The Diploma of Applied Science awarded on completion of the course registration with the Victorian Registration will be registered national Council on Tertiary Awards.
CHISHOLM COURSES

Associate Diplomas
Marketing B
Police Studies S
Secretarial Studies (Legal or Medical) B
Welfare Studies S

Diplomas
Applied Science (Nursing) N
Teaching (Early Childhood) E
Teaching (Primary) E

Bachelor Degrees
Applied Science (Computing) T(c)
Applied Science (Digital Technology) T(d)
Applied Science (Multidiscipline) T(a)
Arts S
Arts (Ceramic Design) A
Arts (Fine Art) A
Arts (Craft) A
Arts (Graphic Design) A
Arts (Police Studies) S
Arts/Business S
Business (Accounting) B
Business (Accounting)/Applied Science (Computing) B
Business (Agribusiness) B
Business (Banking and Finance) B
Business (Business Administration) B
Business (Human Resource Management) B
Business (International Trade) B
Business (Management) B
Business (Manufacturing Management) B
Business (Marketing) B
Business (Office Administration) B
Education – Fourth Year of Study E
Engineering (Civil and Computing) T(e)
Engineering (Electrical and Computing) T(e)
Engineering (Industrial and Computing) T(e)
Engineering (Mechanical and Computing) T(e)
Technology T
Technology (Design)

Graduate Diplomas
Accounting B
Accounting Information Systems B
Agribusiness B
Applied Polymer Science T(a)
Applied Psychology B
Banking and Finance S
Business Technology T(c)
Ceramic Design A
Computer Graphics T
Computing T(c)
Digital Communications T(d)
Educational Studies E
Fine Art A
Information Technology T(c)
International Business B
Logistics Management B
Marketing S
Multicultural Studies T(e)
Municipal Engineering E
Outdoor Education T(e)
Project Management T(e)
Robotics T(d)
Structural Computations T(e)
Taxation B
Water Science T(a)
Welfare Administration S

Master’s Degrees
Applied Science T(a)
Applied Science – by Coursework T(d)
Applied Science – by Thesis T(c)
Arts S
Business (Marketing) – by Coursework B
Business – by Research B
Computing – by Coursework T(c)
Education E
Engineering T(e)

Code
A School of Art and Design 2
B Faculty of Business 3
E School of Education 4
N School of Nursing 5
S School of Social and Behavioural Studies 6
T Faculty of Technology 7

Where appropriate for courses in the Faculty of Technology, the School which administers the course is shown in brackets:
a School of Applied Science
b School of Computing and Information Systems
c School of Digital Technology
d School of Engineering

Volume

# CONTENTS

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Note that Nursing courses are conducted at the Frankston campus
How to use the Handbook

This is one of seven volumes which make up the Chisholm Institute of Technology 1990 Handbook. Volume One, the Student Manual, contains important dates and information on student administration matters, student services and the Institute's student regulations.

Volumes Two to Seven cover the courses and subjects offered by the Faculties and Schools of the Institute. These volumes contain staff lists, course descriptions for undergraduate and postgraduate courses, and subject synopses. Where a course is offered by two Schools or Faculties, it is listed in both volumes, but the relevant subject synopses are generally contained in the volume of the School or Faculty which administers the course. Check the course list inside the front cover of this book to determine who administers each course.

Subject synopses are listed in order of subject code. They provide information on contact hours, prerequisites, aims and syllabus, and major reference books for each subject. Where no references or assessment are explicitly stated, these will be advised at the commencement of classes.

Maps of the Caulfield and Frankston campuses are printed inside the back cover of each volume.

Special Note on Course Titles

The title shown in bold at the start of each course is the official Chisholm title. Where these differ from the "generic" titles as defined by the Australian Council on Tertiary Awards, the ACTA title is shown in brackets.

For more information
Enrolment, Course Information: Admissions Office, level one, building A, Caulfield campus, (03) 573 2000.
Financial Assistance, Scholarships, Regulations: Student Administration, level one, building A, Caulfield campus, (03) 573 2115.

The Chisholm/Monash Merger

Chisholm Institute of Technology and Monash University have entered into an agreement through which they will merge to form an expanded Monash University.

The advantages for students will be:

- A diverse, unified and more equitable higher education system serving Melbourne's eastern and south-eastern regions.
- A major expansion of higher education opportunities within Monash University, with a greater range of available disciplines and awards.
- Improved flexibility of subject choice and better provisions for transfer of credit within and between disciplines.
- A broadening of student services and facilities for teaching and research.

Students will enrol under Chisholm regulations during early 1990. At the time of the merger on 1 July 1990, their status will change to that of enrolled students of Monash University. Similarly, Chisholm courses will become Monash courses and all students will have the right to complete the courses in which they are enrolled.

The merger agreement states:

"The merger of these two institutions will result in a significantly enlarged and changed Monash University capable of both maintaining the reputation of the academic programs currently offered by both institutions and enabling the development of important new academic initiatives that will benefit the community they serve. Such an association will be to the mutual advantage of both institutions by adding to the strengths of existing courses and extending the range of educational opportunities available to students.

"The association will recognise the record of excellence of both institutions and their ethos and orientation, especially the established relationships with the professions, industry, business and the community. The bringing together of these interests will generate opportunities for available resources to be used to advantage, providing a better basis of innovation and change."

1990 Handbook

Volume One – Student Manual
Volume Two – School of Art and Design
Volume Three – Faculty of Business
Volume Four – School of Education
Volume Five – School of Nursing
Volume Six – School of Social and Behavioural Studies
Volume Seven – Faculty of Technology

Information contained in the Handbook was correct at 1 August 1989. Please check specific details with the relevant School or Faculty, or with the Admissions Office, telephone (03) 573 2000. The Institute accepts no responsibility for changes to information contained in the Handbook.
STAFF

Dean
Dorothy Angell
  RN, DTM, DWM, DNE, DANS, MEd(Manchester),
  FCNA, MNChN

Secretary to the Dean
Ann Massee

Assistant Registrar, Nursing
vacant

Administrative Officer
Diana Macmillan
  DipPhysEd(Melb)

Secretaries
Christine Montgomery
Kim Moolenaar
Jean Towler

Typist
Linda Smith

Laboratory Assistant
Anne Bates
  RN

TEACHING STAFF

Clinical Coordinator
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  RN, DipAppSc(NsgEd), BAppSc(AdvNsg)(Lincoln),
  DipHospNsgWardManagement(CollofNsgAust)

Assistant to Clinical Coordinator
Meredith Gray
  RN, RM, BAppSc(AdvCNsg)(Lincoln)

Senior Lecturers
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  BAppSc(AdvNsg)(Lincoln),
  DipTropDiseases(UnivCollegeHospital), MChN
Gloria Seymour
  RN, RM, BA(BiolSc), MSc(UNSW), FCNA, FCN
Kay Worth
  RGN, RPN, DipTeach(Nsg),
  BEd(Nsg)(ArmidaleCAE)

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  RPN
Vivienne Griffiths
  RN, DipEd(ArmidaleCAE),
  BAppSc(Nsg)(TasStateInsTech)
Greg Logan
  RN, RPN
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  RN, RM, BAppSc(AdvNsgEd),
  DipAppSc(AdvNsgCommHealth)(Phillip)
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  SRN, DipAppSc(CommHealth)(PrestonInstitute)
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  RN, RM, DramaGrad(NaltThVic), DipTeach(Nsg),
  BEd(Nsg)(ArmidaleCAE)
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Joan Yalden
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Tutors
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Gerardine Hall
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  BAppSc(AdvNsg)(Lincoln)
Jane Hands
  RN
Liza Heslop
  RN, DipNsg(CollNsgAust),
  BAppSc(AdvNsg)(Lincoln), BA(Gippsland)
Lisa Judd
  RN, RM
Marilyn Kitchen
  RN, RMRN
Joan Lewis
  RN, RM
Glencly Sheean
  RN, RM, DipAppSc(CommHealthNsg)(Lincoln),
  FCNA

Sessional Clinical Educators
To be appointed
Admission Requirements for Undergraduate Courses

Applicants with the following qualifications are eligible for consideration for admission into the Institute's undergraduate courses:

1. Successful completion of a VCAB Year 12. This can include HSC Group One or Group Two subjects, TOP, T12 and Approved Study Structures;
2. Interstate or overseas qualifications certified by VCAB as equivalent to Year 12;
3. Any other qualification requirement approved by the Academic Board, e.g. Certificate of Business Studies; or
4. Qualifications or experience acceptable to the Chisholm Admissions Committee.

For information regarding course requirements, such as prerequisite and recommended subjects or special requirements, see the following course descriptions.

Prerequisite and recommended subjects may be drawn from any of the qualifications mentioned above as acceptable, except where otherwise stated.

Diploma of Applied Science (Nursing)

Course Code: DQ
Course Leader: Ms Dot Angell

Content

The Diploma of Applied Science (Nursing) will be awarded on completion of the course and will lead to nurse registration with the Victorian Nursing Council. The qualification will be registered nationally by the Australian Council on Tertiary Awards.

The aim of the course is to produce a graduate with the personal and professional qualities to serve as a sound basis for future nursing practice. To achieve this, a student will develop competency in the assessment, planning, implementation and evaluation of nursing care for individuals, groups and families within the community and in hospital settings. The emphasis of the course will be on the promotion of health as well as the care of the sick. At the core, are values which support the concept of nursing as a caring process, and these will be given special prominence throughout the course.

Areas of study in the course include nursing theory, health education, basic sciences, social and behavioural sciences, information technology, applied medical microbiology, research methodology and clinical practice.

Upon completion of the course, students will be eligible to undertake post-graduate studies planned to be offered by Chisholm, or may seek enrolment in courses at other institutions.

Prerequisites

Passes in at least four subjects (Group 1 subjects for HSC applicants) including English are required. A pass in Year 10 Mathematics is compulsory. It is recommended that applicants include one or more of Physics, Chemistry and Biology in their Year 12 course of study, however, this is not a prerequisite and will not influence selection.

Admission may also be granted by Special Entry on the basis of a Special Entry Test to be held in October.

Note: With regard to Special Entry Tests, this method may be available to those who have completed an alternative approved study structure and are recommended for tertiary study, or who pass a VCAB Year 12 course of study which includes fewer than four Group 1 subjects including English, or those who have not attended secondary school or made a full attempt at VCE (HSC or TOP) within the three years prior to 1990.

Enrolment Procedure for New Students

Applicants seeking entry on the basis of the VCE qualifications listed in 1 above must complete both a VTAC application form and a School of Nursing form. The School of Nursing form is available from the Admissions Office, Frankston campus.

The VTAC form must be received by VTAC by the date given in the VTAC Guide to Courses in Colleges and Universities for 1990 students. The School of Nursing form must be received at Chisholm by no later than Friday 15 September 1989.

Applicants seeking entry on the basis of a Special Entry Test must complete a Chisholm Institute SR1 Direct Entry Form and the School of Nursing Form, both of which must be received by Chisholm no later than Friday 29 September 1989.

Deferments

The School does not permit the deferment of places.

Course Structure

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<th>Year 1, Semester 1</th>
<th>Hours per Semester</th>
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<td>NSG131</td>
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<td>NSG141</td>
<td>Applied Basic Physics and Chemistry I</td>
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<tr>
<td>NSG161</td>
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</tr>
<tr>
<td>NSG171</td>
<td>Sociology of Health I</td>
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<tr>
<td>NSG191</td>
<td>Nursing Theory I</td>
<td>13</td>
</tr>
<tr>
<td>NSG101</td>
<td>Practice, Principles &amp; Skills I</td>
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</tr>
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<td>NSG151</td>
<td>Enquiry and Processing Skills I</td>
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<tr>
<td>NSG181</td>
<td>Clinical Practicum I</td>
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### Semester 2

<table>
<thead>
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<th>Code</th>
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<th>Credits</th>
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<tr>
<td>NSG112</td>
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<td>20</td>
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<tr>
<td>NSG121</td>
<td>Recreation Studies I</td>
<td>10</td>
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<tr>
<td>NSG132</td>
<td>Human Bioscience II</td>
<td>50</td>
</tr>
<tr>
<td>NSG142</td>
<td>Applied Basic Physics &amp; Chemistry II</td>
<td>30</td>
</tr>
<tr>
<td>NSG162</td>
<td>Pycho-Social Studies II</td>
<td>30</td>
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<td>NSG172</td>
<td>Sociology of Health II</td>
<td>20</td>
</tr>
<tr>
<td>NSG191</td>
<td>Nursing Theory I</td>
<td>10</td>
</tr>
<tr>
<td>NSG102</td>
<td>Practice, Principles &amp; Skills II</td>
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<td>NSG152</td>
<td>Enquiry and Processing Skills II</td>
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<td>NSG182</td>
<td>Clinical Practicum II</td>
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### Year 2, Semester 1

<table>
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<td>NSG213</td>
<td>Health and Health Breakdown III</td>
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<td>NSG233</td>
<td>Human Bioscience III</td>
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<tr>
<td>NSG251</td>
<td>Applied Medical Microbiology</td>
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<tr>
<td>NSG263</td>
<td>Pycho-Social Studies III</td>
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<td>NSG281</td>
<td>Legal Studies</td>
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<td>NSG292</td>
<td>Nursing Theory II</td>
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<tr>
<td>NSG203</td>
<td>Practice, Principles &amp; Skills III</td>
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<td>NSG253</td>
<td>Enquiry and Processing Skills III</td>
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<tr>
<td>NSG283</td>
<td>Clinical Practicum III</td>
<td>245</td>
</tr>
<tr>
<td>NSG241</td>
<td>Information Technology</td>
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### Semester 2

<table>
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<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NSG214</td>
<td>Health and Health Breakdown IV</td>
<td>18</td>
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<tr>
<td>NSG222</td>
<td>Recreation Studies II</td>
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<td>NSG234</td>
<td>Human Bioscience IV</td>
<td>45</td>
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<tr>
<td>NSG264</td>
<td>Pycho-Social Studies IV</td>
<td>27</td>
</tr>
<tr>
<td>NSG273</td>
<td>Sociology of Health III</td>
<td>18</td>
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<tr>
<td>NSG292</td>
<td>Nursing Theory II</td>
<td>9</td>
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<tr>
<td>NSG204</td>
<td>Practice, Principles &amp; Skills IV</td>
<td>27</td>
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<tr>
<td>NSG253</td>
<td>Enquiry and Processing Skills III</td>
<td>18</td>
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<tr>
<td>NSG284</td>
<td>Clinical Practicum IV</td>
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<td>NSG241</td>
<td>Information Technology</td>
<td>18</td>
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<th>Code</th>
<th>Course</th>
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<td>NSG315</td>
<td>Health and Health Breakdown V</td>
<td>20</td>
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<tr>
<td>NSG335</td>
<td>Human Bioscience V</td>
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<tr>
<td>NSG365</td>
<td>Pycho-Social Studies V</td>
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<tr>
<td>NSG374</td>
<td>Sociology of Health IV</td>
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<tr>
<td>NSG393</td>
<td>Nursing Theory III</td>
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<td>NSG394</td>
<td>Nursing Theory IV</td>
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<td>NSG305</td>
<td>Practice, Principles &amp; Skills V</td>
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<td>NSG354</td>
<td>Enquiry and Processing Skills IV</td>
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<td>NSG385</td>
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<td>Elective Studies – General</td>
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### Semester 2

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<td>NSG366</td>
<td>Pycho-Social Studies VI</td>
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<td>NSG375</td>
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<td>NSG393</td>
<td>Nursing Theory III</td>
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<td>NSG394</td>
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<td>NSG306</td>
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<td>NSG354</td>
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<td>NSG386</td>
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<tr>
<td>NSG331</td>
<td>Elective Studies – Nursing</td>
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</table>

### Progression Through the Course

Year one of the course may be taken by part-time studies over two years. Progression through year one by part-time studies must follow this sequence: Subjects NSG131, NSG141, NSG161, NSG171, NSG132, NSG142, NSG162 and NSG172 must precede the remaining Year 1 subjects. Years two and three of the course may be taken only by full-time studies.

Special regulations govern progress through the clinical practice subjects and the details are set out in the Student Manual and are distributed to students at the beginning of the academic year.

### Assessment

Special provisions apply for assessment procedures throughout the course, in particular in the subjects of clinical practice. The policies and procedures of assessment will be distributed to students at the commencement of each year.
NSG101  Practice, Principles & Skills I – Maintenance and Support for the Activities of Daily Living

Contact: Three hours per week, total 39 hours.
Prerequisite: Nil.

Aim: To explore the concepts inherent in assessment, communication and care initiation, together with the theoretical concepts and principles underlying associated competencies and/or skills.

Objectives: On completion of the subject the student should begin to: apply the knowledge of interviewing techniques in assessing the health status of the individual across the life span and different cultural groups; identify client needs in order to carry out activities of daily living; and assist the client in maintaining and supporting activities of daily living within a safe environment.

Syllabus: There are three themes: health assessment of the individual, the family and the community; maintaining and supporting activities of daily living; and maintaining a safe environment.

Teaching Methods: Combination of lectures, tutorials, demonstrations, role plays, self-directed.

Assessment: VIVA (Oral) 50 per cent; Vital signs demonstration 50 per cent.


NSG102  Practice, Principles & Skills II

Contact: Three hours per week, total 30 hours.
Prerequisite: Practice, Principles and Skills I.

Aim: Whilst continuing to develop skills in the maintenance and support of the activities of daily living, this subject also introduces the student to the principles and skills involved within the notions of habilitation and rehabilitation.

Objectives: At the completion of the subject, the student should: show progressive development toward more advanced assessment function; begin to show competence in performing a range of procedures which relate to the maintenance and support of the activities of daily living; be able to administer selected therapeutic agents safely; and begin to be able to select and carry out appropriate habilitative and rehabilitative care activities and procedures.

Syllabus: Practice functions will be explored concurrently with the problems identified in Health/Health Breakdown. Competencies will be extended in the functions of: assessment; structuring a safe environment; maintaining and supporting normal behaviour, body functions and/or processes; substituting for, or supplementing normal body functions/processes; modifying behaviour; and minor therapeutics.

Teaching Methods: Combination of lectures, tutorials, demonstrations, role plays, simulation, self directed.

Assessment: Viva examination – oral questions and skills demonstration.


NSG111  Health/Health Breakdown I – Health and Health Education

Contact: Two hours per week, total 26 hours.
Prerequisite: Nil.

Aims: To assist the student to develop a beginning knowledge of: concepts of health from a cross-cultural perspective, and their relationship to nursing practice; assessment of the health status of individuals, families and community; planning primary health care programs for individuals, families and communities in a variety of settings; and the nurse’s role as a health care facilitator throughout the life cycle.

Objectives: On completion of the subject it is expected that the student should be able to: discuss concepts of health and suggest reasons for the differences in perception of individuals, families and communities; apply knowledge of the determinants of health in order to identify factors that may impinge upon the health status of individuals, families and communities; apply the clinical reasoning process in assessing the health needs of a specific community group; and assume the role of health care facilitator with self, clients and the community.

Syllabus: There are four themes: the nature of health; primary health care; health promotion and prevention of health breakdown; and designing health education programs.

Teaching Methods: Combination of lectures, tutorials, self-directed studies.

Assessment: Assignment 50 per cent; preparation of teaching aid 50 per cent.

NSG112 Health/Health Breakdown II – The Consequences of Health Breakdown: Overcoming Powerlessness

Contact: Two hours per week, total 20 hours.
Prerequisites: Nil.
Aim: The subject builds on concepts from Health/Health Breakdown I and is designed to assist the student to develop an understanding of the processes and consequences of health breakdown; their influence on health status in different contexts, across the life span, and the implications for nursing practice.

Objectives: At the completion of the subject it is expected that the student should be able to: explore common causative agents and pre-disposing factors which may threaten the health of the individual, family and community; describe adaptive and maladaptive responses to health breakdown; differentiate between the consequences of health breakdown – impairment, disability and handicap – and their implications for nursing intervention; motivate clients/patients to mobilise their own self-care abilities; and discuss the variety of resources in the community that may be utilised by clients/patients with impairment, disability and handicap.

Syllabus: There are three themes to be studied: developmental disability; sensori-motor impairment; and impairment of normal defence mechanisms. Areas to be covered within these themes will include: physical, psychological and socio-cultural stressors and effects on physical/behavioural processes; adaptive/maladaptive responses and inability to cope; concepts of impairment, disability and handicap; nursing roles and interventions for habilitation and rehabilitation.

Teaching Methods: Lectures, tutorials, self-directed study.
Assessment: Assignment 50 per cent; Examination 50 per cent.


NSG121 Recreation Studies I

Contact: One hour per week, semesters one and two.
Prerequisites: Nil.
Syllabus: In one semester students are introduced to lifestyle management in a theory session, and in the other semester, students have the opportunity of participating in a variety of life-time activities. It is hoped that students will develop positive lifestyle attitudes and habits and consider the real values for planning and participating in recreational activities in their daily living. Students will be encouraged to analyse their physical fitness status in particular and their lifestyle patterns in general.
Assessment: Written report of life-style analysis; 85 per cent attendance at activity sessions.
Students will be referred to appropriate text related to the particular activities being offered and to selected articles from professional journals.

NSG131 Human Bioscience I

Contact: Sixty-five hours for one semester.
Prerequisites: Nil.
Aim: To introduce students to the basic concepts of human health, anatomy and physiology, stress and stress responses, circulation and respiration.
Objectives: To demonstrate knowledge of introductory basic concepts of anatomy and physiology; cell structure and function; body regulation mechanisms; circulation; respiration; malfunctions of these systems.
Syllabus: Human–environment interactions; introduction to anatomy and terms; cellular structure, function and adaptation; tissues; cellular environment; cellular responses to stress; homeostasis and feedback mechanisms; General Adaptation Syndrome; blood, cardiovascular system; circulation and disorders; respiratory system and disorders.
Teaching Methods: Combination of lectures, tutorials, demonstrations and laboratory work.
Assessment: Laboratory Assessment 50 per cent; Written Test 50 per cent.

NSG132 Human Bioscience II

Contact: Forty-five hours for one semester.
Prerequisite: Nil.
Aim: To introduce students to the nature of information reception, processing and response.
Objectives: To demonstrate knowledge of the operation of receptors; nervous system structure and processing; response mechanisms; malfunctions of these structures and systems.
Syllabus: Nature of stimuli; sense organs; nervous system structure and function; muscle structure and function, endocrine system; malfunctions of nervous, muscular and endocrine systems; introduction to microbiology.
Teaching Methods: Combination of lectures, tutorials, demonstrations and laboratory work.
Tests

Course

cryogenics, chemistry, optics, demonstrations

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NSG141 Applied Basic Physics and Chemistry I

Contact: Forty hours for one semester.

Prerequisites: Nil.

Aim: To give students a firm foundation knowledge of those concepts from physics and chemistry which are commonly applied in nursing practice.

Objectives: To demonstrate and apply the basic physical and chemical concepts of matter, chemical bonding and reactions, mechanics, electricity and electronics, sound, and their associated techniques of measurement as they relate to the clinical practice of nursing.


Teaching Methods: Combination of lectures, tutorials, demonstrations and laboratory work.

Assessment: Laboratory Reports 30 per cent; Written Tests 70 per cent.


NSG142 Applied Basic Physics and Chemistry II

Contact: Forty hours for one semester.

Prerequisite: Nil.

Aim: To give students a firm foundation knowledge of those concepts from physics and chemistry which are commonly applied in nursing practice.

Objectives: To demonstrate and apply the basic physical and chemical concepts of heat and temperature, fluids, optics, x-rays, nuclear physics, water chemistry, organic chemistry as they are commonly employed in the clinical practice of nursing.


Teaching Methods: Combination of lectures, tutorials, demonstrations and laboratory work.

Assessment: Laboratory Reports 30 per cent; Written Tests 70 per cent.


NSG151 Enquiry and Processing Skills I

Contact: Two hours per week for one semester, total 26 hours.

Prerequisite: Nil.

Aim: To introduce the student to concepts of factual and conceptual forms of enquiry and to allow the student to gather, analyse and use data and information from all areas of the life span, across differing cultural backgrounds and psycho-social areas.

Objectives: On completion of the subject, the student should be able to: discuss the relevance of enquiry to nursing practice and be able to identify the steps in the enquiry process; ask relevant questions and make the right observations necessary for the collection of data, and to be able to gather, analyse and look for relationships in differing kinds of data; report and record information accurately and to identify problems; and commence to assess and establish nursing diagnosis and nursing care.

Syllabus: There are four major themes: The nature of enquiry: why enquiry/how to enquire, what question to ask, data and data collection, making the most of written data and establishing data banks; Nursing Process, Nursing Care Plans and the nursing diagnosis: definitions, how and why, types, nursing history and its significance, problem solving and problem oriented programs; Models of enquiry: in primary health care setting, in cross cultural areas, in the psycho-social areas, looking at statistics in Australia; and, Overviews: data bank from clinical experience, introduction to epidemiology, introduction to research.

Teaching Methods: Combination of lectures and tutorials.

Assessment: Assignments 75 per cent; Written test 25 per cent.

DU GAS, B.W., Introduction to Patient Care, WB Saunders, Sydney, 1982.

PINNELL, N.N. & de MENESES, M., Theory, application and related process, Appleton-Centary Croft, Morwalk, 1986


NSG152 Enquiry and Processing Skills II – Introduction to Research

Contact: Two hours per week, total 20 hours.

Prerequisite: NSG151.

Aims: To introduce the student to the basic concepts of research, both in the community and the hospital setting and to show the need for research findings in the field of nursing. Critical analysis is examined and discussed and ethics in research is introduced.
Objectives: On completion of the subject the student should: know some of the methods necessary to conduct research and epidemiological studies; develop a positive and informed attitude towards research based on enquiring attitudes and the ability to ask relevant questions and to document the information obtained; show an ability to read and critically analyse both the research model and the available literature; and use simple statistical analysis to determine experimental outcomes.

Syllabus: There are three major themes: Research: methodology from A to Z, who does it/what does it mean/quantitative and qualitative research; Critical Analysis: evaluating the research method and meaning, reading, understanding and critically analysing the results and discussions, looking at ethical issues in research, and introduction to epidemiology: a brief introduction to this large area as this subject is expanded in year two of the course.

Teaching Methods: Combination of lectures, tutorials and laboratory work.

Assessment: Assignments 75 per cent; Discussion and class participation 25 per cent.

VALANIS, B., Epidemiology in Nursing and Health Care, Appleton Century Croft, Norwalk, Connecticut, 1986.

NSG161 Psychosocial Studies I

Contact: Three hours per week for one semester.
Prerequisite: Nil.
Syllabus: Nature and scope of psychology; biological bases of behaviour; perception, learning, memory; motivation; individual differences.
Assessment: Seminar presentation and class tests.


WEINMAN, J., An Outline of Psychology as Applied to Medicine, Wright, Bristol, 1981.

NSG162 Psychosocial Studies II

Contact: Three hours per week for one semester.
Prerequisite: NSG161.
Syllabus: Life span development; physical, emotional and intellectual changes in infancy and early childhood; adolescence; adulthood and old age; life events and their psychological importance; interpersonal communication and behaviour; interpersonal communication in the medical setting.
Assessment: Seminar presentation and class tests.


NSG171 Sociology I – The Individual in Society

Contact: Two hours per week.
Prerequisite: Nil.

Aim: To introduce students to important basic concepts of sociology to serve as a reference for further study and application to nursing.
Objective: To demonstrate knowledge of basic concepts about the relationship between the individual and society, and its application to nursing.

Syllabus: A general introduction to the discipline of sociology with an application to the area of health and illness and nursing in particular. Content includes exposure to the relevant major sociological theories and a variety of basic sociological concepts in the context of health and illness: Culture, social structure, groups, the family, socialisation, stratification, power, and deviance. Students will also be introduced to sociological research.

Teaching Methods: One lecture and one tutorial per week.

Assessment: Essay 70 per cent; Examination 30 per cent.


NSG172 Sociology II – Illness, Treatment and Society

Contact: Two hours per week.
Prerequisite: Nil.

Aim: To introduce students to the nature and extent of illness and health needs in Australia compared with other countries and how health services are provided and used.
Objective: To demonstrate an understanding of the nature and extent of illness in Australia compared with other countries and to have an appreciation of the health needs of particular groups and how health services are provided and used.

Syllabus: The health status of the Australian population and other countries in the first, second and third worlds. World views of health and social inequality, and the organization of health care. Health and social inequality in Australia: social class; gender; ethnicity; Aboriginal; age. Social factors in the treatment of illness including policies for special needs and the provision of special health services. Consumerism as ideology in the provision of health services.

Teaching Methods: One lecture and one tutorial per week.

Assessment: Essay 70 per cent; Examination 30 per cent.


NSG181  Clinical Practicum I

Contact: Thirty-five hours per week for four weeks, total hours 140.

Prerequisite: Nil.

Corequisites: Health/Health Breakdown I; Enquiry and Processing Skills I; Practice Principles and Skills I; Nursing Theory I.

Aim: The aim of the subject is to begin the development of a construct of health and illness from the client-system viewpoint. As the students begin to establish both an individual and community health profile, they will begin to creatively use this knowledge in order to facilitate the personal growth and healthy life-style for the client system.

Objectives: On completion of the experience, the student should begin to: identify patterns of human growth and development through the life cycle; explore life-style factors which may have some impact on the health of the individual, family and community; assess the influence of cultural and community attitudes on an individual's developmental and health needs; develop an increased sensitivity to acceptance of differing beliefs, cultural values and health practices and their implications for nursing; increase awareness and knowledge of available community resources that promote health and help prevent health breakdown; demonstrate an ability in structuring a client's physical and emotional environment; develop interpersonal communication skills through interviewing; demonstrate the ability to address the health status and needs of clients, taking different environmental influences into account; evaluate the importance of health education in the care of clients and their families and the community; demonstrate some skills in planning and organizing nursing care; and evaluate own performance and outcomes of nursing intervention activities according to the level of experience. Clinical Venues: one week: communication and community orientation in the community; one week: maternal and child health centres, kindergartens, primary schools; one week: occupational health centres, community health centres, volunteer organisations, one week: day hospitals for the needs of the elderly, school health venues, health assessment and promotion in a shopping centre.

Assessment: Clinical Reports 100 per cent.

NSG182  Clinical Practicum II

Contact: Thirty-five hours per week for six weeks, total 210 hours.

Prerequisite: NSG181.

Corequisites: Health/Health Breakdown II, Enquiry and Processing Skills II, Practice Principles and Skills II, Nursing Theory II.

Aim: The main aim of the subject is to provide an opportunity for the student to begin to consolidate and integrate the theoretical concepts and the practical skills acquired in college.

Under the guidance and supervision of an experienced practitioner, the student will practice selected nursing care activities for the normalisation of specific populations.

Objectives: At the completion of these experiences, the student should be able to assist clients in overcoming the problems of powerlessness, in particular health breakdown contexts. At a beginning level, the student should be able to: assess the client's ability to cope with the activities of daily living; when necessary, support the client in regard to the activities of daily living; identify the different modes of caring required in the particular situation; for example preventative, habilitative, rehabilitative or therapeutic; and mobilise appropriate self-help abilities within the individual or group, to overcome the sensation of powerlessness. Clinical Venues: The venues chosen for the clinical experience will relate to the problems identified in Health Breakdown II, for example: community services, for the developmentally disabled, related to mental health, and for the deaf, dumb and blind; voluntary support and self-help groups; day care and rehabilitation centres; extended care centres and nursing homes; and medical/surgical nursing venues.

Assessment: Professional Performance Profile and Incident Technique, 100 per cent.

NSG191  Nursing Theory I — Conceptualisation in Nursing

Contact: One hour per week in Semester 1 and 2, total 23 hours.

Prerequisites: Nil.

Corequisites: NSG111, NSG101, NSG151, NSG181, NSG112, NSG102, NSG152, NSG182.

Aims: To introduce the student to the nature of nursing and its relationship to health care and to the concepts involved in the development of a professional model of nursing practice.

Objectives: On completion of the subject, the student should begin to: demonstrate an ability to interpret nursing philosophies; be able to outline some common theories of nursing and illustrate how these can be applied to nursing situations; be able to evaluate the advantages and disadvantages of various theoretical models of nursing; be able to identify factors which are significant in influencing the roles and functions of the nurse; and be able to discuss the various modes of delivery of care and the implications, advantages and disadvantages of each for patient/client care.


Teaching Methods: Reading course with discussion/tutorials.

Assessment: Two 1500 word essays, 50 per cent each.


NSG203  Practice, Principles & Skills III

Contact: 30 hours per semester.
Prerequisite: Practice, Principles and Skills 1 & 11.

Aim: Whilst continuing to develop the skills that were introduced in year 1, the focus of this subject begins to study the principles and skills involved in the restoration of health following breakdown and in the prevention of disease.

Objectives: On completion of the subject the student should: a) be able to transfer prior learning in respect of practice principles and skills to the current situation; b) begin to evidence a degree of competence in performing a range of aseptic procedures; c) begin to be able to assist in the performance of emergency procedures, for example cardio-pulmonary resuscitation; d) begin to evidence ability in the safe administration by a variety of methods, of selected therapeutic agents; e) be able to prepare patients for selected investigations and propose appropriate after-care nursing strategies; f) know how to carry out selected substituting, supplementing and minor controlling procedures associated with the health breakdown problems studied; g) evidence appropriate habilitative and rehabilitative action; h) show increased ability in the planning, evaluation and documentation of care.

Syllabus: The practice functions listed below will be explored concurrently with the problems identified in Health/Health Breakdown 111. Skills will be extended in the function of: a) Assessment: - Secretions, gastric, girth measurement, abdomen, physical assessment. b) Substituting, supplementing, controlling normal function processes: i) Management of wounds - suture, clips, staple removal, shortening/removal of drainage tubes, changing/reactivating pressure drainage system, wound irrigation, wound probing, insertion/removal of wound packs, administration of intravenous fluids. ii) Nasogastric - suctioning, feeding. iii) Stomatherapy. c) Preparation for, assistance with, and after care following therapeutic investigations. i) Rectal examination, proctoscopy, sigmoidoscopy. ii) Abdominal paracentesis. III) Lambar puncture. d) Structuring the environment - growing and glowing, isolation techniques, tepid sponging. e) Administering therapeutics - injection techniques, subcutaneous, intramuscular z-tract.

Teaching Method: Combination of lectures, tutorials, demonstrations, role plays, self-directed.

Assessment: Exam end of semester, 50 per cent - Written assignment 50 per cent.


NSG204  Practice, Principles & Skills IV

Contact: 30 hours per semester.
Prerequisite: Practice, Principles and Skills 1 & 11.

Aim: Whilst continuing to develop the skills that were introduced in year 1, the focus of this subject begins to study the principles and skills involved in the restoration of health following breakdown and in the prevention of disease.

Objectives: On completion of the subject the student should: a) be able to transfer prior learning in respect of practice principles and skills to the current situation; b) begin to evidence a degree of competence in performing a range of aseptic procedures; c) begin to be able to assist in the performance of emergency procedures, for example cardio-pulmonary resuscitation; d) begin to evidence ability in the safe administration by a variety of methods, of selected therapeutic agents; e) be able to prepare patients for selected investigations and propose appropriate after-care nursing strategies; f) know how to carry out selected substituting, supplementing and minor controlling procedures associated with the health breakdown problems studied; g) evidence appropriate habilitative and rehabilitative action; h) show increased ability in the planning, evaluation and documentation of care.

Syllabus: The practice functions listed below will be explored concurrently with the problems identified in Health/Health Breakdown 11V. Skills will be extended in the function of: a) Assessment - Secretions, vaginal etc., girth measurement (limb), neurological observations, wound assessment (see NSG203), ECG monitoring, measurement of apex beat, spirometry, neurological observations, hourly urinary output. b) Substituting for, and supplementing normal functions/procedures - Advanced cardio-pulmonary resuscitation, administration of intravenous fluids, oxygen therapy, inhalation therapy via I.P.P.V., assembly and changing of chest drainage systems, tracheal suction, tracheostomy care (dressing, cuff deflation, application of humidification), catheterisation. c) Preparation for, assistance with and aftercare following therapeutic investigations - sternal puncture, plural aspiration, insertion of intercostal catheter. d) Administering therapeutics - injection technique subcutaneous, intramuscular, z-tract, and administration of medication via nelulator.

Teaching Method: Combination of lectures, tutorials, demonstrations, role plays, self-directed.

Assessment: Exam end of semester, 50 per cent - Written assignment, 50 per cent.


NSG213 Health/Health Breakdown III—Inability to Cope with Environmental Demands

Content: Two hours per week, total 20 hours.

Prerequisites: NSG111, NSG112.

Aims: To introduce the student to nursing orientation for moderately severe health breakdown, as distinct from the medical approach.

It is intended to provide the student with set problems which may be encountered in the different fields of nursing practice and across the age continuum, each of which demand certain nursing practice skills.

Objectives: As a result of participating in and completing the subject, the student should be able to: apply the framework of questions to selected problems to determine the processes involved in health breakdown and how these processes may interfere with the activities of daily living; apply relevant theoretical concepts and principles from the other strands of study and utilise clinical learning experiences in the exploration of selected problems; demonstrate a body of knowledge in relation to a range of breakdown processes and consequences; determine the nature of the intervention which is appropriate to the breakdown processes; apply knowledge of the breakdown processes (patho-physiological and pathopsychological) and the consequences of breakdown to formulate relevant care principles and management strategies for the care of patients/clients in varying settings and across the age continuum; and transfer the skills developed in the exploration of the selected problems to new but similar situations encountered in various practice contexts.

Syllabus: In terms of the health breakdown process, the focus will be on the problems encountered by the nurse. Because these problems are the consequences of the breakdown processes, and the outcomes will influence the client's capacity to engage in the activities of daily living, an examination of the processes and causes of health breakdown will follow the initial amplification of the problem. The problems to be examined by the student are: Problems which manifest as disturbed copying, for example, withdrawal associated with depression, excessive anxiety and drug dependence; Problems associated with an acute abdomen. Problems associated with communicable disease.

Teaching Method: Lecture, tutorial and self-directed modes of study.

Assessment: Assignment associated with problem packages 50 per cent, Test 50 per cent.


NSG214 Health/Health Breakdown IV—Inability to Cope with Environmental Demands

Contact: Two hours per week, total hours 18.

Prerequisites: NSG111, NSG112.

Aims: To introduce the student to a nursing orientation for moderately severe health breakdown, as distinct from the medical approach. It is intended to provide the student with a set of problems which may be encountered in the different fields of nursing practice and across the age continuum each of which demand certain nursing practice skills.

Objectives: As for Health/Health Breakdown III.

Syllabus: The following problems will be examined by the student: Problems associated with cardio pulmonary dysfunction. These will encompass a wide range of disturbances in oxygenation which are associated with respiratory and/or circulatory impairment; Problems which relate to trauma; Issues in women's health.

Teaching Method: Lecture, tutorial and self-directed modes of study.

Assessment: Assignment on problem packages 50 per cent. Tests 50 per cent.


NSG222 Recreation and Special Populations

Contact: Two hours per week in semester three or four.
Prerequisite: Nil.
Syllabus: Role of recreation among various special population groups in the community. Specific recreational needs and interests of selected special groups in the community. Fieldwork exercises related to selected special population groups.
Assessment: Literature Review 40 per cent; Fieldwork Report 60 per cent per cent.


AUSTRALIAN CLEARING HOUSE FOR PUBLICATIONS IN RECREATION, SPORT AND TOURISM, Australian Leisure Index, Achpirst, 1982.


TEAFF, J.D., Leisure Services with the Elderly, Mosley College Publication, St. Louis, 1985.


NSG223 Human Bioscience III

Contact: Fifty hours for one semester.
Prerequisites: NSG131, NSG132.
Aim: To introduce students to the basic concepts of digestion, metabolism, nutrition and pharmacology.
Objectives: To demonstrate a knowledge of the structure and function of the digestive system; central metabolism, nutrition; pharmacological principles; skin.
Syllabus: Gastrointestinal system, digestion, absorption and malfunctions; hepatobiliary functions and malfunctions; metabolism and nutrition; principles of drug absorption, distribution and mode of action; skin and its disorders.
Teaching Methods: Combination of lectures, tutorials, demonstrations and laboratory work.
Assessment: Laboratory Assessment 50 per cent; Written Test 50 per cent.


NSG234 Human Bioscience IV

Contact: Forty-five hours for one semester.
Prerequisites: NSG131, NSG132.
Aim: To introduce students to the regulation of the body's internal environment, reproductive structure and function and the musculo-skeletal system.
Objectives: To demonstrate a knowledge of body fluid balance mechanisms; reproduction; skeletal structures; muscular mechanisms.
Syllabus: Regulation of body fluids and electrolytes; kidney structure, function and malfunction; diuretic drugs; regulation of internal environment; oedema; urinary system; male and female reproductive systems and associated disorders; musculo-skeletal structures and functions; injuries and disorders of the musculo-skeletal system.
Teaching Methods: Combination of lectures, tutorials, demonstrations and laboratory work.
Assessment: Laboratory Assessment 50 per cent; Written Test 50 per cent.


NSG241 Information Technology

Contact: Two hours per week in Year 2, total hours 38.
Prerequisites: Nil.
Aim: To introduce students to computer systems and their use in the health field.
Objective: Upon completion of this unit, the student will be able to demonstrate knowledge of computer systems and their uses in the nursing field.
Syllabus: Computers and computer literacy. The computer as a tool for storage, retrieval and analysis of information. Computer controlled systems in health management. Information systems and their effect on the nursing field.
Teaching Method: Combination of lectures, tutorials and laboratory work.
Assessment: Practical Work 50 per cent; Written Test 50 per cent.


NSG251 Applied Medical Microbiology

Contact: Thirty hours for one semester.
Prerequisites: NSG131.
Aim: To give students essential knowledge and skills related to disease caused by pathogens in humans and to ensure awareness of the role of the nurse in the control and prevention of infection in hospitals and the community.
Objectives: To demonstrate knowledge of the characteristics of micro-organisms which commonly cause disease in humans and to demonstrate specifically common methods employed to identify micro-organisms and their sensitivity; assist in diagnosis and therapy; prevent spread of infection.

Syllabus: Introduction to medical microbiology and immunity; the immune system; specimen collection, handling and preservation for microbiological examination; common pathogens and their characteristics; epidemiology of infectious diseases; diagnostic microbiology in the laboratory; development of resistance in micro-organisms; measures to prevent spread of infection, including hand washing, aseptic techniques, isolation, sterilisation, disinfection and disposal of infected materials; nosocomial infection.

Teaching Methods: Combination of lectures, tutorials, demonstrations and laboratory work.

Assessment: Laboratory Assessment 40 per cent, Written Test 60 per cent.


NSG253 Enquiry and Processing Skills III — The Epidemiological Process

Contact: Two hours per week in semesters three and four, total hours 38.

Prerequisites: NSG151 and NSG152.

Aims: To apply the principles of an epidemiological approach to the exploration of two groups of community-related health problems and hospital epidemiology. The first group of problems have as a theme Living Safely, and allow the exploration of motor vehicle accidents, or accidents in the home or industrial accidents. The second group relates to infectious type outbreaks and their control. A major purpose in adopting these problems is to help bridge the gap between community health needs and nursing practice/intervention.

Objectives: On completion of this subject, the student should: have a basic knowledge of the concepts inherent in epidemiology as a technique, whereby data about the health status of a group of people are ordered and processed; be able to explore some specific health problems using the principles or techniques developed in the study; be able to suggest ways in which policy decision-making may be influenced by the results of studies undertaken; and have some increased knowledge about the topics or problems examined during the course of any study undertaken.

Syllabus: The concept of epidemiology as a tool for use by the health care worker; the determination of a problem and its significance in prevention of breakdown of health; a search for existing knowledge about the problem: tapping and reviewing various sources; the formation of relation-ships and the extent to which they are interactive. Methodology: the application of epidemiological principles. The blueprint for change: a rational approach to health policy decision-making, taking account of personal, political and economic factors.

Teaching Methods: Lectures and activities by individuals and groups of students in tutorial discussions.

Assessment: Project 50 per cent; Class Tests 50 per cent.


NSG263 Psychosocial Studies III

Contact: Three hours per week for one semester.

Prerequisites: NSG161 and NSG162.

Syllabus: Personality theory; reactions to life stresses; the concepts of normality and abnormality; typology of disorders; psychological reactions to pain and illness; pain and stress as factors in health; control and management of pain; psychological aspects of hospitalisation; psychological preparation for surgery.

Assessment: Seminar presentation and class test.


NSG264 Psychosocial Studies IV

Contact: Three hours per week for one semester.

Prerequisites: NSG161 and NSG162.

Syllabus: The therapeutic role of communication in health care; interventions required of the nurse; information needs of patients; counselling: a model for nurses; care for the carer; stress and burnout; resources for psychological help.

Assessment: In-group participation and class test.


NSG273 Sociology III — Sociology of Nursing and Health Care

Contact: Two hours per week.

Prerequisites: Nil.

Aim: To introduce students to the major sociological factors associated with nursing and health care from a general focus on the health worker.

Objective: To demonstrate an understanding of the major sociological factors affecting the organization and
delivery of health care and the roles of health care workers in this process.

Syllabus: Sociological perspectives on health, illness and society. Social aspects of health care; definitions of health and illness; health care as a social control mechanism; the development and social structure of health care: the medical profession, ancillary and alternative health occupations; the division of labour in health care: social class, gender, ethnicity; the role of ideology; occupational responses: professionalisation, trade unionism; issues in occupational health for health care workers.

Teaching Methods: One lecture and one tutorial per week.

Assessment: Essay 60 per cent; Tutorial Presentation 15 per cent; Examination 25 per cent.


NSG281 Legal Studies

Contact: Two hours per week in year two, total 20 hours.

Prerequisites: Nil.

Aim: To introduce nurses to the law and legal processes which impinge upon the practice of nursing and health care generally.

Objective: On completion of the subject students should be able to recognise legal aspects of health care issues and in particular the rights and obligations of themselves and their patients/clients in a range of practice contexts, and to act on them appropriately.

Syllabus: Introduction to the law: sources of law and legal institutions in Australia; the place of social and professional conventions and practices; ethical issues and their application to health law; legal aid and the process of litigation. Civil law affecting nurses: contractual liabilities and rights; negligence and vicarious liability; insurance and health care; defamation and confidentiality. Criminal law affecting nurses: assault and battery, police procedures; law relating to abortion and sterilisation; tissue donors, transplants, IVF and AIDS; false imprisonment, child and patient abuse. Administrative law: the operations of the Births, Deaths and Marriages Act, Adoptions; the Coroners Act; Poisons Act and Regulations; Nurses Registration Act; Mental Health Act; Public Hospitals Act, Public Health Act; Child Welfare Act. Industrial Law: Labour Law and the Industrial Relations and Arbitration system; Workers Compensation and Safety Legislation.

Teaching Methods: Lectures, case studies, field visits, role playing.

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


NSG283 Clinical Practicum III

Contact: Thirty-five hours per week for seven weeks, total hours 245.

Prerequisites: NSG181 and NSG182.

Corequisites: Health/Health Breakdown III, Enquiry and Processing Skills III, Practice Principles and Skills III, Nursing Theory II.

Aims: The experiences will provide an opportunity for the student to begin to consolidate and integrate new theoretical concepts and practical skills acquired in college, whilst the cumulative learning experiences will allow for an increasing competence in the skills previously developed. It also aims to foster in the student the continued utilisation of a problem solving, holistic approach to the delivery of nursing care; effective participation as a health team member and an increasing awareness of the need for legal and ethical standards to be applied in practice.

Objectives: On completion of the subject, the student should be able to: collect and synthesise data relevant to the health breakdown problems selected for exploration during the practicum; recognise those situations encountered in clinical practice in which legal principles must be considered; teach aspects of health care to selected individuals and groups; begin to demonstrate competence and confidence in performance of the skills acquired in Practice Principles and Skills III; provide nursing care for patients/clients with an increased range of health breakdown problems; begin to apply knowledge of more complex health breakdown processes, with the associated care principles and management strategies, to the planning, implementation and evaluation of nursing care for selected patients/clients; and demonstrate ability to utilise the holistic approach to care.

Clinical Venues: The venues chosen for the clinical experience will relate to the problems identified in Health/Health Breakdown III, and will include community services for psycho-social dysfunction, venues for acute medical/surgical nursing; venues for isolation nursing; self-help groups associated with psycho-social dysfunction, acute surgical nursing and communicable diseases.

Assessment: Professional Performance Profile and Incident Technique 100 per cent.

NSG284 Clinical Practicum IV

Contact: Thirty-five hours per week for seven weeks, total 245 hours.

Prerequisites: NSG181 and NSG182.

Corequisites: Health/Health Breakdown IV, Enquiry and Processing Skills III, Practice Principles and Skills IV, Nursing Theory II.

Aims: To provide an opportunity for the student to begin to consolidate and integrate new theoretical concepts and practical skills acquired in college, whilst the cumulative learning experiences will allow for an increasing competence in the skills previously developed. It is intended to foster in the student the continued utilisation of a problem solving, holistic approach to the delivery of nursing care; effective participation as a health team member and an increasing awareness of the need for legal and ethical standards to be applied in practice.
Objectives: At the completion of these experiences the student should be able to: collect and synthesise data relevant to the health breakdown problems selected for exploration during the practicum; recognise those situations encountered in clinical practice in which legal principles must be considered; teach aspects of health care to selected individuals and groups; begin to demonstrate competence and confidence in performance of the skills acquired in Practice Principles and Skills IV; provide nursing care for patients/clients with an increased range of health breakdown problems; begin to apply knowledge of more complex health breakdown processes, with the associated care principles and management strategies, to the planning, implementation and evaluation of nursing care for selected patients/clients; and demonstrate ability to utilise a holistic approach to care.

Clinical Venues: The venues chosen for the clinical experience relate to the problems identified in Health/Health Breakdown IV. Thus, further learning experiences are gained in acute medical/surgical nursing, orthopaedic nursing, cardio-pulmonary nursing and gynaecological nursing and community aspects of issues in women's health.

Assessment: Professional Performance Profile and Incident Technique 100 per cent.

**NSG292 Nursing Theory II – Bioethical Issues in Nursing**

**Contact:** One hour per week in semesters three and four, total hours 19.

**Prerequisite:** NSG191.

**Corequisites:** NSG213, NSG203, NSG253, NSG283, NSG284.

**Aim:** To introduce the student to the ethical dimensions of decision-making and action in the health care sector in general, and professional nursing practice in particular.

**Objectives:** On completion of the subject, the student should: be aware of the ethical dimensions of decision-making in the practices of health care and of nursing; be more sensitive to the wide range of ethical concerns which can arise whilst nursing in a modern society; begin to recognise, integrate and reconcile the various considerations which are relevant to the resolution of ethical dilemmas; begin to be committed to the lifelong study of ethics, as a natural process within their own professional development; and begin to maintain a sense of moral obligation to act ethically.

**Syllabus:** Introduction to the world of Bioethics. Case Studies: the case studies presented for consideration will relate to the themes studied in health breakdown. Some reasons for increasing importance and complexity of ethical problems: ethical decision making. Two main approaches in ethics: Consequentialist/Teleological; Non-Consequentialist/Deontological. Consideration of the nature of the nurse-client relationship: professional codes, the nurse as moral agent.

**Teaching Methods:** Combination of lecture, tutorial-discussion and case studies.

**Assessment:** One essay, 1000 words, 40 per cent; one tutorial paper, 40 per cent; participation in class discussion, 20 per cent.


**RUMBOLD, G., Ethics in Nursing Practice,** Bailliere Tindall, Eastbourne, 1986.

**NSG305 Practice, Principles & Skills V**

**Contact:** Three hours per week, total 30 hours.

**Prerequisite:** Practice, Principles & Skills from previous semesters.

**Aim:** Whilst continuing to develop skills in the maintenance and support of the activities of daily living, this subject also introduces the student to the principles and skills involved within the notions of habilitation and rehabilitation.

**Objectives:** At the completion of the subject, the student should: a) show progressive development toward more advanced assessment function; b) begin to show competence in performing a range of procedures which relate to the maintenance and support of the activities of daily living; c) be able to administer selected therapeutically safe agents; and d) begin to be able to select and carry out appropriate habilitative and rehabilitative care activities and procedures.

**Syllabus:** Practice functions will be explored concurrently with the problems identified in Health/Health Breakdown. Competencies will be extended in the functions of: a) assessment; b) structuring a safe environment; c) maintaining and supporting a normal behaviour, body function and/or processes; d) substituting for, or supplementing normal body functions/processes; e) modifying behaviour; and, f) minor therapeutics.

**Teaching Methods:** Combination of lecturers, tutorials, demonstrations, role plays, self directed.


**NSG306 Practice, Principles & Skills VI**  
Contact: Three hours per week, total 30 hours.  
Prerequisite: Practice, Principles & Skills from previous semesters.  
Aim: Whilst continuing to develop skills in the maintenance and support of the activities of daily living, this subject also introduces the student to the principles and skills involved within the notions of habilitation and rehabilitation.  
At the completion of the subject, the student should: a) show progressive development toward more advanced assessment function; b) begin to show competence in performing a range of procedures which relate to the maintenance and support of the activities of daily living; c) be able to administer selected therapeutic agents safely; and d) begin to be able to select and carry out appropriate habilitative and rehabilitative care activities and procedures.  
Syllabus: Practice functions will be explored concurrently with the problems identified in Health/Health Breakdown. Competencies will be extended in the functions of; a) assessment; b) structuring a safe environment; c) maintaining and supporting a normal behaviour, body function and/or processes; d) substituting for, or supplementing normal body functions/processes; e) modifying behaviour; and, f) minor therapeutics.  
Teaching Methods: Combination of lecturers, tutorials, demonstrations, role plays, self directed.  

**NSG315 Health/Health Breakdown V – People in Crisis or at Risk of Crisis**  
Contact: Two hours per week, total 20 hours.  
Prerequisites: NSG111, NSG112, NSG213 and NSG214.  
Aim: The approach adopted in year two will continue, but the problems now become more complex. The student will be able to explore and manage more difficult problems in various contexts and across the age continuum.  
Objectives: As for Health/Health Breakdown III.  
Syllabus: The nature of the three problems to be studied will introduce the student to crisis theory and management. These problems relate to the child in hospital; accident and emergency in regard to violence by others, illness and accident; disturbed coping – including people called psychotic and people who self-harm.  
Teaching Method: Lecture, tutorial and self-directed modes of study.  

**NSG316 Health/Health Breakdown VI – People in Crisisor at Risk of Crisis**  
Contact: Two hours per week, total 18 hours.  
Prerequisites: NSG111, NSG112, NSG213 and NSG214.  
Aims: The approach adopted in year two will be continued, but the problems become more complex. The student will be given the opportunity to explore and manage more difficult problems in various contexts and across the age continuum.  
Objectives: As for Health/Health Breakdown III.  
Syllabus: The nature of the problems to be studied will introduce the student to crisis theory and management in regard to birth and parenthood.; high dependency situations – critical illness and terminal illness; the peri-operative experience.  
Teaching Method: Lecture, tutorial and self-directed modes of study.  

**NSG335 Human Bioscience V**  
Contact: Fifty hours for one semester.  
Prerequisites: NSG233, NSG234.  
Aim: To introduce students to the physiology of conception, development and birth.  
Objectives: To demonstrate a knowledge of gamete formation, fertilization, implantation, embryology, foetal physiology, pregnancy, birth and the neonate.  
Syllabus: Reproduction, meiosis and gamete formation; fertilization, implantation and embryonic development; foetal physiology; hormonal control of pregnancy; parturition and associated physiological adjustments; pre-
mature delivery; environmental and genetic influences on embryonic development; congenital abnormalities; human life cycle.

Teaching Methods: Combination of lectures, tutorials, demonstrations and laboratory work.
Assessment: Laboratory Assessment 50 per cent; Written Test 50 per cent.


NSG354 Enquiry and Processing Skills IV – Investigatory Study
Contact: One hour per week in semesters five and six, total hours 19.
Prerequisites: NSG151, NSG152 and NSG253.
Aim: To consolidate skills, previously introduced, in problem identification, data collection and analysis, and in the design of projects typical of introductory research activity.
Objectives: On the completion of the subject the student should have demonstrated a willingness to participate collaboratively in projects generating nursing knowledge, which are relevant to clinical practice or health care services.
Syllabus: The student will be offered a choice of items for investigation or they may choose to investigate an item which they may nominate.
Teaching Method: A learning contract with individual project development under the guidance of lecturers and tutors.
Assessment: Submission of a completed project report 75 per cent; participation in a seminar presentation on their project 25 per cent.

NSG365 Psychosocial Studies V
Contact: Three hours per week for one semester.
Prerequisite: NSG264.
Syllabus: Psychological care of chronic and terminal patients; psychological assessment of disorder; cognitive, emotional, and mood state assessment; therapeutic interventions; alternative approaches to health.
Assessment: Seminar presentation and class test.

NSG366 Psychosocial Studies VI
Contact: Three hours per week for one semester.
Prerequisite: NSG365.
Syllabus: Social behaviour; motivation, needs and emotions; person perception, attribution and social roles; group behaviour; conflict and conflict resolution; the individual in the health organization; the nurse as part of the health team; role expectations and behaviours in nursing; organisational theory applied to nursing.
Assessment: Seminar presentation and class test.

NSG374 Sociology IV – The Political Sociology of Health Care
Contact: Two hours per week.
Prerequisite: NSG273.
Aim: To introduce students to the social and political factors involved in decisions about health care in contemporary Australian society.
Objective: To show a clear understanding of the sociopolitical nature of the organisation and practice of health care in Australia.
Syllabus: Definitions of political sociology; theories of social and political power; Australian socio-political systems and the provision of health care; power and control in health care; interests and ideology in health and illness, treatment and prevention; micro-politics in health care; mental illness and disability as deviance; the political economy of health.
Teaching Methods: One lecture and one tutorial per week.
Assessment: Assignment 70 per cent; Examination 30 per cent.
NAVARRO, V., Crisis, Health and Medicine, Tavistock, NY, 1986.

NSG375 Sociology V – Policy Development in Health Care
Contact: Two hours per week.
Prerequisite: NSG273.
Aim: To introduce students to the issues involved in policy development in health care.
Objective: To show an appreciation of the diversity of factors and issues involved in the development of health care policies and the historical effects of policy changes on present-day health care provision.
Syllabus: The socio-political arena of health care in Australia; health policy development procedures; policy
and practice, some existing examples – community health, women’s health, aboriginal health, etc; the hierarchy of interest and pressure groups in health policy; community control of health care in general and in Victoria.

Teaching Methods: One lecture and one tutorial per week.

Assessment: Investigative Assignment 60 per cent; Test 40 per cent.


**NSG385 Clinical Practicum V**

Contact: Thirty-five hours for seven weeks, 245 hours.

Prerequisites: NSG283 and NSG284.

Corequisites: Health/Health Breakdown V; Enquiry and Processing Skills V; Practice Principles and Skills V; Nursing Theory V.

Aims: To allow the student to further consolidate skills and the application of knowledge; to allow the practising of some of the new more complex skills which relate to the studies in Health/Health Breakdown V and to the high dependency states as developed in the Practice Principles and Skills component of the course.

Objectives: As a result of completing this experience, the student should: demonstrate increasing competence in selected skills acquired in the Practice, Principles and Skills component of year two; be able to collect and synthesise data relevant to the examination of the increasingly complex health breakdown problems which are explored during Health/Health Breakdown V; be able to apply relevant theoretical concepts and principles from each of the strands of study to the delivery of nursing care; demonstrate increasing competence in recognising changes in health status of clients with complex health breakdown problems; demonstrate a beginning ability to plan, implement and evaluate care for selected clients with high dependency states and/or health breakdown problems; demonstrate increasing ability to recognise emergencies and take or participate in appropriate nursing actions; demonstrate beginning ability to use and evaluate selected specialised equipment used in the care of patients with complex health breakdown problems; be able to identify and meet the safety needs of high dependency patients and those with complex health breakdown problems; and demonstrate an ability to interact appropriately with patients/clients, families in situations associated with complex health breakdown problems and in instances of crisis.

Clinical Venues: The venues chosen for the clinical experience relate to the problems identified in Health/Health Breakdown V. The learning experiences are therefore related to maternity nursing; high-dependency nursing and peri-operative nursing.

Assessment: Professional Performance Profile and Incident Technique 100 per cent.

**NSG386 Clinical Practicum VI**

Contact: Thirty-five hours for seven weeks, total 245 hours.

Prerequisites: NSG283 and NSG284.

Corequisites: Health/Health Breakdown VI; Enquiry and Processing Skills VI; Practice Principles and Skills VI; Nursing Theory VI.

Aims: To allow the student to further consolidate skills and the application of knowledge; and allow the practising of some of the new more complex skills which relate to the studies in Health/Health Breakdown VI.

Objectives: As a result of completing this experience, the student should: demonstrate increasing competence in selected skills acquired in Practice, Principles and Skills component of year two; be able to collect and synthesise data relevant to the examination of the increasingly complex health breakdown problems which are explored in Health/Health Breakdown VI; be able to apply relevant theoretical concepts and principles from each of the strands of study to the delivery of nursing care; demonstrate increasing competence in recognising changes in health status of clients with complex health breakdown problems; demonstrate a beginning ability to plan, implement and evaluate care for selected clients with high dependency states and/or health breakdown problems; demonstrate increasing ability to recognise emergencies and take or participate in appropriate nursing actions; demonstrate beginning ability to use and evaluate selected specialised equipment used in the care of patients with complex health breakdown problems; be able to identify and meet the safety needs of high dependency patients and those with complex health breakdown problems; and demonstrate an ability to interact appropriately with patients/clients, families in situations associated with complex health breakdown problems and in instances of crisis.

Clinical Venues: The venues chosen for the clinical experience relate to the problems identified in Health/Health Breakdown V and VI and aims to introduce the student to the principles and strategies necessary for the understanding and effective assistance of people at risk or in crisis.

Objectives: On completion of the subject the student should be able to appreciate the nature of the crisis and the crisis experience; be alert to a person or population at risk; begin to discriminate between a crisis and a non-crisis state; and be able to participate in both the informal and formal processes of crisis intervention and management.

Syllabus: Crisis theory and practice: introduction and overview. Understanding people in crisis; identifying people
in crisis; helping people in crisis; and family and social network strategies during crisis. Crisis subjects will be related to the following themes: children at risk; violence by others; illness, accidents or disaster; crisis resulting in attempted suicide and other self-harming behaviours; changes to lifestyle; birth and parenthood; high-dependency situations – terminal illness, critical care; surgery.

Teaching Methods: Lecture, tutorial, discussion groups on case studies.


**NSG394 Nursing Theory IV – Nurse as Change Agent**

Contact: Two hours per week in semesters five and six, total hours 38.

Prerequisite: NSG292.

Aim: So that the student can function as a change agent, the subject will offer the student some effective strategies to deal with the many stresses and changes which are evident within the nursing profession.

Objectives: On completion of the subject, the student should: be able to appreciate some of the origins of stress in nursing; be able to recognise early, some negative behavioural responses to stress; begin to participate in the development of various strategies toward the prevention and management of stress, in self and others; be able to undertake a basic analysis of an organisation: its goals, tasks, structures, technology and its people; have developed a perception of themselves as members of an organisation as well as a functional specialist; be able to identify the main conventional functions of management, for example planning, organising, controlling and evaluating; and be able to apply the knowledge gained to a group-based venture or project.

Syllabus: The effect of stress upon the nurse’s sense of well-being: stress and the nurse, origins of stress in nursing, reality shock, negative responses to stress, burn-out, change theory. Self-awareness: tools to develop personal stress awareness: stress assessment tools, unrealistic expectations; making interpersonal relationships work for, not against, a person; stress reduction techniques; organisation analysis; organisational development. Management: the process, the role of the manager. Management of change. Venture management: seeking resources, marketing the venture, operating the venture, evaluation of the venture.

Teaching Method: Reading course with tutorials and discussion. Field work.

Assessment: Essay on the Management of Stress in Nursing 50 per cent; Venture Project 50 per cent.


**NSG331 Elective Studies – Nursing**

Contact: Two hours per week in Semester 6, total hours 18 plus 35 hours related clinical experience.

Aim: To provide opportunity for the student to study a specific field of nursing, to greater depth.

Objectives: On completion of the subject the student should: have met the requirements of the learning contract; have submitted an in-depth report on the learning experience; and have developed further their clinical competence for the particular field of nursing.

Syllabus: A range of nursing specialty areas will be offered, for example: adult medical-surgical nursing; paediatric nursing; gerontological nursing; psychiatric nursing; developmental disability nursing; maternal and child health nursing; high dependency nursing; community nursing; palliative care nursing.


**Elective Studies – General**

Contact: Equivalent of two hours per week in semester five.

Prerequisite: Nil.

Students may choose from a range of non-nursing subjects, for example, the following subjects were offered in 1989: NSG323 Recreation & Special Populations, NSG336 Genetics, NSG337 Complementary Therapies, NSG376 Social Research Applied to Nursing.
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*Easter vacation*
Chisholm Institute of Technology

Volume Four School of Education

Diploma of Teach (Early Childhood)

Course Code: DC

The Course
A three-year full-time course at the campus only.
Graduates of this course are kindergarten teachers, or primary
Ministry of Education and in particular, primary school professionals.
### CHISHOLM COURSES

#### Associate Diplomas
- Marketing **B**
- Police Studies **S**
- Secretarial Studies (Legal or Medical) **B**
- Welfare Studies **S**

#### Diplomas
- Applied Science (Nursing) **N**
- Teaching (Early Childhood) **E**
- Teaching (Primary) **E**

#### Bachelor Degrees
- Applied Science (Computing) **T(c)**
- Applied Science (Digital Technology) **T(d)**
- Applied Science (Multidiscipline) **T(a)**
- Arts **A**
- Arts (Ceramic Design) **A**
- Arts (Fine Art) **A**
- Arts (Craft) **A**
- Arts (Graphic Design) **A**
- Arts (Police Studies) **A**
- Arts/Business **S**
- Business (Accounting) **B**
- Business (Accounting)/Applied Science (Computing) **B**
- Business (Agribusiness) **B**
- Business (Banking and Finance) **B**
- Business (Business Administration) **B**
- Business (Human Resource Management) **B**
- Business (International Trade) **B**
- Business (Management) **B**
- Business (Manufacturing Management) **B**
- Business (Marketing) **B**
- Business (Office Administration) **B**
- Education – Fourth Year of Study **E**
- Engineering (Civil and Computing) **T(e)**
- Engineering (Electrical and Computing) **T(e)**
- Engineering (Industrial and Computing) **T(e)**
- Engineering (Mechanical and Computing) **T(e)**
- Technology **T**

#### Graduate Diplomas
- Accounting **B**
- Accounting Information Systems **B**
- Agribusiness **B**
- Applied Polymer Science **T(a)**
- Applied Psychology **S**
- Banking and Finance **B**
- Business Technology **T(c)**
- Ceramic Design **A**
- Computer Graphics **T**
- Computing **T(c)**
- Digital Communications **T(d)**
- Educational Studies **E**
- Fine Art **A**
- Information Technology **T(c)**
- International Business **B**
- Logistics Management **B**
- Marketing **B**
- Multicultural Studies **S**
- Municipal Engineering **T(e)**
- Outdoor Education **E**
- Project Management **T(e)**
- Robotics **T(d)**
- Structural Computations **T(e)**
- Taxation **B**
- Water Science **T(a)**
- Welfare Administration **S**

#### Master's Degrees
- Applied Science **T(a)**
- Applied Science – by Thesis **T(d)**
- Applied Science – by Thesis **T(c)**
- Arts **S**
- Business (Marking) – by Coursework **B**
- Business – by Research **B**
- Computing – by Coursework **T(c)**
- Education **E**
- Engineering **T(e)**

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Where appropriate for courses in the Faculty of Technology, the School which administers the course is shown in brackets:
- a School of Applied Science
- c School of Computing and Information Systems
- d School of Digital Technology
- e School of Engineering
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Note that School of Education courses are conducted at the Frankston campus
How to use the Handbook

This is one of seven volumes which make up the Chisholm Institute of Technology 1990 Handbook.

Volume One, the Student Manual, contains important dates and information on student administration matters, student services and the Institute's student regulations.

Volumes Two to Seven cover the courses and subjects offered by the Faculties and Schools of the Institute. These volumes contain staff lists, course descriptions for undergraduate and postgraduate courses, and subject synopses.

Where a course is offered by two Schools or Faculties, it is listed in both volumes, but the relevant subject synopses are generally contained in the volume of the School or Faculty which administers the course. Check the course list inside the front cover of this book to determine who administers each course.

Subject synopses are listed in order of subject code. They provide information on contact hours, prerequisites, aims and syllabus, and major reference books for each subject. Where no references or assessment are explicitly stated, these will be advised at the commencement of classes.

Maps of the Caulfield and Frankston campuses are printed inside the back cover of each volume.

Special Note on Course Titles

The title shown in bold at the start of each course is the official Chisholm title. Where these differ from the "generic" titles as defined by the Australian Council on Tertiary Awards, the ACTA title is shown in brackets.

The Chisholm/Monash Merger

Chisholm Institute of Technology and Monash University have entered into an agreement through which they will merge to form an expanded Monash University.

The advantages for students will be:
• A diverse, unified and more equitable higher education system serving Melbourne’s eastern and south-eastern regions.
• A major expansion of higher education opportunities within Monash University, with a greater range of available disciplines and awards.
• Improved flexibility of subject choice and better provisions for transfer of credit within and between disciplines.
• A broadening of student services and facilities for teaching and research.

Students will enrol under Chisholm regulations during early 1990. At the time of the merger on 1 July 1990, their status will change to that of enrolled students of Monash University. Similarly, Chisholm courses will become Monash courses and all students will have the right to complete the courses in which they are enrolled.

The merger agreement states:

"The merger of these two institutions will result in a significantly enlarged and changed Monash University capable of both maintaining the reputation of the academic programs currently offered by both institutions and enabling the development of important new academic initiatives that will benefit the community they serve. Such an association will be to the mutual advantage of both institutions by adding to the strengths of existing courses and extending the range of educational opportunities available to students.

"The association will recognise the record of excellence of both institutions and their ethos and orientation, especially the established relationships with the professions, industry, business and the community. The bringing together of these interests will generate opportunities for available resources to be used to advantage, providing a better basis of innovation and change."

1990 Handbook

Volume One - Student Manual
Volume Two - School of Art and Design
Volume Three - Faculty of Business
Volume Four - School of Education
Volume Five - School of Nursing
Volume Six - School of Social and Behavioural Studies
Volume Seven - Faculty of Technology

Information contained in the Handbook was correct at 1 August 1989. Please check specific details with the relevant School or Faculty, or with the Admissions Office, telephone (03) 573 2000. The Institute accepts no responsibility for changes to information contained in the Handbook.

Published by the Public Relations Office (03) 573 2099, Chisholm Institute of Technology, PO Box 197, Caulfield East, Victoria 3145.
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Bruce Morton
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Admission Requirements for Undergraduate Courses

Applicants with the following qualifications are eligible for consideration for admission into the Institute's undergraduate courses:

1. Successful completion of a VCAB Year 12. This can include HSC Group One or Group Two subjects, TOP, T12 and Approved Study Structures;
2. Interstate or overseas qualifications certified by VCAB as equivalent to Year 12;
3. Any other qualification requirement approved by the Academic Board, e.g. Certificate of Business Studies; or
4. Qualifications or experience acceptable to the Chisholm Admissions Committee.

For information regarding course requirements, such as prerequisite and recommended subjects or special requirements, see the following course descriptions.

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 study: 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.

Admission Requirements

The School of Education makes the following additional statement regarding entrance requirements into the Diploma of Teaching (Primary).

1. Successful completion of a VCE (HSC or TOP) course of study accredited by VCAB undertaken over not more than two consecutive years.
2. For VCE (HSC) applicants passes in at least three Group One subjects, including English, are required. The fourth subject may be Group Two.
3. VCE (HSC) subjects taken as part of an Approved Composite Course must be Group One.
4. VCE (T12) and VCE (STC) do not satisfy normal entry requirements.
5. Applicants who do not meet normal entry requirements may be eligible to sit for a Special Entry Test and should contact the Institute to obtain a Direct Entry Application Form.

Entry with Advanced Standing may be available into years two and three 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.

Deferments

No deferments 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 one 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 four-hour semester subjects) and a sequence of two four-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 one. Other students will enrol in EDN161 Music 1A in semester one.

EDN151 Sports Studies 1
EDN152 Sports Studies 2
or
EDN153 Recreation Studies 1
EDN154 Recreation Studies 2
or
COT131 Computer Studies 1
SFT132 Computer 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>
<th>2</th>
<th>3</th>
</tr>
</thead>
</table>
| EDN111 | EDN113 | EDN115 | EDN116 | EDN184 | EDN185 | OPTION (4) | OPTION (4) | OPTION 
| EDN112 | EDN114 | EDN115 | EDN118 | EDN117 | EDN182 | OPTION | OPTION |
| EDN281 | EDN283 | EDN284 | EDN286 | EDN287 | EDN288 | EDN289 | EDN290 |
| EDM282 | EDM283 | EDM284 | EDM285 | EDM286 | EDM287 | EDM288 | EDM289 |
| EDM281 | EDM282 | EDM283 | EDM284 | EDM285 | EDM286 | EDM287 | EDM288 |
| EDM280 | EDM281 | EDM282 | EDM283 | EDM284 | EDM285 | EDM286 | EDM287 |
| EDM289 | EDM290 | EDM291 | EDM292 | EDM293 | EDM294 | EDM295 | EDM296 |
| EDM288 | EDM289 | EDM290 | EDM291 | EDM292 | EDM293 | EDM294 | EDM295 |
| EDM287 | EDM288 | EDM289 | EDM290 | EDM291 | EDM292 | EDM293 | EDM294 |
| EDM286 | EDM287 | EDM288 | EDM289 | EDM290 | EDM291 | EDM292 | EDM293 |
| EDM285 | EDM286 | EDM287 | EDM288 | EDM289 | EDM290 | EDM291 | EDM292 |
| EDM284 | EDM285 | EDM286 | EDM287 | EDM288 | EDM289 | EDM290 | EDM291 |
| EDM283 | EDM284 | EDM285 | EDM286 | EDM287 | EDM288 | EDM289 | EDM290 |
| EDM282 | EDM283 | EDM284 | EDM285 | EDM286 | EDM287 | EDM288 | EDM289 |
| EDM281 | EDM282 | EDM283 | EDM284 | EDM285 | EDM286 | EDM287 | EDM288 |
| EDM280 | EDM281 | EDM282 | EDM283 | EDM284 | EDM285 | EDM286 | EDM287 |

**Sem:**

1 1
2 2
3 3
4 4
5 5
6 6

**Hrs per wk:**

2 plus off-campus program

<table>
<thead>
<tr>
<th>Year</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
</table>

**General Studies:**

Major Study
**Diploma of Teaching (Primary)**

*Course Code: DP*  
*(Acting) Course Leader: Dr Brian Parton*

**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:

1. **Studies in Teaching:** This includes an on-campus program as well as an off-campus program of practice teaching in schools.
2. **Studies in Education**
3. **Studies in Curriculum**
4. **Studies in General Education**

**Admission Requirements**

Applicants should contact the School of Education Assistant Registrar 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.

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**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

---

**Structure of the first three years of the Bachelor of Education course: Diploma of Teaching (Primary)**

<table>
<thead>
<tr>
<th>Year/Sem.</th>
<th>Studies in Teaching</th>
<th>Studies in Education</th>
<th>Studies in Curriculum</th>
<th>General Studies</th>
<th>Hours per wk</th>
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<td>EDN301 EDN307 (3)</td>
<td>EDN389 (2) EDN332 (2) EDN331 (3) EDN344 (3) OPTION (4)</td>
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<td>EDN300 (2) EDN339 (2) EDN341 (3) EDN343 (3) OPTION (4)</td>
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<td>Year/Sem.</td>
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<td>Hours per wk</td>
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<td>1 2</td>
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<td>COT131 Computer Studies 1</td>
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<tr>
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<td></td>
<td>SFT132 Computer Studies 2</td>
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</tbody>
</table>

Structure of the first three years of the Bachelor of Education course: Diploma of Teaching (Primary) – Science/Mathematics/Computing options
The organisation of the course is set out in the following table.

Note: Not all General Studies subjects will necessarily be offered to every intake of students. It may be necessary to impose quotas on General Studies Majors in year one.

Science/Mathematics/Computing Option
(Refer to table on page seven)

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.

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:
1. Diploma of Teaching (Primary) or its equivalent registered with ACTA; or
2. Certificate A awarded by the Ministry of Education or its equivalent awarded by the Catholic Education Commission; or
3. Equivalent to 1 or 2; and must also have 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 of Study

<table>
<thead>
<tr>
<th>Sem</th>
<th>Studies in Teaching</th>
<th>Studies in Education and Curriculum</th>
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<th>Hours per Wk</th>
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<td>or Advanced Studies in Curriculum</td>
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<td>9</td>
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<td></td>
</tr>
<tr>
<td>8</td>
<td>EDN408</td>
<td>Option</td>
<td></td>
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</tr>
<tr>
<td>7</td>
<td>EDN408</td>
<td>Option</td>
<td></td>
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</tr>
</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 Development
- 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: Approaches to World Music
- EDN462 Advanced Studies in Music: Studies in Community Music
- EDN463 Advanced Studies in Music: Music and 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
- EDN455 Studio Arts – Ceramics 7
- EDN464 Studio Arts – Ceramics 8
- EDN468 Studio Arts – Fabric Studies 7
- EDN469 Studio Arts – Fabric Studies 8
- EDN470 Studio Arts – Painting 7
- EDN471 Studio Arts – Painting 8

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

(Graduate Diploma of Education in Educational Studies)
Course Code: GP
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:
1. Specialist art teachers;
2. Classroom teachers with developed expertise in art education;
3. Regional art consultants;
4. Community art education officers;
5. 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
1. To be admitted to the Graduate Diploma in Educational Studies an applicant must have satisfactorily com-

pleted a course leading to the award of a UG1 or UG2 degree or diploma.
or
2. 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 1 or 2 above, applicants must have the following qualifications in order to pursue particular specialised studies.

Art Education Specialisation
In the case of 1 and 2 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.

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

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 three 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: Ceramics
EDN633 Major Studio Study: Fibre Arts
EDN635 Major Studio Study: Glass Studies
EDN637 Major Studio Study: Metal Crafts
EDN639 Major Studio Study: Painting
EDN641 Major Studio Study: Printmaking
EDN644 Material and Process Studies
### Teacher Librarianship Strand Studies
- EDN651 Reading Behaviour
- EDN652 Children’s Literature and Curriculum Planning
- EDN653 Classification and Cataloguing
- EDN654 The Library as a Resource Centre
- EDN655 Technology in the Library

### Educational Administration Strand Studies
- ADM632 School Administration and the Law
- ADM633 School Administrative Practices
- ADM634 School Administration and Organisational Behaviour
- EDN643 School and Community
- EDN645 Program Planning and Evaluation

### Course Structure

#### First Year Subjects
- Core Study: Education and Change
- Three Strand Studies

#### Second Year Subjects
- Two Core Studies: Research and Field Studies
- Special Study
- Two Strand Studies

Contact: Eight hours per week per semester.

### Art Education Specialisation

<table>
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<th>Year</th>
<th>Semester 1</th>
<th>Semester 2</th>
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<td>Strand Study: Program Development in Art Education</td>
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<td>Strand Study: Major Studio Study</td>
<td>Strand Study: Major Studio Study</td>
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<td>Strand Study: Material and Process Studies</td>
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<td>4 hrs</td>
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<tr>
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<td>Core Study: Research and Field Studies</td>
<td>Core Study: Special Study</td>
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### Teacher Librarianship Specialisation

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<th>Year</th>
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<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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<td>Core Study: Research and Field Studies</td>
<td>Core Study: Special Study</td>
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Educational Administration Specialisation

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<tr>
<td>1</td>
<td>Core Study: Education and Change 4 hrs</td>
<td>Strand Study: School Administrative Practices 4 hrs</td>
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<td>Strand Study: School Administration and the Law 4 hrs</td>
<td>Strand Study: School Administration and Organisational Behaviour 4 hrs</td>
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<td>2</td>
<td>Strand Study: School and Community 4 hrs</td>
<td>Strand Study: Program Planning &amp; Evaluation 4 hrs</td>
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<td>Core Study: Research and Field Studies 4 hrs</td>
<td>Core Study: Special Study 4 hrs</td>
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Graduate Diploma in Outdoor Education

(Graduate Diploma of Education 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:
1. General outdoor education philosophy, programming, organisation, leadership, evaluation and practical skills;
2. Outdoor pursuits to basic or advanced levels;
3. 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:
1a. have satisfactorily completed a course leading to the award of a degree or diploma, or

1b. hold the Ministry of Education Certificate A, or have satisfactorily completed some other course approved by the School of Education as equivalent to 1a, or
1c. show evidence of other attainments or calibre appropriate to the course; and
2. have some studies appropriate to the course, eg environmental sciences, geography, physical education, recreation, teaching.

Course Structure

First Year Subjects
EDN681 Outdoor Education I (60 hr + three days)
EDN682 Environmental Science I (60 hr)
EDN683 Outdoor Pursuits I (semester one: six hours + five days)
EDN684 Extended Field Experience (eight days)

Second Year Subjects
EDN684 Extended Field Experience (six days)
EDN685 Outdoor Education II (39 hr + three days)
EDN686 Environmental Science II (36 hr + two days)
EDN687 Outdoor Pursuits II (commenced in semester two of first year: 15 hr + 16 days)
EDN688 Final Leadership Assessment Program (five days)

Note: 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.

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.


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.


Articles as selected by the instructor.
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.

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.

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.

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.

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 pre-school. 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.

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.

BEATTY, J., Skills for Pre-School Teachers, (2nd ed.), Charles E. Merrill, 1984.

SEEFELDT, G., A Curriculum for Pre-Schools, (2nd ed.), Merrill, 1980.


SPONSELLA, D., Play as a Learning Medium, NAECY, 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.


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, namely, 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.


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 child-rearing 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.


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 ed.), 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 pre-school 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.


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 relationship 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.

SANSOM, C., Speech and Communication in the Primary School, Black, 1978.

EDUCATION DEPARTMENT VICTORIA, Drama is Primary, 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.

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.


CURRICULUM DEVELOPMENT CENTRE, Core Curriculum for Australian Schools, Canberra, Curriculum Development Centre, 1980.
EDN133 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.
CARLYON/GILLESPIE FILM PRODUCTION, Never
WEST, P., Protective Behaviours: Anti-Victim Training,

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.
ASHLOCK, et al, Guiding Each Child's Learning of
Mathematics, Columbus, Ohio, Merrill, 1983.
CRUICKSHANK, D. & SHEFIELD, L.J., Mathematics
for Elementary Children: A Foundation for the Future,
Columbus, Ohio, Merrill, 1988.
HEDDENS, J.W., Today's Mathematics, (6th ed.), SRA,

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.
ASHLOCK, et al, Guiding Each Child's Learning of
Mathematics, Columbus, Ohio, Merrill, 1983.
CRUICKSHANK, D. & SHEFIELD, L.J., Mathematics
for Elementary Children: A Foundation for the Future,
Columbus, Ohio, Merrill, 1988.
HEDDENS, J.W., Today's Mathematics, (6th ed.), SRA,

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) Presen­
tation of a teaching/resource folio on specific aspects of the
physical education curriculum: 50 per cent. (c) Work
requirement attendance.
EDUCATION DEPARTMENT SOUTH AUSTRALIA,
Daily Physical Education Levels 1-7, Kingswood,
Australian Council for Health, Physical Education and
EDUCATION DEPARTMENT VICTORIA, Physical
Fitness Assessment: A Manual for Primary Schools,

EDN143 Science Education 1
Contact: Three hours per week for one semester.
Prerequisite: Nil.
Syllabus: The nature of 2 children's science 3 and pri­
mary 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.
EDUCATION DEPARTMENT NEW ZEALAND, A
Teacher's Handbook for Primary Science and Science
EDUCATION DEPARTMENT VICTORIA, Science in
the Primary School, Melbourne, Educ. Dept. of Victo­ria, 1981.
MACDONALD EDUCATIONAL, Science 5/13 (26 titles),

EDN144 Social Education 1
Contact: Three hours per week for one semester.
Prerequisite: Nil.
Syllabus: An introduction to the objectives, principles and methods involved in the teaching of Social Education in the infant and middle levels of the primary school. The subject stresses the importance of involving children in the inquiry approach to learning through a variety of instructional material. Emphasis is placed on presenting techniques to enable children to develop knowledge, skills, values, attitudes and take appropriate action. Major topics in the course include: the study of Australia as a multicultural society, including a study of one of the main cultural groups within our society. A study of Aboriginal culture and the interaction of Aboriginal and European peoples in Australian history. Students will gain experience in planning, teaching and evaluating social studies lessons as well as analysing a number of exemplary resources for social education teaching.
Assessment: Assignment 50 per cent; Work requirement (examination and in-session attendance and participation) 50 per cent.

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.

EDN152 Sports 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.

EDN153 Recreation Studies 1
Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: Consideration of the relationships among work, leisure, play, recreation and sport in Australia since 1788 and the major historical events that have changed these relationships. Consideration of the role of recreation in Australia in general and in selected segments of Australian society in particular.
Assessment: Written Assignment 80 per cent; Tutorial Presentation 20 per cent.
MERCER, D. & HAMILTON-SMITH, E. (Eds.), Recreation Planning and Social Change in Urban Australia, Melbourne, Sorrett Pub., 1980.

EDN154 Recreation Studies 2
Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: Organisation of community recreation. Consideration of the various agencies involved in community recreation: government, semi-government, commercial, voluntary agencies. Program needs and interests of different age groups. Field study techniques for collecting data about recreation needs and interests within a community. Investigation of recreation needs and interests of selected groups (youth, families, etc.) in a selected community. Field study of services and facilities available in the community.
Assessment: Field Study Report A 50 per cent; Field Study Report B 50 per cent.
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.
Assessment: Four in-class tests 100 per cent.

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: Four in-class tests 80 per cent; cultural assignment 20 per cent.

EDN161 Music Studies 1A
Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: 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. 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).
RAST, L., Keyboard Magic Book 1, Atlanta, Educational Productions Inc., 1974.
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).
RAST, L., Keyboard Magic Book 1, Atlanta, Educational Productions Inc., 1974.
XANADU, Musicom Software.

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.

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

EDN169 Studio Arts – Fibre Studies 2
Contact: Four hours per week for one semester.
Prerequisite: EDN168.
Syllabus: After completing this subject students should understand elementary resist methods of dyeing fabric and appreciate the properties of cold and hot water dyes; be able to execute elementary printing techniques onto fabric, and have continued to develop drawing skills which illustrate design and textile compatibility.
Assessment: Textile folio 60 per cent; Drawing folio 20 per cent; Assignment related to course work 20 per cent.
Journals: Craft Australia; Fibre Forum; Craft Arts.

EDN170 Studio Arts – Painting 1
Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: After completing this subject students should have developed confidence in their ability to use drawing and painting as a means of personal expression.
Assessment: One class exercise 20 per cent; One assigned exercise 20 per cent; Selected folio based upon class work 60 per cent.

EDN171 Studio Arts – Painting 2
Contact: Four hours per week for one semester.
Prerequisites: Satisfactory completion of EDN170.
Syllabus: After completing this subject students should have achieved confidence in their abilities to produce art works.
Assessment: One class exercise 20 per cent; One assignment 20 per cent; Folio of work 60 per cent.

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, eg respiration, digestion, circulation, excretion, reproduction, locomotion and coordination. 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.
EDN180  Language Education 1: Oral Language

Contact: Two hours per week for one semester.
Prerequisite: 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; Written examination 85 per cent.


EDN181  Language Education 2: Language and Technology

Contact: Two hours per week for one semester.
Prerequisite: 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: Report of workshop activities 60 per cent; 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.

HASKELL, L., Art in the Early Childhood Years, Columbus, Merrill, 1979.


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 cooperative living will be considered.

Assessment: Two Assignments each 25 per cent; Examination 50 per cent.

HARLAN, J., Science Experiences for the Early Childhood Years, Merrill, 1980.

SEEFELDT, C., Social Studies for the Pre-School – Primary School, (2nd ed.), Merrill, 1984.

SEEFELDT, C., Science Experiences for Young Children, NAEYC, 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, non-tuned 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.
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 likenesses 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.
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.

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.

COT131 Computer Studies

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

Syllabus: This subject will introduce students to microcomputer systems and the principles underlying their construction, operation and use. At the completion of this subject students will have an appreciation of the nature, role, technology and functions of various hardware and software that form a computer system. They should also be able to understand data storage, retrieval and data base query language.
Assessment: Examination 60 per cent; Practical exercises 40 per cent.
CHISHOLM INSTITUTE OF TECHNOLOGY, COT131 Lecture Notes & Exercises.
COT331  Computer Studies 5
Contact: Four hours per week for one semester.
Prerequisite: SFT231 and SYS232.
Syllabus: The aim of this course is to introduce students to database technology and its role in data processing. On completion the student should be familiar with database concept, the DBMS model and the history of computing. Assessment: End of semester examination 60 per cent; Practical exercises 40 per cent.

COT332  Computer Studies 6
Contact: Four hours per week for one semester.
Prerequisite: SFT231 and SYS232.
Syllabus: This strand is designed to enable the student to develop an awareness of information services and their social implications. On completion students should understand document storage and retrieval, human-computer interaction, computer crime and ergonomic implications. Assessment: End of semester examinations 60 per cent; Practical exercises 40 per cent.

COT432  Computer Studies 8
Contact: Four hours per week.
Prerequisite: COT331 and COT332 or equivalent.
Syllabus: The aim of this unit is to provide students with an overview of data communication techniques, the practice and use of computer graphics and an insight into contemporary developments in computing. Assessment: End of semester examination 60 per cent; Practical exercises 40 per cent.

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.

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.

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.
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.

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 strategies 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.

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.
McCULLA, N. & WALSHE, 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.

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.

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 including 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.


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.


EDN221  Studies in Teaching 3

Contact: Two hours per week for on-campus studies, plus practicum of sixteen days.
Prerequisite: EDN211.

Syllabus: A course consisting of two complementary strands: Strand A off-campus program provides students with the opportunity to practice 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.

BOWD, A., Exceptional Children in Class, Melbourne, Hargreen, 1986.
DORA, J., Integrating Disabled Children into Regular Schools, (Film), Melbourne, Chisholm Institute EDU, 1987.

EDN222  Studies in Teaching 4

Contact: Two hours per week for on-campus studies, plus practicum of sixteen 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, and teacher-administrator relationships. Strand B program continues the study of curriculum issues, school-based curriculum decision-making; the curriculum and the knowledge explosion; core curricula; 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.


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.
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 computer, 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.

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.

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.
ASHLOCK, R.B., Error Patterns in Computation, Columbus, Ohio, Merrill, 1986.


EDN241 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 music instruments – tuned and untuned percussion and the recorder.
Assessment: Assignment 30 per cent; Practical Performance 20 per cent; Examination 50 per cent.

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: Theory examination: Australian Teacher of Swimming Certificate, or, assignment on an aspect of bike education or road safety; Group teaching assignment/evaluation and work requirement.

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.
SHERRILL, C., Sport and Disabled Athletes, Champaign, Human Kinetics, 1986.

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.
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.

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.


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: Four in-class tests 100 per cent.
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 as for EDN257 Language Studies – German 3.

EDN261 Music Studies 3
Contact: Four hours per week for one semester.
Prerequisites: EDN161 or EDN162 and EDN163.
Syllabus: Music in the Life of Man: Art music, human’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. Practical studies. Choral/instrument ensemble. 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).


**EDN262 Music Studies 4**

Contact: Four hours per week for one semester.

Prerequisites: EDN161 or EDN162 and EDN163.

Syllabus: Music in the Life of Man: Traditional and Folk Music. How the ordinary person 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. Practical studies. Choral/instrumental ensemble work to develop instrumental and vocal repertoire, interpretative, aural, reading, technical and ensemble skills. 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).


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.


**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.


**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.


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.


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.


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.


EDN275 Environmental Science 3: Human Ecology

Contact: Four hours per week for one semester.

Prerequisites: EDN175, EDN176.

Syllabus: The human species is examined as one competing with others for environmental resources, while exerting various pressures on the environment. Causes and effects of these pressures are considered, particularly as they relate to the growth and distribution of populations. The correlation between population growth and resource availability is explored. Displacement of natural communities which has accompanied the growth of human societies is examined. The threat to ecosystems posed by various forms of pollution and non-biological indicators of pollution are considered. Attention is given to the deleterious effects of certain resources in the human environment such as alcohol, drugs and radiation, etc.

Assessment: Laboratory Reports 30 per cent; Assignment 40 per cent; Examination 30 per cent.


EDN276 Environmental Science 4: Ecosystems

Contact: Four hours per week for one semester.

Prerequisites: EDN175, EDN176.

Syllabus: Ecosystems: The ecosystem concept is further developed through a study of the following topics: structure of ecosystems, energy flows, biogeochemical cycling and limiting factors. The techniques of field survey introduced in earlier studies are extended and applied in selected ecological case studies of such areas as the Edithvale Wetlands, Western Port Bay, Cardinia Creek. Field surveys lead to taxonomic work on fauna and flora. The impact of humans on the area is assessed. At least one of the sites selected will be the subject of current controversy involving conservation pressure groups and students will be expected to argue certain aspects of the case after the collection and interpretation of relevant data.

Assessment: Assignment 60 per cent; Examination 40 per cent.


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.


Education Department Victoria, Science in the Primary School, (5 parts), Melbourne, 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; 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 the following: 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.


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 practise 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.


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, rhythmic 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.


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.


UNDERHILL, R., Elementary School Mathematics, Merrill, 1981.


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 mathematics will be considered along with strategies for enrichment programs. The use of games and calculators in the classroom will be discussed. Teacher-designed and commercially produced diagnostic materials will be assessed.

Assessment: Tests 50 per cent; Development of teaching 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 education. The content includes a consideration of the theoretical as well as the practical aspects of teaching physical education. Theoretical areas include definitions, innovations, planning concepts, acquisition of motor skills, teaching techniques, remedial and perceptual motor programs, fitness, measurement and evaluation. Practical areas include sessions in dance, gymnastics, athletics, minor games, ball handling, major games, swimming, peer group teaching.

Assessment: Assignment 50 per cent; Development of a Teaching Resource Folio 50 per cent.


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 teaching 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 conceptual 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 education: 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.


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 nationalism 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 Movement 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 journals 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.


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 Australian culture and social experimentation with particular reference to changing attitudes to the poor and the state’s responsibility for alleviating hardship; changing 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.


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 processes, including spelling and handwriting. 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.

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

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. Strate-
gies 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.

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: the ESL setting in Australia, a multicultural society, first and second language acquisition theories. Teaching the three major language skills. Designing an ESL program for the classroom: different approaches. The integrated approach as most useful. Testing and evaluating ESL achievement. Official attitudes and policies to ESL as part of the national language policy.

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.

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.

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.

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.
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.

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.

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.

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 ten 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.
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 fifteen days of supervised practice teaching in pre-schools, plus ten 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.
BULLivant, B.M., Race, Ethnicity and Curriculum, Macmillan, 1986.
Sébastien, 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 curriculums 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.


SEEFELDT, C., A Curriculum for Pre-Schools, (2nd ed.), Merrill, 1980.

CURRICULUM DEVELOPMENT CENTRE, Core Curriculum for Australian Schools, What it is and why it is needed, Canberra, 1980.

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; tests 50 per cent.


SEBASTIAN, P., Handle with Care, Hargreen, 1986.


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.

BOWD, A., Exceptional Children in Class, Hargreen, 1986.


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 well as 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 well as planning considerations for health education, teaching techniques and methods, selected health topics, diet, stress, exercise, environ-
mental 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.


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.
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. The on-campus program concentrates on the preparation and compilation of a School Policy Handbook. 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.

EDUCATION DEPARTMENT VICTORIA, 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 practise 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.
DORR, J., Beginning to Teach, Melbourne, Chisholm, 1988.

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.

CURRICULUM DEVELOPMENT CENTRE, Core Curriculum for Australian Schools, Canberra, 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.
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 Progressive practical exercises 30 per cent 80 per cent attendance requirement at laboratory sessions
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 construction of survey and diagnostic tests. The development of remediation and acceleration programs. This work will include the development of work cards, activity sheets and games.
Assessment: Examination 75 per cent; Assignment 25 per cent.
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.
EDN341  Music Education 2
Contact: Three hours per week for one semester.
Prerequisite: EDN241.
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, Kolacy, 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.
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.
EDUCATION DEPARTMENT 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 multicultural 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.

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.


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.


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 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.

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.
Prerequisite: 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.

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.

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.
RADO, M., Begegnungen von A bis Z, Melbourne, Heine mann, 1978.

EDN361 Music Studies 5

Contact: Four hours per week for one semester.
Prerequisites: EDN261 and EDN262.
Syllabus: Aesthetics and Music in Contemporary Society. Topics include: How contemporary society perceives the role of music, the music of contemporary society, namely traditional serious music, 20th century composers and their new music, jazz and popular music; Practical studies; Choral/instrumental ensemble are further developed and include individual and ensemble performances. Students are encouraged to arrange, organise and conduct ensembles; 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).

EDN362 Music Studies 6

Contact: Four hours per week for one semester.
Prerequisites: EDN261 and EDN262.
Syllabus: 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; Practical studies; Choral/instrumental ensemble are developed and include a variety of styles, solo and ensemble performances; 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)
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.
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.


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; competent 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.


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 Assignments related to course work 30 per cent.


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 exhibition visited by the student 30 per cent; Folio presentation 70 per cent.


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 encouraged. 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.


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 examined. Students are introduced to the basics of palaeontology and its use in establishing age relationships. A general overview of the geology and major physiographic 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; Examination 50 per cent.
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 cloning, genetic engineering, radiation hazards, and the social responsibilities of the scientist. In dealing with the latter, students consider environmental management 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 possible global effects in the near future. 
Assessment: Tutorial Presentation 50 per cent; Assignment 50 per cent. 

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 various animal groups illustrate the wide range of behaviours 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; Assignment 40 per cent; Examination 30 per cent. 

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; environmental, water, food, agricultural and industrial microbiology. 
Assessment: Laboratory Reports 30 per cent; Assignment 40 per cent; Examination 30 per cent. 

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. 

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. 
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.

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.


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.

CHISHOLM INSTITUTE OF TECHNOLOGY, School of Education Project Manual, (1986 ed.)

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 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.

CHISHOLM INSTITUTE OF TECHNOLOGY, School of Education Project Manual, (1986 ed.)

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.


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/
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 relations, 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.


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 seven level. EDN407 Technology Education taken at Semester eight 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-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. The implications of special assistance for curriculum development and evaluation. The role of school-based evaluation in adapting the curriculum to meet special needs. The delineation of a variety of strategies of identification, diagnosis and teaching to meet the special needs identified above. Special emphasis is placed on utilising specific curriculum areas to meet special needs, including language and mathematics, music, art and movement, science and social studies.
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 community. A detailed examination of how each component of the total curriculum could be used to assist children with special needs. The main focus is on the following curriculum areas and their constituent programs and activities: music, art, human movement and recreation, science, social studies. The application of the concepts and skills developed in the preceding semester to the analysis of given case studies. The application of the concepts and skills acquired in the previous semester to fieldwork experience.

Assessment: One Fieldwork Folio 50 per cent; One Seminar Paper 50 per cent.

CICCHELLI, T. & ASHYLY-DAVIS, C., Teaching Exceptional Children and Youth in the Regular Classroom, Syracuse, University Print, 1986.

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.

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.

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: the early childhood educator’s role with respect to families and their special needs; and 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.
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 versus 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.
EDN439  Music Education 3

Contact: Four hours per week for one semester.
Prerequisites: EDN141, 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: Eurhythmics: movement activities; Sof-fege: vocal activities; 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.
Assessment: Assignment 40 per cent; Practical 30 per cent; Group Performance 30 per cent.

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.

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.

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 coordination 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. A critical examination of the Ministry of Education – Victoria Social Education Framework P–10 document. 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.
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.
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.

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.
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.
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.
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.
Assessment: Participation in group preparation for field study of a particular problem in sport Hurdle Requirement. Field Study Hurdle Requirement. Written Report on Field Study 100 per cent.
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.  
Selected articles from professional journals.  
EDN454  Recreation Studies 8  
Contact: Four hours per week for one semester.  
Prerequisite: EDN453.  
Syllabus: Functions of evaluation and research in recreation; research dealing with staff functions and performance; research dealing with facilities and equipment; evaluation of participant behaviour and program results; program evaluation. Methods of preparing a proposal for research in recreation, of completing an associated review of related literature and of collection of data in a group project.  
Assessment: Participation in group preparation for field study of a particular problem in recreation; Hurdle Requirement Field Study: Hurdle Requirement Written Report of Field Stud 100 per cent.  
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 post-graduate 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.  
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.  
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).  
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).  
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 elect 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, Ros Bandt, Don Burrows, Colin Brumby, Bruce Clark, George Dreyfus, George Golla, Percy Grainger, Brian May, Richard Meale, Bruce Rolands, 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).


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; Three assignments 70 per cent.


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; Research assignment into exhibition and display 20 per cent; A folio of works in progress 60 per cent.


EDN467 Studio Arts: Ceramics 8

Contact: Four hours per week for one semester. Prerequisite: Participation in EDN466. Syllabus: After completing this subject students should have completed a coherent folio of ceramic works with related drawings and renderings and have worked with other students to organise and exhibit their folios for public viewing.

Assessment: The final folio of work will be assessed by a panel which will include the lecturer, a member of the School of Art and Design, and a member of the School of Education. Folio Pieces 70 per cent; Support Material 30 per cent.

Ceramic Review, London, UK, six issues per year.

Ceramics Monthly, Columbus, Ohio, USA, microfiche and originals.

The New Zealand Potter, Wellington, NZ, two issues per year.

Pottery in Australia, Sydney, Australia, four issues per year.

Craft Australia, Sydney, four issues per year.

EDN468 Studio Arts: Fabric Studies 7

Contact: Four hours per week for one semester. Prerequisites: EDN369 or approved equivalent. Syllabus: After completing this subject students should be able to independently develop an individual, well-resolved textile folio which contains: original visual images; elective and confident use of skills and techniques. Students are expected to develop a folio of preliminary material, such as working and finished drawings, ideas, layouts and experiments to accompany the works in progress.

Assessment: A proposal for a folio 10 per cent; Research assignment into exhibition and display of a folio of supportive material 30 per cent; A folio of works in progress 60 per cent.


Craft Australia; Fibre Forum; Craft Arts.

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: original visual images; selective and confident use of skills and techniques; have produced a folio of supportive material, 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.

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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 School of Art and Design, and a member of the School of Education. Folio 70 per cent; Support material 30 per cent.


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.


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, documentation, photographing the works, preparation of a catalogue and negotiations with other exhibitors. Students 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 arrangements 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.


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.


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.


EDN475 Environmental Science 9: Advanced Studies in Environmental Science

Contact: Four hours per week for one semester.

Prerequisites: EDN175, EDN176, EDN275, EDN276 or any two of EDN375, EDN376, EDN377, EDN378 or approved equivalent.

Syllabus: Environmental problems cannot be adequately understood from a single discipline background, hence this subject incorporates studies in biological, physical and geographical sciences; law; economics and politics. Topics studied are examined from a diversity of perspectives in order to develop a greater understanding of decisions made by various sectors of the community when dealing with environmental questions. Environmental issues considered range from those relevant to the individual in terms of health, such as cancer, to global considerations of issues such as populations and energy.

Assessment: Two Assignments 50 per cent each.


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.


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.


EDN486 Colonial Adaptation and Change

Contact: Four hours per week for one semester.

Prerequisites: EDN186, EDN187.

Syllabus: A study of the transposition of social institutions, art, music, architecture and literature from Britain to the Australian colonies between 1800–1880, with particular reference to how British social institutions and legislation were adapted to meet the needs of colonial life. Consideration of the devolution of political authority from the British parliament to the Australian colonies will also be included.

Assessment: Research project 40 per cent; Examination 60 per cent.


EDN487 Historical Research and Publication

Contact: Four hours per week for one semester.

Prerequisite: Nil.

Syllabus: Consideration of issues and methods in historiography including an introduction to guidelines for publishing and legal considerations in publications. It is anticipated that as a result of this unit, students will carry out a major piece of research in an interdisciplinary mode to publication standard.

Assessment: Major research project 100 per cent.


EDN601 Aesthetics and the Arts

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

Prerequisite: Nil.

Syllabus: The aim of this subject is to help students define and understand aesthetic response to the arts and, in particular, their own responses to specific works. To develop students' capacity to evaluate artistic work, through appreciation of the elements of artistic expression. After completing this subject students should have developed an understanding of the notions of aesthetic language and philosophy; have established a discriminating aesthetic appreciation which includes having formulated criteria for the analysis and judgement of artworks; be able to recognise expressions of similar concepts in differing art forms and different cultural contexts, and have developed a range of strategies for implementing aesthetic education in the classroom situation.

Assessment: Work Requirements: Regular attendance and participation at sessions designated as participatory, including tutorials and sessions where guest lecturers are involved, excursions. Attendance 80 per cent. A written report consisting of six items worth 10 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.


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 coordinators (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.


HUNKINS, F., Curriculum Development: Program Improvement, Columbus, Ohio, Merrill, 1980.


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 literature survey on the implementation of change in education; a report on a change that has affected education in the past, highlighting its effects on people and the curriculum; a case study of how a teacher or a school has reacted to a particular change; 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.


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. Introductory statistical procedures. This part of the subject will include topics such as: frequency distribution, central tendency, variability, standard scores, correlation and t-test. Preparation of a research proposal. Students will be assigned a supervisor who has some expertise in the student’s chosen field of research. In the final two weeks of the semester students will present this proposal to the class for group discussion and modification before the Special Study is undertaken.

Assessment: Work Requirements: 80 per cent attendance and participation in class sessions and designated 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.


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 lecturers 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). 

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 ceramic history and philosophy and aesthetics are covered using film, video and slide lectures as well as visits to galleries and public lectures.
Assessment: See EDN632.
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, layouts and technical experiments should accompany the completed works. Eighty 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 coordinator 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 contemporary 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.
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. Eighty 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 coordinator 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. 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 and understanding of the potential of the medium.

Assessment: See EDN636.

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. Eighty 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 coordinator 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: 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.
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 coordinator 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.


EDN640 Major Studio Study II: Painting

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 coordinator 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.


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. Eighty 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 coordinator 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; develop-


**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.


**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 re-telling 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 ESL, 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 of approximately 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.


HANCOCK, 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.


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.


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 coordination. 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. Final examination 40 per cent.


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. 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: a weekend residential camp incorporating a wide range of activities to introduce the course; outdoor education philosophy and programming; practical outdoor skills including map and compass work, navigation, bush observation, identification techniques, communication skills, basic campcraft; safety and procedures related to planning, supervision, emergencies; environmental education principles and practices.
EDN682 Environmental Science 1

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.

EDN683 Outdoor Pursuits 1

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 and 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.

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.

EDN685 Outdoor Education 2

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: 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; practical outdoor skills including more advanced map-interpretation and navigation, ropework, lightweight camping, etc.; a thorough coverage of safety precautions, emergency action, outdoor first aid, hypothermia, etc. through workplace and simulated incidents; 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.

EDN686 Environmental Science 2

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: For each option: participation, class exercises and excursion reports. 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.

EDN687 Outdoor Pursuits 2

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.
EDN688 Final Leadership Assessment Program

Contact: Off-campus leadership of a major activity of at least five days.

Prerequisites: All first year subjects, and components of second year subjects as appropriate to the activities being undertaken.

Syllabus: Each student is to plan, organise, lead and evaluate a major activity with a group of learners, lasting at least five days, or two activities making equivalent time. The activity may be a camp, bushwalk, expedition, or other major event which reflects the aims of the course.

Assessment: Submission of preliminary plan, interview on proposed organisation, leadership of the activity, and written analytical evaluation.

LIT100 Literature from Renaissance to Regency

Contact: Four hours per week of lectures and tutorials for one semester.

Prerequisite: Nil.

Syllabus: A study of prose, poetry and drama designed to illustrate relationships between literature and society between approximately 1600 and 1800. A fundamental academic aim of the course is to develop a framework of critical concepts, which may be applied in textual analysis and evaluation, undertaken in the light of the historical circumstances in which the texts were produced.

Assessment: Cumulative, by essays, tutorial papers and test.

Students will study the writings of some of the following: Shakespeare, Donse, Milton, Pope, Jane Austen and Mary Shelley.

LIT206 Australian Literature

Contact: Four hours per week for one semester.

Prerequisite: Nil.

Syllabus: The student is encouraged to develop an understanding of the process of literacy criticism in evaluating Australian literature. The development of a national consciousness in relation to twentieth century Australian literature is explored.

Assessment: Two essays 55 per cent; Test 30 per cent; Class paper 15 per cent.


Cassell Australia, 1975.

DUTTON, G. (Ed.), Australian Literary Criticism, Ringwood, Penguin, 1982:

JOHNSTON, G., (Ed.), Australian Literary Criticism, Melbourne, O.U.P.,

1962.

LIT310 Literature of Minority Cultures

Contact: Four hours per week for one semester.

Prerequisite: LIT100 and LIT101.

Syllabus: The course aims to introduce students to minority literatures that are becoming increasingly influential in Australian society. On completion, the student should be able to discuss, describe and evaluate the contribution of minorities to the Australian social and political life.

Assessment: Seminar paper 40 per cent; Tutorial presentation 10 per cent; Examination 50 per cent.

Close study will be made of material drawn from suitable anthologies and works by such writers as Kath Walker, Jack Davis, Colin Johnson, David Martin and others.

MAT183 Studies in Mathematics 1

Contact: Four hours per week for one semester.

Prerequisite: Nil.

Syllabus: This course aims to introduce students to basic mathematical structures underlying numerical and algebraic procedures. On completion, the student should be able to understand basic mathematical systems and perform various matrix operations. They should also be competent in the use of a calculator.

Assessment: Examination 70 per cent; Assignment 40 per cent.

MAT184 Studies in Mathematics 2

Contact: Four hours per week for one semester.

Prerequisite: Nil.

Syllabus: This course aims to introduce students to basic algebraic concepts and techniques including graphical methods and elementary calculus. On completion, the student should be able to manipulate linear equations; handle polynomial expressions; solve simultaneous equations, evaluate limits and differentiate and integrate simple functions.

Assessment: Examination 60 per cent; Assignments 40 per cent.


MAT283 Studies in Mathematics 3

Contact: Four hours per week for one semester.

Prerequisite: Nil.

Syllabus: The aim of this course is to introduce students to the basic concepts of probability and statistics and the statistical computing package SPSSx. The content includes elementary probability, theory, exploratory data analysis methods and standard scoring procedures.

Assessment: End of semester examination 60 per cent; Assignment 40 per cent.


MAT284  Studies in Mathematics 4
Contact: Four hours per week per semester.
Prerequisite: Studies in Mathematics 3 or equivalent.
Syllabus: The aim of this strand is to develop students' knowledge of the various techniques employed in statistical investigations and interference. Students will learn the application of statistical concepts to problems in psychology and education.
Assessment: End of semester examination 60 per cent; Assignment 40 per cent.

MAT383  Studies in Mathematics 5
Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: This strand aims to introduce students to basic set theory, language concepts and elementary operations. On completion, the student should be conversant with set usage; inductive and deductive methods in problem solving and symbolic logic.
Assessment: End of semester examination 60 per cent; Assignment 40 per cent.

MAT384  Studies in Mathematics 6
Contact: Four hours per week for one semester.
Prerequisite: MAT183, MAT184 or equivalent.
Syllabus: This strand aims to introduce students to aspects of consumer mathematics and mensuration. On completion the student should be conversant with ratio and percentage problems, simple and compound interest, geometry and trigonometry.
Assessment: End of semester examination 60 per cent; Assignment 40 per cent.

MAT483  Studies in Mathematics 7
Contact: Four hours per week for one semester.
Prerequisite: MAT183, MAT184 or equivalent.
Syllabus: This course is to introduce and develop the concepts associated with the theory and properties of numbers. On completion the student should have a greater understanding of number theory and be able to explain mathematical patterns.
Assessment: End of semester examination 60 per cent; Assignment 40 per cent.


MAT484  Studies in Mathematics 8
Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: This subject is concerned with providing students with an appreciation and an overview of key developments in the history and philosophy of mathematics. The course includes the evolution of number systems, the origin of calculus techniques and the development of statistics.
Assessment: End of semester examination 60 per cent; Assignment 40 per cent.

PHY140  Physical Science 1
Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: An introduction to students of different ways of classifying matter by means of its properties. On the completion students should be able to classify matter, understand change of state and methods of heat transfer.
Assessment: Examination 50 per cent; Tutorial & Assignment 25 per cent; Laboratory work 25 per cent.

PHY141  Physical Science 2
Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: This subject is designed to enable students to gain a working knowledge of the relationship between force, motion and energy and to understand to the properties and behaviour of water.
Assessment: Examination 50 per cent; Tutorial work and Assignment 25 per cent; Laboratory work 25 per cent. References as for PHY140 Physical Science 1.

PHY240  Physical Science 3
Contact: Four hours per week per semester.
Prerequisite: Nil.
Syllabus: Students will study simple electrical and electronic circuits and the properties of chemical substances found in the home.
Assessment: Examination of tests 50 per cent; Tutorial work and Assignments 25 per cent; Laboratory work 25 per cent.
References as for PHY140 Physical Science 1.
PHY241  Physical Science 4
Contact: Four hours per week per semester.
Prerequisite: Nil.
Syllabus: Students will acquire insight into how scientists develop models to explain phenomena through the example of fields. The role of chemistry in explaining energy production, chemical reactions and electrochemical reactions will be examined.
Assessment: Examination on tests 50 per cent; Tutorial work and Assignments 25 per cent; Laboratory work 25 per cent.
References as for PHY140 Physical Science 1.

PHY340  Physical Science 5
Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: Students will explore the properties of waves and the interaction of waves with the human being. On completion students should understand water waves, acoustic and light waves. They should also be able to perform stoichiometric calculations and understand the origin and use of colour in chemistry.
Assessment: Examination or Tests 50 per cent; Tutorial work and assignments 25 per cent; Laboratory work 25 per cent.
References as for PHY140 Physical Science 1.

PHY341  Physical Science 6
Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: The course consists of a study of the constituents of matter. A survey of the properties and laws governing sub-atomic particles will be undertaken and environmental problems explored.
Assessment: Examinations or Tests 50 per cent; Tutorial work and assignments 25 per cent; Laboratory work 25 per cent.
References as for PHY140 Physical Science 1.

PHY440  Physical Science 7
Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: This course is designed to give students an understanding of astronomy and to investigate common materials such as plastic, glass, metals, fabrics and paints. An overview of the development of photography is also investigated.
Assessment: Examinations or tests 50 per cent; Tutorial work and assignments 25 per cent; Laboratory work 25 per cent.
References as for PHY140 Physical Science 1.

PHY441  Physical Science 8
Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: Students are introduced to recent scientific and technological developments. Advances in physics and medicine and their relationship to everyday life is explored.
Assessment: Examinations or tests 50 per cent; Tutorial work and assignments 25 per cent; Laboratory work 25 per cent.
References as for PHY140 Physical Science 1.

SFT132  Computer Studies 2
Contact: Four hours per week for one semester.
Prerequisite: Nil.
Syllabus: This course is an introduction to computer programming and its use for problem solving and system development. On completion the student should be able to develop algorithms and implement them in a high-level programming language. They will also be able to utilise data structures – arrays, list, queues, stacks, trees and network.
Assessment: Examination 60 per cent; Practical exercises 40 per cent.

SFT231  Computer Studies 3
Contact: Four hours per week per semester.
Prerequisite: COT131 and SFT132.
Syllabus: The aim of the course is for the student to develop an understanding of the processing of indexed sequential files and the design of interactive programs. The content of the strand includes the study of screening, menus and file arrangements.
Assessment: End of semester examination 60 per cent; Practical exercises 40 per cent.
Manufacturer manuals as required.

SYS232  Computer Studies 4
Contact: Four hours per week per semester.
Prerequisite: COT131 and SFT132.
Syllabus: This course aims to enable students to understand the place of computer programs in an information system and the role of the system analyst.
Assessment: End of semester examination 60 per cent; Practical exercises 40 per cent.
SYS431  Computer Science 7

Contact: Four hours per week per semester.
Prerequisite: COT331 and COT332 or equivalent.
Syllabus: Students will examine Artificial Intelligence and its application to contemporary issues. They will also develop an Expert System using an expert system skill.
Assessment: End of semester examination 60 per cent; Practical exercises 40 per cent.