a) a literature survey on the implementation of change in education;
(b) a report on a change that has affected education in the past, highlighting its effects on people and the curriculum;
(c) a case study of how a teacher or a school has reacted to a particular change;
(d) an investigation into how a teacher or school is reacting to the need to increase children’s experience with technology.

Students are required to submit parts of the assignment at least once prior to the due date so that the lecturer can monitor the student's progress.

References:

EDN609 Research and Field Studies

**Contact:** Four hours per week (or equivalent) for one semester.

**Prerequisites:** EDN608. At least two strand studies.

**Syllabus:** Designing investigations in field settings.

Examination of various research methodologies. Although a number of research methodologies will be examined (e.g., case study, experimental design), the emphasis will be on action research.

Computer and bibliographical search techniques in the selection of literature.
Assessment: undertaken.

Prerequisites: EDN610

Dance

Prerequisite: N

Written

Practical investigation

and

Fieldwork

This includes the sessions where students' proposals are presented for discussion.

Completion of a series of worksheets relating to the major topics of the subject: 50 per cent. A proposal document relating to a piece of field research that will be the subject of a Special Study: 50 per cent.

References:


EDN610 Special Study

Contact: The equivalent of four hours per week for one semester.

Prerequisites: EDN609. At least three strand studies.

Syllabus: This subject is designed as an investigation or fieldwork project that relates to the student's area of specialisation and professional interests as well as to the subject Research and Field Studies.

Students will be free to determine the topic of their investigation or fieldwork project with the guidance and approval of the lecturer(s) taking the subject.

Assessment: Work Requirements: Regular attendance at meetings arranged by the supervisor and at the seminars held towards the end of the semester. A written report of about 8,000 words (or equivalent) of the investigation or fieldwork project. This will be graded PQ (no higher grade available in this subject) or N (Fail).

References:


EDN631 Major Studio Study I: Ceramics

Contact: Four hours per week (or equivalent) for one semester.

Prerequisite: Nil.

Syllabus: Students are encouraged to develop studio production and projects of special interest within their background experience and capabilities. It is anticipated that during the course a refined and personal form of expression will develop. Research and planning is carried out in consultation with the lecturer in charge. Any specialised techniques which are unfamiliar to the student are demonstrated and discussed as requested, while studio practices and techniques of a general nature, such as casting, silk screen transfers and on-glaze lustres, are explained and demonstrated during the course. During the semester, students are given the opportunity to construct and fire experimental kilns, for specific purposes, using a variety of fuels. In developing concepts, forms and designs for practical projects it is expected that a rough sketchbook be used for pre-planning. Throughout the course historical, cultural and aesthetic and practical lectures as well as visits to galleries and public lectures.

Assessment: See EDN632.

References:


Journals:

Craft Australia; Craft Arts.

EDN632 Major Studio Study II: Ceramics

Contact: Four hours per week (or equivalent) for one semester.

Prerequisite: EDN631.

Syllabus: This subject is a continuation of the study undertaken in EDN631.

Assessment: Work Requirements: Students are expected to work towards an exhibition of selected work completed during the year. The number of pieces is decided upon in consultation with the lecturer in charge. A folio of supportive material, working and finished drawings, source ideas, layout and technical experiments should accompany the completed works. 80 per cent attendance at designated sessions. Regular visits to exhibitions and other field outings. Presentation of Folio of Work with supportive evidence: 100 per cent. Regular reviews of student work are held throughout the year to monitor progress. Work is assessed on originality of design, standard of craftsmanship appropriate for the type of work, and progressive development. The exhibition of the folio of work for the Major Studio Study takes place during November. The work is assessed by a panel consisting of the lecturer in charge of the study, the co-ordinator of the Graduate Diploma in Education Studies (Art Education Specialisation), and an outside expert in the chosen area.

References: See EDN631.

EDN633 Major Studio Study I: Fibre Arts

Contact: Four hours per week (or equivalent) for one semester.

Prerequisite: Nil.

Syllabus: Students choose one aspect of textiles, e.g., weaving, embroidery, dyeing and printing techniques. They individually plan their course in consultation with the lecturer in charge of the study. During the first part of the year students are encouraged to experiment with materials and combinations of media and advanced skills, including computer generated images and Xerox images. They should understand and appreciate the traditional and experimental possibilities of various materials and techniques so that they can choose those most suited to their own particular needs. Demonstrations will be given in a wide range of techniques. In order to establish a discriminating aesthetic language, students are introduced to works of contem-
porary fibre artists through class visits to exhibitions, artists' studios, critical discussion of work in slide and video sessions and lectures. Students are expected to familiarise themselves with contemporary work in their chosen area by making independent visits to exhibitions, studying craft journals and where possible, making contact with artists. Influence and philosophies are to be noted in a reference book.

Assessment: See EDN634.

References:

Journals:
Craft Australia; Fibre Forms; Craft Arts.

EDN634 Major Studio Study II: Fibre Arts

Contact: Four hours per week (or equivalent) for one semester.
Prerequisite: EDN633.
Syllabus: This subject is a continuation of the study undertaken in EDN633.
Assessment: Work Requirements: Students are expected to work towards an exhibition of selected work completed during the year. The number of pieces is decided upon in consultation with the lecturer in charge. A folio of supportive material, working and finished drawings, source ideas, layouts and technical experiments should accompany the completed works. 80 per cent attendance at designated sessions. Regular visits to exhibitions and other field outings. Presentation of Folio of Work with supportive evidence: 100 per cent. Regular reviews of student work are held throughout the year to monitor progress. Work is assessed on originality of design, standard of craftsmanship appropriate for the type of work, and progressive development. The exhibition of the folio of work for the Major Studio Study takes place during November. The work is assessed by a panel consisting of the lecturer in charge of the study, the co-ordinator of the Graduate Diploma in Education Studies (Art Education Specialisation), and an outside expert in the chosen area.
References: See EDN633.

EDN635 Major Studio Study I: Glass Studies

Contact: Four hours per week (or equivalent) for one semester.
Prerequisite: Nil.
Syllabus: Students are expected to develop their skills and concepts to a high personal level. Students plan their study in consultation with the lecturer in charge, and are expected to make contact with artists working in their area. Students investigate the properties of the materials being used and, if applicable, carry out experimental work in their area. Class visits to exhibitions, glass studios, slide and video lectures, and a guest speakers program are incorporated into the course to broaden students' awareness and understanding of the potential of the medium.

Assessment: See EDN636.

References:

Journals:
Craft Australia; Craft Arts.

EDN636 Major Studio Study II: Glass Studies

Contact: Four hours per week (or equivalent) for one semester.
Prerequisite: EDN635.
Syllabus: This subject is a continuation of the study undertaken in EDN635.
Assessment: Work Requirements: Students are expected to work towards an exhibition of selected work completed during the year. The number of pieces is decided upon in consultation with the lecturer in charge. A folio of supportive material, working and finished drawings, source ideas, layouts and technical experiments should accompany the completed works. 80 per cent attendance at designated sessions. Regular visits to exhibitions and other field outings. Presentation of Folio of Work with supportive evidence: 100 per cent. Regular reviews of student work are held throughout the year to monitor progress. Work is assessed on originality of design, standard of craftsmanship appropriate for the type of work, and progressive development. The exhibition of the folio of work for the Major Studio Study takes place during November. The work is assessed by a panel consisting of the lecturer in charge of the study, the co-ordinator of the Graduate Diploma in Education Studies (Art Education Specialisation), and an outside expert in the chosen area.
References: See EDN635.

EDN637 Major Studio Study I: Metal Crafts

Contact: Four hours per week (or equivalent) for one semester.
Prerequisite: Nil.
Syllabus: Students are expected to develop the various metal techniques studied in previous years into a more complex, refined and personal form of expression. Students are encouraged to develop project/s of special interest, as the result of experimentation and preference in a specific technique or style. The emphasis is placed on the aesthetic and functional aspects of the design. The individual student plans his/her course in consultation with the lecturer in charge. During the year the students are involved in experimental work and in learning advanced skills. Experimentation is not limited to traditional materials and techniques only, but may be extended to materials which are typical of our times, e.g., plastics, stainless steel, etc. Students are expected to complete a series of design developments directed towards major pieces of jewellery. The display of work for assessment must be accompanied by:

- working drawings to scale 1:1;
- explanation and justification of creative choice of form and of material;
• a list of techniques applied.
Class visits to exhibitions and metalcraft studios, slide and video lectures and a guest speaker program are incorporated into the course to broaden students' awareness of the potential of the medium.

Assessment: See EDN638.

References:
Journals:
Craft Australia; Craft Arts.

EDN638 Major Studio Study II: Metal Crafts

Contact: Four hours per week (or equivalent) for one semester.
Prerequisite: EDN637.
Syllabus: This subject is a continuation of the study undertaken in EDN637.
Assessment: Work Requirements: Students are expected to work towards an exhibition of selected work completed during the year. The number of pieces is decided upon in consultation with the lecturer in charge. A folio of supportive material, working and finished drawings, source ideas, layouts and technical experiments should accompany the completed works. 80 per cent attendance at designated sessions. Regular visits to exhibitions and other field outings. Presentation of Folio of Work with supportive evidence: 100 per cent. Regular reviews of student work are held throughout the year to monitor progress. Work is assessed on originality of design, standard of craftsmanship appropriate for the type of work, and progressive development. The exhibition of the folio of work for the Major Studio Study takes place during November. The work is assessed by a panel consisting of the lecturer in charge of the study, the co-ordinator of the Graduate Diploma in Education Studies (Art Education Specialisation), and an outside expert in the chosen area.
References: See EDN637.

EDN639 Major Studio Study I: Painting

Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: Students are given the opportunity to extend their involvement and experimentation in painting. Students, in consultation with the lecturer in charge, will be expected to work independently on projects to develop their artistic potential. The investigation of drawings as a primary method for the development and communication of ideas. A wide range of materials, techniques and conceptual approaches are employed. An investigation of contemporary artists/styles are related to the painting style developed by the individual student. Gallery visits and discussion of works form an important part of the subject.
Assessment: See EDN640.
References:


EDN640 Major Studio Study II: Printing

Contact: Four hours per week (or equivalent) for one semester.
Prerequisite: EDN639.
Syllabus: This subject is a continuation of the study undertaken in EDN639.
Assessment: Work Requirements: Students are expected to work towards an exhibition of selected work completed during the year. The number of pieces is decided upon in consultation with the lecturer in charge. A folio of supportive material, working and finished drawings, source ideas, layouts and technical experiments should accompany the completed works. 80 per cent attendance at designated sessions. Regular visits to exhibitions and other field outings. Presentation of Folio of Work with supportive evidence: 100 per cent. Regular reviews of student work are held throughout the year to monitor progress. Work is assessed on originality of design, standard of craftsmanship appropriate for the type of work, and progressive development. The exhibition of the folio of work for the Major Studio Study takes place during November. The work is assessed by a panel consisting of the lecturer in charge of the study, the co-ordinator of the Graduate Diploma in Education Studies (Art Education Specialisation), and an outside expert in the chosen area.
References: See EDN639.

EDN641 Major Studio Study I: Printmaking

Contact: Four hours per week (or equivalent) for one semester.
Prerequisite: Nil.
Syllabus: Students are expected to develop their own graphic skills and concepts to a high personal level. They plan their course individually with the lecturer in charge of the subject. Monoprinting intaglio, relief and serigraphic methods are available and students are encouraged to experiment with plates, grounds, paper, inks as well as explore recent technological developments appropriate to Printmaking, such as computer generated images and Xerox prints. Drawing is emphasised.

Students are expected to visit special exhibitions. Collections of prints will be discussed in class, and lectures will be given by visiting graphic artists. Where possible, students are expected to make contact with practising printmakers.
Assessment: See EDN642.
References:
EDN642 Major Studio Study II: Printmaking

**Contact:** Four hours per week (or equivalent) for one semester.

**Prerequisite:** EDN641.

**Syllabus:** This subject is a continuation of the study undertaken in EDN641.

**Assessment:** Work Requirements: Students are expected to work towards an exhibition of selected work completed during the year. The number of pieces is decided upon in consultation with the lecturer in charge. A folio of supportive material, working and finished drawings, source ideas, layouts and technical experiments should accompany the completed works. 80 per cent attendance at designated sessions. Regular visits to exhibitions and other field outings. Presentation of Folio of Work with supportive evidence: 100 per cent. Regular reviews of student work are held throughout the year to monitor progress. Work is assessed on originality of design, standard of craftsmanship appropriate for the type of work, and progressive development. The exhibition of the folio of work for the Major Studio Study takes place during November. The work is assessed by a panel consisting of the lecturer in charge of the study, the co-ordinator of the Graduate Diploma in Education Studies (Art Education Specialisation), and an outside expert in the chosen area.

**References:** See EDN641.

EDN643 School and Community

**Contact:** Four hours per week (or equivalent) for one semester.

**Prerequisites:** Nil.

**Syllabus:** Current trends in educational thought about the role of community participation in educational activities; the elements of effective schools and the role of administrators in fulfilling them; the leadership role in balancing statewide and local community needs; developing effective strategies for school council meeting efficiency, collaborative goal setting and policy development, parent and student involvement in appropriate decision making activities and school involvement in community development; skill development tasks including meeting procedures, submission writing, community involvement techniques, group work skills, planning community events, working with volunteers, and participative evaluation techniques; case studies of successful school-community activities, such as the Protective Behaviours Program, Safety House and other activities that have raised the profile of the school within the wider community.

**Assessment:** Work Requirements: 80 per cent attendance and participation in class sessions and workshops. Completion of an annotated bibliography in the area of school-community relations: 30 per cent; A major project which traces the planning process of a school-community activity of the student's choice: 70 per cent.

**References:**

EDN644 Material and Process Studies

**Contact:** Four hours per week (or equivalent) for one semester.

**Prerequisite:** Nil.

**Syllabus:** This subject aims to develop the skills and knowledge of processes and materials which may have been covered in pre-service education, including areas which the student has only briefly encountered; and to provide an overview of the type and variety of skills and approaches available.

The subject will also develop students' ability to make considered decisions in the planning of an arts program in regard to the suitability of materials and processes and skills attainment according to the age and development of the child and the specific school facilities and concerns.

After completing this subject students should have a general technical knowledge of methods and materials; be able to apply appropriate processes to material types, and be able to adapt these skills to the classroom situation.

**Assessment:** Work Requirements: Satisfactory attendance and participation in all areas of study. Attendance: 80 per cent. A resource/notebook is required to be submitted at the conclusion of the subject. Students are advised of their progress through regular reviews of the resource/notebook. This subject is graded PQ (no higher assessment available in this subject) or N (fail).

**References:**

EDN645 Program Planning and Evaluation

**Contact:** Four hours per week (or equivalent) for one semester.

**Prerequisite:** Nil.

**Syllabus:** Through case studies, students will be introduced to successful modes of planned change in school-based curriculum. Techniques for the review and evaluation of curriculum will be studied and applied in the student's own setting. A detailed study will be undertaken of factors influencing curriculum development, including the philosophy and policy of governments, regions and schools, the role of government agencies, financial and resource constraints and participation of the local community and school staff in curriculum review and development. The administrator's role in facilitating staff development will also be highlighted. An emphasis throughout the subject will be on leadership in the successful management of the process.
Assessment: An exercise in which students select a curriculum problem in a field setting and carry out a review and plan a curriculum development strategy: 100 per cent. Students will submit this work during the semester for advice before the final submission for assessment.

References:
HUNKINS, F.P., Curriculum Development, Program Improvement, Columbus, Ohio, Charles E. Merrill Publishing Co., 1980.

EDN651 Reading Behaviour

Contact: Four hours per week (or equivalent) for one semester.
Prerequisites: Nil.

Syllabus: An outline of the reading process focusing on the interaction between the child and print.
An examination of observation techniques such as concept of print checklists, running records and informal techniques, reading attitude surveys, cloze and retelling procedures.
The emphasis in this examination is on the teacher librarian using his/her own observations as a basis for interpretation and assistance, in partnership with the class teacher.
Strategies that can be used in a library setting such as Shared Reading and Literature Based Reading.
The use of the computer in assisting the development of reading in children.
A study of ways in which the teacher librarian and the library can assist the class teacher in the development of the children’s reading behaviour, including the specific needs of individual children such as E.S.L., gifted and reading disabled children.

Assessment: Work Requirements: 80 per cent attendance and participation in designated activity-based sessions. Activities that students will carry out or complete in their work place or other setting will be required. Satisfactory completion of a number of set activities. A written report (approx. 3,000 words) dealing with a topic relating to the subject and selected by the student in consultation with the lecturer taking the subject: 100 per cent. Part of this report will be assessed during the semester to enable students to obtain feedback about their progress.
References:
HANCOK, J. & HILL, S., Literature-based Reading Programs at Work, Carlton South, Australian Reading Association Inc., 1987.

EDN652 Children's Literature and Curriculum Planning

Contact: Four hours per week (or equivalent) for one semester.
Prerequisites: Nil.

Syllabus: Survey of literature, both fiction and non-fiction, available for use with children. Discussion of the elements of writing and literature. Presenting literature to children. Integration of literature with various areas of the curriculum. Strategies for liaising with teachers on literature and curricula. Developing, planning and evaluating school based curriculum. Where appropriate audio-visual, graphic and computer software material relating to children’s literature will be incorporated into the program.

Assessment: Work Requirements: 80 per cent attendance and participation in designated activities. Satisfactory completion of a number of set activities. Action Research paper: 60 per cent A Final Examination: 40 per cent.

References:
ENGLISH CENTRE CURRICULUM BRANCH, English Curriculum Frameworks P-10, Melbourne, Ministry of Education, 1986. (draft)

EDN653 Classification and Cataloguing

Contact: Four hours per week (or equivalent) for one semester.
Prerequisite: Nil.


Assessment: 80 per cent attendance and participation in designated activities. Field Work. Ten hours minimum working in a school library on cataloguing tasks. Project: 60 per cent; Test: 40 per cent.

References:

EDN654 The Library as a Resource Centre

Contact: Four hours per week (or equivalent) for one semester.
Prerequisites: Nil.

Syllabus: Developing and organising materials within the library in response to user needs. Selection of materials including books, audio visual materials, computer software and hardware, and any other materials for the needs of the school. Developing efficient information retrieval systems within the library. The role of the teacher librarian as a member of staff. Staff liaison and co-ordination. Developing collaborative strategies for the development of curriculum.

Assessment: Work Requirements: 80 per cent attendance and participation in designated activities. Satisfactory completion of a number of set activities. A written report on a topic selected in consultation with the lecturer: 60 per cent. A final examination: 40 per cent.

References:
EDN655 Technology in the Library

Contact: Four hours per week (or equivalent) for one semester.
Prerequisites: Nil.
Syllabus: An examination of various computer programs available for use in school libraries, including word processing packages. The effects of automation on the operation of the library and information services. Audio-visual technology; its use within the school as an integral part of the curriculum. An examination of literature available on technology in the curriculum.
Assessment: Work Requirements: 80 per cent attendance and participation in designated activities. Satisfactory completion of a number of set activities. Design of a practical strategy for implementation of a computer-based system in a school library: 60 per cent. A final examination: 40 per cent.
ASCIS, So You Want to Automate Your Library, Melbourne, ASCIS, 1986.

EDN681 Outdoor Education I

Contact: An average of two hours per week throughout the year, a weekend camp at the start of the course and two half-day excursions.
Prerequisite: Nil.
Syllabus: The subject is made up of five components, each assessed separately:
(i) a weekend residential camp incorporating a wide range of activities to introduce the course;
(ii) outdoor education philosophy and programming;
(iii) practical outdoor skills including map and compass work, navigation, bush observation, identification techniques, communication skills, basic campcraft;
(iv) safety and procedures related to planning, supervision, emergencies;
(v) environmental education principles and practices.
Assessment: Participation requirements, planning assignment, theory and practical tests, tutorial presentation.
References: To be advised.

EDN682 Environmental Science I

Contact: Average of two hours per week throughout the year.
Prerequisite: Nil.
Syllabus: Environmental science in outdoor education, consisting of: origins and evolution of the Australian continent, flora and fauna, environmental perception, environmental issues, approaches to examination of environments, conservation principles and practices, survey techniques, resources.
Students also select a module in either basic ecology or extended field science studies, according to their individual backgrounds and experience.
Assessment: Practical investigations, tutorial presentation, written test.
References: To be advised.

EDN683 Outdoor Pursuits I

Contact: Approximately six hours and five days during the first semester.
Prerequisite: Nil.
Syllabus: The subject commences with an introductory/pre-assessment program as a basis for counselling each student's selection of pursuits. One 'basic' level pursuit will then be selected from orienteering, canoeing/kayaking, snorkelling, nordic or alpine-skiing, sailing, bike education, horseriding, rock-climbing. The selected pursuit is to be a prerequisite to the 'advanced' level pursuit to be taken in EDN687 unless the student already possesses the relevant prerequisite.
Assessment: Participation, theory and practical tests; where there are recognised certificates, the one at introductory or basic level will normally be applicable.
References: To be advised.

EDN684 Extended Field Experience

Contact: Off-campus field experience of at least 14 days over the two years.
Prerequisite: Nil.
Syllabus: Students are required to obtain at least 14 days experience (a minimum of seven days each year) working with learner groups (e.g., school groups, community groups) in various outdoor activities, such as camps, bushwalks, environmental programs, etc. Learner groups are divided into several categories (student's normal working group, other groups, persons with disabilities, etc.); experience must be gained in at least three categories overall. This experience is additional to field experience required for other subjects in the course.
Assessment: Reports from activity supervisor, and/or reports by the student.
References: Nil.

EDN685 Outdoor Education II

Contact: An average of one and a half hours per week throughout the year, a weekend camp towards the end of the year, and two half-day excursions.
Prerequisite: EDN681.
Syllabus: The subject is made up of four components (each assessed separately), which develop the subject matter introduced in EDN681:
(i) a more comprehensive consideration of outdoor education aims and philosophy in various organisations, and further development of planning skills for outdoor programs; social aspects and leadership;
(ii) practical outdoor skills including more advanced map-interpretation and navigation, ropework, lightweight camping, etc.;
(iii) a thorough coverage of safety precautions, emergency action, outdoor first aid, hypothermia, etc. through classwork and simulated incidents;
(iv) a weekend camp in which numerous aspects of the whole course are applied.
Assessment: Participation requirements, program planning and/or evaluation assignment, theory and practical tests. All students will be required to hold
current St. John First Aid Certificate (or equivalent) and RLSS Bronze Medallion or SLSS Surf Bronze award at the time of completion of the course.

References: To be advised.

EDN686 Environmental Science II

Contact: An average of one and a half hours per week throughout the year, and four half day excursions.

Prerequisite: EDN682.

Syllabus: Students select at least two of the following major environmental studies, each of which has six 3-hour classes and two excursions.

Coastal/marine environment: physical factors in coastal evolution, coastal/marine organisms in their various environments, survey techniques, human impact on coastal environments, activities for learners. Snorkelling/diving will be used for investigations.

Urban environments: physical factors affecting cities and urban settlements, 'natural' components (vegetation, animals, etc.), evolutionary changes, aesthetic aspects, human behaviour, investigation techniques, environmental activities for learners in urban situations.

Bush/freshwater environment: geological and geomorphological factors, map interpretation, vegetation in relation to physical environments, influence of fire, identification techniques, bush animals in relation to their various habitats, freshwater organisms and environments, survey techniques, activities for learners, bush knowledge for bushwalkers.

Assessment:
(i) For each option: participation, class exercises and excursion reports.
(ii) An individual field project based on one or a combination of the environments studied, either as a field research project, or as an investigation to assemble environmental information and activities to be used with learner groups.

References: To be advised.

EDN687 Outdoor Pursuits II

Contact: Approximately 15 hours and 16 days, commencing in second semester of first year, and continuing in second year. Exact times will depend on pursuits selected.

Prerequisites: Appropriate 'basic' level pursuit in EDN683 for the 'advanced' level pursuit selected.

Syllabus: At least one 'advanced' level pursuit to be selected from bushwalking and lightweight camping, kayaking or Canadian canoeing, scuba, nordic skiing, sailing, rock-climbing, or other approved activity. Where recognised certificates are available from national bodies, these are to be obtained at a prescribed level.

At least one further 'basic' level pursuit from the list in EDN683.

Assessment: Participation, theory and practical tests, to levels of competency as specified for each pursuit.

References: To be advised.

EDN688 Final Leadership Assessment Program

Contact: Off-campus leadership of a major activity of at least five days.
LIST OF CHISHOLM COURSES

NOTE: Courses marked C are offered at Caulfield only, those marked F at Frankston only, and those marked C&F at both campuses. Courses marked C/F may be started at Frankston but must be completed at Caulfield.

**BACHELOR DEGREES**

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<tr>
<th>Course Description</th>
<th>VOLUME</th>
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<tr>
<td>Bachelor of Applied Science (Computing) (C&amp;F)</td>
<td>Fac</td>
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<tr>
<td>Bachelor of Applied Science (Digital Technology) (C)</td>
<td>Fac</td>
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<tr>
<td>Bachelor of Applied Science (Multi-discipline) (C)</td>
<td>Fac</td>
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<tr>
<td>Bachelor of Applied Science (Computing)/Bachelor of Business (Accounting) (C&amp;F)</td>
<td>DSBS</td>
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<tr>
<td>Bachelor of Arts (C&amp;F)</td>
<td>SSBS</td>
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<tr>
<td>Bachelor of Arts/Bachelor of Business (C&amp;F)</td>
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<tr>
<td>Bachelor of Arts (Ceramic Design) (C)</td>
<td>A&amp;D</td>
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<tr>
<td>Bachelor of Arts (Fine Art) (C)</td>
<td>A&amp;D</td>
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<tr>
<td>Bachelor of Arts (Craft) (F)</td>
<td>A&amp;D</td>
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<td>Bachelor of Arts (Graphic Communication) (C)</td>
<td>A&amp;D</td>
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<tr>
<td>Bachelor of Business (Accounting) (C&amp;F)</td>
<td>DSBS</td>
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<tr>
<td>Bachelor of Business (Banking and Finance) (C)</td>
<td>DSBS</td>
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<tr>
<td>Bachelor of Business (Business Administration) (F)</td>
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<tr>
<td>Bachelor of Business (Management) (C)</td>
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<tr>
<td>Bachelor of Business (Marketing) (C)</td>
<td>DSBS</td>
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<tr>
<td>Bachelor of Business (Office Administration) (C)</td>
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<tr>
<td>Bachelor of Education (Fourth Year) (F)</td>
<td>ED</td>
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<tr>
<td>Bachelor of Engineering (Civil and Computing) (C)</td>
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<tr>
<td>Bachelor of Engineering (Electrical and Computing) (C)</td>
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<td>Bachelor of Engineering (Industrial and Computing) (C)</td>
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<tr>
<td>Bachelor of Engineering (Mechanical and Computing) (C)</td>
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**DIPLOMAS**

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<tr>
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<tbody>
<tr>
<td>Diploma of Applied Science (Nursing) (F)</td>
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<tr>
<td>Diploma of Art and Design (Graphic Design) (C/F)</td>
<td>A&amp;D</td>
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<tr>
<td>Diploma of Teaching (Early Childhood) (F)</td>
<td>ED</td>
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<tr>
<td>Diploma of Teaching (Primary) (F)</td>
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**ASSOCIATE DIPLOMAS**

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<tr>
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<tbody>
<tr>
<td>Associate Diploma in Art and Design (Ceramic Design) (C)</td>
<td>A&amp;D</td>
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<tr>
<td>Associate Diploma in Art and Design (Ceramic Design) — Part-time (F)</td>
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<tr>
<td>Associate Diploma in Marketing (C)</td>
<td>DSBS</td>
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<tr>
<td>Associate Diploma in Police Studies (C)</td>
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<tr>
<td>Associate Diploma in Secretarial Studies (Legal) (C)</td>
<td>DSBS</td>
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<tr>
<td>Associate Diploma in Secretarial Studies (Medical) (C)</td>
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<tr>
<td>Associate Diploma in Tribology (C)</td>
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<tr>
<td>Associate Diploma in Welfare Studies (C)</td>
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**GRADUATE DIPLOMAS**

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<tr>
<th>Course Description</th>
<th>VOLUME</th>
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<tbody>
<tr>
<td>Graduate Diploma in Accounting Information Systems (C)</td>
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<tr>
<td>Graduate Diploma in Administrative and Secretarial Studies (C)</td>
<td>DSBS</td>
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<tr>
<td>Graduate Diploma in Agribusiness (F)</td>
<td>DSBS</td>
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<tr>
<td>Graduate Diploma in Applied Polymer Science (C)</td>
<td>Fac</td>
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<tr>
<td>Graduate Diploma in Applied Psychology (C)</td>
<td>SSBS</td>
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<tr>
<td>Graduate Diploma in Banking and Finance (C)</td>
<td>DSBS</td>
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<tr>
<td>Graduate Diploma in Business Technology (C)</td>
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<td>Graduate Diploma in Ceramic Design (C&amp;F)</td>
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<td>Graduate Diploma in Community Education (C&amp;F)</td>
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<tr>
<td>Graduate Diploma in Computer Graphics (C)</td>
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<tr>
<td>Graduate Diploma in Computing (C)</td>
<td>Fac</td>
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<tr>
<td>Graduate Diploma in Digital Communications (C)</td>
<td>Fac</td>
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<td>ED</td>
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<td>Graduate Diploma in Fine Art (C)</td>
<td>A&amp;D</td>
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<tr>
<td>Graduate Diploma in Information Technology (C)</td>
<td>Fac</td>
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<tr>
<td>Graduate Diploma in Logistics Management (F)</td>
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</table>
Graduate Diploma in Marketing (C) ......................................................... DSBS
Graduate Diploma in Multi-cultural Studies (C&F) ................................ SSBS
Graduate Diploma in Outdoor Education (F) ........................................ ED
Graduate Diploma in Project Management (C) ........................................ Fac
Graduate Diploma in Robotics (C) ........................................................ Fac
Graduate Diploma in Structural Computations (C) ............................... Fac
Graduate Diploma in Water Science (C) ................................................ Fac
Graduate Diploma in Welfare Administration (C) ................................. SSBS

MASTER'S DEGREES by Coursework
Master of Applied Science (Computing) (C) ........................................... Fac
Master of Business (Marketing) (C) ...................................................... DSBS

MASTER'S DEGREES by Thesis/Research
Master of Applied Science (C) ............................................................... Fac
Master of Arts (C) .................................................................................. SSBS
Master of Business (C) .......................................................................... DSBS
Master of Education (F) ......................................................................... ED
Master of Engineering (C) ...................................................................... Fac

BOOK CODES:
A&D ........................................................................................................ School of Art and Design
DSBS ....................................................................................................... David Syme Business School
ED .......................................................................................................... School of Education
Nur ......................................................................................................... School of Nursing
SSBS ..................................................................................................... School of Social and Behavioural Studies
Fac ......................................................................................................... Faculty of Technology
The Frankston Campus is located on a major arterial road linking the Mornington Peninsula Freeway and the Frankston/Flinders Road. On-campus parking is available for students. The Frankston Railway Station is approximately two kilometres from the campus and the area is serviced by a local bus network.

A George Jenkins Theatre, Student Union, Educational Development Unit, Institute Community Services, Computer Centre (Level 1); Bookshop, Cafeteria (Level 2); Lecture Theatres (Levels 2 & 4); School of Education, Staff Lounge (Level 3); Library (Levels 3 & 4); handicapped access.

B School of Art and Design, Science, Music & Physical Education, Gymnasium, handicapped access.

*1 Art & Design Workshop
*2 Ceramic Production Workshop

C Administration, Conference Room

CC Childcare Centre

D David Syme Business School, Division of Information Technology, Division of Mathematical and Environmental Sciences, School of Social and Behavioural Studies.

E School of Nursing, Division of Mathematical and Environmental Sciences, Chemistry and Biology.

G Garages

H Halls of Residence

S Struan House, Division of Continuing Education, Education

T Tennis Courts

W White Cottage: South Pacific Centre for School and Community Development

Vehicle Entry and Exit:
Entry to buildings

GP General car parking
SP Staff parking area
RP Residents parking
VP Visitors parking area