

# **COLLEGE OF ARTS AND EDUCATION HANDBOOK 2018**

## **DISCLAIMER**

The information contained in Victoria University's 2018 College of Arts and Education was current at 20 December 2017

In today's university environment, changes to courses occur far more frequently than in the past. For current information on Victoria University's courses, readers are advised to access the University's online courses database at [www.vu.edu.au/courses](http://www.vu.edu.au/courses)

If you have difficulty in accessing this material electronically, please phone (03)9919 6100 for assistance.

## **IMPORTANT INFORMATION**

The course details in this handbook (Plus details of all other Victoria University courses) can also be searched on the University's online courses database at [www.vu.edu.au/courses](http://www.vu.edu.au/courses)

This handbook can be downloaded as a pdf file from the Victoria University website at [www.vu.edu.au/courses/course-handbooks-and-guides](http://www.vu.edu.au/courses/course-handbooks-and-guides)

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# HOW TO USE THIS HANDBOOK

Victoria University's 2018 College of Arts and Education Handbook is designed to provide students with detailed information on course structures and unit details for undergraduate and postgraduate courses offered by the college in 2018.

The definition of fields used in course tables throughout this handbook include:

Credit Point – the number of credit points a unit contributes towards the total points needed to complete a course.

## PLEASE NOTE

This handbook provides a guide to courses available within Victoria University's College of Arts and Education in 2018.

Although all attempts have been made to make the information as accurate as possible, students should check with the college that the information is accurate when planning their courses.

NOTE: Prospective students are strongly advised to search the University's online courses database at [www.vu.edu.au/courses](http://www.vu.edu.au/courses) for the most up-to-date list of courses.

This handbook includes descriptions of courses that may later be altered or include courses that may not be offered due to unforeseen circumstances, such as insufficient enrolments or changes in teaching personnel. The fact that details of a course are included in this handbook can in no way be taken as creating an obligation on the part of the University to teach it in any given year or in the manner described. The University reserves the right to discontinue or vary courses at any time without notice.

## OTHER INFORMATION

Information about course fees, articulation and credit transfer, recognition of prior learning, admission and enrolment procedures, examinations, and services available to students can be accessed on the University's website or by contacting the University directly.

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# College of Arts and Education

Below are details of courses offered by the College of Arts and Education in 2018.

This information is also available online on the University's searchable courses database at [www.vu.edu.au/courses](http://www.vu.edu.au/courses)

NOTE: Courses available to international students are marked with the (I) symbol

## Bachelor of Arts

**Course Code:**ABAB

**Campus:**Footscroy Park.

**About this course:**The Bachelor of Arts is an induction into diverse ways of knowing in the Humanities, Creative Arts, and Social Sciences, providing the student with the critical ability to analyse perspectives, claims, experiences and evidence. It is a versatile program offering a range of studies across a broad knowledge spectrum and supports students to utilise judgement and to adapt skills and knowledge in different contexts. The BA affords opportunities to pursue one's own interests in depth whilst adding career-oriented breadth, with a view to simultaneously developing capacities of critical and complex thinking and communication and professional skills. The ability to read, listen and think analytically and critically, as well as to communicate complex ideas clearly and ethically, is extremely valuable in the workplace and broader community. Graduates of the Bachelor of Arts are prepared for a broad range of careers locally and globally, either straight from university or after specialist postgraduate training. Frequent career destinations include: journalists and other media professionals, corporate professionals, teachers, creative arts administrators, public administrators and policy workers, community professionals and creative artists. The Victoria University Bachelor of Arts is distinctive for its emphasis on scholarly disciplines that are highly engaged with the workplace and the broader community. It offers conceptual, theoretical and practical development in a range of Arts disciplines and fields of study within the context of issues that prevail in Australia now. It draws on the strengths of fully supported learning at each year level, developed through Learning and Teaching research over many years. Bachelor of Arts graduates will complete one or two majors. The major or majors that each graduate completes will be listed in her or his qualification (in parenthesis). The third year Graduating Project brings students together in research-based learning tasks that engage with the workplace, academic research and the broader community. VU is also a leading university in the provision of Study Abroad opportunities for students. The course's intellectual breadth and its structural flexibility make it especially well-suited to students who wish to pursue a semester or a year of study at one of VU's partner institutions in a range of countries. The Bachelor of Arts course has an option within Year 1 to meet the needs of an accredited Psychology major.

**Course Objectives:** Graduates of this course will be able to:

- Critically review theory, research and practice in the humanities, social sciences and creative arts;
- Critically reflect on the patterns of social, cultural, historical and political experience of society;

- Plan, execute and communicate research and critical inquiry into the lives of communities of diverse places, experiences, discourses and time;
- Exhibit a high degree of proficiency in active reading of complex texts, including collection and analysis of resource materials including the composition of oral and written material;
- Demonstrate independence, self-reflection and creativity to meet goals and challenges in professional and academic pursuits
- Employ advanced interpersonal and collaborative skills, consistent with professional and ethical practice, when working with people of diverse cultural backgrounds.

These learning outcomes are integrated into the curriculum, pedagogy, and assessment for all students. The Bachelor of Arts common first year is likewise mapped in relation to these outcomes and shows an investment in each major with learning outcome coverage across its sequence of disciplinary and capstone units. The first year and the majors are mapped in conjunction with the CLOs, and the Graduate Capabilities in that section of this proposal.

**Careers:**An Arts degree lays an excellent foundation for independent research and entry into many professions accessed via graduate coursework study. It provides a solid base for postgraduate courses, including law, secondary teaching, arts management, information management, journalism, international development and communications. BA graduates build on disciplinary areas studied at undergraduate level in a wide range of fields, such as criminology, community work, and psychology. Important opportunities of employment for BA graduates who do not go onto further study may also include: journalism and other media, public service and policy work, corporate administration and management, community sector work, strategic communication, and creative arts. There are also opportunities in public administration through graduate employments programs, project coordination, research, advocacy, media and communications, online content management, employment in arts and cultural organisations and human resources.

**Course Duration:**3 years

**Admission Requirements:**Units 3 and 4 - a study score of at least 25 in English (EAL) or 20 in any other English.

**Admission Requirements International:**Completion of a secondary school qualification equivalent to Australia's year 12 or VCE qualification. IELTS minimum 6.0 (no band less than 6).

**Admission Requirements Mature Age:**Applicants with relevant work, education and/or community experience may be considered on the basis of equivalence.

**Admission Requirements VET:**VET applicants will be considered and pathways are available from a range of VET courses.

## COURSE STRUCTURE

To attain the Bachelor of Arts students will be required to complete 288 credit points consisting of:

- 96 credit points of Core studies
- 96 credit points of Major 1

And select either:

- 96 credit points of Major 2
- 2 x 48 credit points Minor studies

Note: Students intending to select 'Psychology' as their Major undertake APP1012 Psychology 1A, APP1013 Psychology 1B, in their first year of study instead of ABA1004 Text and Representation and ABA1005 The Era of Controversy.

#### First Year Core units

ABA1000	Academic Discourse and Experience	12
ABA1001	Reason and Revolution	12
ABA1002	Knowledge, Inquiry and Research	12
ABA1003	Introduction to Sociology	12
ABA1004	Text and Representation	12
ABA1005	The Era of Controversy	12
ACU1002	Creativity, Communication and the Digital Age	12
AEK1204	Aboriginal History and Political Movements	12

#### First Year Core units for students undertaking Psychology Major:

ABA1000	Academic Discourse and Experience	12
ABA1001	Reason and Revolution	12
ABA1002	Knowledge, Inquiry and Research	12
ABA1003	Introduction to Sociology	12
ACU1002	Creativity, Communication and the Digital Age	12
AEK1204	Aboriginal History and Political Movements	12
APP1012	Psychology 1A	12
APP1013	Psychology 1B	12

#### Majors

AMAGEN	Gender Studies
AMALIT	Literary Studies
AMAVIE	Vietnamese Studies (Advanced)
AMAPOL	Political Science
AMASLY	Sociology
AMAHIS	History
AMAVSU	Visual Art
AMACOM	Communication Studies

AMARIT	Writing
AMAPSY	Psychology
AMADIG	Digital Media
Minors	
AMIWRI	Writing
AMIGEN	Gender Studies
AMIDIG	Digital Media
AMILIT	Literary Studies
AMIPSY	Psychology
AMIHIS	History
AMIINT	International Development
AMIPOP	Popular Music Studies
AMIVEE	Vietnamese Studies
AMIVIE	Vietnamese Studies (Advanced)
AMIPOL	Political Science
AMIPCO	Professional Communication
AMISLY	Sociology
AMVSU	Visual Art
AMICOM	Communication Studies
EMIAGL	Aboriginal Yulendj (Knowledge) and Community
AMITEM	The Entrepreneurial Mindset

### Bachelor of Community Development

Course Code: ABCD

Campus: Footscray Park.

**About this course:** The Bachelor of Community Development is designed to produce graduates with the knowledge and skills to help build participatory and inclusive communities, both in Australia and internationally. The course is made up of core units in community development and a specialisation in either International, or community development for an Australian context. In the core units students learn the theory of community development and the practical skills needed to equip them as community development workers. They also undertake an extensive placement program. The course, given its multidisciplinary nature, would appeal to those who would like to work in diverse careers. It would be attractive to people who wish to make sense of the current social, political, economic and international workings, and their influence on concerns such as social justice, human rights, the environment and

livelihoods. This course prepares students for lifelong learning and to work effectively in the face of the many challenges that the world faces today. Students who have completed relevant Diplomas such as the Diploma of Community Development, the Diploma of Community Services Work and the Diploma of Youth work will receive credit for prior study.

**Course Objectives:** On successful completion of this course, students will be able to:

1. Evaluate community development approaches in both international and local contexts;
2. Design community development interventions relating to social and cultural contexts;
3. Analyse theory and practice of community development;
4. Develop a scholarly approach to researching in community development;
5. Exhibit effective communication, advocacy and community organising skills for social change; and
6. Interrogate the policy contexts of government and non-government organisations.

**Careers:** Community development worker, researcher or policy officer in non-government organisations, community organisations, international development agencies or government.

**Course Duration:** 3 years

**Admission Requirements:** Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English.

**Admission Requirements International:** Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) OR Successful completion of an Australian Diploma or Advanced Diploma (or equivalent) PLUS IELTS (or equivalent): Overall score of 6 with no band less than 6.0

**Admission Requirements Mature Age:** Applicants with relevant work, education and/or community experience will be considered for admission to the course.

**Admission Requirements VET:** Successful completion of an Australian Diploma or Advanced Diploma (or equivalent). Successful completion of a cognate (similar discipline) Australian Diploma will be granted advanced standing of a maximum 96 credit points (Diploma) or 144 credit points (Advanced Diploma).

## COURSE STRUCTURE

To attain the Bachelor of Community Development students will be required to complete 288 credit points in total consisting of:

- 96 credit points First Year Core units;
- 144 credit points Professional Core studies including 24 credit points of Capstone studies;
- 1 x 48 credit points of Minor studies.

### First Year Core Units

AEB1804	Young People in a Global Community	12
AEK1204	Aboriginal History and Political Movements	12
ASA1023	Community Development from the Local to the Global	12
ASA1024	Applied Human Rights	12

ASS1003	Social Issues in Contemporary Asia	12
AYW1002	Youth and Community Contexts	12
AYW1003	Youth and Community Programs	12
RBF1150	Global Environmental Issues	12

### Year 2

#### Professional Core Units

AEB2803	Holistic Practice With Young People	12
ASA2025	Transnational Social Movements	12
ASA2033	Management in Non-Government Organisations	12
ASA2034	Project Design and Implementation	12
ASC2011	Community Development Placement	12
ASS2004	Sociology of Social Control	12

Plus

24 credit points from one Minor studies listed below

### Year 3

#### Professional Core Units

AEB3802	Professional Culture and Collaboration	12
ASC3095	Conflict Resolution in Groups and Communities	12
ASS3050	Migration, Mobility and Globalisation	12
EDI3001	Rights, Advocacy and Discrimination	12

Plus

#### Capstone Units

ASA3001	Community-Based Practice and Research	12
ASA3002	Managing and Reporting Community-Based Research	12

Plus

24 credit points from one Minor studies listed below

#### Minors

AMIINT	International Development	
EMISWF	Student Welfare	
EMIAGL	Aboriginal Yulendj (Knowledge) and Community	

## Bachelor of Criminal Justice

Course Code: ABCJ

Campus: Footscray Park.

**About this course:** Criminal justice has become increasingly complex, with systemic interactions with social welfare organisations, law and judicial administration, penal and correctional institutions, family and community, and policing. Key parts of the industry and profession, including Victoria Police, have recognised the need for a more highly educated workforce with a developed understanding of the philosophies and objectives of modern criminal justice and the role of various agencies within it. This course responds to recent needs of the profession including in the growth area of crime diversion programs, the use of Correction orders, specialised courts that are targeting young adults who are currently destined to enter the penal system.

**Course Objectives:** On successful completion of this course, students will be able to:

1. Exhibit high levels of responsibility, accountability and ethical practice required to work as a professional in the criminal justice system;
2. Initiate professional judgement in diverse and challenging settings within the modern criminal justice system;
3. Exhibit a range of intellectual and social skills in their understanding of the application of legislation and social policy;
4. Develop critical analysis and understanding of relevant areas of criminal justice social science research in specific areas of study;
5. Generate, organise and undertake research into relevant aspects of criminal justice;
6. Exemplify advanced academic skills in analysis, critical thinking and communication; and
7. Advocate, dispute and negotiate with professional competence using a range of well developed communication and interpersonal skills.

**Careers:** When students graduate, they will be qualified to seek employment in the criminal justice system, which is increasingly becoming professionalised and requiring graduates with a broad knowledge of justice in a range of professional and community settings. Graduates can also seek employment in community legal settings, law firms, security and intelligence organisations and related welfare and support agencies.

**Course Duration:** 3 years

**Admission Requirements:** Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English.

**Admission Requirements International:** Completion of an Australian Senior Secondary Certificate (VCE or equivalent) OR Completion of an Australian Diploma or Advanced Diploma (or equivalent) PLUS IELTS (or equivalent): Overall score of 6 with no band less than 6.0

**Admission Requirements Mature Age:** Applicants with relevant work, education and/or community experience will be considered for admission to the course.

**Admission Requirements VET:** Successful completion of a cognate (similar discipline) Australian Diploma or Advanced Diploma (or equivalent) will be granted advanced standing of a maximum 96 credit points (Diploma) or 144 credit points (Advanced Diploma). OR Successful completion of a non-cognate (not similar) Australian (or equivalent) Diploma or Advanced Diploma will be granted advanced standing on a case by case basis.

### COURSE STRUCTURE

To attain the Bachelor of Criminal Justice students will be required to complete 288 credit points in total consisting of:

- 96 credit points First Year Core units;
- 192 credit points Professional Core studies including 24 credit points Capstone studies;

#### First Year Core

AEB1804	Young People in a Global Community	12
AEK1105	Aboriginal Traditions and Policy	12
ASA1024	Applied Human Rights	12
ASL1003	Criminal Justice Systems	12
AYW1002	Youth and Community Contexts	12
ASW1000	Working in Human Services Organisations	12
LCR1002	Policing and Offending	12
BLB1101	Australian Legal System in Context	12
Year 2		
AEB2803	Holistic Practice With Young People	12
ASL2002	Criminal Justice Systems 2	12
ASL2003	Ethics	12
ASL2005	Forensic Investigation in Social Context	12
ASS2004	Sociology of Social Control	12
AYW2001	Young People with All Abilities	12
ECY2001	Young People and Substance Use	12
LCR2002	History of Criminal Law and Trials	12
Year 3		
AEB3802	Professional Culture and Collaboration	12
ASA3001	Community-Based Practice and Research	12
ASS3009	Sociology of Law	12
ECY3000	Supporting Young People in Dual Diagnosis Settings	12
ECY3001	Working with Young People with Complex Issues	12
ECY3002	Professional Practice 2	24
EDI3001	Rights, Advocacy and Discrimination	12



## Bachelor of Criminal Justice and Psychological Studies

Course Code: ABCY

Campus: Footscray Park.

**About this course:** This professional degree combines the strengths of undertaking studies in criminal justice with an accredited psychology major. Students will gain a strong theoretical, research, and applied understanding of human behaviour and the interplay between psychological and social contributors to crime. Completion of this course will also facilitate understanding of the legal, political and community responses to social dislocation and disorder. This course incorporates criminal justice and psychology units with selected sociology and law units. The criminal justice units provides an overview of criminal justice systems, ethics and crime investigation. Students also gain an understanding of law and governance from a legal and sociological perspective. Completion of selected sociology units and the psychology major will foster students' critically analysis of contextual and individual factors underpinning human behaviour and development. The capstone units provide students with the opportunity to consolidate and apply the knowledge gained in the criminal justice and psychology majors. Graduates of this course will be equipped with analytical and problem solving skills that will allow them to undertake a range of roles in criminal justice, government, police and correctional services, health care and welfare systems.

**Course Objectives:** On successful completion of this course, students will be able to:

1. Articulate and apply the principles of responsible, accountable and ethical practice required to work in a range of criminal justice and psychological professions;
2. Demonstrate a critical analysis and application of key theoretical areas in psychology and criminal justice;
3. Generate, organise and undertake research into relevant aspects of criminal justice and psychology;
4. Apply skills in independent research, theoretical analysis and critical evaluation in criminal justice and psychology;
5. Advocate, dispute and negotiate with professional competence using a range of well developed communication and interpersonal skills; and
6. Communicate clearly and effectively and in a socially and culturally responsible manner.

**Careers:** Expected career outcomes include careers in the justice sector (for example, victim support officer, investigator), health and community services (for example, child protection worker), policy development and related service provision using multi-disciplinary approaches to client services. Students successfully completing this course are eligible to apply for further study in psychology for example, Honours in Psychology. Subsequent to successful completion of an Honours degree in psychology, students may pursue postgraduate studies in such fields as Forensic and Clinical Psychology. Students may also pursue postgraduate studies in Criminal Justice/ Criminology or further professional training in preparation for more senior roles in the justice and welfare sectors.

**Course Duration:** 3 years

**Admission Requirements:** Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English.

**Admission Requirements International:** Completion of an Australian Senior Secondary Certificate (VCE or equivalent) OR Completion of an Australian Diploma or Advanced Diploma (or equivalent) PLUS IELTS (or equivalent): Overall score of 6 with no band less than 6.0

**Admission Requirements Mature Age:** Applicants with relevant work, education and/or community experience will be considered for admission to the course.

**Admission Requirements VET:** Successful completion of an Australian Diploma or Advanced Diploma (or equivalent).

### COURSE STRUCTURE

To attain the Bachelor of Criminal Justice and Psychological Studies students will be required to complete 288 credit points in total consisting of the following:

- 264 credit points of Core studies units
- 24 credit points of Psychology Elective studies as required by APAC accreditation.

#### First Year Core

AEB1804	Young People in a Global Community	12
APP1012	Psychology 1A	12
APP1013	Psychology 1B	12
APP1016	Foundations of Psychological Research	12
ASA1024	Applied Human Rights	12
ASL1003	Criminal Justice Systems	12
ASW1000	Working in Human Services Organisations	12
ASX1003	Foundations of Social Science Research	12

#### Year 2

APP2013	Psychology 2A	12
APP2014	Psychology 2B	12
APP2101	Intercultural and Developmental Issues in Psychology	12
ASL2002	Criminal Justice Systems 2	12
ASL2003	Ethics	12
ASL2005	Forensic Investigation in Social Context	12
LCR2002	History of Criminal Law and Trials	12

#### Plus

12 credit points of Psychology Electives from the list below

#### Year 3

APP3035	Research Methods in Psychology	12
APP3036	History and Theories in Psychology	12
APP3037	Clinical Aspects of Psychology	12

ASS3009	Sociology of Law	12
ECY3001	Working with Young People with Complex Issues	12
ECY3002	Professional Practice 2	24

Plus

12 credit points of Psychology Electives from the list below

#### Psychology Electives

APP3015	Counselling Theory and Practice	12
APP3016	Group Behaviour	12
APP3018	Organisations and Work	12
APP3019	Psychobiology	12
APP3020	Psychoanalysis	12
APP3021	Psychology of Adjustment	12
APP3025	Psychological Assessment	12
APP3026	Cognitive Psychology	12

### Bachelor of Music

**Course Code:**ABMC

**Campus:**Footscray Park.

**About this course:**The Bachelor of Music is a three-year degree course which equips students with the artistic knowledge, musicianship, technical fluency, creativity, critical listening and analytical skills for the music, creative arts and music education industries. The focus of the course is on popular and contemporary music with an international perspective. Students study 14 Professional Core music units across the areas of practical performance, music theory, listening skills, arranging, music technology and music history. Students also undertake four foundation academic units, and in their final year undertake a year-long graduating project of their choice, taken as two consecutive units. In addition, students may undertake their choice of a breadth minor sequence in popular music studies, music cognition + psychology, visual art, digital media, or creative writing. The course will qualify students for a range of potential career options beyond that of professional performers. It is widely recognised that a professional musician's career will take many turns as they move from one role to another, or indeed undertake multiple roles simultaneously in the industry; the course will prepare students for this likelihood. Students are able to apply their studies in preparation for a career in music through a range of Learning in the Workplace and Community assessments and projects. The internet is now the world's largest marketplace for music distribution and promotion, and students are introduced to a range of strategies for maximising success in this area. Popular western music, jazz, electronic music, and non-western 'world' music are explored through practice, theory, cultural analysis and critical listening. Cutting-edge music technology underpins units that explore songwriting and arranging techniques. Music cognition is a rapidly emerging field of study that will be explored in the context of developing students' listening skills and musicianship. This course allows advanced standing for students who have undertaken a Diploma or Advanced Diploma in Music Performance, or who have experience as a professional musician. Upon completion

of this course, there are opportunities to continue further study for a career in secondary music teaching by undertaking a Masters of Teaching. There are also opportunities to undertake further study in Honours and postgraduate study. Students interested in preparing for further study in Music Therapy will be assisted with meeting eligibility requirements.

**Course Objectives:**On successful completion of this course, students will be able to:

1. Devise, compose, transform and analyse musical works by employing theory, practice and research in the fields of music performance, music theory, music technology, music culture and music cognition;
2. Conceptualise and adapt their knowledge and skills to implement new and emerging technologies and practices in music;
3. Reflect on their knowledge and interpersonal skills to network with other professionals, and negotiate their own roles as professionals, in the music industry;
4. Contextualise music practice in relation to other creative arts disciplines, and adapt to the diversity of fields required for music practitioners;
5. Integrate technical skills and craft in music with the creative, cultural, technological and entrepreneurial acumen required for successful participation and employment in the music industry; and
6. Exhibit academic skills in independent research, critical analysis, reading, note-taking and collection and organisation of resource materials, including the presentation of oral and written material, and online and digital media resources.

**Careers:**This course equips students to pursue a range of career paths in the music, creative arts and education industries. Careers include: music performer; composer/songwriter (freelance); composer; sound artist; music producer; instrumental music teacher; music theory teacher; band leader; musical director; copyist; arranger; accompanist; music administrator.

**Course Duration:**3 years

**Admission Requirements:**Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in any other English.

**Admission Requirements International:**Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) including at least one of the following subjects: Music OR Successful completion of an Australian Diploma or Advanced Diploma (or equivalent) PLUS IELTS (or equivalent): Overall score of 6 with no band less than 6.0 Completion of a secondary school qualification equivalent to Australia's Year 12 or VCE, including equivalent studies in music. IELTS minimum 6.0 (no band less than 6) or equivalent.

**Admission Requirements Mature Age:**Applicants with relevant work, education and/or community experience will be considered for admission to the course.

**Admission Requirements VET:**Successful completion of a cognate (similar discipline) Australian Diploma or Advanced Diploma (or equivalent) will be granted advanced standing of a maximum 96 credit points (Diploma) or 144 credit points (Advanced Diploma). OR Successful completion of a non-cognate (not similar) Australian (or equivalent) Diploma or Advanced Diploma will be granted advanced standing on a case by case basis.

**Selection Processes:** Other Required: interview and/or audition.

#### COURSE STRUCTURE

To attain the Bachelor of Music students will be required to complete 288 credit points (equivalent to 24 units) in total consisting of:

- 48 credit points (equivalent to 4 units) College Core studies;
- 192 credit points (equivalent to 16 units) Professional Core studies including 24 credit points (equivalent to 2 units) of Capstone studies;
- 48 credit points (equivalent to 4 units) of Minor studies from the list below.

#### First Year Core Units

ABA1000	Academic Discourse and Experience	12
ABA1002	Knowledge, Inquiry and Research	12
ABA1004	Text and Representation	12
ACU1002	Creativity, Communication and the Digital Age	12
ACO1008	Music Techniques 1	12
ACO1011	Practical Music 1A	12
ACO1012	Practical Music 1B	12
ACO1014	Music Theory 1	12

#### Year 2

ACO2005	Music Techniques 2	12
ACO2009	Music Theory 2	12
ACO2011	Practical Music 2A	12
ACO2012	Practical Music 2B	12
ACO2014	Popular Music History	12
ACO2015	Technology of Music and Audio	12

Plus

24 credit points (equivalent to 2 units) from Minor studies listed

#### Year 3

ACO3010	Arranging for Popular Music	12
ACO3011	Practical Music 3A	12
ACO3012	Practical Music 3B	12
ACO3014	Music Theory 3	12

Plus

#### Capstone Units

ACX3007	Studio Project 1	12
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ACX3008	Studio Project 2	12
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Plus

24 credit points (equivalent to 2 units) from Minor studies listed

Minors

AMIWRI	Writing
AMIDIG	Digital Media
AMIPOP	Popular Music Studies
AMMIN	The Musical Mind
AMVSU	Visual Art

### Bachelor of Screen Media

**Course Code:**ABSN

**Campus:**Footscray Park.

**About this course:**The Bachelor of Screen Media prepares students to be critically informed media professionals with skills in delivering innovative media content across existing and emerging media platforms. The course has a highly contemporary focus, and is designed to deliver both practical and theoretical knowledge in all aspects of Screen Media. In practically-oriented subjects, students reflect upon and develop skills in media production for the purposes of online distribution, video-on-demand, use of streaming sites such as YouTube, television, radio and intellectual property. Underpinning the practical focus is an emphasis on the theoretical knowledge and critical thinking skills that are essential for successful careers in contemporary media industries. Students explore emerging and transitioning industries with reference to multiple established traditions in theory and professional practice. Working individually and in teams, students produce creative outcomes which include cross-platform projects, podcasts, narrative film, non-fiction short films and documentaries, motion graphics and visual effects, television and radio programs. The Bachelor of Screen Media is recommended for students with interests in industries that include film, television, radio, screen culture, education, online and mobile media production. The course is designed to equip students to enter into and succeed within a range of professional roles that include producers, directors, cinematographers, production managers, sound recordists, post production supervisors & editors, distributors and cross-platform content creators.

**Course Objectives:**On successful completion of this course, students will be able to:

1. Exhibit critical awareness and understanding of theory and research in the field of screen media production across existing and emerging media platforms,
2. Plan and implement media productions for the purposes of online distribution, video-on-demand, online streaming, television and radio,
3. Analyse and critically reflect on screen media production techniques and legal and business requirements across various platforms,
4. Develop skills and abilities to adapt knowledge and skills to participate effectively in screen media production processes and teams,
5. Exemplify advanced level communication and interpersonal skills consistent with professional practice in the screen media industry.

**Careers:**The Bachelor of Screen Media is recommended for students with interests in industries that include film, television, radio, screen culture, education, online and mobile media production. The course is designed to equip students to enter into and

succeed within a range of professional roles that include producers, directors, cinematographers, production managers, sound recordists, post production supervisors & editors, distributors and cross-platform content creators.

**Course Duration:**3 years

**Admission Requirements:** Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in any other English.

**Admission Requirements International:** Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) OR Successful completion of an Australian Diploma or Advanced Diploma (or equivalent) PLUS IELTS (or equivalent): Overall score of 6 with no band less than 6.0.

**Admission Requirements Mature Age:** Applicants with relevant work, education and/or community experience will be considered for admission to the course.

**Admission Requirements VET:** Successful completion of a cognate (similar discipline) Australian Diploma or Advanced Diploma (or equivalent) will be granted advanced standing of a maximum 96 credit points (Diploma) or 144 credit points (Advanced Diploma). OR Successful completion of a non-cognate (not similar) Australian (or equivalent) Diploma or Advanced Diploma will be granted advanced standing on a case by case basis.

**Selection Processes:** Other Applicants may also apply on an Alternative Category Entry basis.

## COURSE STRUCTURE

To attain the Bachelor of Screen Media students will be required to complete 288 credit points (equivalent to 24 units) in total consisting of:

- 48 credit points (equivalent to 4 units) College Core studies
- 192 credit points (equivalent to 16 units) Professional Core studies including 24 credit points (equivalent to 2 units) Capstone studies
- 48 credit points (equivalent to 4 units) from Minor studies.

### First Year Core units

ABA1000	Academic Discourse and Experience	12
ABA1002	Knowledge, Inquiry and Research	12
ABA1004	Text and Representation	12
ACU1002	Creativity, Communication and the Digital Age	12
ASN1001	Online Screen Media	12
ASN1002	Introduction to Screen Media	12
ASN1003	Motion Graphics	12
ACM1006	Digital Sound and Video	12

### Year 2

ACC2010	Television Production	12
ACC2011	Radio Production	12
ACP2005	Writing the Documentary	12
ASN2001	Cross Media Practice	12
ASN2002	Visual Effects	12
ASN2003	Screen Media Careers	12
ASN2004	Post-Production	12
ASN2005	From Concept to Production	12
Year 3		
ASN3001	Screen Media Enterprise	12
ASN3002	Screen Media Practice	12
Plus		
24 credit point (equivalent to 2 units) of Capstone studies		
ACX3007	Studio Project 1	12
ACX3008	Studio Project 2	12

Plus

48 credit points (equivalent to 4 units) of Minor studies listed

### Minors

AMWRI	Writing
AMIDIG	Digital Media
AMIMAR	Marketing Communication
AMIVSU	Visual Art

## Bachelor of Youth Work

**Course Code:**ABYW

**Campus:**Footscray Park.

**About this course:**This course aims to provide youth workers with practical management and leadership skills to help young people learn about themselves, others and society, through informal educational activities which combine enjoyment, challenge and learning. Youth Workers seek to promote young people's personal and social development and enable them to have a voice, influence and place in their communities and society as a whole. The course is well placed to train professionals who wish to work with young people to assist them to fulfil their potential. Students will increase their understanding of working with young people in community settings as well as acquire a sound knowledge of the structure and practices of the Youth Work industry. The course seeks to graduate students who have a critical awareness of the benefits of specialists in working with disadvantaged communities, in particular young people.

**Course Objectives:** On successful completion of this course, students will be able to:

1. Critically review their knowledge and practice of youth work and its role in empowering young people;
2. Analyse, implement and evaluate the role and significance of youth work in diverse social, political and economic contexts;
3. Articulate their knowledge and skills in diverse contexts regarding youth work and community development policy, practice and management;
4. Contextualise generic knowledge and skills that enable professional effectiveness in youth work and broader community settings;
5. Demonstrate broad and in-depth knowledge and skills for working with young people in community settings;
6. Clearly articulate the social and political dimensions of disadvantage, in particular how it relates to young people;
7. Develop, implement and evaluate a range of leadership functions and skills in a variety of youth and community settings.

**Careers:** This course provides students with the knowledge and skills to work with young people in a range of community settings. It also has multiple employment exit points into schools, as graduates will be eligible to apply for entry to the Master of Teaching (Secondary Education), subject to meeting all entry requirements, or pursue a career in local government.

**Course Duration:** 3 years

**Admission Requirements:** Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in English other than EAL.

**Admission Requirements International:** Completion of a secondary school qualification equivalent to Australia's year 12 or VCE qualification. IELTS or equivalent minimum 6.0 (no band less than 6)

**Admission Requirements Mature Age:** Applicants with relevant work, education and/or community experience may be considered on the basis of equivalence.

**Admission Requirements VET:** Pathways are available from a range of VET courses. Applicants with relevant VET study may be considered.

**Selection Processes:** Other For the NSW cohorts, all students must hold a Diploma of Youth Work (or equivalent) and have industry experience. These students will be provided with the same advanced standing as the Melbourne pathways students. Upon submission of a portfolio of industry experience, students may also be eligible for RPL for additional units. Any assessments of advanced standing and RPL will comply with the University's Advanced Standing Procedures and will ensure consistency of advanced standing and RPL credits across all delivery locations. Students will require a Working with Children Check to be eligible to undertake and participate in workplace visits, placements or projects. Use the following site link to obtain additional information: <http://www.workingwithchildren.vic.gov.au/>

## COURSE STRUCTURE

To attain the Bachelor of Youth Work students will be required to complete:

- 288 credit points (equivalent to 24 units) of Core studies

First Year Core units

AEB1800	Youth Work Practice	12
AEB1801	Youth Work Practice 2	12

AEB1804	Young People in a Global Community	12
AEK1204	Aboriginal History and Political Movements	12
ASA1024	Applied Human Rights	12
AYW1001	Principles of Youth Participation	12
AYW1002	Youth and Community Contexts	12
AYW1003	Youth and Community Programs	12
Year Two		
AEB2802	Ethics and Youth Work Practice	12
AEB2803	Holistic Practice With Young People	12
AEB3803	Professional Practice 1	12
AYW2001	Young People with All Abilities	12
ECY2000	Young People in a Global Community 2	12
ECY2001	Young People and Substance Use	12
ECY3000	Supporting Young People in Dual Diagnosis Settings	12
EDI3001	Rights, Advocacy and Discrimination	12
Year Three		
AEB3801	Youth Policy and Civics	12
AEB3802	Professional Culture and Collaboration	12
AEB3804	Research and Young People	12
AEB3805	Youth Policy, Civics and Culture	12
ECY3001	Working with Young People with Complex Issues	12
ECY3002	Professional Practice 2	24
EEE3011	Digital Life & Learning	12

## Graduate Diploma in Digital Media

**Course Code:** AGDM

**Campus:** City Flinders.

**About this course:** Digital media is at the point where 'average' users can achieve amazing outcomes: films, sound recordings, and magazines. Software and other digital products can be co-opted by people without substantial training for their own purposes. In the near future, it is possible that 'average' users will be able to configure their digital environments in fashions not imaginable now. So who is the digital media professional in this exciting and continually changing landscape? Community, industry and academia require graduates who can be leaders of digital media production; assisting others (individuals, community or commercial enterprises) to reach their goals using digital media, understanding and critiquing the potential of current and future technology, and generating research to push the limits of the field. This course is a postgraduate programme in the practice and theory of

digital media innovation. To contribute to the culture of content creation (for instance, for mobiles, games and digital television), the course focuses on the intersection of video and cross-media production for a range of different contexts including sport, entertainment and business. After this course, students may wish to enter the Master of Digital Media.

**Course Objectives:** On successful completion of this course, students will be able to:

1. Communicate complex knowledge to a variety of audiences, using known and yet to be developed tools in several contexts.
2. Analyse and critique different theoretical positions within the field.
3. Critically and creatively apply domain knowledge across a range of contexts.
4. Exhibit effective problem solving in the management and delivery of digital media projects.
5. Critically apply cognitive, technical and creative skills to identify, investigate, analyse, evaluate and scope complex problems, concepts and theories in a wide range of industry settings.
6. Demonstrate understandings of different cultures, values and dispositions by developing designs for niche audiences.

**Careers:** This course prepares students for work in a diverse range of fields including: digital media practitioner, producer, digital media strategist, digital marketing manager, mobile web designer, cross-media practitioner, and digital post-production.

**Course Duration:** 1 year

**Admission Requirements:** Domestic applicants with a Bachelor Degree in any discipline.

**Admission Requirements International:** Overseas applicants who satisfy the entry requirements for Australian resident students (or demonstrate equivalence) must provide evidence of: 1) proficiency in the English language: International English Language Testing System (IELTS or equivalent) - overall score of 6.5 and no individual band score less than 6.0. 2) A Bachelor degree or equivalent in any discipline.

**Admission Requirements Mature Age:** Mature age applicants with significant professional experience, without a Bachelor Degree, may qualify for admission into this course.

#### COURSE STRUCTURE

To attain the Graduate Diploma in Digital Media students will be required to complete 96 credit points (equivalent to 8 units) consisting of the following:

- 72 credit points (equivalent to 6 units) of Core studies
- 24 credit points (equivalent to 2 units) of Elective studies.

ADM5001	Visuals, Digital Media and a Global World	12
ADM5002	Video Production	12
ADM5003	Web Technologies	12
ADM5004	Analysing the Web and Social Networks	12
ADM6002	Digital Media for Sport and Health	12
ADM6003	Cross-Platform Media Production	12

Plus

24 credit points (equivalent to 2 units) of Elective Studies from the list below

Note: Not all units are offered every year or every semester

ACG5010	International Communication	12
ACG5100	Ethics and Regulations in Communications Practice	12
ACG5203	Print and Web Journalism	12
ACG5212	Organisational Communication	12
ACG5215	Professional Internship	12
ADM6005	Design Management	12
ASA5002	Community Development: Project Planning and Management	12
BCO6007	Business Analytics	12
BHO6505	Marketing Management	12

#### Graduate Diploma in International Community Development

**Course Code:** AGID

**Campus:** Footscray Park.

**About this course:** This unique, practical and popular postgraduate program offers you a personalised education, including workplace training, for a career in community development in the local and international arena. The program is open to graduates of a bachelor in community development as well as degree graduates of other disciplines who are considering a career in community development. If you are already employed in community development and want to advance your career, this program will give you the practical skills and intellectual know-how to be a more capable and skilled professional in real-world settings. Key study areas include: community development theories and practices; international project design, planning and management; social research and evaluation; understanding globalisation and its impacts on communities; leadership in community development; and governance of international organisations. Victoria University is one of the few universities in Australia that offers regional and contextual studies (e.g. Latin America, Africa and Asia) in community development. Specialised areas of study include: social action and change; advocacy and human rights; peace and conflict resolution; and environmental sustainable development. Other related studies can be selected from a long list of elective units. Applicants can apply directly for the Masters course. Alternatively, you can enrol in the Graduate Certificate and then proceed to the Graduate Diploma followed by the Masters. Victoria University values and respects cultural diversity and supports lifelong learning.

**Course Objectives:** On successful completion of this course, students will be able to:

1. Interpret and debate multidisciplinary theoretical perspectives, analyse and problem solve in international and local community development;
2. Justify and review global and regional institutions, structures, challenges and trends and their impacts on development in the developing world as well as industrialised regions;
3. Critically review different schools of thought on globalisation and development and their impacts on communities;
4. Demonstrate critical analytical skills as well as effective communication in writing and other means to interrogate, interpret and debate key theories and academic concepts;
5. Creatively design and develop

ethical research project proposals that address social responsibility and sustainability of community development; and 6. Apply knowledge, principles and theoretical frameworks to frame and inform practice as a reflective practitioner.

**Careers:** This course prepares students for work in a diverse range of fields including international humanitarian and development aid. Students will capably apply frameworks and adapt practices to suit various contexts; plan and manage community development projects; demonstrated initiatives in mobilising communities and building civil society capacity. Students will capably analyse community-based initiatives, recommending relevant approaches and strategies for contemporary investigations. Further, students will be able to manage conflicts that typically arise in groups and communities.

**Course Duration:** 1 year

**Admission Requirements International:** Applicants with a Bachelor degree and above (AQF Level 7 awards) of any discipline Applicants with Bachelor degree in community development or social work can apply for Advanced Standing for up to 4 units (48 credit points). IELTS minimum 6.5 (no band less than 6.0) or equivalent.

**Admission Requirements Mature Age:** Applicants with a Bachelor degree and above (AQF Level 7 awards) of any discipline Applicants with Bachelor degree in community development or social work can apply for Advanced Standing for up to 4 units (48 credit points).

**Selection Processes:** Other Applicants with a Bachelor degree and above (AQF Level 7 awards) of any discipline. Applicants with Bachelor degree in community development or social work can apply for Advanced Standing for up to 4 units (48 credit points).

#### COURSE STRUCTURE

To attain the Graduate Diploma in International Community Development students will be required to complete 96 credit points (equivalent to 8 units) consisting of the following:

- 72 credit points (equivalent to 6 units) of Core studies
- 24 credit points (equivalent to 2 units) of Elective studies.

#### Core Units

AAA5002	Research Methods	12
ASA5001	Community Development: Theory and Practice	12
ASA5002	Community Development: Project Planning and Management	12
ASA5010	Transnational Gender Issues and Human Rights	12
ASA5023	Building Capacity and Mobilising Civil Society	12
ASA5050	Conflict Resolution in Groups and Communities	12
Plus 24 credit points of an Elective from the list below		
AAA5011	Interpreting 'Asia' and the 'Pacific'	12
ASA5004	Engaging Communities for Sustainability	12

ASA5007	Latin America: Roots and Radicalism	12
ASA5008	Peace, Violence and Conflict	12
ASA5011	Human Rights Theory and Practice	12
ASA5012	Migration, Culture and Identity	12
ASA5022	Approaches to Globalisation	12
ASA5024	Management in Non-Government Organisations	12
ASA5055	Regional and International Organisations and Policy	12
ASS5002	Oceania in the Modern World	12
ASS5080	Contemporary Africa and Social Change	12
ASX5000	Study Tour	12
EED6013	Post-Colonial and Indigenous Approaches to Learning and Teaching in the 21 Century	24

#### Bachelor of Arts (Honours)

**Course Code:** AHBA

**Campus:** Footscray Park.

**About this course:** The Bachelor of Arts (Honours) program provides a course of advanced study which consolidates and extends knowledge gained in the Bachelor of Arts, Bachelor of Creative Arts, Bachelor of Youth Work or a relevant undergraduate degree. It also provides students with research experience and the ability to plan and execute an independent research project. It develops advanced cognitive skills to review, analyse and synthesise knowledge. The Honours Program is the preferred prerequisite for a postgraduate higher degree by research (Masters or PhD) and provides a pathway for research and further learning. The course is delivered using a flexible blended approach with a combination of face-to-face-seminars, workshops and on-line activities.

**Course Objectives:** On successful completion of this course, students will be able to:

1. demonstrate a broad understanding of a body of knowledge within the humanities, social sciences or creative arts along with cognate theoretical concepts with advanced understanding in some areas
2. use advanced cognitive, research and problem-solving skills to review, interpret and analyse knowledge to identify a research problem
3. plan and execute an independent project and/or piece of research and scholarship with some independence
4. communicate the results of independent research in discipline appropriate contexts to a variety of audiences.
5. demonstrate broad understanding of academic methodological concepts in a variety of disciplines within the humanities, social sciences, and/or creative arts
6. demonstrate a broad understanding of a range of theoretical concepts, perspective and applications in a variety of disciplines in the humanities, social sciences and/or creative arts
7. demonstrate competence in use of advanced academic conventions of writing, presentation and communication at an honours level

**Careers:** Students with the higher qualification of a BA honours degree have better employment prospects than students with a BA. Honours appears to give students a 'leading edge with employers' and is a criteria for acceptance into many of the graduate positions within the public and private sectors. Honours is also the preferred

prerequisite for entry into postgraduate research degrees and is utilised as a ranking system for the awarding of postgraduate scholarships.

**Course Duration:** 1 year

**Admission Requirements Mature Age:** To qualify for admission into the course, students must have successfully completed a cognate or non-cognate Australian Bachelor Degree (AQF7) that is not more than 10 years old. An applicant will usually have attained a Distinction (D) or High Distinction (HD) in units of study related to the intended discipline of Honours study. Entry into the Honours course will normally occur not more than two years after the completion of the first degree.

#### COURSE STRUCTURE

To attain the Bachelor of Arts (Honours), students will be required to complete 96 credit points consisting of:

- 48 credit points (equivalent to 2 Units) of Core studies
- 48 credit points (equivalent to 2 Units) of Thesis studies or a Creative Project studies depending on discipline.

AHA5001 Research Methodologies 24

AHA5002 Theories and Debates in Research 24

and ONE of the following options:

Option A

AHA5003 Honours Thesis Part A 24

AHA5004 Honours Thesis Part B 24

OR

Option B

ACI4002 Honours Individual Creative Project A 24

ACI4003 Honours Individual Creative Project B 24

### Master of International Community Development

**Course Code:**AMCD

**Campus:**Footscray Park.

**About this course:** This unique, practical and popular postgraduate course offers you personalised learning, including in workplace settings, important for a career in community development in the local and international arena. The course is open to graduates of a Bachelor in Community Development as well as degree graduates of other disciplines who are considering a career in community development. If you are already employed in community development and want to advance your career, this program will give you the practical skills and intellectual know-how to be a more capable and skilled professional in real-world settings. Key study areas include: community development theories and practices; international project design, planning and management; social research and evaluation; understanding globalisation and its impacts on communities; leadership in community development; and governance of international organisations. Victoria University is one of the few universities in Australia that offers regional and contextual studies (e.g. Latin America, Africa and Asia) in community development. Specialised areas of study include: social action

and change; advocacy and human rights; peace and conflict resolution; and environmental sustainable development. Other related studies can be selected from a long list of elective units. Applicants with an undergraduate degree can apply directly for the Masters course. Alternatively, you can apply for the Graduate Certificate course and then proceed to the Masters. Victoria University values and respects cultural diversity and supports lifelong learning.

**Course Objectives:** On successful completion of this course, students will be able to:

1. Critique global and regional political structures, and their impact on development in the developing world as well as industrialised regions;
2. Conceptually map different schools of thought on globalisation and development and their impacts on communities;
3. Deconstruct the role of civil society and grassroots social movements in relation to international community development;
4. Use critical analytical skills to interrogate and interpret key theories and academic concepts;
5. Creatively employ advanced skills in research and project management in international community development contexts;
6. Devise and execute a substantial research based project or evidence-based capstone experience;
7. Resolve complex or emerging problems in professional practice and in contemporary international community development settings by applying knowledge and skills in a real world context.

**Careers:** This course prepares students for work in a diverse range of fields including international humanitarian and development aid, human rights, child protection, gender and culture, environmental sustainability, and community and lifelong education. Graduates have become advocates for social change in fields with international and local implications such as: climate change, sustainable agriculture, international health including HIV/AIDS, youth work, gender and development, housing advocacy, human rights, adult education, conflict resolution and policy development in government and non-government organisations, and international organisations concerned with community development. Graduates have pursued careers such as community engagement officers, journalists, community trainers, researchers and policy officers.

**Course Duration:** 2 years

**Admission Requirements International:** Applicants with a Bachelor degree and above (AQF Level 7 awards) of any disciplines. IELTS minimum 6.5 (no band less than 6.0) or equivalent.

**Admission Requirements Mature Age:** Applicants with Bachelor degree and above (AQF Level 7 awards) of any disciplines.

**Selection Processes:** Other Applicants with a Bachelor degree and above (AQF Level 7 awards) of any discipline. Applicants with Bachelor degree in community development or social work can apply for Advanced Standing for up to 4 units (48 credit points).

#### COURSE STRUCTURE

To complete the Master of International Community Development students will be required to complete 192 credit points consisting of the following:

- 72 credit points of Core studies
- 72 credit points of Elective studies.
- 48 credit points of either Community-Based Research or Research Thesis.



Year 1			ASX5000 Study Tour	12
AAA5002	Research Methods	12	ACG5098 Managing Public Relations Campaigns	12
ASA5001	Community Development: Theory and Practice	12	EED6013 Post-Colonial and Indigenous Approaches to Learning and Teaching in the 21 Century	24
ASA5002	Community Development: Project Planning and Management	12		
ASA5010	Transnational Gender Issues and Human Rights	12		
ASA5023	Building Capacity and Mobilising Civil Society	12		
ASA5050	Conflict Resolution in Groups and Communities	12		
Plus 24 credit points (equivalent to 2 units) of Elective units from the list below				
Year 2				
OPTION A - Community-based Research				
ASA6005	Community-Based Research (Part 1)	24		
ASA6006	Community-Based Research (Part 2)	24		
Plus 48 credit points (4) Elective units from the list below				
OR				
OPTION B - Research Thesis				
ASA6003	Research Thesis (Part 1)	24		
ASA6004	Research Thesis (Part 2)	24		
Plus 48 credit points (4) Elective units from the list below				
ELECTIVES				
AAA5011	Interpreting 'Asia' and the 'Pacific'	12		
ASA5004	Engaging Communities for Sustainability	12		
ASA5007	Latin America: Roots and Radicalism	12		
ASA5008	Peace, Violence and Conflict	12		
ASA5011	Human Rights Theory and Practice	12		
ASA5012	Migration, Culture and Identity	12		
ASA5022	Approaches to Globalisation	12		
ASA5024	Management in Non-Government Organisations	12		
ASA5050	Conflict Resolution in Groups and Communities	12		
ASA5055	Regional and International Organisations and Policy	12		
ASS5002	Oceania in the Modern World	12		
ASS5080	Contemporary Africa and Social Change	12		

## Master of Digital Media

**Course Code:**AMDM

**Campus:**City Flinders.

**About this course:**Digital media is at the point where 'average' users can achieve amazing outcomes: films, sound recordings, and magazines. Software and other digital products can be co-opted by people without substantial training for their own purposes. In the near future, it is possible that 'average' users will be able to configure their digital environments in fashions not imaginable now. So who is the digital media professional in this exciting and continually changing landscape? Community, industry and academia require graduates who can be leaders of digital media production; assisting others (individuals, community or commercial enterprises) to reach their goals using digital media, understanding and critiquing the potential of current and future technology, and generating research to push the limits of the field. This course is a postgraduate programme in the practice and theory of digital media innovation. To contribute to the culture of content creation (for instance, for mobiles, games and digital TV), the course focuses on the intersection of video and cross-media production for a range of different contexts including sport, entertainment and business. There are options for students who already have experience in digital media and also for students who have not yet had the opportunity to study in this area. To provide flexibility, the course structure has three exit points, Graduate Certificate, Graduate Diploma and Masters.

**Course Objectives:**On successful completion of this course, students will be able to:

1. Plan and execute a research project that requires high level and independent judgement that may be developed into a larger research initiative;
2. Communicate complex knowledge to a variety of audiences, using known and yet to be developed tools in several contexts;
3. Analyse and critique different theoretical positions within the field;
4. Critically and creatively apply domain knowledge across a range of contexts;
5. Exhibit effective problem solving in the management and delivery of digital media projects;
6. Critically apply creative skills to scope complex problems, concepts and theories in a wide range of industry settings
7. Analyse and critique understandings of different cultures, values and dispositions by developing designs for niche audiences.

**Careers:**This course prepares students for work in a diverse range of fields including: digital media practitioner, producer, digital media strategist, digital marketing manager, mobile web designer, cross-media practitioner, and digital postproduction.

**Course Duration:** 2 years

**Admission Requirements:** Domestic applicants with a Bachelor Degree in any discipline.

**Admission Requirements International:**Overseas applicants who satisfy the entry requirements for Australian resident students (or demonstrate equivalence) must provide evidence of: 1) proficiency in the English language: International English Language Testing System (IELTS or equivalent) - overall score of 6.5 and no individual band score less than 6.0. 2) A Bachelor degree or equivalent in any

discipline. (Mature age applicants with significant professional experience, without a Bachelor Degree, may qualify for admission into this course.)

**Admission Requirements Mature Age:** The admission requirement for this course is normally a Bachelor degree in any discipline. Mature age applicants with significant professional experience, without a Bachelor Degree, may qualify for admission into this course.

#### COURSE STRUCTURE

To attain the Master of Digital Media students will be required to complete 192 credit points in total consisting of: Option A 120 credit points (equivalent to 10 units) of Core Studies 72 credit points (equivalent to 6 units) of Elective Studies. OR Option B 144 credit points (equivalent to 12 units) of Core Studies 48 credit points (equivalent to 4 units) of Elective Studies.

##### Year 1

ACG5200	Approaches to Research	12
ADM5001	Visuals, Digital Media and a Global World	12
ADM5002	Video Production	12
ADM5003	Web Technologies	12
ADM5004	Analysing the Web and Social Networks	12
ADM6002	Digital Media for Sport and Health	12
ADM6003	Cross-Platform Media Production	12

Plus 12 credit points (equivalent to 1 elective unit) from the list below

##### Year 2

##### Option A

ACG6021	Research Methodologies	12
ACG6022	Research Project	12
ACG6023	Communicating Research	12

Plus 60 credit points (equivalent to 5 units) of Electives from the list below

OR

##### Option B

ACG6015	Minor Thesis (Full-Time)	48
ACG6021	Research Methodologies	12

Plus 36 credit points (equivalent to 3 units) of Electives from the list below

or (for part-time students)

ACG6021	Research Methodologies	12
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ACG6100	Minor Thesis (Part-Time) Part One	24
ACG6200	Minor Thesis (Part-Time) Part Two	24

Plus 36 credit points (equivalent to 3 units) of Electives from the list below  
Elective List

Note: Not all units are offered every year or every semester

ACG5010	International Communication	12
ACG5100	Ethics and Regulations in Communications Practice	12
ACG5203	Print and Web Journalism	12
ACG5212	Organisational Communication	12
ACG5215	Professional Internship	12
ADM6005	Design Management	12
ASA5002	Community Development: Project Planning and Management	12
BCO6007	Business Analytics	12
BHO6505	Marketing Management	12

#### Master of TESOL

**Course Code:**AMTL

**About this course:** The offshore Master of TESOL course provides students with relevant content and research based learning opportunities to allow them to become effective teachers and managers of English to Speakers of Other Languages programs in Vietnam.

**Course Objectives:** On successful completion of this course, students will be able to:

1. Critically review and theorise their understanding of fundamental principles of recent and applied language teaching and learning in a TESOL environment;
2. Evaluate, implement and analyse English as a second or additional language current curricula and pedagogical programs that are locally, nationally and internationally applicable;
3. Investigate and conceptually map English as a second or additional language learning programs that are underpinned by researched principles of language teaching and a thorough knowledge of the systems of the English language;
4. Exhibit competence in a range of key knowledge areas in second language acquisition including curriculum development, learning approaches and assessment;
5. Plan and execute substantial research and/or implement capstone experience relevant to their professional responsibilities and interests in the area of TESOL;
6. Investigate and assess the role of social and cultural contexts in the English language teaching and learning, and generate adaptable solutions to complex problems in such contexts, and advocate the role of TESOL teachers for social responsibility;
7. Develop and apply critical and analytical skills in relevant research projects, and communicate and transmit these ideas to peers;
8. Apply and validate the theoretical and practical learning opportunities provided in each unit of study to become accomplished and autonomous TESOL practitioners;
9. Implement their enhanced teaching skills and critically reflect on and innovate theory and professional practice in second language contexts.

**Careers:**The Master of TESOL course provides offshore learners with opportunities to be employed in a range of TESOL contexts in a range of TESOL related teaching and managerial roles. High achievers can also access further Higher Educational opportunities.

**Course Duration:** 1.5 years

**Selection Processes:** Other A recognised degree in appropriate disciplines are required (1) successful completion of the Hanoi University Graduate Diploma in TESOL or successful completion of another postgraduate level TESOL course deemed by VU to be of equivalent standard to the VU Graduate Diploma in TESOL (2) to attend an interview with the Course Coordinator or nominee, (3) to submit a current version of their CV with at least a list of 3 referees and (4) to present a 200 word statement outlining why they are interested in undertaking this course, (5) successful completion of the units of the Graduate Diploma in TESOL with a minimum average of Distinction (70%/D) or equivalent, (6) to have current or recent working experience in an education or teaching environment.

#### COURSE STRUCTURE

To complete the Master of TESOL students will be required to complete 144 credit points. Students enter the program with the following entry prerequisites:

- After receiving 72 credit points advanced standing for completing the Graduate Diploma in TESOL from Hanoi University AND fulfilling Admission Requirements;
- After receiving 72 credit points advanced standing from Ho Chi Minh City Open University, Vietnam National University (or other universities or institutions at the Program Coordinator's discretion) AND fulfilling Admission requirements.

#### Year 1

ACG5010	International Communication	12
ACG5216	Professional Public Speaking	12
AEG5123	TESOL Methodology	24
AEG5125	Literacy Methodology	12
AEG5126	Techniques in TESOL	12

#### Year 2

AED5001	Education Research Design and Methods	24
AED5009	Innovation	24
AED5008	Evaluation	24

#### Graduate Certificate in Digital Media

**Course Code:** ATDM

**Campus:** City Flinders.

**About this course:** Digital media is at the point where 'average' users can achieve amazing outcomes: films, sound recordings, and magazines. Software and other digital products can be co-opted by people without substantial training for their own

purposes. In the near future, it is possible that 'average' users will be able to configure their digital environments in fashions not imaginable now. So who is the digital media professional in this exciting and continually changing landscape? Community, industry and academia require graduates who can be leaders of digital media production; assisting others (individuals, community or commercial enterprises) to reach their goals using digital media, understanding and critiquing the potential of current and future technology, and generating research to push the limits of the field. This course is a postgraduate programme in the practice and theory of digital media innovation. To contribute to the culture of content creation (for instance, for mobiles, games and digital television), the course focuses on the intersection of video and cross-media production for a range of different contexts including sport, entertainment and business. After this course, students may wish to enter the Graduate Diploma in Digital Media or the Master of Digital Media.

**Course Objectives:** On successful completion of this course, students will be able to:

1. Communicate complex knowledge to a variety of audiences, using known and yet to be developed tools in several contexts;
2. Analyse and critique different theoretical positions within the field;
3. Critically and creatively apply domain knowledge across a range of contexts;
4. Exhibit effective problem solving in the management and delivery of digital media projects;
5. Critically apply cognitive, technical and creative skills to identify, investigate, analyse, evaluate and scope complex problems, concepts and theories in a wide range of industry settings; and
6. Demonstrate understandings of different cultures, values and dispositions by developing designs for niche audiences.

**Careers:** This course prepares students for work in a diverse range of fields including: digital media practitioner, producer, digital media strategist, digital marketing manager, mobile web designer, cross-media practitioner, and digital post-production.

**Course Duration:** 0.5 years

**Admission Requirements International:** Applicants with a Bachelor degree and above (AQF Level 7 awards) of any disciplines. In addition to satisfying the entry requirements for Australian Resident students or demonstrating equivalence, overseas students must provide evidence of proficiency in the English language: International English Language Testing System, or equivalent, - overall score of 6.5 and no individual band score less than 6.

**Admission Requirements Mature Age:** The admission requirement is a three year first degree in any discipline. Applicants with relevant work, education and/or community experience may be considered on the basis of equivalence.

#### COURSE STRUCTURE

The Graduate Certificate in Digital Media is a 48 credit points (4 unit), one semester full-time award which may be studied in part-time mode.

Select 36 credit points (equivalent to 3 units) from the following

ADM5001	Visuals, Digital Media and a Global World	12
ADM5002	Video Production	12
ADM5003	Web Technologies	12
ADM5004	Analysing the Web and Social Networks	12

ADM6002	Digital Media for Sport and Health	12
ADM6003	Cross-Platform Media Production	12
Plus 12 credit points (equivalent to 1 unit) of an Elective from the list below		
ACG5215	Professional Internship	12
ACG5010	International Communication	12
ACG5100	Ethics and Regulations in Communications Practice	12
ACG5203	Print and Web Journalism	12
ADM6005	Design Management	12
ASA5002	Community Development: Project Planning and Management	12
BCO6007	Business Analytics	12
BHO6505	Marketing Management	12

### Graduate Certificate in International Community Development

**Course Code:**ATID

**Campus:**Footscray Park.

**About this course:**This unique, practical and popular postgraduate program offers you a personalised education, including workplace training, for a career in community development in the local and international arena. The program is open to graduates of a bachelor in community development as well as degree graduates of other disciplines who are considering a career in community development. If you are already employed in community development and want to advance your career, this program will give you the practical skills and intellectual know-how to be a more capable and skilled professional in real-world settings. Key study areas include: community development theories and practices; international project design, planning and management; social research and evaluation; understanding globalisation and its impacts on communities; leadership in community development; and governance of international organisations. Victoria University is one of the few universities in Australia that offers regional and contextual studies (e.g. Latin America, Africa and Asia) in community development. Specialised areas of study include: social action and change; advocacy and human rights; peace and conflict resolution; and environmental sustainable development. Other related studies can be selected from a long list of elective units. Applicants can apply directly for the Masters course. Alternatively, you can enrol in the Graduate Certificate and then proceed to the Graduate Diploma followed by the Masters. Victoria University values and respects cultural diversity and supports lifelong learning.

**Course Objectives:**On successful completion of this course, students will be able to:

1. Act ethically, socially responsibly and sustainably in community development practices in the developing world as well as industrialised regions;
2. Interpret community development theoretical concepts and related knowledge to think critically in appropriate approaches to address socio-cultural problems in contemporary societies;
3. Critically analyse and evaluate effectiveness of community development programs in local and international contexts;
4. Demonstrate creative and innovative responses to contemporary and future challenges facing the communities;
5. Effectively communicate in writing or other

means to interrogate, interpret and debate key theories and academic concepts; and  
6. Initiate, design and appropriately manage community development projects.

**Careers:**This course prepares students for work in a diverse range of fields including international humanitarian and development aid. Students will capably apply frameworks and adapt practices to suit various contexts; plan and manage community development projects; demonstrated initiatives in mobilising communities and building civil society capacity.

**Course Duration:**0.5 years

**Admission Requirements International:**Applicants with a Bachelor degree and above (AQF Level 7 awards) of any disciplines. IELTS minimum 6.5 (no band less than 6.0) or equivalent.

**Admission Requirements Mature Age:**Community development practitioners with a minimum of 5 years relevant professional experience as approved by the Course Coordinators and applicants with Bachelor degree and above (AQF Level 7 awards) of any disciplines.

**Selection Processes:** Other Applicants with a Bachelor degree and above (AQF Level 7 awards) of any discipline Applicants with a minimum of 5 years relevant professional experience as approved by the Course Coordinator may be considered on the basis of equivalence.

#### COURSE STRUCTURE

The Graduate Certificate in International Community Development is a 48 credit points (4 unit), one semester full-time award which may be studied in part-time mode.

Select 36 credit points (equivalent to 3 units) from the following

AAA5002	Research Methods	12
ASA5001	Community Development: Theory and Practice	12
ASA5002	Community Development: Project Planning and Management	12
ASA5010	Transnational Gender Issues and Human Rights	12
ASA5023	Building Capacity and Mobilising Civil Society	12
ASA5050	Conflict Resolution in Groups and Communities	12
Plus 12 credit points (equivalent to 1 unit) of an Elective from the list below		
AAA5011	Interpreting 'Asia' and the 'Pacific'	12
ASA5004	Engaging Communities for Sustainability	12
ASA5007	Latin America: Roots and Radicalism	12
ASA5008	Peace, Violence and Conflict	12
ASA5011	Human Rights Theory and Practice	12
ASA5012	Migration, Culture and Identity	12

ASA5022	Approaches to Globalisation	12
ASA5024	Management in Non-Government Organisations	12
ASA5055	Regional and International Organisations and Policy	12
ASS5002	Oceania in the Modern World	12
ASS5080	Contemporary Africa and Social Change	12
ASX5000	Study Tour	12

## Bachelor of Early Childhood Education

**Course Code:**EBEC

**Campus:**Footscray Park.

**About this course:**The Bachelor of Early Childhood Education prepares graduates to teach children from 0-5 years and understand the transition to school through a mix of curriculum, learning and pedagogical theory, professional studies, practicum experiences, and cultural studies. Specifically, units focus on psychology and child development, teaching pedagogies, education and curriculum studies, family and community contexts, history and philosophy of early childhood, and early childhood professional practice. Placement includes 80 days supervised professional experience inclusive of 10 days supervised professional experience with children birth to under 3 years old (0-35 months) and a significant number of days in early childhood settings with children aged 3 until before they start formal schooling. Also included in the placement are 5 days in a primary school setting to reflect a connection between early childhood and formal schools experiences as related to transition. The course has been designed with the intention of addressing explicitly the requirements of the Australian Children's Education and Care Quality Authority (ACECQA) and to register with the Victorian Institute for Teaching (VIT) as early childhood teachers.

**Course Objectives:**On successful completion of this course, students will be able to:

1. Initiate teaching and learning practices that foster learner engagement in complex contexts and foreground Aboriginal standpoints in early childhood education.
2. Critically reflect on different ways of knowing, being, and doing founded on the view of children and families as capable contributors to conceptual and pedagogical decision-making in learning and teaching.
3. Design teaching practices that reflect an ability to contextualise, question, resist, rethink, and act towards equity and the public good.
4. Exhibit a broad and coherent body of knowledge of pedagogy, curriculum and assessment in relation to the changing nature of education in a rapidly-evolving global context.
5. Critically review and articulate a range of oral and written communication techniques, including in the use of Information and Communication Technologies, to engage and connect with students, their parents/carers and the wider community,
6. Design learning opportunities that embrace a rich and varied curriculum, ensure that learning and teaching approaches are based on sound ethical principles and foster reciprocal relationships in early childhood settings.

**Careers:**With an early childhood education degree from VU, you'll be job-ready before you graduate thanks to the extensive experience you'll gain teaching in a classroom. You'll be ready to work locally in Victoria as an Early childhood teacher. Graduates can find employment in a public or private kindergarten, long day care center, or early childhood center in the state of Victoria, Australia.

**Course Duration:**3 years

**Admission Requirements:**Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English.

**Admission Requirements International:**Completion of an Australian Senior Secondary Certificate (VCE or equivalent) PLUS IELTS (or equivalent) Overall score of 6.5 with no band less than 6.0.

**Admission Requirements Mature Age:**Applicants with relevant work, education and/or community experience will be considered for admission to the course.

**Admission Requirements VET:**Completion of a cognate (similar discipline) Australian Diploma or Advanced Diploma (or equivalent) will be granted advanced standing.

### COURSE STRUCTURE

To attain the Bachelor of Early Childhood Education students will be required to complete:

- 288 credit points of Core studies

Students also undertake practical placements that include 80 days supervised professional experience.

#### Year 1

EEC1101	Personal and Professional Learning	12
EEC1102	Orientation to Education and Human Development	12
EEC1103	ICT in Education for the 21st Century	12
EEC1104	Healthy, Active Individuals and Communities	12
EEC1105	Reconciling Australian Humanities Education	12
EEC1107	Educating for STEM	12
EEC1109	Numeracy for Education	12
EEC1110	Literacy for Education	12

#### Year 2

ECE2001	Practice in Partnership 1	12
ECE2002	Practice in Partnership 2	12
ECE2003	History, Philosophy and Early Childhood Education	12
ECE2004	Engaging with Place through Rethinking Childhoods and Development	12
ECE2005	Engaging with Place through Play	12
ECE2006	Materiality in Early Childhood: Visual and Creative Arts	12
ECE2007	Moving with Young Children	12
ECE2008	Music, Movement and Dramatic Arts	12

Year 3		
ECE3001	Thinking with Young Children: Language and Literacy	12
ECE3002	Advocacy in Leadership and Management in Early Childhood Education	12
ECE3003	Practice in Partnership 3	12
ECE3004	Critical and Contemporary Issues in Early Childhood Education	12
ECE3005	Equity, Social Justice and Diversity in Early Childhood Education	12
ECE3006	Thinking with Young Children: Science, Maths and Technology	12
ECE3007	Practice in Partnership 4	24

## Bachelor of Education (P-12)

**Course Code:** EBED

**Campus:** Footscroy Park.

**About this course:** The Bachelor of Education (P-12) is a four-year, full-time teacher education course that examines the continuum of education and provides you with sufficient background, skills, and knowledge to teach from Preparatory year (Foundation) through to Year 12. It also provides a community and school-based approach to teacher education, with significant opportunities for students to pursue a range of teaching methods. Throughout the course, you will work in primary and secondary settings to complete at least 80 days of supervised teaching practice. This partnership between schools and the university provides the context through which you will engage in a praxis inquiry model that links practice and theory. In Year 4 of the course, you will participate in an extended placement in either a primary, secondary or Special Education setting. The Bachelor of Education offers majors in 16 specialist areas as listed below:

- Art
- Biology
- Digital Media
- Disability Studies in Education
- English (Literary Studies)
- Environmental Science
- Food Technology
- Health
- Humanities
- Mathematics (This specialisation has a prerequisite of a study score of 20 in any VCE maths)
- Media Studies
- Music
- Outdoor Education
- Physical Education (Secondary)
- Psychology
- Student Welfare

Graduates with a major in Disabilities Studies in Education will have a professional qualification to teach in special education settings. Students will have to satisfy the national requirements for teacher registration through satisfactory completion of the

Literacy and Numeracy Test for Initial Teacher Education Students prior to commencement of the second full-time year of the course. From the start of 2018 those students commencing the course in year two with advanced standing will need to have met the required benchmarks of the Literacy and Numeracy Test for Initial Teacher Education on entry. In accordance with Department of Education and Training Policy you are also required to complete a "Working with Children Check" prior to being placed in a school. Additionally, students selecting to major in Outdoor Education will be required by completion of the Level 1 units in the major to have a current Leaders Wildemess First Aid certificate (or equivalent). An exit qualification may be available for students who do not to complete the full requirements of the four year degree.

**Course Objectives:** On successful completion of this course, students will be able to:

1. Exhibit broad and coherent body of knowledge of pedagogy, curriculum and assessment in relation to the changing nature of education in a rapidly-evolving global context,
2. Critically review knowledge of educational issues to improve classroom practice in primary and secondary classrooms and strengthen students' relations with their local community,
3. Plan learning programs that richly embrace a varied curriculum, and are responsive to students' diverse physical, social, cultural and intellectual characteristics,
4. Exhibit a range of learning theories and integrate these into the planning and implementation of programs in order to enhance student learning,
5. Critically review and articulate a range of oral and written communication techniques, including in the use of Information and Communication Technologies, to engage and connect with students, their parents/carers and the wider community,
6. Analyse the importance of fostering students' creative skills and thought processes so as to prepare them to confront and pro-actively solve 21st Century challenges,
7. Develop contextual understandings of contemporary life in a global community, and collaborate with students and colleagues to promote principles of peace, sustainability, ethical conduct, and political and economic freedom,
8. Articulate and exhibit the ideologies of socially just education through awareness, inclusion, equity and access,
9. Critically review the changing nature of society to the development of educational policies, curriculum, pedagogy and assessment processes relevant to students' needs,
10. Collaborate with schools to interrogate and critically analyse the role and practice of education, for the purpose of continuous improvement and
11. Engage with the profession in order to challenge understandings and practices, heighten professional satisfaction, ultimately leading to the enrichment of educational opportunities and contexts for students.

**Careers:** Graduates from the Bachelor of Education (P-12) are qualified to be accredited by the Victorian Institute of Teaching to teach in primary and secondary school settings. Graduates with a major in Disabilities Studies in Education will have a professional qualification to teach in Special Education settings.

**Course Duration:** 4 years

**Admission Requirements:** Units 3 and 4 - a study score for English as an Additional Language (EAL) 30 or any other English 25 AND successful completion of Units 1 and 2 - two units of general mathematics or mathematical methods (any). Selection will include completion and results of a non-academic attributes assessment currently set as the CASPer test. CASPer is an online test designed to assess an applicant's personal and professional attributes and is a requirement for many of the initial teacher training courses in Victoria.

**Admission Requirements International:** International students from non-English speaking countries are required to demonstrate a minimum IELTS (Academic) of 7.0 overall (Speaking & Listening 7.5, Reading & Writing 6.5), or equivalent. Selection will include completion and results of a non-academic attributes assessment currently set as the CASPer test. CASPer is an online test designed to assess an applicant's personal and professional attributes and is a requirement for many of the initial teacher training courses in Victoria.

**Admission Requirements Mature Age:** Applicants who do not meet the normal admission requirements but who possess appropriate educational qualifications, work or life experiences which potentially would enable them to successfully engage with the intellectual demands of the course and of teaching, will be considered for admission. Selection will include completion and results of a non-academic attributes assessment currently set as the CASPer test. CASPer is an online test designed to assess an applicant's personal and professional attributes and is a requirement for many of the initial teacher training courses in Victoria.

**Selection Processes:** OtherEntry to the Bachelor of Education (P-12) is guaranteed for International Students on the condition that they meet the IELTS (Academic) assessment, or equivalent, at the time of entry to the course, with an average band score of 7.0, with no score below 6.5 in any of the four skills areas and a score of no less than 7.5 in speaking and listening. Students will also have to satisfy the National requirements for teacher registration through satisfactory completion of the National Literacy and Numeracy Test for Initial Teacher Education Students prior to starting the course or prior to commencement of their second full-time year of study. A satisfactory achievement of the benchmark of the test is required before course completion for teacher registration can be approved. Students will require a Working with Children Check to be eligible to undertake and participate in workplace visits, placements or projects. Use the following site link to obtain additional information: <http://www.workingwithchildren.vic.gov.au/>

#### COURSE STRUCTURE

To attain the Bachelor of Education (P-12) students will be required to complete 384 credit points consisting of:

- 216 credit points of Core studies
- 96 credit points of Major studies
- 72 credit points (either Option A, B, C or D below)

Students are required to pass the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) in order to be eligible to graduate from their Victorian Institute of Teaching-accredited program. Option A (This option is recommended for students who choose to undertake a second Secondary teaching method. This option is not available to students majoring in Humanities, Biology or Environmental Science)

- 48 credit points of Minor Studies
- 24 credit points of applicable Curriculum and Pedagogy units (listed below)

Option B (This option is mandatory for students who choose to major in Humanities, Biology and Environmental Science and teach to Senior Secondary levels)

- 24 credit points of Part units (listed below)
- 24 credit points of applicable Curriculum and Pedagogy units in Biology, Environmental Science or Humanities (listed below)

- 24 credit points of Elective units (listed below)

Option C (This option is mandatory for students who choose to major in Humanities, Biology or Environmental Science and teach Years 7-10 only)

- 24 credit points of Part units (listed below)
- 48 credit points of Elective units (listed below)

Option D (This option is suitable for students who require more flexible enrolment opportunities)

- 72 credit points of any Minors or Elective units (listed below).

#### Additional Notes

- Students are required to meet the required benchmarks for LANTITE prior to commencement of their second year placement units.
- Students will need to monitor the VIT website for details in relation to the tests that will be considered; a link to advice and fact sheets about the test and to the external test provider. Refer to [www.vit.vic.edu.au](http://www.vit.vic.edu.au)
- Students also complete a minimum of 80 days Professional Experience comprising well-structured, supervised and assessed teaching practice.

#### Year 1

EEC1101	Personal and Professional Learning	12
EEC1102	Orientation to Education and Human Development	12
EEC1103	ICT in Education for the 21st Century	12
EEC1104	Healthy, Active Individuals and Communities	12
EEC1105	Reconciling Australian Humanities Education	12
EEC1106	Teaching Primary Mathematics 1	12
EEC1107	Educating for STEM	12
EEC1108	Literacy Across the Continuum 1	12

#### Year 2

EEC2101	Engaging Students: High Expectations for All	12
EEC2102	Teaching Primary Mathematics 2	12
EEC2103	Teaching Primary Science	12
EEC2104	Creativity and the Arts	12

#### AND

24 credit points Major units

24 credit points Option A, B, C, D

#### Year 3

24 credit points Major units		ECP3037	Science Curriculum and Pedagogy 1	12	
24 credit points Major Curriculum and Pedagogy units		ECP3038	Science Curriculum and Pedagogy 2	12	
48 credit points Option A, B, C, D		ECP3041	Student Welfare Curriculum and Pedagogy 1	12	
Year 4		ECP3042	Student Welfare Curriculum and Pedagogy 2	12	
EEC4101	Curriculum, Assessment and Reporting	12	ECP3047	Teaching English as An Additional Language (TEAL) Curriculum and Pedagogy 1	12
EEC4102	Literacy Across the Continuum 2	12	ECP3048	Teaching English as An Additional Language (TEAL) Curriculum and Pedagogy 2	12
EEC4103	Entering the Profession	12	ECP3049	Art Curriculum and Pedagogy 1	12
EEC4104	Teaching Primary Mathematics 3	12	ECP3050	Art Curriculum and Pedagogy 2	12
EEC4105	On Becoming a Teacher	24	ECP3051	Technology Studies - Food Curriculum and Pedagogy 1	12
AND		ECP3052	Technology Studies - Food Curriculum and Pedagogy 2	12	
24 credit points Major units		ECP3053	Physical Education (Secondary Teaching) Curriculum and Pedagogy 1	12	
CURRICULUM AND PEDAGOGY UNITS		ECP3054	Physical Education (Secondary Teaching) Curriculum and Pedagogy 2	12	
ECP3007	English Curriculum and Pedagogy 1	12	Curriculum and Pedagogy units for teaching at Senior Secondary levels:		
ECP3008	English Curriculum and Pedagogy 2	12	ECP3001	Biology Curriculum and Pedagogy 1	12
ECP3011	Health Curriculum and Pedagogy 1	12	ECP3002	Biology Curriculum and Pedagogy 2	12
ECP3012	Health Curriculum and Pedagogy 2	12	ECP3009	Environmental Science Curriculum and Pedagogy 1	12
ECP3017	Humanities Curriculum and Pedagogy 1	12	ECP3010	Environmental Science Curriculum and Pedagogy 2	12
ECP3018	Humanities Curriculum and Pedagogy 2	12	ECP3013	History Curriculum and Pedagogy 1	12
ECP3019	Digital Media Curriculum and Pedagogy 1	12	ECP3014	History Curriculum and Pedagogy 2	12
ECP3020	Digital Media Curriculum and Pedagogy 2	12	ELECTIVE UNITS		
ECP3023	Mathematics Curriculum and Pedagogy 1	12	EEE1100	English and Literacy	12
ECP3024	Mathematics Curriculum and Pedagogy 2	12	EEE1200	Mathematics and Numeracy	12
ECP3025	Media Studies Curriculum and Pedagogy 1	12	EEE3004	Middle Years of Schooling 1	12
ECP3026	Media Studies Curriculum and Pedagogy 2	12	EEE3005	Middle Years of Schooling 2	12
ECP3027	Music Curriculum and Pedagogy 1	12	EEE3006	Social Context of Teaching and Learning in Secondary Schools	12
ECP3028	Music Curriculum and Pedagogy 2	12	EEE3007	Wellbeing in Schools	12
ECP3029	Outdoor Education (Including Environmental Studies) Curriculum and Pedagogy 1	12	EEE3008	Sustainability in the Primary Curriculum	12
ECP3030	Outdoor Education (Including Environmental Studies) Curriculum and Pedagogy 2	12	EEE3009	Sustainability in the Secondary Curriculum	12
ECP3035	Psychology Curriculum and Pedagogy 1	12	EEE3011	Digital Life & Learning	12
ECP3036	Psychology Curriculum and Pedagogy 2	12			



EEE3012	International Teaching and Learning Contexts 1	12	EMADIG	Digital Media (Education)
EEE3013	International Teaching and Learning Contexts 2	12	EMAENG	English (Literary Studies) (Education)
EEE3014	Working with Students with Special Needs	12	EMAFTE	Food Technology (Education)
**Or any other unit/s from this course.**				
PART STUDIES IN HUMANITIES AND SCIENCE				
BIOLOGY				
RBF2300	Microbiology 1	12	EMAMTH	Mathematics (Education)
RBF2330	Cell Biology	12	EMAMDA	Media Studies (Education)
CHEMISTRY				
RCS1601	Chemistry 1A	12	EMAMSC	Music (Education)
RCS1602	Chemistry 1B	12	EMAPSY	Psychology (Education)
CULTURAL STUDIES				
ACW2020	Sex and Gender	12	EMABIO	Biology (Education)
ACW2026	Gender in Popular Culture	12	EMAENV	Environmental Science (Education)
ENVIRONMENTAL SCIENCE				
RBF2620	Australian Plants	12	EMAPES	Physical Education (Secondary) (Education)
RBF2640	Australian Animals	12	EMADIS	Disability Studies in Education (Education)
INDIGENOUS STUDIES				
AEK1105	Aboriginal Traditions and Policy	12	EMASWE	Student Welfare (Education)
AEK1204	Aboriginal History and Political Movements	12	EMAHEA	Health (Education)
PHYSICS				
NEF1102	Engineering Physics 1	12	EMAOUT	Outdoor Education (Education)
NEF1202	Engineering Physics 2	12	Minors	
POLITICAL SCIENCE				
ASP2011	Foundations of Political Science	12	ESPIDG	Global Indigenous Challenge
ASP2010	Origins of International Politics	12	EMIBIO	Biology (Education Minor)
SOCIOLOGY				
ABA1003	Introduction to Sociology	12	EMILIT	Literary Studies (Education Minor)
ASS2004	Sociology of Social Control	12	EMIWRT	Writing (Education Minor)
Majors				
EMAEAR	Art (Education)		EMIENV	Environmental Science (Education Minor)
			EMIFTE	Food Technology (Education Minor)
			EMICUL	Cultural Studies (Education Minor)
			EMIHEA	Health (Education Minor)
			EMIIND	Indigenous Studies (Education Minor)
			EMIDIG	Digital Media (Education Minor)
			EMIMTH	Mathematics (Education Minor)
			EMIMDA	Media Studies (Education Minor)
			EMIPSY	Psychology (Education Minor)

EMISUS	Sustainability Studies (Education Minor)
EMISOC	Sociology (Education Minor)
EMISWE	Student Welfare (Education Minor)
EMIEAL	Teaching English as an Additional Language (TEAL) (Education Minor)
NMIPHY	Physics
NMICHE	Chemistry
EMIAGL	Aboriginal Yulendj (Knowledge) and Community

## Bachelor of Education Studies

**Course Code:**EBST

**Campus:**Footscray Park.

**About this course:**This course provides students with a foundation for further studies in education which can lead to a teaching qualification. Students who graduate from this course will have completed a major and minor in a specialist teaching area, enabling them to pathway into a Master of Teaching (Secondary Education) or Master of Teaching (Primary Education). In addition, students who successfully complete first year, and meet the literacy and numeracy and non-academic skills benchmarks, may choose to apply to transfer into the second year of the undergraduate Bachelor of Education P-12 program. Students would also acquire skills and knowledge that would allow them to work in a number of education, community, public and welfare service settings. Graduates of Bachelor of Education Studies may also be employed in such areas as tutoring and mentoring programs and working in education places aligned to their completed specialisation domains e.g. museums, laboratories, after school care etc.

**Course Objectives:**On successful completion of this course, students will be able to:

1. Analyse and evaluate perspectives in the theory, research and practice of education in community and human service contexts in a changing world;
2. Review the conditions for lifelong learning appropriate to individuals and groups in social settings, incorporating ethical, sustainable and socially inclusive criteria;
3. Plan, implement, assess and evaluate educational programs and activities that demonstrate practical, recreational and creative skills;
4. Research and critically reflect on practice and communicate ideas as an educator in community and human services;
5. Engage effectively in teaching teams and work collaboratively as members of a work based team;
6. Respect and value diversity and difference as a positive resource to be encouraged within the community and its organisations.

**Careers:**This course provides a qualification for those wishing to work in educational settings where teacher registration is not required for employment purposes. Students would acquire skills and knowledge that would allow them to work in a number of education, community, public and welfare service settings. Due to the inclusion of sufficient "method" studies within the Education Studies degree, graduates are qualified to apply to enter a graduate entry initial teacher education course e.g.Master of Teaching (Secondary Education) or Master of Teaching (Primary Education), subject to meeting all entry requirements.

**Course Duration:**3 years

**Admission Requirements:**Successful completion of an Australian Senior Secondary Certificate (VCE or equivalent) including Units 3 and 4: a study score of at least 30 in English (EAL) or 25 in any other English.

**Admission Requirements International:**Completion of an Australian Senior Secondary Certificate (VCE or equivalent) PLUS IELTS (or equivalent) Overall score of 6 with no band less than 6.0.

**Admission Requirements Mature Age:**Applicants with relevant work, education and/or community experience will be considered for admission to the course.

## COURSE STRUCTURE

To attain the Bachelor of Education Studies, students will be required to complete 288 credit points, consisting of:

- 96 credit points of First Year Core units

48 credit points of Core studies 48 credit points of Minor studies

- 96 credit points of Major studies

### First Year Core Units

EEC1101	Personal and Professional Learning	12
EEC1102	Orientation to Education and Human Development	12
EEC1103	ICT in Education for the 21st Century	12
EEC1104	Healthy, Active Individuals and Communities	12
EEC1105	Reconciling Australian Humanities Education	12
EEC1107	Educating for STEM	12
EEC1109	Numeracy for Education	12
EEC1110	Literacy for Education	12
Year 2		
EDS1002	Arts and Performance - Addressing Disability	12
EED2000	Curriculum Development and Implementation	12
EEE3011	Digital Life & Learning	12
ESP2001	Making the Conditions for Learning: Ethical and Reflexive Practice	12

12 credit points Minor Unit 1

12 credit points Minor Unit 2

12 credit points Major Unit 1

12 credit points Major Unit 2

Year 3

12 credit points Minor Unit 3

12 credit points Minor Unit 4

12 credit points Major Unit 3

12 credit points Major Unit 4

12 credit points Major Unit 5

12 credit points Major Unit 6

12 credit points Major Unit 7

12 credit points Major Unit 8

#### Majors

EMASAR	Art (Ed Studies)
EMASBI	Biology (Ed Studies)
EMASDM	Digital Media (Ed Studies)
EMASEL	English (Literary Studies) (Ed Studies)
EMASES	Environmental Studies (Ed Studies)
EMASHE	Health (Ed Studies)
EMASHS	History (Ed Studies)
EMASMT	Mathematics (Ed Studies)
EMASMD	Media Studies (Ed Studies)
EMASMS	Music (Ed Studies)
EMASOE	Outdoor Education (Ed Studies)
EMASPE	Physical Education (Secondary) (Ed Studies)
EMASSW	Student Welfare (Ed Studies)

#### Minors

EMIBIO	Biology (Education Minor)
EMILIT	Literary Studies (Education Minor)
EMIWRT	Writing (Education Minor)
EMIENV	Environmental Science (Education Minor)
EMICUL	Cultural Studies (Education Minor)
EMIHEA	Health (Education Minor)

EMIDIG Digital Media (Education Minor)

EMIMTH Mathematics (Education Minor)

EMIMDA Media Studies (Education Minor)

EMIOUT Outdoor Education (Education Minor)

EMIPSY Psychology (Education Minor)

EMISUS Sustainability Studies (Education Minor)

EMISOC Sociology (Education Minor)

EMISWE Student Welfare (Education Minor)

EMIEAL Teaching English as an Additional Language (TEAL) (Education Minor)

NMIPHY Physics

NMICHE Chemistry

EMIDST Disability Studies

EMIAGL Aboriginal Yulendj (Knowledge) and Community

### **Bachelor of Youth Work/Bachelor of Sport Management**

**Course Code:**EBYS

**Campus:**Footscray Park.

**About this course:**The aim of the Bachelor of Youth Work/Bachelor of Sport Management course is to produce competent youth workers and sport management professionals who have practical management and leadership skills. Youth work helps young people learn about themselves, others and society, through informal educational activities which combine enjoyment, challenge and learning. Youth work seeks to promote young people's personal and social development and enable them to have a voice, influence and place in their communities and society as a whole. Commonly one of the key tools that is utilised in this work is recreation and adventure programs. The double degree therefore has an important synergy that mirrors community demand for professionals with this range of skills. This course is well placed to train professionals who wish to work with young people using the tools of recreation to assist young people to fulfil their potential. The course provides students with an understanding of working with young people in community and sport recreation settings while also equipping them with a sound knowledge of the structure and practices of the Australian sport and management industry. The course also seeks to graduate students who have a critical awareness of the benefits of recreation while working with disadvantaged communities, in particular young people

**Course Objectives:**On successful completion of this course, students will be able to:

1. Critically review their understanding and appreciation of the nature, role and significance of recreation for young people in its differing social, political and economic contexts;
2. Adapt their knowledge and skills of youth work, recreation and sport management practice in diverse contexts including policy, practice and management;
3. Practise and apply knowledge and skills in youth work, recreation and sport management contexts in order to empower young people in

community settings; 4. Apply generic and specialist understandings and skills that enable professional effectiveness in youth work, recreation and sport management settings (eg. oral and written communication, self-reliance, teamwork, research); 5. Demonstrate specialist knowledge of the functions of youth workers and recreation and sports leaders in a range of management roles that are suitable for application in a variety of service organisations (professional sport and recreation clubs, state and national sport and recreation agencies, leisure centres, stadiums and facilities, community service organisations, outdoor recreation service providers, all levels of government sport and recreation services, commercial sport and recreation services, and sports management consultancies); 6. Plan and implement youth work, recreation and sport management programs and activities for young people they work with; 7. Demonstrate and apply a range of leadership, delivery and facilitation skills for use in youth work and sport management settings; 8. Clearly and coherently articulate the social and political dimensions of disadvantage, in particular how it relates to young people; 9. Take responsibility and accountability for their own learning and professional practice in collaboration with Youth Work, recreation and sport management industry professionals and practitioners.

**Careers:** This course provides students with the knowledge, skills and understanding to work with young people in a range of community settings. It also has multiple employment exit points in the areas of youth work, sport management and sport and community development. Students can also gain entry to schools as graduates will be qualified to enter a Master of Teaching course.

**Course Duration:** 4 years

**Admission Requirements:** Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in any other English.

**Admission Requirements Mature Age:** Applicants with relevant work, education and/or experience in the community, sports, youth work and Outdoor recreation may be considered on the basis of equivalence.

**Admission Requirements VET:** Pathways are available from a range of VET courses including: Diploma in Youth Work; Diploma in Sport Development; Diploma in Fitness; Diploma in Sport and Recreation and Diploma in Sport Coaching. Applicants with relevant VET study may also be considered.

**Selection Processes:** Other Students will require a Working with Children Check to be eligible to undertake and participate in workplace visits, placements or projects. Use the following site link to obtain additional information:

<http://www.workingwithchildren.vic.gov.au/>

## COURSE STRUCTURE

To be awarded the double degree of Bachelor of Youth Work/Bachelor of Sport Management students must have satisfactorily completed a total of 384 credit points. The course is made up of 31 core units.

### First Year Core Units

AEB1800	Youth Work Practice	12
AEB1801	Youth Work Practice 2	12
AEB1804	Young People in a Global Community	12

AYW1001	Principles of Youth Participation	12
SSM1101	Introduction to Sport and Active Recreation	12
SSM1104	Community Building for Sport and Active Recreation	12
SSM1201	Marketing for Sport and Active Recreation	12
SSM1205	Introduction to Adventure in Sport and Active Recreation	12
Year 2		
AEB2802	Ethics and Youth Work Practice	12
AEB2803	Holistic Practice With Young People	12
AEB3803	Professional Practice 1	12
ECY2001	Young People and Substance Use	12
SSM2002	Career Development and Employability 1	12
SSM2104	Programming for Sport Development and Community Action	12
SSM2204	Sport Sponsorships and Partnerships	12
SSM2205	Sociology of Sport and Active Recreation	12
Year 3		
AEB3802	Professional Culture and Collaboration	12
ECY3000	Supporting Young People in Dual Diagnosis Settings	12
EDI3001	Rights, Advocacy and Discrimination	12
EEE3011	Digital Life & Learning	12
SSM2003	Ethics in Sport Management and Active Recreation	12
SSM2103	Historical and Cultural Aspects of Australian Sport	12
SSM3104	Research and Evaluation in Sport	12
SSM3204	Building and Sustaining Sport Participation	12
Year 4		
AEB3801	Youth Policy and Civics	12
AEB3805	Youth Policy, Civics and Culture	12
ECY2000	Young People in a Global Community 2	12
ECY3001	Working with Young People with Complex Issues	12
ECY3002	Professional Practice 2	24
SSM3103	Sport Facility Management	12
SSM3205	Sport Event Management	12

## Diploma of Education Studies

**Course Code:** EDES

**Campus:** Footscray Nicholson.

**About this course:** The Diploma of Education Studies offers students intensive support in literacy and numeracy in a supportive learning environment which will give students a strong foundation for further studies, and potentially a career in primary and/or secondary school education. Students who graduate from this course can pathway directly into year two of the Bachelor of Early Childhood Education or the Bachelor of Education Studies. In addition, students who achieve a credit average and successfully meet the standard of the federal/state government's literacy, numeracy and propensity to teach requirements will be able to pathway into year two of the Bachelor of Education (P-12) course.

**Course Objectives:** On successful completion of this course, students will be able to:

1. Appraise a broad and coherent body of knowledge of pedagogy, curriculum and assessment in relation to the changing nature of education in a rapidly-evolving global context;
2. Apply knowledge of educational issues to improve classroom practice in primary and secondary classrooms;
3. Discuss of a range of learning theories and identify how they enhance student learning in primary and secondary classrooms;
4. Develop students' capabilities and capacity in literacy and numeracy that enhance communication for academic contexts, including in the use of Information and Communication Technologies;
5. Foster creative skills and thought processes so as to prepare to confront and pro-actively solve 21st Century challenges;
6. Develop contextual understandings of contemporary life in a global community, and collaborate with colleagues to promote principles of peace, sustainability, ethical conduct, and political and economic freedom;
7. Articulate and contrast ideologies of education and review the concepts of inclusion, equity and access for socially just education;
8. Investigate the changing nature of society to prepare for the development of educational policies, curriculum, pedagogy and assessment processes relevant to students' needs.

**Careers:** Those students who have successfully completed all aspects of the Diploma of Education Studies program, at the agreed achievement level, and met the benchmarks for the LANTITE tests, will be able to transfer into the VU Bachelor of Education (P-12) program via the internal course pathway transfer process. Graduates from the Diploma of Education Studies will also be eligible to apply for other Bachelor level programs. Graduates from the Diploma could seek work as teacher aides / integration aides because there is no qualifications / employment nexus in this sector of the Victorian education industry.

**Course Duration:** 1 year

**Admission Requirements:** Units 3 and 4: a study score of at least 25 in English (EAL) or at least 20 in any other English.

**Admission Requirements International:** Completion of a secondary school qualification equivalent to Australia's year 12 or VCE qualification. IELTS minimum 6.0 (no band less than 6).

**Admission Requirements Mature Age:** Direct application with personal information and possible interview

**Admission Requirements VET:** Certificate IV in Liberal Arts or equivalent

**Selection Processes:** Other International students from non-English speaking countries are required to demonstrate a minimum IELTS of 6.0 overall (with no score below 6.0 in any of the four skills areas on entry to the program. Students will require a Working with Children Check to be eligible to undertake and participate in workplace visits, placements or projects. Use the following site link to obtain additional information: <http://www.workingwithchildren.vic.gov.au/>

### COURSE STRUCTURE

To attain the Diploma of Education Studies students will be required to complete:

- 96 credit points (equivalent to 8 units) of Core studies

#### Year 1, Semester 1

EDC1000	Academic and Professional Learning	12
EDC1008	Learning Through Literacy	12
EDC1009	Learning Through Numeracy	12

Select 12 credit point unit from the following:

EDC1001	Sociological Orientation to Education	12
EDC1004	Investigating STEM Education	12

#### Year 1, Semester 2

EDC1005	Health, Physical Activity and Wellbeing Education	12
EDC1006	Investigating Australian Humanities	12
EDC1007	ICT in Education and Learning	12

Select alternate 12 credit point unit from the following:

EDC1001	Sociological Orientation to Education	12
EDC1004	Investigating STEM Education	12

## Graduate Diploma in Early Childhood Education

**Course Code:** EGEC

**Campus:** Online.

**About this course:** The Graduate Diploma of Early Childhood Education is a fully online course and prepares graduates to teach children from 0-5 years and understand the transition to school through a mix of curriculum, learning and pedagogical theory, professional studies, practicum experiences, and cultural studies. Specifically, units focus on psychology and child development, teaching pedagogies, education and curriculum studies, family and community contexts, history and philosophy of early childhood, and early childhood professional practice. Placement includes 60 days supervised professional experience inclusive of 10 days supervised professional experience with children birth to under 3 years old (0-35 months) and a significant number of days in early childhood settings with children aged 3 until before they start formal schooling. Also included in the placement are 5 days in a primary school setting to reflect a connection between early childhood and formal schools experiences as related to transition. Suggested Course Delivery For entry in Semester 1 (Full-time): Semester 1: ECE6001; ECE6002; ECE6003; ECE6004 Semester 2:

ECE6005; ECE6006; ECE6007; ECE6008 For entry in Semester 2 (Full-time) (Mid-Year Intake): Semester 1: ECE6001; ECE6002; ECE6003; ECE6004 Semester 2: ECE6005; ECE6006; ECE6007; ECE6008

**Course Objectives:** On successful completion of this course, students will be able to:

1. Initiate teaching and learning practices that foster learner engagement in complex contexts and foreground Aboriginal standpoints in early childhood education.
2. Critically review on different ways of knowing, being, and doing founded on the view of children and families as capable contributors to conceptual and pedagogical decision-making in learning and teaching.
3. Design teaching practices that reflect an ability to contextualise, question, resist, rethink, and act towards equity and the public good.
4. Exhibit a broad and coherent body of knowledge of early childhood pedagogy, curriculum and assessment in relation to the changing nature of education in a rapidly-evolving global context.
5. Appraise, adapt, and exemplify a range of oral and written communication techniques to engage and connect with learners, their parents/carers and the wider community.
6. Create learning opportunities that embrace a rich and varied curriculum, ensuring that learning and teaching approaches are based on sound ethical principles and foster reciprocal relationships in early childhood settings.

**Careers:** With an early childhood education degree from VU, you will be job-ready before you graduate as a result of the extensive experience you will gain teaching in a classroom during placements. You will be ready to work locally in Victoria as an Early childhood teacher. Graduates can find employment in a public or private kindergarten, long day care centre, or early childhood centre in the state of Victoria, Australia.

**Course Duration:** 1 year

**Admission Requirements:** Completion of an Australian Bachelor degree in any discipline or equivalent.

**Admission Requirements Mature Age:** Completion of an Australian Bachelor degree in any discipline or equivalent. Applicants with qualifications more than 10 years old who can provide evidence of relevant work experience will be considered for admission to the course.

**Selection Processes:** Other Working with Children Check: Applicants must complete a Working with Children Check prior to undertaking placement.

## COURSE STRUCTURE

To attain the Graduate Diploma in Early Childhood Education students will be required to complete:

- 96 credit points of Core units.

ECE6001	Early Childhood Development, Learning and Teaching 1	12
ECE6002	Early Childhood Curriculum and Pedagogy 1: the Sciences	12
ECE6003	Contemporary Issues, Social Contexts of Learning and Social Justice	12
ECE6004	Languages and Literacy in Early Childhood	12
ECE6005	Early Childhood Development, Learning and Teaching 2	12

ECE6006	Early Childhood Curriculum and Pedagogy 2: the Arts	12
ECE6007	Professional Issues	12
ECE6008	Inclusive Practice in Education	12

## Graduate Diploma in Education

**Course Code:** EGED

**Campus:** Footscray Park.

**About this course:** The course is designed for professionals from a variety of roles in different settings who respond to the educational opportunities and challenges in education, community, government and industry. It requires students to engage in professional learning through practitioner research informed by contemporary theories of learning, leadership and personal, workplace and social change. The Graduate Diploma of Education is not offered as a stand-alone qualification. In order to complete this course, students will need to apply for EMED Master of Education, and take the Graduate Diploma of Education as an exit point.

**Course Objectives:** On successful completion of this course, students will be able to:

1. Formulate a commitment to ethical action, social responsibility and sustainability in an education context.
2. Critically review perspectives on the contemporary context of education, vocational training and professional development locally and nationally.
3. Apply knowledge about theories to frame and inform practice as a reflective educator.
4. Interpret theoretical perspectives, analysis and problem solving, and an awareness of current research into lifelong learning.
5. Use technologies for communication, knowledge access, and collaboration in the construction of understanding.
6. Initiate educational innovation and professional learning in a workplace identifying a range of connections within professional and academic communities.
7. Undertake educational inquiry/research.

**Careers:** In 2013, out of masters coursework graduates in the field of education (post-initial teacher training) who were available for full-time employment, 89.4% were in full-time employment. The most frequently reported occupations of these graduates are as education professionals, specialist managers, and health professionals.

**Course Duration:** 1 year

**Admission Requirements International:** To qualify for admission to the course applicants must have a university degree or an equivalent qualification, relevant work and/or community experience as approved by the College of Education. Extensive experience in the professional field is an advantage. IELTS minimum 6.5 (no band less than 6.0), or equivalent.

**Admission Requirements Mature Age:** To qualify for admission to the course applicants must have a university degree or an equivalent qualification, relevant work and/or community experience as approved by the College of Education. Extensive experience in the professional field is an advantage.

**Admission Requirements VET:** To qualify for admission to the course applicants must have a university degree or an equivalent qualification, relevant work and/or community experience as approved by the College of Education. Extensive experience in the professional field is an advantage.

**Selection Processes:** OtherAll applicants are required (1) to submit a current version of their CV (2) to present a 200 word statement outlining why they are interested in undertaking this course.

#### COURSE STRUCTURE

To complete the Graduate Diploma in Education students will be required to complete 96 credit points consisting of:

- 24 credit points of Core units
- 72 credit points of Elective units

#### Additional Notes:

- EED6001 must be taken in your first semester of study

#### Core Unit

EED6001 Contemporary Issues in Education and Training 24

Select 72 credit points (3 units) from the following Elective units:

AED5002 Theories of Education, Training and Social Change 24

AED5008 Evaluation 24

AED5009 Innovation 24

AED5011 Approaches to Learning 24

AED5018 Assessment 24

AED5023 E-Learning 24

AED5024 Vocational Education and Training: Policy and Practice 24

AED5027 Organisational Culture and Change in Education and Training 24

AED5028 Internationalisation in Education and Training 24

AED5029 Advanced Quantitative Research Methods 24

AED5030 Positive Education 24

EED6002 Curriculum & Pedagogy 24

EED6003 Educational Leadership for Social Justice 24

EED6006 Learning Programs: Design and Implementation 24

EED6007 Reforming Pedagogies 24

EED6008 Developing Professional Practice 24

EED6010 Facilitating Learning in Organisations 24

EED6011 Enhancing Skills and Knowledge 24

EED6012 Sustainability Education: from Theory to Practice 24

EED6013 Post-Colonial and Indigenous Approaches to Learning and 24

### Master of Education

**Course Code:**EMED

**Campus:**Footscray Park.

**About this course:**The Master of Education is a flexible coursework program underpinned by a commitment to social justice, sustainability and ethical action. It encourages participants to make links between their practice and the latest theory and research in education, locally and internationally. The course is open to current and future educators, including current teachers and principals, those outside formal education settings, such as community educators and youth workers, as well as those who may not have a formal role as an educator, such as business professionals seeking to expand their understanding of how colleagues learn. It is delivered onshore for both domestic and international students. The program is two years full time study, which can be reduced to 1.5 years depending on the student's educational background. Please note, this course does NOT provide students with registration to teach.

**Course Objectives:**On successful completion of this course, students will be able to:

1. Demonstrate an understanding of and commitment to ethical action, social responsibility and sustainability in an educational context.
2. Derive an informed and critical perspective on the contemporary context of education, vocational training and professional development, both locally and internationally.
3. Use advanced knowledge about theories to frame and inform practice as a critical and reflective educator.
4. Integrate strong theoretical perspectives, critical analysis and problem solving, and an awareness of current research.
5. Adapt appropriate uses of digital technologies for communication, knowledge access, and collaboration in the construction of an advanced body of understanding in the discipline.
6. Stimulate educational innovation and professional learning in a workplace, and be able to draw on a range of connections within professional and academic communities.
7. Design, conduct, and report educational inquiry/research.

**Careers:**In 2013, out of masters coursework graduates in the field of education (post-initial teacher training) who were available for full-time employment, 89.4% were in full-time employment. The most frequently reported occupations of these graduates are as education professionals, specialist managers, and health professionals. Increasingly, a Master of Education is being seen as a prerequisite for promotion in the field of Education for qualified school teachers who are becoming aware that graduate teachers will be entering the profession with a 5 year qualification.

**Course Duration:** 2 years

**Admission Requirements International:**The admission requirement for the Masters course is a three year degree. IELTS minimum 6.5 (no band less than 6.0), or equivalent.

**Admission Requirements Mature Age:**To qualify for admission to the course, applicants must have a university degree completed at a meritorious level, or an equivalent qualification as approved by the College of Education. To undertake the minor thesis option, the College of Education requires evidence of aptitude for a comprehensive research project. Extensive experience in the professional field is an advantage.

**Admission Requirements VET:** To qualify for admission to the course, applicants must have a university degree completed at a meritorious level, or an equivalent qualification as approved by the College of Education. To undertake the minor thesis option, the College of Education requires evidence of aptitude for a comprehensive research project. Extensive experience in the professional field is an advantage.

**Selection Processes:** OtherAll applicants are required (1) to submit a current version of their CV (2) to present a 200 word statement outlining why they are interested in undertaking this course

#### COURSE STRUCTURE

To complete the Master of Education students will be required to complete 192 credit points consisting of:

- 48 credit points of Core units
- 96 credit points of Elective units
- 48 credit points of either Option A Capstone Research and Elective unit or Option B Minor Thesis

[Note - Cognate students, who have been admitted to the Master of Education on the basis of their previous studies in education, will be granted recognition of prior learning for two units. Cognate Students will be granted AED5011 Approaches to Learning (as the core 24 credit point unit) and an unspecified elective (as the elective 24 credit point unit). Additional Notes:

- EED6001 must be taken in your first semester of study
- Students must complete 48 credit points of study prior to enrolment in AED5001. You are encouraged to complete AED5001 Research Design and Methods as close to the completion of your Minor Thesis or Capstone Research Project as possible.
- The Minor Thesis or Capstone Research Project units must be taken in the final semesters of study.
- To be eligible to apply for doctoral study, it is recommended that students choose to complete the Minor Thesis option, or complete the unit EED6011 along with EED6004.

#### CORE UNITS

EED6001 Contemporary Issues in Education and Training 24

AED5001 Education Research Design and Methods 24

Select either Option A or B:

#### OPTION A:

EED6004 Capstone Research Investigation 24

Plus 24 credit points (1 unit) chosen from the Elective unit list below.

#### OPTION B:

AED6001 Minor Thesis (Full-Time) 48

OR

EED6031 Minor Thesis A (Part-Time) 24

AND

EED6032 Minor Thesis B (Part-Time) 24

Select 96 credit points (4 units) from the following Elective units:

AED5002 Theories of Education, Training and Social Change 24

AED5008 Evaluation 24

AED5009 Innovation 24

AED5011 Approaches to Learning 24

AED5018 Assessment 24

AED5023 E-Learning 24

AED5024 Vocational Education and Training: Policy and Practice 24

AED5027 Organisational Culture and Change in Education and Training 24

AED5028 Internationalisation in Education and Training 24

AED5029 Advanced Quantitative Research Methods 24

AED5030 Positive Education 24

EED6002 Curriculum & Pedagogy 24

EED6003 Educational Leadership for Social Justice 24

EED6006 Learning Programs: Design and Implementation 24

EED6007 Reforming Pedagogies 24

EED6008 Developing Professional Practice 24

EED6010 Facilitating Learning in Organisations 24

EED6011 Enhancing Skills and Knowledge 24

EED6012 Sustainability Education: from Theory to Practice 24

EED6013 Post-Colonial and Indigenous Approaches to Learning and Teaching in the 21 Century 24

#### Master of Teaching (Secondary Education)

**Course Code:** EMES

**Campus:** Footscray Park.

**About this course:** The Master of Teaching (Secondary Education) prepares students for registration as teachers in a wide range of discipline areas and involves significant learning in the workplace through Project Partnerships. The Master of Teaching (Secondary Education) can be completed over 24 months or 18 months as a full time enrolled student. It is possible to complete the course in 18 months if some units of study and teaching placement are completed in Summer and Winter semesters. Unit of study offerings in Summer and Winter are subject to demand and availability of school placements. All students enrolled in initial teacher education



courses must sit and successfully pass the Literacy and Numeracy Test for Initial Teacher Education prior to starting the course or within the first year of the program. Satisfactory achievement of the benchmark for literacy and numeracy is a requirement to graduate from the program.

**Course Objectives:** On successful completion of this course, students will be able to:

1. Critically examine historical and contemporary issues in post-primary education at a local, national and international level;
2. Review different pedagogical theories and academic concepts of teaching that support the diversity of learners found in post primary educational settings;
3. Critically review curriculum materials and resources that support the inclusion of Aboriginal and Torres Strait Islander perspectives across the curriculum in schools with a view to promoting reconciliation in today's society;
4. Analyse the literacy and numeracy learning needs of students across the full range of abilities including students with disabilities and special learning needs;
5. Plan, implement and evaluate a range of educational practices that support the diversity of students in post primary education;
6. Analyse the efficacy of classroom teaching practices through reflective discussion that draws upon pedagogical theories;
7. Employ advanced skills in research to work with educational stakeholders in educational settings;
8. Design, conduct and report educational inquiry / research;
9. Apply knowledge and skills within classrooms and the school community to develop inclusive cultures of learning where all school students are supported to achieve;
10. Communicate clearly and effectively through presentations and interactive activities, key concepts that related to the graduate's specialist teaching area.

**Careers:** Graduates of the Master of Teaching (Secondary Education), all of whom would have passed the National Literacy and Numeracy Test for Initial Teacher Education, are eligible for registration as secondary teachers. Graduates also pursue careers in a range of educational related industries and organisations.

**Course Duration:** 2 years

**Admission Requirements:** Applicants must hold an approved Bachelor degree or equivalent, from a recognised tertiary institution. The course completed must include the pre-requisite studies for their chosen teaching methods. Further information on teaching method requirements is available from the Victorian Institute of Teaching website [www.vit.vic.edu.au](http://www.vit.vic.edu.au) Selection will include completion and results of a non-academic attributes assessment currently set as the CASPer test. CASPer is an online test designed to assess an applicant's personal and professional attributes and is a requirement for many of the initial teacher training courses in Victoria.

**Admission Requirements International:** International students, whose approved 3 or 4-year degree is from a non-English speaking country are required to demonstrate a minimum IELTS of 7.0 overall (Speaking & Listening 7.5, Reading & Writing 6.5) or equivalent. International applicants must apply directly to Victoria University. Selection will include completion and results of a non-academic attributes assessment currently set as the CASPer test. CASPer is an online test designed to assess an applicant's personal and professional attributes and is a requirement for many of the initial teacher training courses in Victoria.

**Selection Processes:** Other Applicants who do not meet the English language requirement may fulfil this requirement via the IELTS (Academic) test, that is by attaining an overall IELTS (or equivalent) score of 7.0 (with no score below 6.5 in any of the four skills areas, and a score of no less than 7.5 in speaking and listening), Alternatively, applicants may meet the English language requirement with

an internet-based TOEFL result of 109 with no individual score less than 26, with 27 for speaking and 28 for listening. Students will also have to satisfy the national requirements for teacher registration through satisfactory completion of the National Literacy and Numeracy Test for Initial Teacher Education Students prior to starting the course or within the first year of the program. Selection will include consideration of GPA. Students should note that they will be subject to a Working With Children Check (police checks) before practice placements, in accordance with Department of Education and Training policy.

#### COURSE STRUCTURE

To complete the Master of Teaching (Secondary Education) students will be required to complete 192 credit points in total consisting of:

- 96 credit points Core units
- 48 credit points Discipline Studies
- 48 credit points from Option A or Option B

Students are required to pass the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) in order to be eligible to graduate from their Victorian Institute of Teaching-accredited program. Option A

- 48 credit points Thesis unit/s

OR Option B

- 48 credit points Capstone unit and Elective unit

It is possible to complete the course in 18 months if some units of study and teaching placement are completed in Summer and Winter semesters. Unit of study offerings in Summer and Winter are subject to demand and availability of school placements. Additional Notes

- Thesis and capstone units can only be taken towards the end of your course.
- To be eligible to apply for doctoral study, it is recommended that students choose to complete the Minor Thesis units (EED6031 and EED6032).
- Students are required to pass the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) prior to commencement of the second year placement units.
- Students will need to monitor the VIT website for details in relation to the tests that will be considered; a link to advice and fact sheets about the test and to the external test provider. Refer to [www.vit.vic.edu.au](http://www.vit.vic.edu.au)

EED5101	Epistemologies of Practice	12
ETS5001	Critical Literacy for Diverse Communities	12
ETS5002	Teacher as Practitioner and Researcher	12
EED5102	Curriculum and Multi-modal Learning	12
AED5001	Education Research Design and Methods	24
EED6101	Indigenous Perspectives and Standpoints in Education	12

EED6102	Entering the Profession and Becoming Critical	12	EED6011	Enhancing Skills and Knowledge	24
Plus the following four Discipline Studies Units			EED6012	Sustainability Education: from Theory to Practice	24
ETS5003	Specialisation Curriculum and Pedagogy A	12	EED6013	Post-Colonial and Indigenous Approaches to Learning and Teaching in the 21 Century	24
ETS5004	Specialisation Curriculum and Pedagogy B	12			
ETS5005	Specialisation Assessment and Reporting	12			
ETS5006	Specialisation Innovations in Curriculum and Pedagogy	12			
Plus one of the following two options:					
Option A					
EED6004	Capstone Research Investigation	24			
24 credit points (1 unit) chosen from the Elective units listed below					
Option B					
EED6031	Minor Thesis A (Part-Time)	24			
EED6032	Minor Thesis B (Part-Time)	24			
Elective units					
AED5002	Theories of Education, Training and Social Change	24			
AED5008	Evaluation	24			
AED5009	Innovation	24			
AED5011	Approaches to Learning	24			
AED5018	Assessment	24			
AED5023	E-Learning	24			
AED5024	Vocational Education and Training: Policy and Practice	24			
AED5027	Organisational Culture and Change in Education and Training	24			
AED5028	Internationalisation in Education and Training	24			
AED5030	Positive Education	24			
EED6001	Contemporary Issues in Education and Training	24			
EED6002	Curriculum & Pedagogy	24			
EED6003	Educational Leadership for Social Justice	24			
EED6006	Learning Programs: Design and Implementation	24			
EED6007	Reforming Pedagogies	24			
EED6008	Developing Professional Practice	24			
EED6010	Facilitating Learning in Organisations	24			

### Master of Teaching (Primary Education)

**Course Code:**EMPE

**Campus:**Footscray Park.

**About this course:**The Master of Teaching (Primary Education) prepares students as generalist primary school teachers who are able to apply for registration with the Victorian Institute of Teaching. The course involves significant learning in the workplace through Project Partnerships. All students enrolled in initial teacher education courses must sit and successfully pass the Literacy and Numeracy Test for Initial Teacher Education prior to starting the course or within the first year of the program. Satisfactory achievement of the benchmark for literacy and numeracy is a requirement to graduate from the program.

**Course Objectives:**On successful completion of this course, students will be able to:

1. Implement educational innovation and professional learning in a workplace, and be able to draw on a range of connections within professional and academic communities;
2. Critically analyse the changing nature of society (technological, economic, environmental and cultural) and the implications for primary education;
3. Understand/implement effective assessment practices for primary school teaching;
4. Implement and justify a range of approaches for the education of children, enabling the development of personal teaching practices which are suitable for teaching within primary education in the 21st century; in economically and culturally diverse communities;
5. Investigate and present patterns of cultural and political relations in which primary education services are located, with particular reference to primary education in economically and culturally diverse communities;
6. Exhibit an understanding of and commitment to ethical action, social responsibility and sustainability, with the commitment to an ongoing process of improvement that is in their own interests, those of young people in primary education and the communities in which they teach;
7. Design, formulate, and elucidate educational inquiry/research which can be applied by teachers to inform, evaluate and improve their teaching practice;
8. Exhibit knowledge and skills in educational leadership applicable for beginning teachers;
9. Critically review or cross-examine curriculum and pedagogical approaches in order to enhance the learning of all students.

**Careers:**Graduates of the Master of Teaching (Primary Education) are eligible for registration as teachers with the Victorian Institute of Teaching and will be prepared to teach as generalist primary teachers. Graduates can also pursue careers in a range of educational related industries and organisations.

**Course Duration:**2 years

**Admission Requirements:**Applicants must hold an approved Bachelor degree or equivalent, from a recognised tertiary institution. Selection will include completion and results of a non-academic attributes assessment currently set as the CASPer test. CASPer is an online test designed to assess an applicant's personal and professional attributes and is a requirement for many of the initial teacher training courses in Victoria.

**Admission Requirements International:** International students, whose approved 3 or 4-year degree is from a non-English speaking country are required to demonstrate a minimum IELTS of 7.0 overall (Speaking & Listening 7.5, Reading & Writing 6.5) or equivalent. International applicants must apply directly to Victoria University. Selection will include completion and results of a non-academic attributes assessment currently set as the CASPer test. CASPer is an online test designed to assess an applicant's personal and professional attributes and is a requirement for many of the initial teacher training courses in Victoria.

**Selection Processes:** Other Additionally, students commencing a Victoria University Initial Teacher Education Program after July 1, 2016 are required to pass an approved literacy and numeracy test in order to be eligible to graduate from their Victorian Institute of Teaching-accredited program. Students are also required to meet the threshold standards of an approved literacy and numeracy test prior to commencement of their second full-time year of study. Selection will include consideration of GPA. Students should note that they will be subject to a Working With Children Check (police checks) before practice placements, in accordance with Department of Education and Training policy.

## COURSE STRUCTURE

To complete the Master of Teaching (Primary Education) students will be required to complete:

- 192 credit points Core units

Students are required to pass an approved literacy and numeracy test in order to be eligible to graduate from their Victorian Institute of Teaching-accredited program.

### Additional Notes

- Students are required to pass the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) prior to commencement of the second year placement units.
- Students will need to monitor the VIT website for details in relation to the tests that will be considered; a link to advice and fact sheets about the test and to the external test provider. Refer to [www.vit.vic.edu.au](http://www.vit.vic.edu.au)

### Year 1, Semester 1

EED5101	Epistemologies of Practice	12
ETP5001	Language and Literacy in the Primary Years 1	12
ETP5003	Teaching and Learning Primary Mathematics 1	12
ETP5007	Science in Primary Education	12

### Year 1, Semester 2

EED5102	Curriculum and Multi-modal Learning	12
ETP5005	Primary Health and Physical Education	12
ETP5006	Humanities in Primary Education	12
ETP5008	The Arts and Design in Primary Education	12

### Year 2, Semester 1

AED5001	Education Research Design and Methods	24
EED6101	Indigenous Perspectives and Standpoints in Education	12
ETP5002	Language and Literacy in the Primary Years 2	12
Year 2, Semester 2		
EED6102	Entering the Profession and Becoming Critical	12
ETP5004	Teaching and Learning Primary Mathematics 2	12
ETP6001	Primary Curriculum Specialisation 1	12
ETP6002	Primary Curriculum Specialisation 2	12

## Graduate Certificate in Education

**Course Code:**ETED

**Campus:**Footscray Park.

**About this course:**The course is designed for professionals from a variety of roles in different settings who respond to the educational opportunities and challenges in education, community, government and industry. It requires students to engage in professional learning through practitioner research informed by contemporary theories of learning, leadership and personal, workplace and social change.

**Course Objectives:**On successful completion of this course, students will be able to:

1. Devise a commitment to ethical action, social responsibility and sustainability in education contexts.
2. Critique perspectives on the contemporary context of education, vocational training and professional development.
3. Critically review knowledge about theories to frame and inform practice as a reflective educator.
4. Evaluate theoretical perspectives and current research into a lifelong learning.
5. Determine and recommend technologies for communication, knowledge access, and collaboration in the construction of understanding.
6. Contribute to educational innovation and professional learning in a workplace identifying a range of connections within professional and academic communities.
7. Analyse and evaluate educational inquiry/research.

**Careers:**In 2013, out of masters coursework graduates in the field of education (post-initial teacher training) who were available for full-time employment, 89.4% were in full-time employment. The most frequently reported occupations of these graduates are as education professionals, specialist managers, and health professionals.

**Course Duration:**0.5 years

**Admission Requirements International:**To qualify for admission to the course applicants must have a university degree or an equivalent qualification, relevant work and/or community experience as approved by the College of Education. Extensive experience in the professional field is an advantage. IELTS minimum 6.5 (no band less than 6.0), or equivalent.

**Admission Requirements Mature Age:**To qualify for admission to the course applicants must have a university degree or an equivalent qualification, relevant work and/or community experience as approved by the College of Education. Extensive experience in the professional field is an advantage.

**Admission Requirements VET:** To qualify for admission to the course applicants must have a university degree or an equivalent qualification, relevant work and/or community experience as approved by the College of Education. Extensive experience in the professional field is an advantage.

**Selection Processes:** OtherAll applicants are required (1) to submit a current version of their CV (2) to present a 200 word statement outlining why they are interested in undertaking this course.

#### COURSE STRUCTURE

To complete the Graduate Certificate in Education students will be required to complete 48 credit points in total consisting of:

- 24 credit points of Core Unit
- 24 credit points Elective Unit selected from the list below

Additional Notes:

- EED6001 must be taken in your first semester of study

#### Core Unit

EED6001 Contemporary Issues in Education and Training 24

Select 24 credit points (1 unit) from the following Elective Units:

AED5002 Theories of Education, Training and Social Change 24

AED5008 Evaluation 24

AED5009 Innovation 24

AED5011 Approaches to Learning 24

AED5018 Assessment 24

AED5023 E-Learning 24

AED5024 Vocational Education and Training: Policy and Practice 24

AED5027 Organisational Culture and Change in Education and Training 24

AED5028 Internationalisation in Education and Training 24

AED5029 Advanced Quantitative Research Methods 24

AED5030 Positive Education 24

EED6002 Currialum & Pedagogy 24

EED6003 Educational Leadership for Social Justice 24

EED6006 Learning Programs: Design and Implementation 24

EED6007 Reforming Pedagogies 24

EED6008 Developing Professional Practice 24

EED6010 Facilitating Learning in Organisations 24

EED6011 Enhancing Skills and Knowledge 24

EED6012 Sustainability Education: from Theory to Practice 24

EED6013 Post-Colonial and Indigenous Approaches to Learning and Teaching in the 21 Century 24

# Majors/Minors

## AMACOM Communication Studies

**Locations:** Footscray Park

In an 'information society', a detailed understanding of the dynamics of communication and the skills needed to communicate effectively is highly valued. The Communication Studies major introduces students to a wide range of approaches to the study of interpersonal, social and media-based communication. The Communication Studies major also assists students to develop and apply effective communication techniques in socially relevant settings such as the workplace environment and community organisations. Students can complement their work in other specialisation areas including Writing, Literary Studies, Psychology, Sociology, Gender Studies, and Visual Arts.

ACC2004	Culture and Communication	12
ACC2002	Media, Culture and Society	12
ACC2010	Television Production	12
ASN2001	Cross Media Practice	12
ACC2011	Radio Production	12
ACC3061	World Cinemas	12

Students selecting this as Major 1 must choose:

ACX3005	Graduating Project 1	12
ACX3006	Graduating Project 2	12

Students are required to complete only one pair of capstone units in their degree (either ACX3005 Graduating Project 1 & ACX3006 Graduating Project 2 or ACX3007 Studio Project 1 & ACX3008 Studio Project 2). Students should select the capstone units offered for their preferred major and then replace the capstone units in the second major with 2 Level three units from a related Discipline major.

## AMADIG Digital Media

**Locations:** Footscray Park

Digital media is a ubiquitous force transforming how we work, interrelate and communicate. Once a technology located within the area of work, digital media is moving into all areas of everyday life, and practitioners are required to develop new applications such as in the areas of entertainment, health and education.

Concurrently, technology is now at a point where those with higher education level digital media can co-opt technology to create projects.

ACM2014	Visual and Interactive Design for Digital Media	12
ACM2009	International Design	12
ACM2004	Digital Service Design and Analytics	12
ACM3013	Mobile User Experience	12
ACI3103	The Global Creative	12

ASN2005	From Concept to Production	12
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Students selecting this as Major 1 must choose:

ACX3005	Graduating Project 1	12
ACX3006	Graduating Project 2	12

Students are required to complete only one pair of capstone units in their degree (either ACX3005 Graduating Project 1 & ACX3006 Graduating Project 2 or ACX3007 Studio Project 1 & ACX3008 Studio Project 2). Students should select the capstone units offered for their preferred major and then replace the capstone units in the second major with 2 Level three units from a related Discipline major.

## AMAFIN Fine Art

**Locations:** Footscray Nicholson

The Fine Art major will develop individual art making and understanding of fine art history and theory. Working closely with professional artists, undertaking this major will allow you to conceive, produce and evaluate artworks incorporating methodologies of painting, drawing, installation, digital art and photography. Art theoretical content, discourse and research of significant artists will encourage rigorous critical analytical and interpretative thinking about art and develop the capacity to apply creative thinking and innovation broadly. During the major you will engage with the wider fine arts community and workplace exhibiting works, visiting exhibitions and writing reviews.

ACF1003	Life Drawing	12
ACF2006	Drawing and Painting	12
ACF2001	Introduction to Digital Art	12
ACF2002	Aesthetics and Art Criticism	12
ACF2003	Still Life Projects	12
ACF3000	Experimental Art	12
ACF3002	Installation Art	12
ACF3003	Digital Fine Art Photography	12

## AMAHIS History

**Locations:** Footscray Park

Knowledge of the past has always been central to human awareness. For more than a century, the study of History has underpinned the Western liberal tradition. History is connected with the search for meaning. It conveys communal memory, creating a sense of personal and group identity by locating individuals in time and space. The study of History offers each of us the chance to understand, even bridge, other cultures. The major in History offers opportunities to sample this diverse human experience. We offer studies that embrace the ancient Middle East, medieval and modern Europe, revolutions in France and Great Britain, and the modern history of Russia and the United States. Our aim is to both challenge and excite you as you move through the study of History, beyond your own lives to those of people in other times and other places. We also aim to develop an appreciation of the contributions historians make to an understanding of contemporary society.

AAH2002	The World before 1770	12
AAH2003	European Revolution and War	12
AAH2004	Divided Europe	12
AAH3001	Histories of Immigrant Australia	12
AAH3002	Irish History	12
AAH3003	Making the Modern Middle East	12

Students selecting this as Major 1 must choose:

ACX3005	Graduating Project 1	12
ACX3006	Graduating Project 2	12

Students are required to complete only one pair of capstone units in their degree (either ACX3005 Graduating Project 1 & ACX3006 Graduating Project 2 or ACX3007 Studio Project 1 & ACX3008 Studio Project 2). Students should select the capstone units offered for their preferred major and then replace the capstone units in the second major with 2 Level three units from a related Discipline major.

### AMALIT Literary Studies

**Locations:** Footscray Park

This major provides an integrated set of units in literary studies. It builds on the minor in literary studies and broadens student understanding of contemporary and historical literary themes and texts. Students are introduced to different scholarly positions that shape contemporary commentary, and are invited to consider the impact of different speaking positions on how the field of literary studies is being shaped. Assessment tasks for the major include short exercises, oral presentations, essays, and formal examinations. The major includes capstone units, which provide students with the opportunity to draw on their learning in their major, and develop the capacity to apply this learning in new contexts.

ACL2001	Reading Contemporary Fiction	12
ACL2002	Studying Poetry and Poetics	12
ACL2007	Romance and Realism	12
ACL3009	Australian Literature	12
ACL3000	Children's Literature	12
ACL3016	Working Class Writing	12

Students selecting this as Major 1 must choose:

ACX3005	Graduating Project 1	12
ACX3006	Graduating Project 2	12

Students are required to complete only one pair of capstone units in their degree (either ACX3005 Graduating Project 1 & ACX3006 Graduating Project 2 or ACX3007 Studio Project 1 & ACX3008 Studio Project 2). Students should select the capstone units offered for their preferred major and then replace the capstone units in the second major with 2 Level three units from a related Discipline major.

### AMAMUS Music

**Locations:** Footscray Park

Undertaking a major study in Music offers you the exciting opportunity to specialise in your own musical interests. You will develop skills, concepts, and methodologies in general musicianship, music theory, composition, music history, music performance, musicology, music technology and music cognition. Meeting the needs of a diverse range of learners, through theoretical study in combination with practical experience, this study area prepares you to become creative and inspiring musicians.

ACO1008	Music Techniques 1	12
ACO2005	Music Techniques 2	12
ACO2007	Songwriting	12
ACO2014	Popular Music History	12
ACO2015	Technology of Music and Audio	12
ACO3001	Cultural Perspectives On Music	12
ACO3003	Music and the Mind	12
ACO3013	Musics of the World	12

### AMAPOL Political Science

**Locations:** Footscray Park

In the view of the great ancient Greek philosopher Aristotle, politics was the 'master science': essential to an understanding of what makes us human. If that was the case over 2000 years ago, it is even moreso in our fast-changing modern world. The study of our political environment is crucial to understanding and leading change in global, national, and local settings. Through completion of this major you will have developed significant mastery of the field of Political Science. We will work with you to develop your research and analytical skills so that you can engage in social and political inquiry, and we will help you to build your powers of normative analysis. In short, we will help you to identify not only how politics works, but how it ought to work. While building such skills, students can enjoy engaging with topics such as globalisation, security and terrorism, contemporary protest movements and current debates on civil society and democratic theory. Training in Politics and IR provides access to careers in foreign affairs, diplomacy, the media, the trade union movement and government and non-government sectors. Students can build on this Major by pursuing the practical experience available through our Internship programme with the Victorian Parliament.

ASP2007	Dictatorship and Democracy	12
ASP2010	Origins of International Politics	12
ASP2011	Foundations of Political Science	12
ASP3002	International Security	12
ASP3003	The Politics of the United States of America	12
ASP3004	Theory and Research in International Politics	12

Students selecting this as Major 1 must choose:

ACX3005	Graduating Project 1	12
ACX3006	Graduating Project 2	12

Students are required to complete only one pair of capstone units in their degree (either ACX3005 Graduating Project 1 & ACX3006 Graduating Project 2 or ACX3007 Studio Project 1 & ACX3008 Studio Project 2). Students should select the capstone units offered for their preferred major and then replace the capstone units in the second major with 2 Level three units from a related Discipline major.

### AMARIT Writing

**Locations:** Footscray Park

The Writing major is designed for students who enjoy writing and are interested in developing and consolidating their writing skills and experience. As part of this major, students will extend their practical and analytical writing skills and their understanding of theoretical concepts, in the area of creative and professional writing. Lectures and practical writing workshops give students an opportunity to employ a range of writing genres, including fiction writing, memoir, scriptwriting, and journalism. All units balance the practical development of expertise in writing, and analysis of the writing of others, within a broader social and cultural context.

ACP1055	Story: Transforming the Blank Page	12
ACP2081	Writing from the Edge: Narrative Non-Fiction	12
ACP2082	Script and Screen	12
ACP2086	Impossible Worlds: Fiction and Genre	12
ACP2087	News and Social Media	12
ACP3008	Crossing Borders: Between Fact and Fiction	12

Students selecting this as Major 1 must choose:

ACX3007	Studio Project 1	12
ACX3008	Studio Project 2	12

Students are required to complete only one pair of capstone units in their degree (either ACX3005 Graduating Project 1 & ACX3006 Graduating Project 2 or ACX3007 Studio Project 1 & ACX3008 Studio Project 2). Students should select the capstone units offered for their preferred major and then replace the capstone units in the second major with 2 Level three units from a related Discipline major.

### AMASLY Sociology

**Locations:** Footscray Park, St Albans

Sociologists study a wide variety of topics including education, work and unemployment; the family; health, sex, gender and sexuality; ethnicity and racism; equality, opportunity and inequality; and crime, law and social justice. The Sociology Major begins with an overview of sociology — an introduction to how we might go about applying the sociological imagination to a wide range of aspects of contemporary social arrangements, and includes a focus on core sociological concepts: how aspects of public order and 'the normal' are social phenomena, how one's identities are forged in a social context, and how power is exercised by the way everyday life is structured in space and through the way we come to know the world. Sociology is core knowledge required in a range of public sector,

environmental, community sector and service industries, and prepares students in critical thinking, problem-solving and social inquiry.

ASS2002	Social Worlds, Social Policy	12
ASS2004	Sociology of Social Control	12
ASS2009	Making Modern Identities	12
ASS3007	Space, Knowledge and Power	12
ASS3033	Political Sociology	12
ASS3050	Migration, Mobility and Globalisation	12

Students selecting this as Major 1 must choose:

ACX3005	Graduating Project 1	12
ACX3006	Graduating Project 2	12

Students are required to complete only one pair of capstone units in their degree (either ACX3005 Graduating Project 1 & ACX3006 Graduating Project 2 or ACX3007 Studio Project 1 & ACX3008 Studio Project 2). Students should select the capstone units offered for their preferred major and then replace the capstone units in the second major with 2 Level three units from a related Discipline major.

### AMASU Visual Art

**Locations:** Footscray Nicholson

The Visual Art major provides students with an integrated set of units that will develop student individual art making practices and broaden student experience and understanding of fine art history and theory. Undertaking this major will allow you to conceive, produce and critique artworks incorporating methodologies of painting, drawing, installation, digital art and photography. Through theoretical content, discourse and research of significant artists, students will make rigorous critical analytical and interpretative thinking about art and develop the capacity to apply creative thinking and innovation broadly. During the major you will engage with arts professionals and the visual arts community, visit exhibitions and write reviews. The major includes capstone units that provide students the opportunity to draw on their learning in the major, and develop the capacity to apply learning in a variety of contexts.

ACF1003	Life Drawing	12
ACF2002	Aesthetics and Art Criticism	12
ACF2003	Still Life Projects	12
ACF2006	Drawing and Painting	12
ACF3000	Experimental Art	12
ACF3003	Digital Fine Art Photography	12

Students selecting this as Major 1 must choose:

ACX3007	Studio Project 1	12
ACX3008	Studio Project 2	12

Students are required to complete only one pair of capstone units in their degree (either ACX3005 Graduating Project 1 & ACX3006 Graduating Project 2 or ACX3007 Studio Project 1 & ACX3008 Studio Project 2). Students should select the capstone units offered for their preferred major and then replace the capstone units in the second major with 2 Level three units from a related Discipline major.

### AMICOM Communication Studies

**Locations:**Footscray Park

In an 'information society', a detailed understanding of the dynamics of communication and the skills needed to communicate effectively is highly valued. The Communication Studies minor introduces students to a wide range of approaches to the study of interpersonal, social and media-based communication. The Communication Studies minor also assists students to develop and apply effective communication techniques in socially relevant settings such as the workplace environment and community organisations.

ACC2004	Culture and Communication	12
ACC2002	Media, Culture and Society	12
ACC2010	Television Production	12
ASN2001	Cross Media Practice	12

### AMICON Contemporary Society and Social Change

**Locations:**Footscray Park

This minor is concerned with the study of contemporary societies and social change. Students think through issues of power, culture and identity drawing on four key frameworks: the changing meaning of community, the construction of social policy, power and politics - in the state and civil society- and the formation of individual and group identities. The minor focuses on Australia while drawing on broader contexts and concepts.

ASS2002	Social Worlds, Social Policy	12
ASS2009	Making Modern Identities	12
ASS3033	Political Sociology	12
AYW2001	Young People with All Abilities	12

### AMIDIG Digital Media

**Locations:**Footscray Park

Digital media is a ubiquitous force transforming how we work, interrelate and communicate. Once a technology located within the area of work, digital media is moving into all areas of everyday life, and practitioners are required to develop new applications such as in the areas of entertainment, health and education.

Concurrently, technology is now at a point where those with higher education level digital media can co-opt technology to create projects.

ACM2014	Visual and Interactive Design for Digital Media	12
ACM2009	International Design	12
ACM2004	Digital Service Design and Analytics	12
ACM3013	Mobile User Experience	12

### AMIFIN Fine Art

**Locations:**Footscray Nicholson

This minor will prepare students to develop individual art making and understanding of fine art. Undertaking this minor will prepare students to conceive, produce and evaluate artworks incorporating methodologies of painting, drawing and digital art. This minor will encourage rigorous, critical analytical and interpretative thinking about art and develop the capacity to apply creative thinking and innovation broadly. During this minor students will have opportunities to engage with the wider visual arts community and workplace exhibiting works, visiting exhibitions and writing reviews.

ACF1003	Life Drawing	12
ACF2002	Aesthetics and Art Criticism	12
ACF2003	Still Life Projects	12
ACF2006	Drawing and Painting	12

### AMIGEN Gender Studies

**Locations:**Footscray Park

Gender is one of the major ways that human society is organised, whether considered from a social or cultural perspective. Gender Studies has developed over the last three decades into a complex and influential academic specialisation. The ideas of Gender Studies, and in particular the theories and practices of feminism, have significantly shifted the ways of knowing across many fields of academic inquiry. The Gender Studies minor provides you with a critical education in major theories and applications about the place of gender.

ACW2020	Sex and Gender	12
ACW2024	Gender in Public Life	12
ACW2026	Gender in Popular Culture	12
ACW3028	Gender, Community and Social Change	12

### AMIHIS History

**Locations:**Footscray Park

Knowledge of the past has always been central to human awareness. For more than a century, the study of History has underpinned the Western liberal tradition. History is connected with the search for meaning. It conveys communal memory, creating a sense of personal and group identity by locating individuals in time and space. The study of History offers each of us the chance to understand, even bridge, other cultures. The minor in History offers opportunities to sample this diverse human experience. Our aim is to both challenge and excite you as you move through the study of History, beyond your own lives to those of people in other times and other places. We also aim to develop an appreciation of the contributions historians make to an understanding of contemporary society.

AAH2002	The World before 1770	12
AAH2003	European Revolution and War	12
AAH2004	Divided Europe	12
AAH3001	Histories of Immigrant Australia	12



## AMIIMC Integrated Marketing Communication

**Locations:**Footscray Park

Integrated Marketing Communications (IMC) incorporates all elements of communications, including advertising, public relations, media management, client management, copywriting, digital engagement and issues management - to suggest only a few. IMC is how these communication tools are integrated and work together to deliver strategic outcomes for effective brand management and consumer engagement. You will put the theory into practice by producing individual and group-based projects, and beyond the classroom engage with industry. This Minor offers a taste of the diversity of IMC and how IMC approaches are strategically used in corporate communications, public affairs, online news, social media and in the arts industries, publishing, events and festivals.

ACY1003	Principles and Practice of IMC	12
ACY2005	Communication Research	12
ACY2007	Client Relationship Management	12
ACY2008	Writing for Public Relations and Advertising	12

## AMIIND Indigenous Studies

**Locations:**St Albans

The Indigenous Studies minor is intended to deepen your understanding of Indigenous Australian cultures and histories, ensuring that Indigenous knowledge, perspectives and experiences are respected, valued, accessed and incorporated into future learning environments. In this multidisciplinary area of study, you will examine the theory related to the historical, cultural and political relationship between Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians. Theoretical and practical studies will also focus on exploring the various modern day challenges faced by Indigenous Australians.

AEK1105	Aboriginal Traditions and Policy	12
AEK1204	Aboriginal History and Political Movements	12
AEK2201	Learning in Indigenous Australian Communities	12
AEK3203	Working Ethically in Aboriginal Community	12

## AMIINT International Development

**Locations:**Footscray Park

Globalisation is one of the key ways to understand social changes today. The international development minor is particularly concerned with questions of global inequality and development, and how these might relate to globalisation. This includes examining the role of nation-states, NGOs, and civil society. With the rapid changes that are occurring in the different regions of the world today, these issues are examined within specific social contexts. The minor investigates different frameworks that have been used to understand international development, the history of colonisation, and how social policy is made and contested on a global level.

ASA3023	Theory and Practice of International Development	12
ASP2001	Political Economy of Colonialism and Neocolonialism	12
ASS2028	Contemporary Africa and Social Change	12

ASS3014 International Social Policy

12

## AMILIT Literary Studies

**Locations:**Footscray Park, St Albans

This minor provides an integrated set of units in literary studies. It introduces students to key theories and texts central to the discipline. Students are introduced to different critical perspectives that shape contemporary commentary, and are invited to consider the impact of different speaking positions on how the field of literary studies is being shaped. Assessment tasks for the minor include short exercises, oral presentations, essays, and formal examinations.

ACL2001	Reading Contemporary Fiction	12
ACL2002	Studying Poetry and Poetics	12
ACL2007	Romance and Realism	12
ACL3009	Australian Literature	12

## AMIMED Media Studies

**Locations:**Footscray Park

The media occupies a central place in our society and culture and makes a significant contribution to the world around us. As new media and communication technologies are introduced, and delivery costs of content decrease, we are entering an entirely new era of media production and consumption. A minor in Media Studies enables you to undertake a sequence of units focusing on contemporary media forms and practices. This specialised area of study draws together a mix of units, some with an emphasis on analysis and research, and some with a large hands-on practical component, including digital radio and television production.

ACC2002	Media, Culture and Society	12
ACC2004	Culture and Communication	12
ACC2010	Television Production	12
ASN2001	Cross Media Practice	12

## AMIMIN The Musical Mind

**Locations:**Footscray Park

The Musical Mind is a suite of units that focus specifically on music perception and cognition, the philosophy of music and its role in culture and society, and introductory psychology. The main purpose of this minor is to prepare students undertaking the Bachelor of Music ABMC for further studies in Music Therapy. This minor enables students to meet some of the essential entry requirements for the Masters of Music Therapy course at Melbourne University.

ACO3001	Cultural Perspectives On Music	12
ACO3003	Music and the Mind	12
APP1012	Psychology 1A	12
APP1013	Psychology 1B	12

## AMIMUS Music

**Locations:**Footscray Park

This minor study in Music offers you the exciting opportunity to specialise in your

own musical interests. You will develop skills, concepts, and methodologies in music theory, composition, general musicianship, music history, arranging, orchestrating, improvising, conducting, and music performance.

ACO1008	Music Techniques 1	12
ACO2005	Music Techniques 2	12
ACO2014	Popular Music History	12
ACO2015	Technology of Music and Audio	12

### AMIPOL Political Science

**Locations:**Footscray Park

In the view of the great ancient Greek philosopher Aristotle, politics was the 'master science': essential to an understanding of what makes us human. If that was the case over 2000 years ago, it is even more so in our fast-changing modern world. The study of our political environment is crucial to understanding and leading change in global, national, and local settings. Through completion of this Minor you will have begun to master the field of Political Science. We shall help you to identify not only how politics works, but how it ought to work. While building such skills, students can enjoy engaging with topics such as globalisation, security and terrorism, contemporary protest movements and current debates on civil society and democratic theory. Training in Politics and IR provides access to careers in foreign affairs, diplomacy, the media, the trade union movement and government and non-government sectors.

ASP2007	Dictatorship and Democracy	12
ASP2010	Origins of International Politics	12
ASP2011	Foundations of Political Science	12
ASP3002	International Security	12

### AMIPOP Popular Music Studies

**Locations:**Footscray Park

Popular Music studies is a dynamic suite of units in musicology and music cognition with great relevance for contemporary arts and culture. Students studying this minor explore the fundamental question "why is music in our lives?". Students recognise and reflect on key concepts of musicological theory including social, cultural, and ethical issues, and apply local and international perspectives to practice in the discipline of music. In addition, students gain an insight into their own physical, intellectual and emotional responses to music. While this minor fosters emerging musicians, it does not require students to have any background in instrumental practice.

ACO2007	Songwriting	12
ACO3001	Cultural Perspectives On Music	12
ACO3003	Music and the Mind	12
ACO3013	Musics of the World	12

### AMIPSY Psychology

**Locations:**Footscray Park

The psychology minor equips you with a theoretical understanding of a range of

psychological topics such as motivation and emotion, biological, cognitive, social, and personality psychology. Analytical, research and statistical skills, and understanding of relationships and communication are also developed through study of this minor.

APP1012	Psychology 1A	12
APP1013	Psychology 1B	12
APP2013	Psychology 2A	12
APP2014	Psychology 2B	12

### AMISCR Screen Media

**Locations:**Footscray Park

The Screen Media minor will introduce students to media professional skills through an integrated set of units. The unit set will analyse innovation in the delivery of media content across existing and emerging media platforms. The units cover foundation knowledge of screen media, cross media practice, film and television production, and screen media professional practice. Assessment items across the unit set include essays, oral presentations, group projects, screen media professional documentation and screen media projects.

ASN1002	Introduction to Screen Media	12
ACC2010	Television Production	12
ASN2001	Cross Media Practice	12
ASN3002	Screen Media Practice	12

### AMISLY Sociology

**Locations:**Footscray Park, St Albans

The Sociology Minor begins with an overview of sociology – an introduction to how we might go about applying the sociological imagination to a wide range of aspects of contemporary social arrangements, and includes a focus on core sociological concepts: how aspects of public order and 'the normal' are social phenomena, how one's identities are forged in a social context, and how power is exercised by the way everyday life is structured in space and through the way we come to 'know' the world. Sociologists study a wide variety of topics, including: education, work and unemployment; the family; health, sex, gender and sexuality; ethnicity and racism; equality, opportunity and inequality; and crime, law and social justice. The Sociology Minor aims to foster students' critical analytical skills and to offer opportunities to apply sociological tools of analysis to their own inquiries into contemporary social life.

ASS2002	Social Worlds, Social Policy	12
ASS2004	Sociology of Social Control	12
ASS2009	Making Modern Identities	12
ASS3050	Migration, Mobility and Globalisation	12

### AMITEM The Entrepreneurial Mindset

**Locations:**Footscray Park

The nature of work is changing. The rapid pace in which technology is developing is causing widespread disruption, both in organisational cultures and working practices. And with new technologies such as artificial intelligence and machine-learning,

robotics, nanotechnology, 3-D printing, and genetics and biotechnology coming up, this disruption is only getting started. Success in this new world is increasingly dependent on personal initiative; a self-starting, future-oriented and persistent proactive mindset. Such a mindset combined with effective teamwork in a multidisciplinary context has been the driver of entrepreneurial success for decades. More and more employers are starting to demand these skills from their employees as well. This unit set equips students with the skills and competencies to future-proof yourself, creating experiences that allow for a strong start to and succeeding in your chosen profession (be that as an employee or self-employed). Students work collaboratively on employing an evidence-based approach to identifying problems and implementing solutions, equipping themselves with the skills and knowledge to lead in the future of work. The first unit explores how to come up with ideas and how to critically assess the potential of the idea. During this unit we introduce a number of key processes and concepts like where to start when exploring ideas, how to run user interviews and prototyping. The second unit introduces the Minimum Viable Product (MVP) and allows students to experiment with the evidence-based, iterative approach of User Validation. The third unit focuses on how to effectively communicate the findings of the first two units in a compelling story to gather critical support. Finally, the last unit introduces students to growth strategies and how these strategies drive execution. The unit set culminates in a pitch-style event where the students pitch their project in a live setting to an audience of stakeholders, integrating the knowledge, skills and understandings they have developed. The Entrepreneurial Mindset unit set aims to provide career defining experiences. The minor is demanding and is a great fit for students who want to be part of something exciting and new while creating their own success.

AEN2001	Problem Discovery	12
AEN2002	Solution Validation	12
AEN3001	Storytelling for Impact	12
AEN3002	Hacking Growth	12

### AMIVSU Visual Art

**Locations:** Footscray Nicholson

The Visual Art minor provides students with an integrated set of units that will develop student individual art making practices and broaden student experience and understanding of fine art history and theory. Undertaking this minor will allow students to conceive, produce and critique artworks incorporating methodologies of painting and drawing. Through theoretical content, discourse and research of significant artists, students will make rigorous critical analytical and interpretative thinking about art and develop the capacity to apply creative thinking and innovation broadly. During the minor students will engage with arts professionals and the visual arts community, visit exhibitions and write reviews.

ACF1003	Life Drawing	12
ACF2002	Aesthetics and Art Criticism	12
ACF2003	Still Life Projects	12
ACF2006	Drawing and Painting	12

### AMIWRI Writing

**Locations:** Footscray Park

The Writing minor is designed for students who enjoy writing and who want to

develop practical and analytical skills, combined with a sound theoretical understanding, in the area of creative and professional writing. Lectures and practical writing workshops give students a firm foundation in a range of writing genres, including fiction writing, memoir, journalism and editing. All units balance the practical development of expertise in writing, and analysis of the writing of others, within a broader social and cultural context.

ACP1055	Story: Transforming the Blank Page	12
ACP2086	Impossible Worlds: Fiction and Genre	12
ACP2081	Writing from the Edge: Narrative Non-Fiction	12
ACP2082	Script and Screen	12

### ASPIOR Interpersonal and Organisational Skills

**Locations:** Footscray Park, St Albans

Graduates from undergraduate programs in Psychology and related specialisations require a range of skills and abilities which they can directly apply in the workplace. Interpersonal and Organisational Skills is a specialisation that provides experience and knowledge in a range of applied skills which assist graduates in applying their learning directly to the problems and challenges they will find working with organisations, groups and individuals in their professional lives.

Students are required to complete the six core units listed below

First Year

APP1014	Interpersonal Skills	12
APP1015	Organisational Skills 1	12

Second Year

APP2023	Interpersonal Skills 2	12
APP2024	Organisational Skills 2	12

Third Year

APP3028	Fieldwork	12
APP3029	Skills in Context	12

### EMABIO Biology (Education)

**Locations:** Werribee

The major in biology will introduce you to a wide range of biology topics and allow you to develop a deep understanding of the interrelationships between the various facets of life. The major will be a strong mix of theoretical and practical based studies of how science is discussed, the basic scientific knowledge it contains and the experimental process from where the information has been collected. This will teach you how to analyse both data and the literature and apply critical thinking skills to defend the ideas you have developed. Topics include the investigation the molecules of life, ecology and evolution, how the world works at the cellular level, how the body defends itself from foreign invaders and how biology is used in commercial applications. These studies will allow you to have a basic understanding of the field of biological science, allowing for future work in teaching or the broader field of science.

Level 1 Units			EDS1001	Critical Contexts in Disability	12
RBF1310	Biology 1	12	EDS1002	Arts and Performance - Addressing Disability	12
RBF1320	Biology 2	12	Level 2 Units		
Level 2 Units			EDS2003	Social Justice and Catering for Diversity	12
RBF2300	Microbiology 1	12	EDS2004	Professional Partnerships With Families	12
RBF2330	Cell Biology	12	Level 3 Units		
Level 3 Units			EDI3001	Rights, Advocacy and Discrimination	12
NSC3010	Biotechnology Applications	12	EDS3005	Assessing and Reporting On Students With Diverse Abilities	12
RMS3113	Comparative Immunobiology	12	Curriculum and Pedagogy Units		
Curriculum and Pedagogy Units			ECP3039	Disability Education Curriculum and Pedagogy 1	12
ECP3037	Science Curriculum and Pedagogy 1	12	ECP3040	Disability Education Curriculum and Pedagogy 2	12
ECP3038	Science Curriculum and Pedagogy 2	12			

### EMADIG Digital Media (Education)

**Locations:** Footscray Park

Digital media is a ubiquitous force transforming how we work, interrelate and communicate. Once a technology located within the area of work, digital media is moving into all areas of everyday life, and practitioners are required to develop new applications such as in the areas of entertainment, health and education.

Concurrently, technology is now at a point where those with higher education level digital media can co-opt technology to create projects.

ACM2004	Digital Service Design and Analytics	12
ACM2009	International Design	12
ACM2014	Visual and Interactive Design for Digital Media	12
ACM3013	Mobile User Experience	12
ACI3103	The Global Creative	12
ASN2005	From Concept to Production	12

Curriculum and Pedagogy Units

ECP3019	Digital Media Curriculum and Pedagogy 1	12
ECP3020	Digital Media Curriculum and Pedagogy 2	12

### EMADIS Disability Studies in Education (Education)

**Locations:** Footscray Park

The major in Disability Studies in Education provides you with a professional qualification to teach in special education settings. In undertaking Disability Studies in Education you will gain specialised knowledge and skills that are needed to support the teaching and learning needs of school students living with a disability.

Level 1 Units

EDS1001	Critical Contexts in Disability	12
EDS1002	Arts and Performance - Addressing Disability	12
Level 2 Units		
EDS2003	Social Justice and Catering for Diversity	12
EDS2004	Professional Partnerships With Families	12
Level 3 Units		
EDI3001	Rights, Advocacy and Discrimination	12
EDS3005	Assessing and Reporting On Students With Diverse Abilities	12
Curriculum and Pedagogy Units		
ECP3039	Disability Education Curriculum and Pedagogy 1	12
ECP3040	Disability Education Curriculum and Pedagogy 2	12

### EMAEAR Art (Education)

**Locations:** Footscray Nicholson

The Art major will develop individual art making and understanding of fine art history and theory. Working closely with professional artists, undertaking this major will allow you to conceive, produce and evaluate artworks incorporating methodologies of painting, drawing, installation, digital art and photography. Art theoretical content, discourse and research of significant artists will encourage rigorous critical analytical and interpretative thinking about art and develop the capacity to apply creative thinking and innovation broadly. During the major you will engage with the wider visual arts community and workplace exhibiting works, visiting exhibitions and writing reviews.

Level 1 Units

ACF1003	Life Drawing	12
ACF2006	Drawing and Painting	12

Level 2 Units

ACF2002	Aesthetics and Art Criticism	12
ACF2003	Still Life Projects	12

Level 3 Units

ACF3000	Experimental Art	12
ACF3003	Digital Fine Art Photography	12

Curriculum and Pedagogy Units

ECP3049	Art Curriculum and Pedagogy 1	12
ECP3050	Art Curriculum and Pedagogy 2	12

### EMAENG English (Literary Studies) (Education)

**Locations:** Footscray Park, St Albans

The major in English (Literary Studies) introduces you to a broad range of literary texts and ways of reading them. The emergence of modern literary theories and ways of understanding literary texts and "literature" itself has had an enormous influence on the way in which we think about our language and society, history and culture, politics and identity. Literary Studies will help you develop essential critical skills that strengthen your ability to contribute to a broad range of issues and debates. From Jane Austen to Christos Tsiolkas, Old England to New Zealand, romance to realism, poetry to politics, individual units cross a broad range of authors, places and issues. Throughout the major, you will develop skills in methods of reading, analysis and interpretation that equip you for further work in journalism, teaching and the broader literature industry.

#### Level 1 Units

ACL2001 Reading Contemporary Fiction 12

ACL2002 Studying Poetry and Poetics 12

#### Level 2 Units

ACL2007 Romance and Realism 12

ACL3009 Australian Literature 12

#### Level 3 Units

ACL3000 Children's Literature 12

ACL3016 Working Class Writing 12

#### Curriculum and Pedagogy Units

ECP3007 English Curriculum and Pedagogy 1 12

ECP3008 English Curriculum and Pedagogy 2 12

### EMAENV Environmental Science (Education)

#### Locations: Werribee

The world around us all is changing at an ever increasing pace, and Environmental Science offers the key to better understanding and managing these changes. By investigating the relationships between the physical, chemical and biological components of the natural world the human race can actively develop solutions to varied environmental problems. Studies will cover topics including management of natural resources, sustainability, the impact of pollution, climate change, deforestation and habitat destruction among other issues will affect us in the coming decades. As well as its focus on the Sciences this major incorporates ideas from a broad range of disciplines - from geography to economics and politics, in addition to the philosophies and ethics that underpin activity in these areas.

#### Level 1 Units

RBF1310 Biology 1 12

RBF1320 Biology 2 12

#### Level 2 Units

RBF2620 Australian Plants 12

RBF2640 Australian Animals 12

#### Level 3 Units

RBF3110 Marine & Freshwater Ecology 12

RBF3210 Environmental Rehabilitation 12

#### Curriculum and Pedagogy Units

ECP3037 Science Curriculum and Pedagogy 1 12

ECP3038 Science Curriculum and Pedagogy 2 12

### EMAFTE Food Technology (Education)

#### Locations: Footscray Nicholson

In the ever-changing and ever-challenging modern world in which we live, a multitude of issues such as food security, emotional health, sustainability, consumer excesses and a widening poverty gap are often at the forefront of public consciousness. Food technology is an area of study that will prepare you to respond to a range of real-life challenges such as the above. Through the development of life skills, you will build capacity for critical and creative decision-making and problem-solving related to fundamental needs and practical concerns of individuals, families and communities, both locally and globally. Food Technology is an interdisciplinary area of study that encompasses hospitality, food science and nutrition and community studies. The focus of this specialist area is on the well being of people in their everyday lives. Effective Technology education will aid you to become empowered, active and informed members of society.

#### Level 1 Units

AEB1501 Food and Nutrition Education 12

AEB1502 Learning the Service of Food and Beverage 12

#### Level 2 Units

AEB2501 Culinary Arts Education 12

EFT2001 Food Science and Technology Education 12

#### Level 3 Units

ACW3022 Rethinking the Family 12

EFT3001 Design and Technology Education 12

#### Curriculum and Pedagogy Units

ECP3051 Technology Studies - Food Curriculum and Pedagogy 1 12

ECP3052 Technology Studies - Food Curriculum and Pedagogy 2 12

### EMAHEA Health (Education)

#### Locations: Footscray Park

Being healthy is significant in all our lives. As a result, it is important for us to be aware of how to maintain good health, make informed choices to look after ourselves, and seek appropriate health advice. Studying health will help you to develop skills and knowledge to make decisions about your own health, inform

others, and also to recognise the importance of health in society. The major in Health provides you with an understanding of the individual and societal influences on health and human development. You will study areas covering health, human development, family, and nutrition.

#### Level 1 Units

SHE1001	Nutrition and Health for Physical Education	12
SHE1002	Growth Development and Ageing	12

#### Level 2 Units

SHE2001	Adolescent Health	12
SHE2002	Sexuality and Relationships	12

#### Level 3 Units

SHE3001	Social Bases of Health: Global Perspectives	12
SHE3002	Health Policy and Promotion	12

#### Curriculum and Pedagogy Units

ECP3011	Health Curriculum and Pedagogy 1	12
ECP3012	Health Curriculum and Pedagogy 2	12

#### EMAHUM Humanities (Education)

**Locations:** Footscray Park, St Albans

Knowledge of the past has always been central to human awareness. For more than a century, the study of History has underpinned the Western liberal tradition. History is connected with the search for meaning. It conveys communal memory, creating a sense of personal and group identity by locating individuals in time and space. The study of History offers each of us the chance to understand, even bridge, other cultures. The major in Humanities offers opportunities to sample this diverse human experience. We offer studies in the modern history of Australia, Asia, Europe, the Middle East, Russia, the United States of America, and sport. Our aim is to both challenge and excite you as you move through the study of History, beyond your own lives to those of people in other times and other places. We also aim to develop an appreciation of the contributions historians make to an understanding of contemporary society.

#### Level 1 Units

AAH2002	The World before 1770	12
AAH2003	European Revolution and War	12

#### Level 2 and 3 Units

AAH2004	Divided Europe	12
AAH3001	Histories of Immigrant Australia	12
AAH3003	Making the Modern Middle East	12
AAH3002	Irish History	12

#### Curriculum and Pedagogy Units

ECP3017	Humanities Curriculum and Pedagogy 1	12
ECP3018	Humanities Curriculum and Pedagogy 2	12

Please note: To attain registration as a Humanities teacher with the VIT you must also complete a Minor (48cp) or a Part (24cp) in the following specialist areas: Gender Studies (Cultural Studies), Sustainability Studies (Environmental Studies), Indigenous Studies or Sociology.

#### EMAMDA Media Studies (Education)

**Locations:** Footscray Park

The media occupies a central place in our society and culture and makes a significant contribution to the world around us. As new media and communication technologies are introduced, and delivery costs of content decrease, we are entering an entirely new era of media production and consumption. A major in Media Studies enables you to undertake a sequence of units focusing on contemporary media forms and practices. This specialised area of study draws together a mix of units, some with an emphasis on analysis and research, and some with a large hands-on practical component, including cinema studies, digital radio and television production.

ACC2004	Culture and Communication	12
ACC2002	Media, Culture and Society	12
ACC2010	Television Production	12
ASN2001	Cross Media Practice	12
ACC2011	Radio Production	12
ACC3061	World Cinemas	12

#### Curriculum and Pedagogy Units

ECP3025	Media Studies Curriculum and Pedagogy 1	12
ECP3026	Media Studies Curriculum and Pedagogy 2	12

#### EMAMSC Music (Education)

**Locations:** Footscray Park

Undertaking a major study in Music offers you the exciting opportunity to specialise in your own musical interests. You will develop skills, concepts, and methodologies in music theory, composition, general musicianship, music history, arranging, orchestrating, improvising, conducting, and music performance. Developing competencies to meet the needs of a diverse range of learners, through theoretical study in combination with practical classroom experience, this study area prepare you to become creative and inspiring teachers for the next generation of young musicians.

#### Level 1 Units

ACO1008	Music Techniques 1	12
ACO2015	Technology of Music and Audio	12

#### Level 2 Units

ACO2005	Music Techniques 2	12
ACO2014	Popular Music History	12
Level 3 Units		
ACO3001	Cultural Perspectives On Music	12
ACO3003	Music and the Mind	12
Curriculum and Pedagogy Units		
ECP3027	Music Curriculum and Pedagogy 1	12
ECP3028	Music Curriculum and Pedagogy 2	12

### EMAMTH Mathematics (Education)

**Locations:** Footscray Park

Mathematics is a core discipline for understanding and explaining much of the modern world. From film making, weather forecasting, to analysis of sports scores, to banking and finance, all aspects of science, through computing – including gaming, media and communications, mathematics provides the underpinning that makes it all possible. Mathematics is also an intellectual journey that is second to none. Mathematics can provide you with many wonderful “aha!” moments when you see the truth of something, or the connections between two seemingly different topics. It also provides superb “brain-training”, with its logical rigour, and its emphasis on problem solving. Mathematics is also supremely satisfying to teach, as you introduce your students to its riches, its applications, and its beauty. Now is a good time to study mathematics, as there is a huge shortage of well-trained teachers. With a mathematics method you will be welcome at any school!

#### Level 1 Units

RCM1614	Applied Statistics 2	12
RCM1712	Mathematical Foundations 2	12

#### Level 2 Units

RCM2713	Modelling for Decision Making	12
RCM2911	Linear Optimisation Modelling	12

#### Level 3 Units

RCM2611	Linear Statistical Models	12
RCM3711	Computational Methods	12

#### Curriculum and Pedagogy Units

ECP3023	Mathematics Curriculum and Pedagogy 1	12
ECP3024	Mathematics Curriculum and Pedagogy 2	12

### EMAOUT Outdoor Education (Education)

**Locations:** Footscray Park

The most fun you can have! If you want to learn about adventure with highly qualified outdoor professionals and through hands on experiences in rock climbing, white water rafting, hiking, and skiing as well as develop an in-depth understanding

about the natural environments and places you will visit and why people choose to go there, then the Outdoor Education major is for you. The use of industry partnerships and critical evidence based practice to inform teaching will ensure that during the course you will learn all the skills needed to lead in the outdoors and teach VCE Outdoor and Environmental studies. The Outdoor Education major provides the opportunity for students to build highly valued character traits including leadership, integrity, cultural sensitivity, and psychological resilience.

#### Level 1 Units

SSM2102	Foundations of Outdoor Education and Adventure Sports	12
SSM2201	Bushwalking Leadership	12

#### Level 2 Units

SSM3101	Environmental Inquiry, Sustainability and Communities	12
SSM2202	Safety in the Outdoors	12

#### Level 3 Units

SSM3202	Leadership in the Outdoors	12
SSM3001	Expedition Leadership	12

#### Curriculum and Pedagogy Units

ECP3029	Outdoor Education (Including Environmental Studies) Curriculum and Pedagogy 1	12
ECP3030	Outdoor Education (Including Environmental Studies) Curriculum and Pedagogy 2	12

Please note: Students will be required by the completion of the Level 1 units to have a current Leaders Wilderness First Aid certificate (or equivalent). An opportunity to complete this certificate will be offered in Level 1.

### EMAPES Physical Education (Secondary) (Education)

Physical education (Secondary) provides you with knowledge and skills in developing movement skills, physical activities and movement concepts as a foundation for lifelong physical activity participation and enhanced performance. The major offers you a challenging, enjoyable and physically active area of study. Movement and physical activity concepts are informed by a range of movement sciences including: the biophysical (anatomy, physiology, exercise physiology, biomechanics, skill acquisition, growth and motor development) and the psycho-social (history, sociology, psychology). You will also develop knowledge and skills to support participation and performance in a range of movement and physical activity contexts, including fundamental movement skills, games and sports, aquatics, rhythmic and expressive movement, athletics, and fitness.

#### Level 1 units

SPE1100	Principles of Movement Development	12
SPE1200	Applied Movement Science	12

#### Level 2 units

SPE2100	Biophysical Perspectives On Movement	12
SPE2200	Games and Sports	12

#### Level 3 units

SPE3100	Psychosocial Aspects of Health and Physical Activity	12
SPE3200	Elements and Practice of Movement	12

#### Curriculum and Pedagogy Units

ECP3053	Physical Education (Secondary Teaching) Curriculum and Pedagogy 1	12
ECP3054	Physical Education (Secondary Teaching) Curriculum and Pedagogy 2	12

### EMAPSY Psychology (Education)

**Locations:**Footscray Park, St Albans

The psychology major equips you with a theoretical understanding of a range of psychological topics such as motivation and emotion, biological, cognitive, social, and personality psychology. Analytical, research and statistical skills, and understanding of relationships and communication are also developed through study of this major.

#### Level 1 Units

APP1012	Psychology 1A	12
APP1013	Psychology 1B	12

#### Level 2 Units

APP2013	Psychology 2A	12
APP2014	Psychology 2B	12

#### Level 3 Units

APP3019	Psychobiology	12
APP3021	Psychology of Adjustment	12

#### Curriculum and Pedagogy Units

ECP3035	Psychology Curriculum and Pedagogy 1	12
ECP3036	Psychology Curriculum and Pedagogy 2	12

### EMASAR Art (Ed Studies)

**Locations:**Footscray Nicholson

The Art major will develop individual art making and understanding of fine art history and theory. Working closely with professional artists, undertaking this major will allow you to conceive, produce and evaluate artworks incorporating methodologies of painting, drawing, installation, digital art and photography. Art theoretical content, discourse and research of significant artists will encourage rigorous critical analytical and interpretative thinking about art and develop the capacity to apply creative thinking and innovation broadly. During the major you will engage with the wider visual arts community and workplace exhibiting works, visiting exhibitions and

writing reviews. The final two units of this major are designed to engage students in content connected to the principles and practices of professionalism, entrepreneurship, innovation and design characteristics related to the specialist area.

ACF1003	Life Drawing	12
ACF2006	Drawing and Painting	12
ACF2003	Still Life Projects	12
ACF2002	Aesthetics and Art Criticism	12
ACF3003	Digital Fine Art Photography	12
ACF3000	Experimental Art	12
AEB3802	Professional Culture and Collaboration	12
ESP3002	Understanding Processes of Innovation	12

### EMASBI Biology (Ed Studies)

**Locations:**Werribee

The major in biology will introduce you to a wide range of biology topics and allow you to develop a deep understanding of the interrelationships between the various facets of life. The major will be a strong mix of theoretical and practical based studies of how science is discussed, the basic scientific knowledge it contains and the experimental process from where the information has been collected. This will teach you how to analyse both data and the literature and apply critical thinking skills to defend the ideas you have developed. Topics include the investigation the molecules of life, ecology and evolution, how the world works at the cellular level, how the body defends itself from foreign invaders and how biology is used in commercial applications. These studies will allow you to have a basic understanding of the field of biological science, allowing for future work in teaching or the broader field of science. The final two units of this major are designed to engage students in content connected to the principles and practices of professionalism, entrepreneurship, innovation and design characteristics related to the specialist area.

AEB3802	Professional Culture and Collaboration	12
ESP3002	Understanding Processes of Innovation	12
RBF1310	Biology 1	12
RBF1320	Biology 2	12
RBF2300	Microbiology 1	12
RBF2330	Cell Biology	12
NSC3010	Biotechnology Applications	12
RMS3113	Comparative Immunobiology	12

### EMASDM Digital Media (Ed Studies)

**Locations:**Footscray Park

Digital media is a ubiquitous force transforming how we work, interrelate and communicate. Once a technology located within the area of work, digital media is moving into all areas of everyday life, and practitioners are required to develop new applications such as in the areas of entertainment, health and education.



Concurrently, technology is now at a point where those with higher education level digital media can co-opt technology to create projects.

ACM2004	Digital Service Design and Analytics	12
ACM2009	International Design	12
ACM2014	Visual and Interactive Design for Digital Media	12
ACM3013	Mobile User Experience	12
ACI3103	The Global Creative	12
ASN2005	From Concept to Production	12
AEB3802	Professional Culture and Collaboration	12
ESP3002	Understanding Processes of Innovation	12

### EMASEL English (Literary Studies) (Ed Studies)

**Locations:** Footscray Park, St Albans

The major in English (Literary Studies) introduces you to a broad range of literary texts and ways of reading them. The emergence of modern literary theories and ways of understanding literary texts and "literature" itself has had an enormous influence on the way in which we think about our language and society, history and culture, politics and identity. Literary Studies will help you develop essential critical skills that strengthen your ability to contribute to a broad range of issues and debates. From Jane Austen to Christos Tsiolkas, Old England to New Zealand, romance to realism, poetry to politics, individual units cross a broad range of authors, places and issues. Throughout the major, you will develop skills in methods of reading, analysis and interpretation that equip you for further work in journalism, teaching and the broader literature industry. The final two units of this major are designed to engage students in content connected to the principles and practices of professionalism, entrepreneurship, innovation and design characteristics related to the specialist area.

ACL2001	Reading Contemporary Fiction	12
ACL2002	Studying Poetry and Poetics	12
ACL2007	Romance and Realism	12
ACL3000	Children's Literature	12
ACL3009	Australian Literature	12
ACL3016	Working Class Writing	12
AEB3802	Professional Culture and Collaboration	12
ESP3002	Understanding Processes of Innovation	12

### EMASES Environmental Studies (Ed Studies)

**Locations:** Werribee

The world around us all is changing at an ever increasing pace, and Environmental Science offers the key to better understanding and managing these changes. By investigating the relationships between the physical, chemical and biological components of the natural world the human race can actively develop solutions to varied environmental problems. Studies will cover topics including management of

natural resources, sustainability, the impact of pollution, climate change, deforestation and habitat destruction among other issues will affect us in the coming decades. As well as its focus on the Sciences this major incorporates ideas from a broad range of disciplines - from geography to economics and politics, in addition to the philosophies and ethics that underpin activity in these areas. The final two units of this major are designed to engage students in content connected to the principles and practices of professionalism, entrepreneurship, innovation and design characteristics related to the specialist area.

AEB3802	Professional Culture and Collaboration	12
ESP3002	Understanding Processes of Innovation	12
RBF1310	Biology 1	12
RBF1320	Biology 2	12
RBF2620	Australian Plants	12
RBF2640	Australian Animals	12
RBF3110	Marine & Freshwater Ecology	12
RBF3210	Environmental Rehabilitation	12

### EMASHE Health (Ed Studies)

**Locations:** Footscray Park

Being healthy is significant in all our lives. As a result, it is important for us to be aware of how to maintain good health, make informed choices to look after ourselves, and seek appropriate health advice. Studying health will help you to develop skills and knowledge to make decisions about your own health, inform others, and also to recognise the importance of health in society. The major in Health provides you with an understanding of the individual and societal influences on health and human development. You will study areas covering health, human development, family, and nutrition. The final two units of this major are designed to engage students in content connected to the principles and practices of professionalism, entrepreneurship, innovation and design characteristics related to the specialist area.

AEB3802	Professional Culture and Collaboration	12
ESP3002	Understanding Processes of Innovation	12
SHE1001	Nutrition and Health for Physical Education	12
SHE1002	Growth Development and Ageing	12
SHE2001	Adolescent Health	12
SHE2002	Sexuality and Relationships	12
SHE3001	Social Bases of Health: Global Perspectives	12
SHE3002	Health Policy and Promotion	12

### EMASHS History (Ed Studies)

**Locations:** Footscray Park

Knowledge of the past has always been central to human awareness. For more than a century, the study of History has underpinned the Western liberal tradition. History

is connected with the search for meaning. It conveys communal memory, creating a sense of personal and group identity by locating individuals in time and space. The study of History offers each of us the chance to understand, even bridge, other cultures. The major in History offers opportunities to sample this diverse human experience. We offer studies that embrace the ancient Middle East, medieval and modern Europe, revolutions in France and Great Britain, and the modern history of Russia and the United States. Our aim is to both challenge and excite you as you move through the study of History, beyond your own lives to those of people in other times and other places. We also aim to develop an appreciation of the contributions historians make to an understanding of contemporary society. The final two units of this major are designed to engage students in content connected to the principles and practices of professionalism, entrepreneurship, innovation and design characteristics related to the specialist area.

AAH2002	The World before 1770	12
AAH2003	European Revolution and War	12
AAH2004	Divided Europe	12
AAH3001	Histories of Immigrant Australia	12
AAH3002	Irish History	12
AAH3003	Making the Modern Middle East	12
AEB3802	Professional Culture and Collaboration	12
ESP3002	Understanding Processes of Innovation	12

### EMASMD Media Studies (Ed Studies)

**Locations:** Footscray Park

The media occupies a central place in our society and culture and makes a significant contribution to the world around us. As new media and communication technologies are introduced, and delivery costs of content decrease, we are entering an entirely new era of media production and consumption. A major in Media Studies enables you to undertake a sequence of units focusing on contemporary media forms and practices. This specialised area of study draws together a mix of units, some with an emphasis on analysis and research, and some with a large hands-on practical component, including cinema studies, digital radio and television production. The final two units of this major are designed to engage students in content connected to the principles and practices of professionalism, entrepreneurship, innovation and design characteristics related to the specialist area.

ACC2004	Culture and Communication	12
ACC2002	Media, Culture and Society	12
ACC2010	Television Production	12
ASN2001	Cross Media Practice	12
ACC2011	Radio Production	12
ACC3061	World Cinemas	12
AEB3802	Professional Culture and Collaboration	12

ESP3002 Understanding Processes of Innovation 12

### EMASMS Music (Ed Studies)

**Locations:** Footscray Park

Undertaking a major study in Music offers you the exciting opportunity to specialise in your own musical interests. You will develop skills, concepts, and methodologies in music theory, composition, general musicianship, music history, arranging, orchestrating, improvising, conducting, and music performance. Developing competencies to meet the needs of a diverse range of learners, through theoretical study in combination with practical classroom experience, this study area prepare you to become creative and inspiring teachers for the next generation of young musicians. The final two units of this major are designed to engage students in content connected to the principles and practices of professionalism, entrepreneurship, innovation and design characteristics related to the specialist area.

ACO1008	Music Techniques 1	12
ACO2015	Technology of Music and Audio	12
ACO2005	Music Techniques 2	12
ACO2014	Popular Music History	12
ACO3001	Cultural Perspectives On Music	12
ACO3003	Music and the Mind	12
AEB3802	Professional Culture and Collaboration	12
ESP3002	Understanding Processes of Innovation	12

### EMASMT Mathematics (Ed Studies)

**Locations:** Footscray Park

Mathematics is a core discipline for understanding and explaining much of the modern world. From film making, weather forecasting, to analysis of sports scores, to banking and finance, all aspects of science, through computing – including gaming, media and communications, mathematics provides the underpinning that makes it all possible. Mathematics is also an intellectual journey that is second to none. Mathematics can provide you with many wonderful “aha!” moments when you see the truth of something, or the connections between two seemingly different topics. It also provides superb “brain-training”, with its logical rigour, and its emphasis on problem solving. Mathematics is also supremely satisfying to teach, as you introduce your students to its riches, its applications, and its beauty. Now is a good time to study mathematics, as there is a huge shortage of well-trained teachers. With a mathematics method you will be welcome at any school! The final two units of this major are designed to engage students in content connected to the principles and practices of professionalism, entrepreneurship, innovation and design characteristics related to the specialist area.

AEB3802	Professional Culture and Collaboration	12
ESP3002	Understanding Processes of Innovation	12
RCM1614	Applied Statistics 2	12
RCM1712	Mathematical Foundations 2	12

RCM2713	Modelling for Decision Making	12
RCM2911	Linear Optimisation Modelling	12
RCM2611	Linear Statistical Models	12
RCM3711	Computational Methods	12

### EMASOE Outdoor Education (Ed Studies)

**Locations:** Footscray Park

The most fun you can have! If you want to learn about adventure with highly qualified outdoor professionals and through hands on experiences in rock climbing, white water rafting, hiking, and skiing as well as develop an in-depth understanding about the natural environments and places you will visit and why people choose to go there, then the Outdoor Education major is for you. The use of industry partnerships and critical evidence based practice to inform teaching will ensure that during the course you will learn all the skills needed to lead in the outdoors and teach VCE Outdoor and Environmental studies. The Outdoor Education major provides the opportunity for students to build highly valued character traits including leadership, integrity, cultural sensitivity, and psychological resilience. The final two units of this major are designed to engage students in content connected to the principles and practices of professionalism, entrepreneurship, innovation and design characteristics related to the specialist area.

AEB3802	Professional Culture and Collaboration	12
ESP3002	Understanding Processes of Innovation	12
SSM2102	Foundations of Outdoor Education and Adventure Sports	12
SSM2201	Bushwalking Leadership	12
SSM2202	Safety in the Outdoors	12
SSM3001	Expedition Leadership	12
SSM3101	Environmental Inquiry, Sustainability and Communities	12
SSM3202	Leadership in the Outdoors	12

Please note: Students will be required by the completion of second year to have a current Leaders Wildemess First Aid certificate (or equivalent). An opportunity to complete this certificate will be offered.

### EMASPE Physical Education (Secondary) (Ed Studies)

**Locations:** Footscray Park

Physical education (Secondary) provides you with knowledge and skills in developing movement skills, physical activities and movement concepts as a foundation for lifelong physical activity participation and enhanced performance. The major offers you a challenging, enjoyable and physically active area of study. Movement and physical activity concepts are informed by a range of movement sciences including: the biophysical (anatomy, physiology, exercise physiology, biomechanics, skill acquisition, growth and motor development) and the psycho-social (history, sociology, psychology). You will also develop knowledge and skills to support participation and performance in a range of movement and physical activity contexts, including fundamental movement skills, games and sports, aquatics, rhythmic and expressive movement, athletics, and fitness. The final two units of this major are designed to engage students in content connected to the principles and practices

of professionalism, entrepreneurship, innovation and design characteristics related to the specialist area.

AEB3802	Professional Culture and Collaboration	12
ESP3002	Understanding Processes of Innovation	12
SPE1100	Principles of Movement Development	12
SPE1200	Applied Movement Science	12
SPE2100	Biophysical Perspectives On Movement	12
SPE2200	Games and Sports	12
SPE3100	Psychosocial Aspects of Health and Physical Activity	12
SPE3200	Elements and Practice of Movement	12

### EMASSW Student Welfare (Ed Studies)

**Locations:** Footscray Park

Student Welfare is a dynamic sequence that provides you with an understanding of young people and children as they transition into adolescence. Students will be engaged in discussing issues, strategies and options for working with young people. The focus is on improving your practice as a teacher. Schools want teachers with a robust mix of skills given the diversity of children and young people in the public setting. The final two units of this major are designed to engage students in content connected to the principles and practices of professionalism, entrepreneurship, innovation and design characteristics related to the specialist area.

AYW2001	Young People with All Abilities	12
AEB2802	Ethics and Youth Work Practice	12
ECY2001	Young People and Substance Use	12
AEB2803	Holistic Practice With Young People	12
ECY3000	Supporting Young People in Dual Diagnosis Settings	12
ECY3001	Working with Young People with Complex Issues	12
AEB3802	Professional Culture and Collaboration	12
ESP3002	Understanding Processes of Innovation	12

### EMASWE Student Welfare (Education)

**Locations:** Footscray Park

Student Welfare is a dynamic sequence that provides you with an understanding of young people and children as they transition into adolescence. Students will be engaged in discussing issues, strategies and options for working with young people. The focus is on improving your practice as a teacher. Schools want teachers with a robust mix of skills given the diversity of children and young people in the public setting. The youth work units can be undertaken in a student welfare sequence or as stand-alone electives. These units are offered in summer and winter semesters to be more flexible for students to complete.

Level 1 Units

AYW2001	Young People with All Abilities	12
AEB2802	Ethics and Youth Work Practice	12
Level 2 Units		
ECY2001	Young People and Substance Use	12
AEB2803	Holistic Practice With Young People	12
Level 3 Units		
ECY3000	Supporting Young People in Dual Diagnosis Settings	12
ECY3001	Working with Young People with Complex Issues	12
Curriculum and Pedagogy Units		
ECP3041	Student Welfare Curriculum and Pedagogy 1	12
ECP3042	Student Welfare Curriculum and Pedagogy 2	12

### EMAGL Aboriginal Yulendj (Knowledge) and Community

**Locations:** Footscray Park

The Aboriginal Yulendj (Knowledge) and Community minor will be available for students enrolled in VU undergraduate programs and it will use Moondani Balluk (embrace people) units in decolonial and postmodern theories to consider a range of complex topics concerning personal and national identity in a changing global world. In this minor, students will explore, analyse and deconstruct their own disciplinary and lived perspectives as well as explore, reflect and understand the impacts and outcomes of colonisation for Aboriginal individuals, families and communities in South East Australia. Topics to be explored include history, human rights, traditional owners, sovereignty, governance and societal structures, coloniality and systems of power and community ethics. With UNESCO's acknowledgement that Indigenous groups globally are challenged from 'development', global warming and globalisation and the Australian government's adoption of the UN Declaration on the Rights of Indigenous Peoples, how might Indigeneity assert itself legally, culturally, socially and technologically to secure/ensure an equitable and respected place in a multicultural globalised Australian context? How might key Aboriginal issues underpinned by land and country, economic development, urban and regional planning, traditional owners, cultural heritage and art, human rights and ethics be considered and applied in a changing world and in Australian workplaces and community?

AEK1105	Aboriginal Traditions and Policy	12
AEK2205	Politics of Aboriginal Art	12
AEK3203	Working Ethically in Aboriginal Community	12
AEK3204	Aboriginal Political and Reflective Learning	12

### EMBIO Biology (Education Minor)

**Locations:** Werribee

The minor in biology will introduce you to a range of biology topics and allow you to develop an understanding of the interrelationships between the various facets of life. A strong mix of theoretical and practical based studies of how science is discussed, the basic scientific knowledge it contains and the experimental process from where the information has been collected, will teach you how to analyse both

data and the literature and apply critical thinking skills to defend the ideas you have developed. Topics include the investigation the molecules of life, ecology and evolution, how the world works at the cellular level, how the body defends itself from foreign invaders and how biology is used in commercial applications.

Level 1 Units

RBF1310	Biology 1	12
RBF1320	Biology 2	12

Level 2 Units

RBF2300	Microbiology 1	12
RBF2330	Cell Biology	12

### EMICUL Cultural Studies (Education Minor)

**Locations:** Footscray Park

Gender is one of the major ways that human society is organised, whether considered from a social or cultural perspective. Gender Studies has developed over the last three decades into a complex and influential academic specialisation. The ideas of Gender Studies, and in particular the theories and practices of feminism, have significantly shifted the ways of knowing across many fields of academic inquiry. The Cultural Studies minor provides you with a critical education in major theories and applications about the place of gender.

Level 1 Units

ACW2020	Sex and Gender	12
ACW2026	Gender in Popular Culture	12

Level 2 Units

ACW2024	Gender in Public Life	12
ACW3033	Gender Across Cultures	12

### EMDIG Digital Media (Education Minor)

**Locations:** Footscray Park

Digital media is a ubiquitous force transforming how we work, interrelate and communicate. Once a technology located within the area of work, digital media is moving into all areas of everyday life, and practitioners are required to develop new applications such as in the areas of entertainment, health and education.

Concurrently, technology is now at a point where those with higher education level digital media can co-opt technology to create projects.

ACM2004	Digital Service Design and Analytics	12
ACM2009	International Design	12
ACM2014	Visual and Interactive Design for Digital Media	12
ACM3013	Mobile User Experience	12

### EMDST Disability Studies

**Locations:** Footscray Park

The disability minor stream provides students with an opportunity to develop an

appreciation of 'other bodied' people. This sequence of units is valid for developing insight into working with people with special needs. Students engaging with the content of these units will also develop as reflective educators and recognise when individuals are at risk of exclusion. The importance of developing inclusive programs that foster academic and social success will also be explored.

EDS1001	Critical Contexts in Disability	12
EDS2004	Professional Partnerships With Families	12
EDI3001	Rights, Advocacy and Discrimination	12
EDS3005	Assessing and Reporting On Students With Diverse Abilities	12

### **EMIEAL Teaching English as an Additional Language (TEAL) (Education Minor)**

**Locations:**Footscray Park

Teaching English as an Additional Language (TEAL) is a dynamic, global profession. With English being the international language of business, education, research and cross-cultural communication, qualified TEAL professionals are in great demand worldwide. You will gain important teaching skills and can be qualified to teach international students, migrant and refugees in Australia, and in many contexts overseas. You can travel, teach, learn new culture and expand your horizon. The program provides grounding in TEAL theory and practice through discussions, projects and presentations in linguistic, educational and socio-cultural aspects of language learning, and in the methodology of teaching and learning English in second and foreign language settings. The ESL classroom is usually seen as a dynamic, empowering and creating environment where a teacher acts as a guide, a facilitator and a resource to maximise each individual's participation and contribution.

Level 1 Units

EDT1001	The Second Language Curriculum and Assessment	12
EDT1002	Grammar and Linguistics for Language Teachers	12

Level 2 Units

EDT2001	Second Language Literacies	12
EDT2002	Teaching English as An Additional Language in Bilingual and Multicultural Settings	12

### **EMIEENV Environmental Science (Education Minor)**

**Locations:**Werribee

The world around us all is changing at an ever increasing pace, and Environmental Science offers the key to better understanding and managing these changes. By investigating the relationships between the physical, chemical and biological components of the natural world the human race can actively develop solutions to varied environmental problems. Studies will cover topics including management of natural resources, sustainability, the impact of pollution, climate change, deforestation and habitat destruction among other issues will affect us in the coming decades. A minor in Environmental Science incorporates ideas from a broad range of disciplines - from the natural sciences, to geography, economics and politics, in addition to the philosophies and ethics that underpin activity in these areas.

Level 1 Units

RBF1310	Biology 1	12
RBF1320	Biology 2	12
Level 2 Units		
RBF2620	Australian Plants	12
RBF2640	Australian Animals	12

### **EMIFTE Food Technology (Education Minor)**

In the ever-changing and ever-challenging modern world in which we live, a multitude of issues such as food security, emotional health, sustainability, consumer excesses and a widening poverty gap are often at the forefront of public consciousness. Food Technology is an interdisciplinary area of study that encompasses hospitality, food science and nutrition and community studies. The focus of this specialist area is on the well being of people in their everyday lives. Effective Technology education will aid you to become empowered, active and informed members of society.

Level 1 Units

AEB1501	Food and Nutrition Education	12
AEB1502	Learning the Service of Food and Beverage	12

Level 2 Units

AEB2501	Culinary Arts Education	12
EFT2001	Food Science and Technology Education	12

### **EMIHEA Health (Education Minor)**

**Locations:**Footscray Park

Being healthy is significant in all our lives. As a result, it is important for us to be aware of how to maintain good health, make informed choices to look after ourselves, and seek appropriate health advice. Studying health will help you to develop skills and knowledge to make decisions about your own health, inform others, and also to recognise the importance of health in society. The minor in Health provides you with an understanding of the individual and societal influences on health and human development. You will study areas covering health, human development, family, and nutrition.

Level 1 Units

SHE1001	Nutrition and Health for Physical Education	12
SHE1002	Growth Development and Ageing	12

Level 2 Units

SHE2001	Adolescent Health	12
SHE2002	Sexuality and Relationships	12

### **EMILIT Literary Studies (Education Minor)**

**Locations:**Footscray Park, St Albans

The minor in Literary Studies introduces you to a broad range of literary texts and ways of reading them. The emergence of modern literary theories and ways of

understanding literary texts and "literature" itself has had an enormous influence on the way in which we think about our language and society, history and culture, politics and identity. Literary Studies helps you to develop essential critical skills that strengthen your ability to contribute to a broad range of issues and debates. From Jane Austen to Christos Tsiolkas, Olde England to New Zealand, romance to realism, poetry to politics, individual units cross a broad range of authors, places and issues. Throughout the minor, you will develop skills in methods of reading, analysis and interpretation that equip you for further work in journalism, teaching and the broader literature industry.

#### Level 1 Units

ACL2001	Reading Contemporary Fiction	12
ACL2002	Studying Poetry and Poetics	12

#### Level 2 Units

ACL2007	Romance and Realism	12
ACL3009	Australian Literature	12

### EMIMDA Media Studies (Education Minor)

**Locations:** Footscray Park

The media occupies a central place in our society and culture and makes a significant contribution to the world around us. As new media and communication technologies are introduced, and delivery costs of content decrease, we are entering an entirely new era of media production and consumption. A minor in Media Studies enables you to undertake a sequence of units focusing on contemporary media forms and practices. This specialised area of study draws together a mix of units, some with an emphasis on analysis and research, and some with a large hands-on practical component, including digital radio and television production.

ACC2004	Culture and Communication	12
ACC2002	Media, Culture and Society	12
ACC2010	Television Production	12
ASN2001	Cross Media Practice	12

### EMIMST Education Across the Community

**Locations:** Footscray Park

This unit set provides the opportunity for students to explore a range of units that encompass areas relevant to key fields of education across communities. Areas of focus include disability, learner engagement, the arts, and information and communication technologies.

EDS1002	Arts and Performance - Addressing Disability	12
EED2000	Curriculum Development and Implementation	12
EEE3011	Digital Life & Learning	12
ESP2001	Making the Conditions for Learning: Ethical and Reflexive Practice	12

### EMIMTH Mathematics (Education Minor)

**Locations:** Footscray Park

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Mathematics is a core discipline for understanding and explaining much of the modern world. Mathematics can provide you with many wonderful "aha!" moments when you see the truth of something, or the connections between two seemingly different topics. It also provides superb "brain-training", with its logical rigour, and its emphasis on problem solving. Mathematics is also supremely satisfying to teach, as you introduce your students to its riches, its applications, and its beauty. Now is a good time to study mathematics, as there is a huge shortage of well-trained teachers. With a mathematics method you will be welcome at any school!

#### Level 1 Units

RCM1614	Applied Statistics 2	12
RCM1712	Mathematical Foundations 2	12

#### Level 2 Units

RCM2713	Modelling for Decision Making	12
RCM2911	Linear Optimisation Modelling	12

### EMOUT Outdoor Education (Education Minor)

**Locations:** Footscray Park

The most fun you can have while learning at Victoria University. If you want to learn about adventure with highly qualified outdoor professionals and through hands on experiences in rock climbing, white water rafting, hiking, and skiing as well as develop an in-depth understanding about the natural environments and places you will visit and why people choose to go there, then the Outdoor Education minor is for you. The use of industry partnerships and critical evidence based practice to inform teaching will ensure that during the course you will learn all the skills needed to lead in the outdoors and teach VCE Outdoor and Environmental studies. The Outdoor Education minor provides the opportunity for students to build highly valued character traits including leadership, integrity, cultural sensitivity, and psychological resilience.

#### Level 1 Units

SSM2102	Foundations of Outdoor Education and Adventure Sports	12
SSM2201	Bushwalking Leadership	12

#### Level 2 Units

SSM3101	Environmental Inquiry, Sustainability and Communities	12
SSM2202	Safety in the Outdoors	12

Please note: Students will be required by the completion of the Level 1 units to have a current Leaders Wilderness First Aid certificate (or equivalent). An opportunity to complete this certificate will be offered in Level 1.

### EMPEP Physical Education (Primary) (Education Minor)

**Locations:** Footscray Park

Physical Education (Primary) provides you with knowledge and skills to enable participation and performance in movement and physical activities appropriate for children. You will undertake studies in Human Movement, including growth and movement development and skill acquisition and in skill activity areas including minor and major games, ball handling, fundamental motor skills, and rhythmic and expressive movement. You will develop skills to support movement competence and

confidence such as fundamental movement skills, movement strategies, creatively sequencing different movements, and performing more complicated movement patterns as a foundation for lifelong physical activity participation and performance. Movement is central to physical education and you will engage in practical movement activities to support your learning.

#### Level 1 Units

SPE1000	Movement Skill Acquisition	12
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SPE1001	Growth and Motor Development	12
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#### Level 2 Units

SPE2000	Rhythmic and Expressive Movement	12
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SPE2001	Major and Minor Games	12
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Please note: this minor does not meet the VIT criteria for a Physical Education (Primary) major.

### EMIPSY Psychology (Education Minor)

**Locations:** Footscray Park, St Albans

The psychology minor equips you with a theoretical understanding of a range of psychological topics such as motivation and emotion, biological, cognitive, social, and personality psychology. Analytical, research and statistical skills, and understanding of relationships and communication are also developed through study of this minor.

#### Level 1 Units

APP1012	Psychology 1A	12
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APP1013	Psychology 1B	12
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#### Level 2 Units

APP2013	Psychology 2A	12
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APP2014	Psychology 2B	12
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### EMISOC Sociology (Education Minor)

**Locations:** Footscray Park

The Sociology minor provides you with the opportunity to focus on specific aspects of social life, both local and international – education, work and unemployment, family, health, sex, gender and sexuality, ethnicity and racism, equality, opportunity, inequality, crime, law, policy and social justice.

ASS2002	Social Worlds, Social Policy	12
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ASS2004	Sociology of Social Control	12
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ASS2009	Making Modern Identities	12
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ASS2051	Child and Society	12
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### EMISUS Sustainability Studies (Education Minor)

**Locations:** Footscray Park

The Earth is our most precious resources and the preservation of the natural world for future generations is of utmost importance. A widespread and meaningful

behavioural change in our society is required to ensure that our forests, oceans and wildlife continue to thrive. This behavioural change must begin with education, so a minor in the area of Sustainability has therefore never been more relevant. Sustainability is a global issue that pertains to making responsible decisions to reduce our negative impact on the environment. Studies will include an introduction to the major environmental sustainability issues currently being faced, as well as a close look at the barriers to sustainability that are present in modern Australia and the wider world. You will be equipped with the knowledge and skills to be responsible global citizens, with great potential to influence the future of our planet.

#### Level 1 Units

RBF1150	Global Environmental Issues	12
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AEK2203	Indigenous Perspectives On Sustainability	12
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#### Level 2 Units

EEE3008	Sustainability in the Primary Curriculum	12
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EEE3009	Sustainability in the Secondary Curriculum	12
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### EMISWE Student Welfare (Education Minor)

**Locations:** Footscray Park

Student Welfare is a dynamic sequence that provides you with an understanding of young people and children as they transition into adolescence. We talk about the issues, strategies and options. This unit will improve your practice as a teacher. Schools want teachers with a robust mix of skills given the diversity of children and young people in the public setting. You can undertake the youth work units in a student welfare sequence or as stand-alone electives.

#### Level 1 Units

AYW2001	Young People with All Abilities	12
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AEB2802	Ethics and Youth Work Practice	12
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#### Level 2 Units

ECY2001	Young People and Substance Use	12
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AEB2803	Holistic Practice With Young People	12
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### EMISWF Student Welfare

**Locations:** Footscray Park

Student Welfare is a dynamic sequence of units that provides you with an understanding of young people and children as they transition into adolescence. We talk about issues, strategies and options.

AYW2001	Young People with All Abilities	12
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AEB2802	Ethics and Youth Work Practice	12
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AEB3802	Professional Culture and Collaboration	12
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ECY3001	Working with Young People with Complex Issues	12
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### EMIWRT Writing (Education Minor)

**Locations:** Footscray Park

The Writing minor is designed for students who enjoy writing and who want to develop practical and analytical skills, combined with a sound theoretical understanding, in the area of creative and professional writing. Lectures and practical writing workshops give students a firm foundation in a range of writing genres, including fiction writing, scriptwriting, journalism and editing. All units balance the practical development of expertise in writing, and analysis of the writing of others, within a broader social and cultural context.

ACP1055	Story: Transforming the Blank Page	12
ACP2086	Impossible Worlds: Fiction and Genre	12
ACP2081	Writing from the Edge: Narrative Non-Fiction	12
ACP2082	Script and Screen	12



# UNITS

## AAA5002 Research Methods

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study covers a variety of research methods relevant to research in a community development context. The ontological and epistemological foundations to various approaches to research (eg positivism, critical rationalism, interpretivism, critical theory, realism, structuration theory and feminism) will be critically reviewed. Students will become broadly familiar with the issues of logic and methodology and quantitative and qualitative research methods. They should also be able to select a research topic(s), design research proposal(s) and adopt appropriate research methods. To emphasis skills development in research training, students will practice with (and use) commonly used social research software tools.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Deconstruct the implicit and explicit values, terminology, methods and techniques of the major theoretical paradigms in qualitative research methods and interrogate the main criticisms of these methods;
2. Inquire into a complex or emergent issue in the community development field demonstrating advanced skills of logical argument, hypotheses formulation and defensible interpretations of evidence;
3. Discriminate between and theorise about reflexivity and research ethics in different types of research;
4. Exemplify context-relevant analysis and interpretation pertinent to qualitative research within the field of community development;
5. Investigate issues relating to cross-cultural research methods and apply corroborating evidence to propose research strategies illustrating the role of culture, values and dispositions in affecting the instigation or success of respectful research;
6. Formulate and critically evaluate research proposals and justify the recommendation of research methods as effective, ethical and culturally responsive, and appropriate to the investigation; and

**Class Contact:** Lecture 1.0 hr Seminar 1.0 hr The equivalent of two hours per week for one semester comprising one one-hour lecture and one one-hour seminar. These classes may be scheduled as intensive weekend workshops depending on student demand.

**Required Reading:** Bryman, A 2012, 4th edn, Social research methods, Oxford: OUP.

**Assessment:** Assignment, A paper focusing on a critical analysis of a research context based on a chosen research topic (1000 words), 25%. Assignment, A Critical outline of the proposed research methodology (ies) and method(s) based on a chosen research topic (1000 words), 35%. Assignment, Final research proposal (3000 words), 40%.

## AAA5011 Interpreting 'Asia' and the 'Pacific'

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study examines a range of theoretical and disciplinary approaches to the study of contemporary 'Asia' and the 'Pacific'. The disciplines investigated will include: history; semiotics and literary studies; political economy and comparative politics; customary law; anthropology and sociology. Students will analyse how disciplinary approaches, initially developed during the period of European expansion, have evolved since the (re)emergence of independent states. The contribution of Asian scholars in the postcolonial development of these disciplines will receive particular attention. The unit will deconstruct how these disciplines have been applied to the study of 'Asia' through a number of case studies of particular countries or regions. The case studies will highlight cultural, religious, ethnic, political

and economic variation with contemporary 'Asia'.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Commentate upon various regional problems from sociological and cultural studies perspectives;
2. Prepare and critically evaluate a guide to their own regional and theoretical interests;
3. Discriminate and theorise about a range of methods for understanding cultures and societies; and
4. Write on problems of social change demonstrating the intricacies of balancing individual and public good and the workings of local and global communities and individuals' responsibilities within these.

**Class Contact:** Lecture 1.0 hr Seminar 1.0 hr

**Required Reading:** Birch, D, T Schiavato and S Srivastava 2001 Asia: Cultural Politics in the Global Age Crows Nest, NSW: Allen and Unwin

**Assessment:** Review, Critical review of literatures focusing contemporary issues confronting Asia and the Pacific, 20%. Assignment, Response to debatable and controversial socio-cultural and political issues confronting Asia and the Pacific, 30%. Essay, Essay on set topics, 50%. Effective total word limit 7000 words Item

Learning Outcome	Graduate Capability Review	
1, 2, 3, 4	Assignment 1,2,3,4	1,2,3,4
1,2,3,4,5	Essay	1,2,3,4,5

## AAA6002 Thesis (Full-Time)

**Locations:** Footscray Park.

**Prerequisites:** AAA5002 Research Methods or ACG5200 Approaches to Research

**Description:** This unit of study provides students the opportunity, under guidance from a supervisor, to develop a research question and write a thesis (12,000 - 15,000 words). The topic will be negotiated between the student and supervisor and will be a research area within the field of international community development. The research will usually be text-based and will not include fieldwork unless the student can demonstrate high-level knowledge of ethical fieldwork procedures and seeks timely ethics clearance.

**Credit Points:** 48

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Demonstrate familiarity and confidence in conducting research and communicating research outcomes at a level acceptable to academic peer review;
2. Integrate and apply the skills and knowledge gained in the course while conducting an independent research project;
3. Carry out, under supervision, a previously drafted research project;
4. Demonstrate familiarity with the principal scholarly literature/s relating to the thesis topic;
5. Demonstrate a capacity to synthesise a range of conceptual and empirical materials and draw appropriate conclusions; and
6. Demonstrate enhanced capacity to articulate and organise ideas in a sustained written composition in order to produce a minor thesis of publishable standard.

**Class Contact:** Regular contact with supervisor.

**Required Reading:** Schutt, RK 2008, 6th edn, Investigating the social world: the process and practice of research, Sage Publications

**Assessment:** Thesis, Minor thesis (12,000 - 15,000 words), 100%.

## AAA6003 Thesis (Part-Time)

**Locations:** Footscray Park.

**Prerequisites:** AAA5002 Research Methods or ACG5200 Approaches to Research

**Description:** This unit of study provides students the opportunity, under guidance from a supervisor, to develop a research question and write a thesis (12,000 - 15,000 words). The topic will be negotiated between the student and supervisor and will be a research area within the field of international community development. The

research will usually be text-based and will not include fieldwork unless the student can demonstrate high-level knowledge of ethical fieldwork procedures and seeks timely ethics clearance.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Demonstrate familiarity and confidence in conducting research and communicating research outcomes at a level acceptable to academic peer review;
2. Integrate and apply the skills and knowledge gained in the course while conducting an independent research project;
3. Carry out, under supervision, a previously drafted research project;
4. Demonstrate familiarity with the principal scholarly literature/s relating to the thesis topic;
5. Demonstrate a capacity to synthesise a range of conceptual and empirical materials and draw appropriate conclusions; and
6. Demonstrate enhanced capacity to articulate and organise ideas in a sustained written composition in order to produce a minor thesis of publishable standard.

**Class Contact:** Regular contact with supervisor.

**Required Reading:** Schutt, RK 2008, 6th edn, Investigating the social world: the process and practice of research, Sage Publications.

**Assessment:** Thesis, Minor thesis (12,000 - 15,000 words), 100%.

## AAH2002 The World before 1770

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** The World before 1770 takes a broad, synoptic view of world history, structured to emphasise the distinctive contributions and remaining legacies of particular civilisations and historical movements. The following key debates run through all the topics:- What is patriarchy and how have women dealt with their situation over the centuries? Is war ever justified? Why is human history seen as centred on the West? What was the contribution of Arabic and Islamic cultures to the rise of the West? In this unit, we examine the period up to the 1770s when most people imagined that God or 'the gods' controlled human history. From the time James Cook was exploring the Australian coastline, in the 1770s, the idea that human destiny was in humans' own hands became more acceptable and more widely believed.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Cite and discuss key dates and terms in World History up to the 1770s;
2. Distinguish between primary and secondary sources;
3. Investigate and compare two or more sources that purport to be primary accounts of the same event;
4. Analyse and interpret spatial, demographic, and other quantifiable data; and
5. Construct and present an historical argument.

**Class Contact:** Lecture 2.0 hrs Tutorial 1.0 hr

**Required Reading:** Robert Pascoe, 2013 World History, vo. 1 Ballan, VIC/Connor Court

**Assessment:** Test, In-class Test, 20%. Essay, Short Essay 1200 words, 30%. Test, Micro-tests in lectures, 20%. Examination, Closed book, 30%.

## AAH2003 European Revolution and War

**Locations:** Footscray Park.

**Prerequisites:** Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

**Description:** This unit of study examines social and political change in Europe from 1900 to the outbreak of World War II. This period witnessed the disintegration of old empires and the emergence of new ideologies. Thus the principal theme is the

development, character and impact in this period communism in Russia and Nazism in Germany.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse some pivotal social and political events in contemporary European history between 1900 and 1939;
2. Evaluate the relevance and application of different historical approaches to central themes in contemporary European history;
3. Exhibit a range of historical skills, including the interpretation of primary and secondary sources, the cataloguing of change over time, and the explanation of different forms of historical causation; and
4. Construct persuasive arguments regarding historical themes and events drawing upon relevant skills of historical analysis.

**Class Contact:** Lecture 1.0 hr Tutorial 1.0 hr

**Required Reading:** Students will be provided with an up-to-date reading list via the VU Collaborate system.

**Assessment:** Essay, Research Essay (1500 words or equivalent), 40%. Other, Reading Log (800 words or equivalent), 20%. Examination, Examination, 30%. Other, Online quizzes, 10%.

## AAH2004 Divided Europe

**Locations:** Footscray Park.

**Prerequisites:** Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

**Description:** This unit of study develops the theme of ideological conflict through a study of the annihilation of European Jewry by the Nazis. The unit of study then examines social and political changes in post-war Europe and in particular the impact of Cold War tensions on Germany, Hungary and Czechoslovakia. It concludes by examining the political and social changes that occurred in 1968 in France, Czechoslovakia and Ireland.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse some pivotal social and political events in contemporary European history between 1939 and 1968;
2. Evaluate the relevance and application of different historical approaches to central themes in contemporary European history between 1939 and 1968;
3. Critique accounts of historical events (between 1939 and 1968) in light of their knowledge of historical approaches and concepts; and
4. Exhibit range of historical skills, including the interpretation of primary and secondary sources, the cataloguing of change over time, and the explanation of different forms of historical causation so as to construct persuasive historical arguments.

**Class Contact:** Lecture 1.0 hr Tutorial 1.0 hr

**Required Reading:** Students will be provided with an up-to-date reading list via the VU Collaborate system

**Assessment:** Other, Document analysis (750 words or equivalent), 23%. Essay, Research Essay (1500 words or equivalent), 30%. Other, Online quiz, 12%. Examination, Exam (500 words or equivalent), 35%.

## AAH3001 Histories of Immigrant Australia

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** Australia is the product of significant waves of immigration whose history is contested. The institutions built by immigrants provide a physical fabric within which to inscribe these remembered and written histories.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Demonstrate skills in researching the history of social groups, including their own;
2. Demonstrate fresh insights into the historiographical and conceptual debates in history;
3. Practise new applications in multimedia and traditional printed texts;
4. Present their findings to community groups in spoken form; and
5. Interpret material objects and artefacts in relation to traditional historians' documentation.

**Class Contact:** Workshop 2.0 hrs

**Required Reading:** Castles, S & Miller, MJ 2009, 4th edn, *The age of migration*, New York and Basingstoke: Palgrave Macmillan  
Cohen, R 2008, 2nd edn, *Global diasporas: an introduction*, Routledge

**Assessment:** Practicum, Site analysis, 30%. Project, Community conferencing, 30%. Essay, Reflective work, 40%.

### AAH3002 Irish History

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study examines the social, cultural and political histories of Ireland. Within this, the complex social, political and economic relationship with Britain will be critically examined, as will the importance of migration from Ireland. A component of the unit will examine the fraught connections between memory, history and culture that collided in the late 1960s and the start of the Troubles in Northern Ireland.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse key events in 19th and 20th century Irish history;
2. Critically review a variety of conceptual approaches to interpreting Irish history;
3. Identify and interpret a wide variety of secondary and primary materials;
4. Analyse historical evidence, scholarship and changing representations of the past in Ireland;
5. Construct an evidence-based argument in audio, digital, oral, visual or written form.

**Class Contact:** Lecture 1.0 hr Tutorial 1.0 hr

**Required Reading:** Students will be provided with an up-to-date reading list via the VU Collaborate system.

**Assessment:** Essay, Document analysis (800 words or equivalent), 40%. Report, Group project report (1000 words or equivalent), 30%. Examination, Analytical answers (1200 words or equivalent), 30%.

### AAH3003 Making the Modern Middle East

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** Many of the critical issues facing our world focus on, or otherwise involve the 'Middle East'. In this unit we study historical, cultural and political commonalities, diversity and conflicts in this complex region in order to provide a basis for developing a critical understanding of contemporary events, issues and contending arguments. The unit begins with a brief general historical survey of the politics and peoples of the region, with particular attention given to the evolution of Islamic institutions and culture. Attention is given to the critical period of the late 19th and early 20th centuries, which saw the decline of the Ottoman Empire and a significant reshaping of political boundaries after WWI through the provision of the Versailles Treaty, which aimed to benefit western powers. We then study a selected number of countries, groups and issues in the region, covering topics that include: the influence of and reactions to the West; the emergence of Arab nationalism; the modernisation efforts of Middle Eastern Governments; the struggle of various peoples for political independence; Zionism; Palestine and the course of the Arab-Israeli conflict; the reassertion of Islamic values and power; the Gulf War and the

foundations of the current Iraq war.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Understand the history of the Middle East, from Egypt to Iran, and from Turkey to the Arabian Peninsula, over the past 150 years;
2. Demonstrate the skills of thinking historically;
3. Undertake primary historical research;
4. Write as a historian; and
5. Demonstrate a deepening of their love of history as a discipline.

**Class Contact:** Lecture 1.5 hrs Tutorial 1.0 hr

**Required Reading:** Pascoe, Rey, James eds, 2015 *Making Modernity: From the Mashrig to the Maghreb*, North Carlton/Arena Publications.

**Assessment:** Essay, short essay, 10%. Report, Class paper and essay, 40%. Research Paper, Research paper, 50%.

### ACC2002 Media, Culture and Society

**Locations:** Footscray Park.

**Prerequisites:** Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

**Description:** This unit of study explores the institutions, industries and texts that comprise the media, and introduces students to some approaches to their study. The unit focuses on contemporary Australian and international issues, and explores some of the challenges of digital media. Using topical examples, it places emphasis on understanding media's role in society, culture and our life. Topics to be covered include: visual culture; advertising and consumer culture; media ownership and regulation; journalism; celebrity and the public sphere; the nature and impacts of new economic and industrial relationships in media; media in war and conflict situations; minorities and media; and 'culture jamming'.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Develop a greater understanding of the complex inter-relations between media, culture and society, and the key role media plays in a democratic society;
2. Identify and investigate key issues in the discipline of media communication studies and explain their contemporary relevance;
3. Explore the important role of media communication in the socio-cultural and economic spheres, and in professional, personal and social life; and
4. Apply critical thinking and conceptualisation skills to a range of issues related to the study of media communication, especially digital and visual forms of communication.

**Class Contact:** Lecture 1.5 hrs Tutorial 1.5 hrs

**Required Reading:** To be advised by the unit coordinator.

**Assessment:** Presentation, Class presentation, 10%. Assignment, Short media exercise (600 words), 20%. Essay, Written essay on aspect of the media (1000 words), 30%. Examination, Final (1400 words), 40%.

### ACC2004 Culture and Communication

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** The unit introduces students to a range of approaches to the study and research of different forms of communication and their cultural contexts. The focus is on developing knowledge and understanding of the complex inter-relations between communication and culture, and the key role communication plays in all aspects of life. Emphasis is placed on practical applications, and on the various factors which affect communication, including global culture and intercultural influences. The unit reflects on the impacts of the digital communication revolution and the ongoing changes to communication interactions in contemporary Australia. Areas to be

explored include: the complex inter-connections between culture and communication; types of communication; verbal and non-verbal communication; language and gender; communication and the self; narrative and communication; subconscious dimensions of communication, especially dreams; consumer culture and communication; communicating with music; global culture; the dominance of mobile communication and its impacts

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Identify and assess key issues in the discipline of communication studies and explain their contemporary relevance;
2. Elaborate the importance and key role of communication in personal, interpersonal, intrapersonal, professional, social and cultural life;
3. Investigate and synthesise some key research areas and issues related to the study of communication;
4. Apply analytical thinking and conceptualisation skills to a range of issues in communication interactions; and
5. Synthesise theoretical and analytical ideas and apply them to 'real life' communication situations.

**Class Contact:** Lecture 1.5 hrs Tutorial 1.5 hrs

**Required Reading:** A reading list will be provided on VU Collaborate.

**Assessment:** Assignment, Oral interactive presentation (300 words), 10%. Assignment, Written assignments (1500 words), 50%. Examination, Written examination (1200 words), 40%.

## ACC2010 Television Production

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** Television production introduces students to the pre-production, production, and post-production techniques used in single camera and multi-camera television production. While some exercises are individual, students spend most of the unit in production units of six to eight members working on a variety of exercises ranging from short narrative scenes and multi-camera interviews to short multi-camera scenes from soap operas. Students gain experience in using studio cameras, vision-switching, floor-managing, audio production techniques, directing, producing, performance and lighting techniques for television production.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically apply knowledge and skills required for television production and its industrial context;
2. Design and produce a single camera narrative which demonstrates competence in film grammar;
3. Create a simple television script and a comprehensive pre-production plan; and
4. Construct simple television programs using multi-camera television production techniques.

**Class Contact:** Lecture 1.0 hr Tutorial 1.5 hrs

**Required Reading:** Mollison, M 2010, 3rd edn, Producing videos: a complete guide, Sydney: Allen and Unwin

**Assessment:** Exercise, Short narrative single camera with storyboard, 10%. Project, Group multi-camera television interview, 30%. Project, Group multi-camera television drama scenes, 40%. Journal, Chapter critiques, 20%.

## ACC2011 Radio Production

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit provides students with the ability to create professional digital radio production projects. The major emphasis is on spoken-word radio programs with a specific focus on interviewing and 'magazine' formats. Production techniques and processes include field interviewing with portable digital recording equipment, studio

work, writing for radio, digital editing, sound mixing and voice performance.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Appraise digital radio as a special kind of medium of communication, particularly for transmitting ideas and opinions;
2. Exhibit skills in pre-production, production and post-production techniques for digital audio;
3. Apply the basic digital recording and editing skills required to produce spoken word radio programs; and
4. Conceptualise the skills required to write and produce programs suitable for digital radio broadcast.

**Class Contact:** Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:** Ahern, S 2011, 3rd edn, Making radio: a practical guide to working in radio, Sydney, Allen & Unwin & AFTRS

**Assessment:** Creative Works, Produce a 10 minute interview, 25%. Review, Scripted and produced review of a radio program, 15%. Creative Works, Produce a 10 minute music feature / documentary, 30%. Project, Produce a 30 minute magazine program, 30%.

## ACC3061 World Cinemas

**Locations:** Footscray Park.

**Prerequisites:** ACC2004 - Culture and Communication ACC2002 - Media, Culture and Society Students enrolled in course code ABAB or LBLA must have completed two of the following units: ACC2004 Culture and Communication, ACC2002 Media, Culture and Society, ACC2003 Communicating in Organisations.

**Description:** The scale and variety of cinema production across the globe is sometimes disguised by the aggressive and successful exporting and marketing strategies of Hollywood cinema. This unit of study explores some non-Hollywood cinemas from both English speaking and non-English speaking worlds along with the contexts of their production. Students are encouraged to appreciate the aesthetic qualities and traditions of various national film industries, and genres. They explore the relationships between national cinema industries and the transferability and adaptability of cultural forms.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically review a diverse range of films with reference to distinct cultural traditions, modes and genres of world cinemas;
2. Interrogate the diversity of cinema production outside the dominant Hollywood model;
3. Analyse international film genres and styles with use of theoretical texts; and
4. Critically reflect upon relationships between cinema genre, national cinema and national cultures.

**Class Contact:** Lecture 1.0 hr Seminar 2.0 hrs Tutorial 1.0 hr

**Required Reading:** Required reading is provided to students via VU Collaborate. Films featured in the unit will be provided on Vimeo.

**Assessment:** Assignment, Essay: film review (500 words), 20%. Assignment, Essay on cinema genre (1000 words), 30%. Presentation, In class presentation, 20%. Essay, Essay based on European, Hollywood and Asian films (1200 words), 30%.

## ACF1003 Life Drawing

**Locations:** Footscray Nicholson.

**Prerequisites:** Nil.

**Description:** This unit is an intensive series of traditional studio-based classes in which students develop skills in drawing and painting inspired by observational practices using a range of media. Students will acquire proficiency in visual techniques and languages. Practical studio projects will develop the skills of drawing including the ability to: depict proportions, perspective and control the placement of the figure in

space. Composition, mark-making, colour, texture, tone and contour will be developed in the work. Workshops will address related historical, theoretical and philosophical studies and introduce observation as a methodology with broad applications for visual art production and research. This unit will also include an optional module where students can elect to either draw from nude-male and nude-female models in the studio, or complete an alternative blended learning module utilising forms from the natural environment. Students will complete and archive weekly studio projects and visual exercises to create a comprehensive folio of drawings for assessment. The final presentation will consist of eight artworks created in class that represent the highest standards achieved by the student.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Create finished artworks incorporating observations of life, corresponding with accepted standards of traditional drawing practices using a variety of materials and art production techniques;
2. Interpret and engage creatively with a range of practical studio drawing projects;
3. Apply the observational methodologies, principles and techniques of traditional drawing to their individual art-making;
4. Analyse the qualities of works of art produced and articulate this effectively to others; and
5. Practise the principles of sustainable, safe professional studio practice for effective collaborative and individual artistic production.

**Class Contact:** Workshop 2.0 hrs The delivery occurs in fully equipped art studio inclusive of wet areas, storage facilities, specialist equipment (easels/ palettes etc.) podium and props. (Usually N144, Footscray Nicholson Campus).

**Required Reading:** Relevant reading will be provided each week on VU Collaborate Maslen & Southern 2011 *The Drawing Projects: An Exploration of the Language of Drawing* UK

**Assessment:** Portfolio, Mid-semester Folio - 16 Working Drawings, 30%. Creative Works, Final Folio - 8 resolved Drawings, 50%. Practicum, Studio Project Participation and Practices, 20%.

## ACF2002 Aesthetics and Art Criticism

**Locations:** Footscray Nicholson.

**Prerequisites:** Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

**Description:** This unit of study introduces students to the philosophical underpinnings of postmodern discourse as a way to deepen their understanding of contemporary art, aesthetics and art criticism. Students engage with fundamental analytical tools of philosophy and traditional concepts, arguments and theories of and art. The unit aims to equip students with an understanding of the history and structures within art theory and criticism, contextualised with contemporary art practice. Lectures address key topics of contemporary art. In weekly group discussions, students explore pertinent issues and develop critical dialogues. One of the sessions is conducted on site at various galleries.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse and appraise key theories underpinning contemporary art theory and criticism;
2. Interpret and apply principles of contemporary art theory to current art practice in the form of a written exhibition review and research paper on artists' work;
3. Articulate and defend, in both verbal and written essay form, an individual response to the problems raised by set topics; and
4. Evaluate and synthesise appropriate and meaningful information from a range of art historical and theoretical sources.

**Class Contact:** Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:** Barrett, T 2007, *Why is that art? Aesthetics and criticism of contemporary art* US/Oxford University Press Further reading will be given during lectures and seminars

**Assessment:** Exercise, A series of group discussions and activities on key contemporary theories, 20%. Review, Art exhibition critique and review, 20%. Research Paper, Masterpiece study and exhibition, 60%. The total combined assessment word equivalence is approximately 3,000 words.

## ACF2003 Still Life Projects

**Locations:** Footscray Nicholson.

**Prerequisites:** Nil.

**Description:** The notion of the still life, from its traditional art historical milieu, to its function as a metaphor for artwork in general, will be explored in the context of contemporary art practice via a series of rigorous studio-based projects. To facilitate a unique visual vocabulary, students will be encouraged to work experimentally with still life objects selected for their conceptual relevance to issues concerning personal identity and culture. This preliminary research will be extended into individual self-initiated projects resulting in a resolved series of contemporary artworks aimed at public presentation or gallery exhibition. In individual tutorials, group tutorials and lectures, formal issues will be considered in relation to conceptual concerns such as clarity of intention as it is embodied in the work/s of art. Lectures will draw upon and discuss examples of various historical and contemporary artworks and the concept of research in the visual arts.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse and appraise key concepts of the 'still life' in historical and contemporary art practice;
2. Adapt to given studio tasks and practical methodologies with a flexible and innovative approach for an original self-initiated creative outcome;
3. Optimise art production techniques appropriate to their unique artistic language and engage creatively with a range of practical studio projects and a self-initiated project;
4. Propose and qualify ideas for the production of a series of original artworks in both written and visual formats;
5. Create a body of sophisticated finished artwork and related writing for public presentation and/or exhibition; and
6. Apply the principles of sustainable, safe professional studio practice for effective collaborative and individual artistic production.

**Class Contact:** Workshop 3.0 hrs

**Required Reading:** Students will be provided with an up to date reading list via the VU Collaborate system.

**Assessment:** Portfolio, Preliminary folio presentation, 20%. Project, Self-initiated project proposal, 30%. Creative Works, Self-initiated project presentation (five works of art and presentation), 50%.

## ACF2006 Drawing and Painting

**Locations:** Footscray Nicholson.

**Prerequisites:** Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

**Description:** This unit of study aims to develop practical skills in drawing and painting via an intensive series of studio-based classes incorporating a range of art materials. Theoretical discussions including consideration of broader art historical contexts inform students' understanding of contemporary art practices of drawing and painting. Practical studio projects and lectures develop and explore observation; identify and demystify the processes involved in making drawings and paintings; and encourage experimental, innovative and conceptual approaches. Regular group

tutorials involve discussion and constructive critique of the artworks produced. Materials incorporated include charcoal, coloured chalk, ink and wash, watercolour and acrylic paint on canvas. Assessment involves presentation of a final folio of finished artworks in response to weekly studio projects, completion of a written research assignment about a current contemporary art exhibition and maintaining a visual diary.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1. Investigate and interpret a major current exhibition of art; 2. Journal ideas consistently over time in a visual diary; 3. Interpret and engage creatively with practical drawing and painting projects using a range of materials and art production techniques; 4. Create a folio of drawing and painting that uses creative skills to express ideas and perspectives; 5. Analyse the qualities of works of art and articulate this effectively to others verbally and in writing; and 6. Practise the principles of sustainable, safe professional studio practice for effective collaborative and individual artistic production.

**Class Contact:** Online 1.0 hr Workshop 2.0 hrs

**Required Reading:** New, J 2005, *Drawing from life: the journal as art*, NY: Princeton Architectural Press. Arnold, D 2004, *Art history : a very short introduction* Oxford, [England] : Oxford University Press Further reading will be provided weekly including visual resources

**Assessment:** Research Paper, Analysis of three works of art from a major exhibition, 30%. Creative Works, Eight completed artworks, one artwork selected from each weekly studio project, 50%. Journal, Weekly visual diary practical work and visual literacy exercises, 20%. Total effective word limit 3000 words.

### ACF3000 Experimental Art

**Locations:** Footscray Nicholson.

**Prerequisites:** Nil.

**Description:** This unit of study will facilitate the creative development of students' individual art practice through engagement with mediums and processes across a range of visual art disciplines such as painting, sculpture, photography and video. Overall, the unit aims to be a site of original content development where students have the opportunity of experimenting with different media across disciplines while integrating concepts and ideas in response to knowledge gained in previous visual art units. Examples of the interdisciplinary work of contemporary artists with consideration of the theoretical and philosophical contexts underpinning their practice will be presented for critical discussion. Assessment will include a series of practical studio projects and a visual research diary. In addition, students will complete and present interdisciplinary artworks and related writings incorporating their own concepts and choice of media.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1. Challenge, adapt and interpret and devise a range of practical studio-based projects; 2. Conceptualise, extend upon and experiment with an appropriate individual artistic language across disciplines and media; 3. Review critically and critically reflect upon, analyse, appraise and assess, verbally and in writing, professional interdisciplinary art practices, and relevant art theoretical and philosophical contexts in relation to their emerging art ideas and practice; 4. Propose and initiate creative and written outcomes corresponding with professional standards of contemporary art practice; and 5. Apply the principles of sustainable, safe professional studio practice for collaborative and individual artistic production.

**Class Contact:** Online 1.0 hr Workshop 2.0 hrs

**Required Reading:** Weintraub, L 2003, *In the making: creative options for*

contemporary art, Distributed Art Pub Inc.

**Assessment:** Journal, Visual Research Diary, 25%. Review, Mid-Semester Folio Review (eight artworks plus presentation), 25%. Creative Works, Final Folio presentation (five resolved artworks plus presentation), 50%.

### ACF3003 Digital Fine Art Photography

**Locations:** Footscray Park.

**Prerequisites:** Students enrolled in course code ABAB or LBLA must have completed two of the following units: ACF1003 Life Drawing, ACF2002 Aesthetics and Art Criticism, ACF2005 Experimental Art, ACF2006 Drawing and Painting.

**Description:** This studio-laboratory based unit of study will explore the principles and practice of digital fine art photography and equip students with the knowledge to develop, implement and complete a digital fine art photography project in the context of contemporary art practice. Working with a variety of cameras including the digital SLR, students will learn about aperture, shutter speed, ISO settings, white balances and a range of lighting techniques. Image processing techniques using Photoshop and other organisational and editing tools will encompass editing workflows, file formats, image resolutions, colour profiles and creative image editing. The photography project will draw upon art research practice and related writing students have completed as part of their previous visual art studies, with a view to producing a cohesive folio of their finished artwork for public presentation such as a website, online exhibition, and/or artist's book. Research and investigation exploring the meaning and rationale of fine art photography in the 21st century will be a core component of the unit.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1. Compose and collate a folio of fine art photographic work; 2. Critically review the context of the fine art photograph in contemporary visual culture and relate this to their own photographic practice; 3. Investigate problems encountered in contemporary lens based fine art practice and research and propose solutions; and 4. Elucidate potential for inter-disciplinary fine art practices exploring a range of material and conceptual approaches to individual and collaborative visual art making.

**Class Contact:** Workshop 2.0 hrs Mac Lab C511

**Required Reading:** Wells, L (ed) 2011, 4th edn, *Photography: a critical introduction*, London/New York: Routledge.

**Assessment:** Presentation, Research Presentation, 20%. Essay, Exegesis/Critical and Conceptual context for creative work, 20%. Creative Works, Technical finish, 10%. Creative Works, Fine Art Photographic Folio, 50%.

### ACG5010 International Communication

**Locations:** City Flinders.

**Prerequisites:** Nil.

**Description:** This unit of study investigates communication issues arising from and contributing to real world changes that have intensified and deepened financial, demographic and cultural interconnections across the globe. It takes the political economy of international communication as a central area of investigation and debate in the field of communication studies, and traces issues of financial control on the part of large international communication companies, through to political and cultural issues for groups differentially positioned in respect to major centres of world power. Topics covered include: history and development of communication media as international phenomena; propaganda and the case of the Cold War, the flow of media communication products and services between nations and the 'cultural imperialism' debate; transnational patterns of media consumption, national communication and cultural policies; communication policies and development.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically review approaches and research to the study of international communication;
2. Apply analytical thinking and conceptualisation skills;
3. Use research skills related to the study of international communication;
4. Articulate complex ideas and lead productive discussions; and
5. Critically reflect on the ways in which international communication shapes the personal and the social.

**Class Contact:** Seminar 2.0 hrs

**Required Reading:** Bucy, 2005 2nd ed Living in the information age US/Wadsworth Cengage

**Assessment:** Presentation, Stage one presentation of research proposal, 10%. Project, Research project, 60%. Report, Political economy of communication, 30%.

## ACG5099 Public Relations Writing

**Locations:** City Flinders.

**Prerequisites:** Nil.

**Description:** This unit of study looks critically at the theory and practice of different genres of public relations writing within a context of problem-solving and managing public relations writing for intervention in different contexts. Students will consider issues of rhetoric and power, different writing strategies and how these might relate to different forms of public relations writing such as the media release, background and position paper. The unit also covers theories of publics and theories of the media as they might apply to writing, media relations and writing for the media. Course work will be supported by practical instruction in the forms of public relations writing and exercises in class time.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Deconstruct public relations as a form of writing and communication and discuss the way it is practised by different agents, political organisations, corporate groups and social movements in the public sphere;
2. Troubleshoot and manage public relations problems through written responses;
3. Analyse media relations and the form and design of media writing;
4. Analyse the methods of persuasion in public relations and critique how this persuasion works in public relations messages; and
5. Formulate high level public relations writing for persuading different audiences including the media, publics and organisations.

**Class Contact:** Lecture 1.0 hr Tutorial 1.0 hr

**Required Reading:** The following text is mandatory. Mahoney, J 2013 2nd edn, Public relations writing in Australia Melbourne/Oxford University Press.

**Assessment:** Assignment, Media release exercise, 10%. Project, Group media kit and work report, 40%. Presentation, Seminar leading exercise, 10%. Portfolio, 4 x detailed portfolio exercises, 40%. Minimum effective word limit 5000 words.

## ACG5100 Ethics and Regulations in Communications Practice

**Locations:** City Flinders.

**Prerequisites:** Nil.

**Description:** Ethics and Regulations for Communication Practice (ACG5100) considers a range of ethical, regulatory and legal issues surrounding the 'new media' and 'old media' and telecommunications and the internet; in an age of convergence, globalisation and deregulation. The unit also considers Australian consumer laws, industry and market trends, the role of industry peak bodies and codes of practice, as well as the role of the Commonwealth government and its super-regulator the Australian Communications and Media Authority (ACMA), as well as the role of other key authorities including the Australian Competition and Consumer Commission (ACCC), Australian Securities and Investments Commission (ASIC), and the

Telecommunications Industry Ombudsman (TIO). The unit also focuses on laws related to media ownership rules, defamation, reputation management and protection, copyright and other aspects of intellectual property, deceptive conduct and false representation, privacy protection, censorship and whistleblower protection.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Discuss and articulate the interconnections of ethical, regulatory and legal issues relevant to professional practice in communication industries or other work and community settings impacted upon by communication practice;
2. Critically apply ethical principles to public relations and communications practice;
3. Evaluate the roles of Codes of Ethics or Codes of Practice as they apply in different industry settings; and
4. Extrapolate the key legal concepts relevant to communications practices to contemporary cases, including media law as it relates to issues of defamation, reputation protection, copyright and intellectual property, negligence and contracts, deceptive conduct and false representation sections of Australian Consumer Law.

**Class Contact:** Seminar 2.0 hrs

**Required Reading:** Dwyer, T 2012 1st Legal and Ethical Issues in the Media Pgrave Macmillan

**Assessment:** Journal, Produce a short reflection on the required reading/s and class discussion, submitting a folio of 5 preferred journal entries., 30%. Presentation, Class presentation from a set list of topics, including: ethical behaviour in organisational settings, codes of ethics and 'ethics literacy', 30%. Essay, Research and produce an essay (specific questions provided) on one of the inter-related themes., 40%. Minimum effective word limit 5000 words.

## ACG5200 Approaches to Research

**Locations:** City Flinders.

**Prerequisites:** Successful completion of two units in this course or by approval of coordinator

**Description:** In this unit students will familiarise themselves with contemporary research and evaluation practices in the communication and public relations industry, and evaluate their usefulness to problem solving and knowledge creation in different contexts. They will then identify key issues or problems which recur in contemporary industry and professional practice, and conduct a review of the literature around one particular theme. Students will undertake a series of exercises to develop high level skills in problematising and planning a practical research project, gathering quantitative and qualitative data using robust and rigorous techniques and analysing data using theoretically informed approaches. Finally students will apply advanced strategies, tools and knowledge to a collaborative research or evaluation project which addresses a significant issue in communication and public relations practice.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Apply advanced knowledge of research and evaluation tools in a collaborative communication or public relations research project;
2. Critically evaluate tools and strategies for professional research and evaluation of particular issues and problems in the communication and public relations industries;
3. Critically appraise and reflect on professional and academic literature around a theme within the field of communication and public relations;
4. Investigate and communicate a key problem or issue which would benefit from research or evaluation in contemporary professional and industry practice; and
5. Design an applied research or evaluation project which utilises web based analytics as well as qualitative approaches as tools to generate high level data.

**Class Contact:**Seminar 2.0 hrs

**Required Reading:**Students are directed to current journal articles and texts in the relevant areas.

**Assessment:**Assignment, Assignment, 30%. Essay, Students will review professional and academic literature regarding one key theme or issue in industry or professional practice, 70%. Minimum effective word limit 5000 words.

### ACG5203 Print and Web Journalism

**Locations:**City Flinders.

**Prerequisites:**Nil.

**Description:** In this unit of study, students will develop high level skills for researching and writing at a professional standard for Australian, international and online journalistic publications. The unit will combine analysis of mainstream and niche market print and online journalism with practical writing exercises. Students will analyse contemporary ethical, sociopolitical and cultural debates related to the changing practice of journalism in a globalised marketplace. Students will use computer-assisted research to evaluate information credibility and write in a range of journalistic styles. They will critically evaluate and edit their own and other students' journalistic writing. The unit will have a particular focus on emergent journalism forms, such as blogs and other social media platforms. Topics will include: understanding audiences, research, interviews, structuring articles, story packages, language and style, editing and revision, titles, marketing as a freelancer and copyright.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Critically appraise the application of key genres in contemporary journalistic writing;
2. Generate high level written online journalistic material for contemporary audiences;
3. Analyse and discuss compositional and stylistic elements of different forms of journalistic writing; and
4. Critically analyse and communicate the effects of the contemporary sociopolitical, cultural and technological context on the practice of journalism.

**Class Contact:**Seminar 2.0 hrs

**Required Reading:**This unit focuses on the media as it is happening. The bulk of the readings will be texts from daily newspapers, web sites, blogs etc. These will be provided in class or via VU Collaborate.

**Assessment:**Assignment, Profile 1500 words, 30%. Assignment, Feature article package 2000 words, 40%. Assignment, Niche journalism articles 1500 words, 30%.

### ACG5208 Crisis and Risk Communication

**Locations:**City Flinders.

**Prerequisites:**Nil.

**Description:** Managing crises and risks is an ongoing challenge to governments, companies and organisations. Whilst legislation provides some impetus for this, local community groups and activist organisations are playing an increasingly active role in organising around and communicating concerns regarding social, environmental and public health risks. Risk management is now a sophisticated part of managerial responsibility ranging from health and safety, financial and legal exposure, to social, environmental and political risk assessment. Issues and crisis management has developed from panic to well conceived disaster plans - whether the disaster is a weather event, accident, disease outbreak, environmental hazard or political scandal. The critical, but often underestimated, component of risk and crisis management is the communication strategy. Throughout this unit, students will develop theoretical knowledge, practical approaches and communication techniques on the

communication of crisis and risk, and how to facilitate attitude and behavioural change.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Appraise the role of the communication expert in contemporary risk and crisis management;
2. Analyse complex contemporary cases in risk and crisis management;
3. Advise on communication strategies in response to a crisis or risk; and
4. Formulate and present a professional communication strategy to implement a risk or crisis management plan.

**Class Contact:**This unit consists of 12 hours of lecture/guest speaker presentations and 12 hours of practical workshop activities and presentations

**Required Reading:**George, Amiso M and Pratt, Cornelius B, 2013 1st Case Studies in Crisis Communication: International Perspectives on Hits and Misses Wiley Lundgren, Regina E and McMakin, Andrea H, 2012 5th Risk Communication: A Handbook for Communicating Environmental, Safety, and Health Risks Routledge UK

**Assessment:**Essay, Students critically appraise a contemporary issue in risk or crisis communication. 1500 words, 30%. Project, Students develop a crisis or risk communication strategy for a government department, corporate or small organisation 2500 words, 50%. Practicum, Student syndicates discuss and respond to crises or risks in real time as they are presented in class by the lecturer. Equip. word length 1000 words, 20%. Minimum effective word limit 5000 words.

### ACG5209 Public Health Communication

**Locations:**City Flinders.

**Prerequisites:**Nil.

**Description:**Health promotion is an area of significant interest and concern across the world. The particular focus varies with the health and economic status of populations, and the expectations of levels of governmental, NGO and corporate intervention in raising levels of health and wellbeing. Whether the priorities are disease prevention, maintenance of health or managing health issues, effective communication is critical to the success of any approach and campaign. Health communication is a mature field of communication theory and practice with major contributions covering areas such as practitioner and client/patient communication; mass public information and education campaigns employing targeted media; cross- and inter-cultural health communication; and communication for the delivery of health messages and education to communities at grassroots levels. This unit introduces students to the field of health communication. The major focus is on public health communication at mass and targeted levels, with emphasis upon effective communication to and for different cultural and linguistic groups within and across communities. The connections between health and socioeconomic and education status are also explored to identify the particular challenges on effective health communication outcomes in developed and developing countries.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Identify major characteristics of effective public health communication;
2. Distinguish between different types of health communication;
3. Describe the particular challenges of communicating health messages across a diversity of targeted groups and communities;
4. Develop an evaluation of a public health communication approach, strategy or campaign; and
5. Apply their learning to constructing a targeted health communication strategy and campaign.

**Class Contact:**Seminar 2.0 hrs

**Required Reading:**Schiavo, R 2007 1st edn, Health communication: from theory to practice, Hoboken: John Wiley & Sons (e book).

**Assessment:**Case Study, Evaluative report examining one public health



communication strategy or campaign., 30%. Presentation, A 15 minute group presentation outlining key features of a public health communication strategy to a target audience, 20%. Assignment, Group work with a client to develop a public health communication strategy., 50%. Minimum effective word limit 5000 words. .

### ACG5210 Communication Project

**Locations:**City Flinders.

**Prerequisites:**Completion of at least four units.

**Description:**This unit of study is designed to enable students who have demonstrated interest and capacity to engage in independent work undertaking a special project, usually with a partner or client. Students will work under the supervision of a designated academic supervisor, contributing to the planning and production of a negotiated project outcome.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Produce the negotiated project outcome, which would normally be a tangible product such as project report and presentation, a print or digital publication or program, works for exhibition, or other suitably professional production;
2. Demonstrate attributes in problem-solving, using information, oral and written communication, working autonomously and collaboratively and working in socially and culturally diverse contexts;
3. Demonstrate ability to apply specific disciplinary knowledge and skills in areas of the negotiated content of the project; and
4. Demonstrate capacity to act in a professional communicator role.

**Class Contact:** Equivalent to a quarter of a semester's load of full-time study, but with limited class contact in the supervisory meetings.

**Required Reading:** Dependent on the negotiated program.

**Assessment:**Project, Negotiated project production, 80%. Journal, Reflective diary, 20%. Total effective word limit 5000 words.

### ACG5211 Communicating for the Environment

**Locations:**City Flinders.

**Prerequisites:**Nil.

**Description:**This unit of study provides students with increased capacity to effect environmental sustainability through the application of communication theory and practice. Even while debates continue as to the causes and the magnitude of environmental problems, the pressure increases upon governments, companies, agencies and other organisations to account for their environmental impacts and improve upon their environmental sustainability. Thinking and being 'green' has moved into the mainstream. At a macro and micro level organisations are seeking to communicate environmental messages internally and externally. These range from internal campaigns to educate and effect the behaviour of staff, management and stakeholders; to incorporating a green sensibility into the brand; to lobbying governments and corporations on environmental policies; to supporting third party environmental research and action. However, communication is often limited to information dissemination. This unit is premised on the belief that well considered communication strategies are critical to moving from knowing about the environment, to challenging attitudes and shifting behaviours. Topics covered include communication and environmental rhetoric and discourse, communicating science, social marketing and advocacy campaigns, environmental citizenship and public participation; strategic corporate communication, media and environmental journalism, green marketing and risk communication. Students will have the opportunity to explore the application of communication theory and practice to environmental issues, and will be encouraged to develop an environment communication strategy or campaign for a client organisation.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Identify characteristics of communication theory and discourse that can be utilised in assessing communication for the environment;
2. Distinguish between communicating for rather than about the environment;
3. Apply these understandings to analyse cases of environmental communication in the public and private sector, in Australia and internationally; and
4. Prepare a detailed environmental communication strategy or campaign for an organisation

**Class Contact:**Seminar 2.0 hrs

**Required Reading:**Cox, R 2010, 2nd edn, Environmental communication and the public sphere, Thousand Oaks: Sage. UNEP, 2005, Communicating sustainability: How to produce effective public campaigns, London: UNEP SCP Branch and Futerra Sustainability Communications Ltd,

**Assessment:**Case Study, Two case study analyses including oral and written reports, 50%. Project, Preparation of an organisational environmental communication strategy, plan, campaign or activity for a client, 50%. Total effective word limit 5000 words.

### ACG5212 Organisational Communication

**Locations:**City Flinders.

**Prerequisites:**Nil.

**Description:**This unit of study focuses on prominent theories and concepts of organisational communication as they apply to key issues in the field of contemporary communication and public relations. Students develop the knowledge and skills to interrogate, discuss and interpret communication events and issues in organisational and group settings. Reflecting on relevant contemporary case studies, students apply communication theories and research to understand and discuss practices and processes during organisational and workplace change. Topics include: principles of interpersonal and group communication; the relationship between communication and structure; communicating identity and power; changing communication practices in society and organisations; contemporary issues around communication technology, organisational culture and ethics. The unit provides students with the opportunity to develop a case study based on a recent organisational communication issue, which applies theoretical perspectives, recent research and high level communication analysis.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Contextualise organisational communication practices in relation to interpersonal, structural and technological issues;
2. Discuss and apply significant communication theories and research in relation to common issues arising in contemporary organisational communication;
3. Devise a case study which synthesises a critical understanding of theory and practice in a contemporary organisation; and
4. Present complex material which articulates the application of theory to organisational communication practice.

**Class Contact:** 12 hours face to face lectures and 12 hours of tutorials supplemented by online materials

**Required Reading:**Miller, K 2012, 6th edn, Organizational communication approaches and processes, Boston, Wadsworth Cengage Learning

**Assessment:**Presentation, Students present for 20 minutes reflecting on a contemporary communication issue in relation to the weekly readings 1000 words, 20%. Literature Review, Students review at least one theory and 5 academic research articles or chapters which explore one key organisational communication problem 1500 words, 30%. Case Study, Students explore a key theme from the unit in relation to a major contemporary case of organisational communication 2500 words, 50%. Minimum effective word limit 5000 words.

## ACG5214 Media 2.0

**Locations:**City Flinders.

**Prerequisites:**Nil.

**Description:**This unit of study provides advanced study of new media that equips students with a critical understanding of the digitally-networked landscape as it applies to professional and everyday life. The unit first traces the transformation in the organisational structure of popular media from broadcasting to the internet. Upon this foundational understanding of the key shift from mass media to distributed networks, emphasis is then placed on gaining an understanding of the social, economic and cultural effects of digital new media. Areas of study address: the rise of user-generated content; peer-to-peer networks; the decentralised production and consumption of popular culture; mobile connectivity; location-based platforms and applications such as geo-social networking; intellectual property law (from DRM to Creative Commons) and informational governance; cloud computing (Web 3.0) and 'participatory media' - new forms of political, cultural and economic collaboration. The critical and theoretical orientation of the unit is grounded in various 'media 2.0' practices with a component of the assessment undertaken in simulated industry environments. Class discussions, student presentations, readings, and case studies will highlight effective strategies and applications of these new media platforms such as social networks, geo-social networks, blogs, wikis, peer-review sites, and micro-blogs.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Apply and appraise key approaches and debates related to distributed digital media;
2. Evaluate and apply related critical thinking and conceptualisation skills;
3. Use relevant concepts in the study of social media;
4. Develop complex ideas and lead cohesive and well-developed discussions; and
5. Apply effectively expressed understanding using media 2.0 platforms and applications.

**Class Contact:**Lecture 1.0 hr Tutorial 1.0 hr

**Required Reading:**Students will be directed to unit materials

**Assessment:**Presentation, Lead class discussions on unit topics Equivalent word length 1000 words, 20%. ICT (Wiki, Web sites), Weekly reading online posts 1500 words, 30%. Literature Review, Media 2.0 based literature review 2500 words, 50%.

## ACG5215 Professional Internship

**Locations:**Industry, Regular meetings with unit coordinator..

**Prerequisites:**Need to complete at least four units of the course.

**Description:**The Professional Internship unit offers students the opportunity to apply their learning in this course, along with their previous learning and experience in a task-oriented work integrated learning environment. Students undertake one day a week for 12 weeks (or equivalent) in an organisation where they can actively pursue the application of their communication learning in a supported environment. Students may use the opportunity to extend their existing areas of expertise and/or to work and learn in a new area of professional communication. Students keep a reflective journal of their internship activities and produce an evaluative report considering their experiences and contributions against a variety of measures, including the organisational strategic plan and evaluation methodologies.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Initiate, plan and implement a project that involves self-management and reflection on process;
2. Adapt and apply the skills and knowledge acquired in their communication studies to a professional setting;
3. Articulate the role and value of communication expertise in an organisational environment; and
4. Critically reflect on communication practices in relation to a particular project.

**Class Contact:**One day per week for 12 weeks in workplace (or equivalent). Regular meetings with unit coordinator.

**Required Reading:**Links to recommended texts for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Journal, Project research and development journal (2,500 words), 30%. Portfolio, Documentation or artefacts emerging from project activities, 20%. Report, Evaluative report (2,500 word), 50%. Minimum effective word limit 5000 words.

## ACG5216 Professional Public Speaking

**Locations:**City Flinders.

**Prerequisites:**Nil.

**Description:**This unit develops knowledge, skills, and understanding in three main genres of spoken communication - prepared presentations, interactive committee work and interview work. It is intended to develop a professionally critical awareness of speaking and listening effectively and reflectively. Speaking and listening well are central to professional communication in every field. Employers routinely emphasise these skills as highly as written communication skills when they are looking to recruit professional staff. Learning to handle spoken communication situations in a businesslike manner is undoubtedly a competitive asset when looking to advance your career and leadership at work. Speaking and listening are also central to the quality of community life. Whether it be a family function, like a wedding, or large-scale social decision-making, like the debates in a political election campaign, all communities rely on speaking and listening to carry out their most important business, and look to leaders who can set and maintain community norms for spoken communication. Speaking and listening well means helping our communities to sustain and renew themselves.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Exhibit advanced techniques of speaking (composition and performance) and listening (reception and critique), particularly through the professional genres of the presentation, the committee meeting and the interview;
2. Appraise and critique the spoken communication work of themselves and their peers;
3. Challenge and cross-examine diverse forms of spoken communication in professional workplaces and contexts; and
4. Compose and debate perspectives on relevant issues that are accurate, to-the-point, ethical and reflective.

**Class Contact:**Workshop 2.0 hrs

**Required Reading:**Lucas, S 2011, 11th edn, The art of public speaking, Boston: McGraw Hill

**Assessment:**Exercise, Short speech exercises in-class (8 x 5%) Equivalent 1500 words, 30%. Presentation, Scripted speech 1500 words, 30%. Presentation, Major group presentation (Work Integrated Learning) Equivalent 2000 words, 40%.

## ACG6015 Minor Thesis (Full-Time)

**Locations:**City Flinders.

**Prerequisites:**ACG6021 - Research Methodologies Students must have achieved a Distinction average and a High Distinction in the unit ACG5200 before they are eligible. Pre approval must be sought from the coordinator before enrolling in this unit.

**Description:**In this unit, students undertake a substantial piece of independent work on a chosen topic, with the guidance and support of a supervisor. Creative work may be undertaken, accompanied by a written reflective commentary on the project submitted. Students select and develop a research question in an area of enquiry that is timely and significant. Students design a sustained and ethical research programme to address this question: such questions may concern professional or

industrial practice, social, political or cultural communication or public relations issues and/or disciplinary models. Working with supervisory support, students frame their project, collect data and conduct appropriate analysis, and clearly communicate research findings.

**Credit Points:** 48

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Design and conduct an original programme of research in communication, digital media or public relations;
2. Apply appropriate research methodology and methods to the ethical collection and analysis of data;
3. Apply advanced disciplinary knowledge to locate the research project within its field;
4. Apply technical and theoretical skills to design, evaluate, analyse key issues within the fields of communication, media and public relations;
5. Critically reflect on theories and professional practice in media, digital media, communication and public relations;
6. Execute an ethical, sustained and significant communication project; and
7. Synthesise complex information in order to clearly communicate research findings to a variety of audiences.

**Class Contact:** Regular individual contact with supervisor for at least one semester.

**Required Reading:** Key reading appropriate to topic. To be advised by supervisor. L. Blaxter, C Hughes and M. Tight 4th How to research US: Open University Press

**Assessment:** Thesis, 10,000 - 15,000 words, or equivalent creative project, with exegetical component, 100%.

## ACG6021 Research Methodologies

**Locations:** City Flinders.

**Prerequisites:** Students must complete eight postgraduate units or equivalent from the Master of Communication or Master of Digital Media before undertaking this unit.

**Description:** Research is a vital activity for communication professionals and academics. This unit offers students the opportunity to develop a sophisticated approach to fundamental approaches and methods for researching media and communication texts, media production, communication and organisational cultures, media audiences and communication devices. In this unit students will develop an understanding of different purposes and drivers for conducting media and communication research. Students will work towards developing a 'research toolkit' - which includes textual (qualitative and quantitative), visual, critical and ethnographic methods - which will be used to design and propose a research project based on their own interests. In doing so students will develop skills in identifying topics of relevance, formulating research questions, situate their work within established fields and research agendas, critically review literature, assess and select data collection methods, design analytical frameworks to interpret and evaluate their results and communicate research findings in ways that are relevant for research objectives and context.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically evaluate their own work and the research of others;
2. Appreciate different purposes for research and critically assess the quality, appropriateness and limitations of research material;
3. Be able to compare and contrast different research approaches and be able to decipher between the different concerns, strengths and limitations of various theoretical and methodological approaches;
4. Use empirical data and case-studies to address research questions;
5. Propose and position their work within a broader field of research relative and frame its outcomes relative to academic and/or industry research agendas; and
6. Prepare and present their ideas verbally and in writing at a level that conforms to industry and/or academic conventions.

**Class Contact:** This unit runs as an intensive burst mode unit over the first 6 weeks of

semester one, and is immediately followed by ACG6022 Research Project or ACG 6015 Minor Thesis full time or ACG 6100 Minor thesis part time part one. The unit consists of 12 hours of online lectures and interactive activities and two x face to face 6 hour tutorials/seminars undertaken over the 6 week period.

**Required Reading:** The lecturer will specify the texts in the online unit materials. No text will need to be purchased. Texts required will depend on the choice of methodology preferred by students undertaking the unit (ie: focussed on analysis of news media, public relations practice or digital media user experience) Daymon and Holloway 4 Qualitative Research Methods in Public Relations and Marketing Communications Routledge The lecturer will specify the texts in the online unit materials. No text will need to be purchased. Texts required will depend on the choice of methodology preferred by students undertaking the unit (ie: focussed on analysis of news media, public relations practice or digital media user experience)

**Assessment:** Literature Review, Students identify a communication research question and review/critically evaluate relevant academic and applied literature (2500 words), 30%. Report, Short report evaluating the relative strengths and weaknesses of a research methodology (1500 words), 20%. Presentation, Research Proposal and Presentation (1000 words), 50%.

## ACG6022 Research Project

**Locations:** City Flinders.

**Prerequisites:** 8 postgraduate units or equivalent from the Communication or Digital Media program

**Description:** This unit follows on directly from ACG6021 and allows students to develop an extended and independent research project, as an individual project or with a research partner. The topic and research questions will be chosen by the student and developed under the mentorship of a research supervisor and peer researchers. The project will be designed and conducted over the duration of a semester and written up in the form of a 4,000 word dissertation or research report (8000-10000 for students working in pairs). In this unit students will use the project to develop and refine advanced skills in research, conceptual and critical thinking, writing and project management. Students are encouraged to use the project not only as a formal requirement but also as an opportunity to build assets that contribute towards their professional portfolios and development. It is expected that students participate in workshop style tutorials that are part of this unit, and work closely with a supervisory panel.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Exhibit a capacity to implement and report on a research project;
2. Work collaboratively with a research supervisor and participate in discussion and group activities and be sensitive to the participation of others;
3. Design and conduct a research project through its various stages after design and planning including data collection, analysis, drafting and write-up;
4. Conduct independent scholarly and/or industry research which is referenced to a body of literature;
5. Investigate topics of relevance and set appropriate research objectives to a sophisticated level; and
6. Analyse and evaluate theory, arguments and understand the various approaches to planning, writing and editing an extended piece of independent research.

**Class Contact:** Students will access 12 hours of lectures online over a 6 week period in the second half of the semester. Students will attend 12 hours of face to face burst mode tutorials (2x 6 hour tutorials) in the same 6 week period. This unit is offered in an intensive burst mode as it flow directly from the co-required unit ACG6021 which is offered in the first 6 weeks of the semester. The sole assessment is the research project which is conducted and written based on the project design

and proposal submitted in ACG6021.

**Required Reading:** Minor revisions made as a result of feedback and now endorsed.

**Assessment:** word length 4,000 Presentation, Research Project Presentation, 20%. Project, Research Project Report, 80%.

### ACG6023 Communicating Research

**Locations:** City Flinders.

**Prerequisites:** Students must complete the equivalent of at least 8 units from the postgraduate program in Communication or Digital Media before undertaking this unit

**Description:** This unit is offered ideally as a follow up to ACG 6021 Research Methodology and ACG 6022 Research project (run concurrently in Semester 1) or at a minimum as a follow up to ACG 5012 Approaches to Research. It is run across 12 weeks in semester 2 and includes tutorial/seminar attendance, whilst preparing research findings for communication to a variety of audiences (ie an interview with the media, presentation to a client and paper at a student research conference). In this unit students further build on and consolidate research skills developed in ACG 6022 Research project and ACG6021 Research methodologies, and ACG5212 Approaches to Research, focussing on presentational skills in a range of formats for a variety of audiences and stakeholders.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Propose and position their work within a broader field of research, and frame its outcomes relative to academic and/or industry research agendas;
2. Critically evaluate their own work and the research of others;
3. Understand the research process from proposal to publication and beyond;
4. Confidently and ably communicate their ideas orally and in writing to a variety of audiences
5. Understand the ways by which communications research is produced, and its actual and potential contributions to society;

**Class Contact:** This unit is offered as a blended learning unit across twelve weeks in semester 2. Each week students will access one hour of interactive activities and lecture materials online to support the development of their research communication portfolio and conference paper. They will come together face to face for 4x4 hour tutorial/seminars throughout the semester, at which they will present papers, provide peer feedback and develop ideas.

**Required Reading:** Students will read different texts depending on the content of their portfolios. The lecturer will recommend texts relevant to their selections. Belcher, Wendy L. 2009 Writing Your Journal Article in 12 Weeks: A Guide to Academic Publishing Success. Thousand Oaks, Calif: SAGE Publications Students will read different texts depending on the content of their portfolios. The lecturer will recommend texts relevant to their selections.

**Assessment:** All students undertake assessment task 1. For the second assessment, worth 50%, students produce a portfolio of research communication outputs, such as the following. Selecting from the following formats/delivery vehicles for translational research (or additional ones proposed by students), students complete three minor assessment tasks or one major assessment task, adding to a total wordlength value of 3000 words: Write and deliver a two-minute 'elevator pitch' about their research Develop a media release based on research project (translational research, crowd funding) Publish a short blog of an interview with academic peer/mentor, industry researcher or other, about their research OR Prepare and submit manuscript on research project to postgraduate level journal Presentation, Conference paper presentation (abstract, final paper and presentation itself), 30%. Portfolio, See options above, 50%. Exercise, Students participate in 6 short online activities, 20%. See Above Options.

### ACG6100 Minor Thesis (Part-Time) Part One

**Locations:** City Flinders.

**Prerequisites:** A Distinction Average must be attained and a High Distinction in ACG5200. Pre approval must be requested from the unit co ordinator.

**Description:** Students select, develop and methodologically frame a research question, in an area of communication or public relations research that is timely and significant. Students then develop a sustained research programme to address this question. Students may select (depending on skills and background) to respond to the research question in either a creative or traditional approach. Working with individual supervision, students identify, shape, conduct, evaluate and clearly communicate their research.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Work autonomously over a sustained period of research;
2. Identify an academic research question, and plan and execute a research project;
3. Select and employ appropriate research methods, to collect and analyse data;
4. Synthesise and apply complex concepts and theories in communication studies; and
5. Write in highly accurate language and master technical protocols of academic writing to a high standard.

**Class Contact:** Regular individual contact with supervisor for at least two semesters.

**Required Reading:** Key reading appropriate to topic. To be advised by supervisor.

**Assessment:** Progress towards completion of the minor thesis is graded as satisfactory or unsatisfactory only in minor thesis part one. Satisfactory progress includes: Refinement of the research question; Overview plan of the project, including an outline of the thesis structure; Significant progress in development of a literature review; Significant progress in data collection. This grade will be amended to accord with the final graded project on completion of minor thesis part two. Thesis, 10,000 - 15,000 words, or equivalent creative project, with exegetical component., Pass/Fail.

### ACG6200 Minor Thesis (Part-Time) Part Two

**Locations:** City Flinders.

**Prerequisites:** ACG6021 - Research Methodologies ACG6100 - Minor Thesis (Part-Time) Part One An average Distinction grade must be achieved across at least eight coursework units of the graduate program in Communication, Public Relations or Digital Media. These units must include all the core units of the Graduate Diplomas in Communication, Public Relations or Digital Media. A High Distinction must be achieved in the unit ACG5200 Approaches to Research. In addition the units ACG 6021 (Research Methodologies) and ACG6100 (Minor thesis part one) must be completed.

**Description:** Students select, develop and methodologically frame a research question, in an area of communication or public relations research that is timely and significant. Students then develop a sustained research programme to address this question. Students may select (depending on skills and background) to respond to the research question in either a creative or traditional approach. Working with individual supervision, students identify, shape, conduct, evaluate and clearly communicate their research.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Work autonomously over a sustained period of research;
2. Identify an academic research question, and plan and execute a research project;
3. Select and employ appropriate research methods, to collect and analyse data;
4. Synthesise and apply complex concepts and theories in communication studies; and
5. Write in highly accurate language and master technical protocols of academic

writing to a high standard.

**Class Contact:**Regular individual contact with supervisor for at least two semesters.

**Required Reading:**Key reading appropriate to topic. To be advised by supervisor.

**Assessment:**ACG6200 is examined by two independent examiners. Thesis, 10,000 - 15,000 words, or equivalent creative project, with exegetical component., 100%.

### ACI3102 Critical Theory

**Locations:**Footscray Nicholson, Footscray Park.

**Prerequisites:**Nil.

**Description:**Critical theory will introduce students to a dynamic range of artists, theorists, thinkers and philosophers providing students with an understanding of how arts practice produces knowledge and critically relates to the world. Theoretical concepts and key themes (including art and social change) will be explored in relation to art and arts practice and students will respond through both analytical and critical tasks. This unit will encourage students to position art and practice-led inquiry, including their own, within a wider discourse and thus allow them to be able to evaluate and critically reflect on it through a theoretical and philosophical lens. In this capacity this unit allows students to have a deeper understanding of disciplinary knowledge and a more reflective attitude toward the arts industries practiced in Australia and internationally.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Analyse and critique theoretical and cultural ideas related to interdisciplinary creative art practice; 2. Exemplify critical and theoretical ideas incorporating practice-led inquiry; 3. Evaluate and reflect on a range of creative arts texts, artefacts and performances through a theoretical lens; 4. Appraise and debate the application of a major areas of theory to creative arts practice.

**Class Contact:**Seminar2.0 hrs

**Required Reading:**Further readings for this unit will be posted online in VU Collaborate.Harrison, C and Wood, Paul 2003 *Art in Theory, 1900-2000: an anthology of changing ideas* Malden, MA, Blackwell Publishers Hoffman, M and Murphy (ed) 2005 *Essentials of the Theory of Fiction* Duke University Press, Durham

**Assessment:**Literature Review, Selecting one relevant area of critical enquiry (700 words), 20%. Journal, Reflective journal linking key ideas to creative work (1000 words), 30%. Essay, Relating critical theory to practice-led inquiry (1800 words), 50%.

### ACI3103 The Global Creative

**Locations:**Footscray Nicholson, Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit is designed to facilitate engagement with the professional practices and networks of global artists. Guest lectures from leading contemporary artists with student facilitated question and answer sessions will provide a lead-in to peer-run public workshops around relevant global creative themes. Students will recognise and reflect on social cultural and ethical issues, and apply local and international perspectives to practice in the Creative Arts Disciplines. By developing independent programs, specific to each guest artist, the students will interpret, communicate and present ideas, problems and arguments in modes suited to a range of audiences. Assessments will facilitate engagement with new professional networks and provide tangible experience and written evidence for future employment opportunities.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Collaborate with peers on facilitating a public seminar program comprised of a one

hour guest lecture, including an adjudicated question and answer session and two hour workshop; 2. Coordinate, compose and negotiate a dynamic public workshop program with leading global creatives from industry and defend the methodologies utilised in the workshop activities created; 3. Interpret, communicate and present ideas, problems and arguments in modes suited to a range of audiences; and 4. Review in writing the work of a leading global creative, recognising and critically reflecting on relevant social, cultural and ethical issues and evaluating the ideas, concepts and processes presented.

**Class Contact:**Seminar2.0 hrs

**Required Reading:**Readings supporting and responding to the work of the global creatives and relevant creative global themes will be provided on VU Collaborate.

**Assessment:**Report, A report on student led workshop including methodologies used, 50%. Review, Written analysis and critical response to global creative, 50%.

### ACI3104 The Creative Producer

**Locations:**Footscray Nicholson, Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit of study equips students with the skills, awareness, understanding and confidence necessary to function as creative producers across complex creative arts industries contexts including roles working as, supporting or coordinating; artists, writers, designers, curators, musicians, and content producers in professional arts organisations or working as a creative in related entrepreneurial, corporate or government fields. Content covers professional industry issues such as generating opportunities for creative endeavours; setting up the creative incubator, studio or technological working space; occupational health and safety issues; navigating legal, copyright and intellectual property compliance as they relate to the creative arts industries; creating and maintaining a curriculum vitae; understanding the vocabulary used in writing public or press release statements for creative projects, individuals and teams; generating grant submissions and compiling budgets; accessing professional information and support from industry bodies; creating employment opportunities; networking; establishing and managing a viable creative arts industries endeavour and sustaining relations with external bodies, audiences and the public sphere.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Articulate and optimise a language and means for presentation of self as a creative producer in a creative arts industries context in the form of curriculum vitae, biographies, 'brand' development, project proposals and pitches in oral and written forms; 2. Evaluate opportunities available to emerging creative producers in the complex creative industries environment and assess the skills and resources necessary to take advantage of those opportunities - ie. to apply for grants and employment opportunities, submit project proposals; 3. Develop and defend project proposals and investigate how to manage and sustain a creative production practice outside of a university context (including budgets, promotion etc); and 4. Compile a resource collection from websites, available publications, galleries, industry organisations and peak bodies that will form a basis for an emerging professional practice.

**Class Contact:**Seminar2.0 hrs

**Required Reading:**Shiple, Ian 2012 *Making the Most of your Creative Output Making money from your creative talents.* Luton : Andrews UK National Association for the Visual Arts (Australia), 2009 3rd edn, *The code of practice for the professional Australian visual arts, craft and design sector* Sydney: NAVA David Throsby, Anita Zednik 2010 *Artist careers : do you really expect to get paid? : an economic study of professional artists in Australia : what is your other job? : a census*

analysis of arts employment in Australia. Surry Hills, N.S.W. : Australia Council for the Arts Further reading will be uploaded on VU Collaborate

**Assessment:**Journal, Journal and/or folder containing compilation of research of relevant industry/professional operations and opportunities, 30%. Portfolio, Curriculum vitae, Biography, Press Release, Relevant Documentation and/or Branding, Project Proposal Brief and Projected Budget, 50%. Other, Role-play of interview and project proposal pitch for chosen industry context, 20%. Total effective word limit 3000 words.

### ACI4002 Honours Individual Creative Project A

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit focusses on the development of the student's individual honours creative research project. Students will have the opportunity to conceptualise, design, implement and evaluate a specific research project that has a creative as well as exegetical component, in consultation with their supervisor throughout the semester. The Honours creative research project is not expected to, though it may, contribute to new knowledge in the discipline. The broad aim is to promote the development of the student as an independent researcher. In general, student projects are expected to develop towards a professional standard suitable for public exhibition, performance or publication.

**Credit Points:** 24

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Exemplify collaborative and ethical conduct in research and communicating research outcomes
2. Elucidate via an annotated bibliography and draft creative project outline an independent research project
3. Critically review relevant and current principal scholarly literature/s relating to the project and exegesis topic

**Class Contact:** Individual supervisions with academic supervisor

**Required Reading:**A series of directed readings will be set by the supervisor depending on the individual project.

**Assessment:**Annotated Bibliography, An annotated bibliography (1000 words), Pass/Fail. Project, Draft outline through various mediums demonstrating commencement of creative project (Equivalent to 3000 words), Pass/Fail. The student will be producing an original practical outcome in their chosen discipline to a level commensurate with professional standards. The supervisor will review the student's progress at the completion of this first semester unit leading into the major assessment for the final project.

### ACI4003 Honours Individual Creative Project B

**Locations:**Footscray Park.

**Prerequisites:**ACI4002 - Honours Individual Creative Project A

**Description:**The thesis has two components, the creative work and the exegesis (6,000 words). Together these should be the equivalent of approximately 12,000 - 15,000 words in length and students are expected to demonstrate a thorough familiarity with the literature in the relevant area, a sound understanding of the relevant concepts and, where appropriate, the application of relevant theory or method and ethics approval. In general, student projects are expected to develop towards a professional standard suitable for public exhibition, performance or publication. The research project must have clear objectives and develop well-documented methodologies to support the hypothesis. The research project is supervised through individual regular consultations with an academic supervisor in a cognate discipline area. The creative work and the exegesis is examined by two independent academics, who may be either from VU or external to the university, but is not the supervisor. Each examiners' independent report is then tabled at a

moderators' meeting with academics from across the discipline areas of humanities, social sciences and creative arts as appropriate. The final thesis mark is reached through this moderators' meeting.

**Credit Points:** 24

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Conduct an independent research project under supervision with a high level of personal autonomy and accountability
2. Critically review relevant and current principal scholarly literature/s relating to the project and exegesis topic
3. Authoritatively and effectively, communicate structured, coherent ideas in a sustained written composition and creative work at a standard acceptable for academic peer review.

**Class Contact:** Individual supervisions with academic supervisor

**Required Reading:**Individual Reading program commenced in Honours Individual Creative Project A continues in this unit

**Assessment:**Project, Research project- two components: creative work and exegesis (equivalent 15,000 words), 100%. The student will submit his/her completed project at the end of semester. The work for examination will include a public outcome, comprised of a performance, exhibition or publication.

### ACL2001 Reading Contemporary Fiction

**Locations:**Footscray Park.

**Prerequisites:**Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

**Description:**This unit of study introduces students to the study and analysis of recent prose fiction (short stories and novels) written in English. These are chosen to exemplify a number of contemporary thematic concerns, a variety of literary techniques, modes of representation and conceptions of the purposes of fiction, and some of the social and contextual influences upon all of these. Students will need both to immerse themselves closely in the details of the works studied and to reflect more generally upon issues thereby raised that relate to recent theoretical debates within literary studies. They will be introduced to basic skills in critical method and to vocabulary relevant to the study of narrative fiction. Students will be encouraged to consider the complex transactional processes involved in responding to texts and discussing them with others.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Articulate literary arguments in a variety of verbal and textual settings and formats;
2. Apply problem-solving skills to analyse literary texts;
3. Analyse literary strategies used in representations of diverse cultures by studying particular literary texts; and
4. Critically reflect upon and discuss issues raised in recent theoretical debates within literary studies.

**Class Contact:**Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:**There is no set textbook for this unit. A reading list will be provided in VUCollaborate and available at Footscray Park campus bookshop.

**Assessment:**Essay, Close reading essay (1000 words), 25%. Essay, Critical essay (2000 words), 50%. Examination, Short exam (multiple choice), 25%.

### ACL2002 Studying Poetry and Poetics

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit of study is an introduction to the reading, analysis and performance of poetry. It aims at both immersion in the creativity and playfulness of poetic language and to teach coherent ways of thinking appreciatively and critically

about this. Students will be introduced to basic skills in critical method and to vocabulary relevant to the study of poetry in its various forms. There will be an emphasis both on the formal elements and the varieties of poetry and the social and cultural contextual influences upon these: theoretical questions arising from this will be considered. There will also be some emphasis on the ways in which a sympathetic understanding of a poem can inform a successful oral presentation of it. Students will be encouraged to consider the complex transactional processes involved in responding to and performing texts and discussing them with others. The poems covered will range from the traditional to the contemporary, with significant reference to the recent resurgence of youth-oriented and 'new wave' poetry writing, reading and performing in Australia: this includes attention to 'spoken word' poetry and the poetry of popular song lyrics.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Utilise basic skills in critical method and vocabulary relevant to the study of poetry in its various forms; 2. Articulate theoretical questions arising from analysis of the formal elements and varieties of poetry; 3. Recognise and respond to different genres of poetry by performing and discussing them with others; and 4. Negotiate literary representations of diverse cultures by studying particular literary texts.

**Class Contact:** Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:** Students will be provided with an up to date reading list via the VU Collaborate system.

**Assessment:** Essay, Close reading essay, 30%. Essay, Critical essay, 50%.

Presentation, tutorial presentation and 400 word paper, 20%. Total equivalent word count is 3000 words.

### ACL2007 Romance and Realism

**Locations:** Footscray Park.

**Prerequisites:** ACL2001 - Reading Contemporary Fiction ACL2002 - Studying Poetry and Poetics Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

**Description:** This is a literary studies unit. It introduces two significant and highly debated concepts in western literary tradition through a discussion of some nineteenth-century and early 21st century prose fictions in English. It aims to develop an understanding of how the terms 'romance' and 'realism' have influenced the critical discussion of literary texts. There is also some discussion of the interaction of these terms with modernism and gender theory. When students have completed this unit, they will be able to identify some of the textual characteristics commonly associated with 'romance' and with 'realism'. Students will be able to discuss the usefulness and validity of the terms for defining texts and they will also be able to discuss the development and adaptation of 'realism' and 'romance' narratives, and challenges to them, in a number of fiction and critical texts.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Engage with the key issues in late modern English Language prose fiction, its history and significant themes; 2. Present literary arguments in a variety of verbal and textual settings and formats; 3. Use discussion and debate to solve complex problems; and 4. Negotiate literary representations of modernism and gender theory through the study of prose fiction texts.

**Class Contact:** Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:** Students will be provided with an up to date reading list via the VU Collaborate system.

**Assessment:** Presentation, Analysis of class readings., 25%. Assignment, Short

analysis of two literary characters and their relationship in one of the set novels., 30%. Essay, Critical response to a chosen essay question., 45%. Total effective word limit 3000 words.

### ACL3000 Children's Literature

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study introduces some issues concerned with the production, circulation and reading of texts written for children. Through examination and analysis of these texts, we consider some ways in which childhood in Australia is constructed. The intersections of gender, class, race and ethnicity are observed within these texts. Some recent and current debates within the field of 'children's literature' are examined.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Consolidate and synthesise an awareness of some current issues debated around the idea of 'children's literature' with particular emphasis on the Australian context; 2. Critically read a range of fiction designed for children with particular reference to genre, narrative and ideology; 3. Critically apply relevant literary theory; and 4. Show clear, coherent and independent development of writing and research skills.

**Class Contact:** Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:** None (necessary readings will be made available through VU Collaborate and the Library).

**Assessment:** Review, Critical review of a children's text (800 words), 20%.

Presentation, In class presentation and written overview (800 words equivalent), 30%. Essay, Research Essay (1400 words), 50%.

### ACL3009 Australian Literature

**Locations:** Footscray Park.

**Prerequisites:** ACL2001 - Reading Contemporary Fiction ACL2002 - Studying Poetry and Poetics Students enrolled in course code ABAB or LBLA must have completed two of the following units ACL1002 Studying Poetry and Poetics, ACL2001 Reading Contemporary Fiction, ACL2007 Romance and Realism.

**Description:** This Literary Studies unit introduces students to the history and significant themes of Australian literature. Students will be required to read a series of important literary texts that indicate the diversity of content and form in Australian literature across the previous 220 years. The representation of Aboriginality will be one of the unit's central themes. Students completing the unit will be able to identify some of the significant preoccupations of Australian literature. They will also be able to discuss the development of Australian writing in response to global issues.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Investigate and appraise the key issues in Australian literature, its history and significant themes 2. Present literary arguments in a variety of verbal and textual settings and formats; 3. Discuss and debate complex problems; and 4. Negotiate literary representations of diverse cultures through the study of literary texts.

**Class Contact:** Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:** Christos Tsiolkas, Allen and Unwin Barracuda Melbourne Kenneth Cook, Text Wake in fright Melbourne Katharine Prichard, Angus and Robertson Coonardoo Melbourne Christopher Lee (ed), UQP Turning the century St Lucia

**Assessment:** Presentation, Presentation and written report (500 words), 20%. Essay, Essay (1000 words), 30%. Essay, Major Essay (2000 words), 50%.

## ACL3016 Working Class Writing

**Locations:** Footscray Park.

**Prerequisites:** ACL2001 - Reading Contemporary Fiction ACL2002 - Studying Poetry and Poetics Students enrolled in course code ABAB or LBLA must have completed two of the following units ACL1002 Studying Poetry and Poetics, ACL2001 Reading Contemporary Fiction, ACL2007 Romance and Realism.

**Description:** Working Class Writing describes a vast body of literary and other writings produced around the world over the last 200 years. It is a diverse body which includes writings across a range of forms and genres, represents differences of race, gender and class, and varies tremendously in terms of political purposes and effects. What these writings have in common, however, is their acceptance and celebration of the working class and class difference as important issues for exploration. Students are introduced to a range of texts which exemplify both the diverse and singular aspects of working class writing. Verse, prose fiction, plays, criticism and journalism from Australia and around the world are studied. Students engage with two underlying theoretical issues: the definition of the working class and the question of whether working class writing is written by, about or for the working class. The unit also pays attention to questions of critical perspectives and forms of critical responsibility towards working class people, culture and politics.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse and define working class writing;
2. Engage with and critique different genres of working class writing, in both local and global contexts;
3. Interrogate critical perspectives of working class writers and writing about working class issues; and
4. Debate forms of critical responsibility towards working class people, culture and politics.

**Class Contact:** Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:** There is no set textbook for this unit. A reading list will be provided.

**Assessment:** Essay, Minor essay (1000 words), 25%. Essay, Critical essay (2500 words), 50%. Examination, In-class exam, 25%.

## ACM2004 Digital Service Design and Analytics

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** In this unit, students explore the emergent industry of digital service design as a practice that enables individuals to engage with services offered in digital environments. Services transformed by digital environments include those in the education, health and music industries. In this unit, using the human-centred methodology of 'Design Thinking', which is popular in industry, students will analyse the elements of 'good' digital service design and critically review the tools and processes involved. Students will then examine the digital analytics generated by digital services from a range of perspectives including ethical standpoints. Students will also investigate how digital data is scraped and analysed.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Apply 'Design Thinking' methodologies to a range of problems in the area of digital media
2. Demonstrate their knowledge and application of digital service design analytics
3. Develop digital service design artefacts, informed by human-centred analytic data
4. Articulate the ethical problems generated by digital services and analytics

**Class Contact:** Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:** Szabo, Peter/2017 1 User Experience Mapping Packt Publishing This textbook is available as an ebook from the university library.

**Assessment:** Presentation, An oral presentation analysing an innovation using 'Design Thinking' (Equivalent to 1000 words), 30%. Project, A digital service design artefact (Equivalent to 1200 words), 40%. Report, A recommendation report informed by design analytics (Equivalent to 1000 words), 30%.

## ACM2009 International Design

**Locations:** Footscray Park.

**Prerequisites:** Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

**Description:** This unit of study addresses the development of interface design for international audiences. The unit reviews established theories of human/computer interface design. This theoretical understanding enables students to design effective interfaces for specific environments and purposes. The unit examines the challenges of designing for, and communicating with, audiences in a globalised world. Theoretical and case study explorations are used. The unit explores the means to critically understand different audiences and groups, and the techniques to apply these insights. Contemporary industry issues, such as working in cross-cultural virtual teams, are discussed.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Demonstrate the processes of research and design for diverse audiences through the production of a design portfolio;
2. Adapt and contextualise human computer design principles to individual design practice;
3. Apply and recommend user-testing skills and methodologies;
4. Collaborate with interdisciplinary teams; and
5. Substantiate the theory and practice of design decisions.

**Class Contact:** Lecture 1.0 hr PC Lab 2.0 hrs

**Required Reading:** Murray J, 2011, Inventing the medium: principles of interaction design as a cultural practice, Cambridge, Mass, USA: MIT Press.

**Assessment:** Research Paper, 1. Usability Study, 30%. Presentation, 2. Design Presentation, 30%. Portfolio, 3. Design Portfolio, 40%.

## ACM2014 Visual and Interactive Design for Digital Media

**Locations:** Footscray Park.

**Prerequisites:** Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

**Description:** This unit covers the requirements and principles of electronic design for the screen. It examines the visual and interactive design practices and processes of digital media, including static, temporal and interactive media. The platforms explored are web and mobile platforms. Topics explored include: processes to create a design concept, branding, trends in design, and the relationship between text and image. The visual literacy and technical skill sets of students will be developed, including the written and oral communication skills required by a digital designer. Industry practices within the domain of interactive design, such as user experience are explored. Students are given guidance to research, design and develop a folio. Assessment tasks combine creativity with theoretical and technical knowledge.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Investigate and evaluate the role of design in a digital media production;
2. Devise and execute a visual image through application of creative and technical skills;
3. Critically review and analyse the processes required to undertake design research, including the consideration of cultural values; and
4. Analyse needs of audience/client groups in design process.



**Class Contact:**Lecture1.0 hrTutorial2.0 hrs

**Required Reading:**Links to recommended texts for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Presentation, Oral presentation (equiv. 1500 words), 25%. Research Paper, Written design journal (1500 words), 25%. Presentation, Design portfolio (equiv. 3000 words), 50%.

### ACM3013 Mobile User Experience

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**A mobile user experience is an individual's interaction with a digital environment on a mobile device, such as a phone or a tablet. In this unit, we explore the delivery of environments for people 'on the go' from a user experience (UX) design perspective. Lean and agile methodologies, which are adopted by industry to create projects through a series of prototypes, are adopted in this unit to assist our production processes. We consider the user testing of experiences, the application of insights from testing on a design and the practical development of projects. Together we investigate how current technology can be co-opted to our purposes. Students can elect the perspective they wish to take in the unit and assessment (for instance, designer, marketer, technical developer or educator).

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Present an understanding of the requirements and nuances of user experience design for mobile digital experiences
2. Contextualise a user's experience of a mobile digital environment
3. Plan the delivery of an innovative project designed for a mobile device
4. Adapt knowledge gained through a prototype to a new iteration of a project

**Class Contact:**Lecture1.0 hrTutorial2.0 hrs

**Required Reading:**Hennig, Nicole/2017 Keeping up with Emerging Technologies ABC-CLIO This textbook is available from VU's library as an ebook.

**Assessment:**Presentation, Analysis of a current mobile user experience (equivalent 725 words), 25%. Report, Application proposal (725 words), 25%. Project, Practical project prototype for a mobile device (group work) (equivalent 1750 words), 50%.

### ACO2005 Music Techniques 2

**Locations:**Footscray Nicholson, Footscray Park.

**Prerequisites:**ACO1008 - Music Techniques 1

**Description:**This unit of study consolidates student skills and knowledge in relation to the practice and applied theory of music. Students further develop an understanding of music theory, complementary aural skills and a context for how music develops in basic styles and genres. Students continue to explore popular and contemporary music in relation to stylistic, harmonic and rhythmic aspects. Students continue to apply theoretical knowledge in instrumental workshops where they develop skills in choosing, negotiating and preparing (inclusive of arranging/transposing) repertoire. Workshop facilitators assist students to consolidate technical fluency, interpretation and musical expression on their instrument(s) within a practical performance context.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Interpret and apply complex and extended chords and the chord/scale relationship;
2. Assess and evaluate the functionality of harmony and chord progression;
3. Apply ascending and descending intervals up to the octave;
4. Employ and apply music notation;
5. Interpret, apply and practice rhythmic phrasing, tempo and time signatures;
6. Devise, develop and perform repertoire for a recital program;
7. Collaborate effectively as part of a group, with

responsibility for their own output and that of the group; and 8. Contextualise and apply interpretative skills and overall musicianship.

**Class Contact:**Tutorial2.0 hrsWorkshop2.0 hrsTutorial- Mac lab with music software and piano keyboards. Workshop - music rehearsal rooms, music performance space.

**Required Reading:**Reading materials will be provided by the lecturer

**Assessment:**Exercise, Applied theory and aural exercises (equivalent to 1000 words), 30%. Examination, Applied theory exam (90 minutes, equivalent to 1000 words), 30%. Performance, Recital (30 minutes, equivalent to 1000 words), 40%. Assessment 3 incorporates Work Integrated Learning (WIL).

### ACO2007 Songwriting

**Locations:**Footscray Nicholson, Footscray Park.

**Prerequisites:**Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

**Description:**This unit of study introduces students to the techniques and aesthetics of writing popular vocal songs in a variety of genres. An aesthetic exploration of European folk and American blues structures form the background for studies in modern styles such as rock and pop. The unit also explores sampling, turntablism and beat poetry in reference to styles such as hip hop and rap. Conceptual issues of theme, style and emotional intent are linked to various compositional techniques regarding melody, harmony, rhythm and form. Students explore the meanings behind lyrics and their relationship to rhythm and melody. A selection of well-known songs are analysed for style, compositional structure, lyrical meaning and emotional intent. Students undertake a major project in this unit, with the ability to choose either music analysis or music composition.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Review and critique historical perspectives of songwriting in Western music;
2. Interpret and analyse the nuances of genre in popular Western music;
3. Analyse and apply the elements of rhythm, melody, harmony and form in relation to the composition of a song; and
4. Analyse and apply lyrics to a melody or spoken-word piece as is stylistically appropriate, in relation to the composition of a song.

**Class Contact:**Lecture1.0 hrTutorial2.0 hrsTutorial - mac lab with music software and piano keyboards.

**Required Reading:**Citron, S 2008, 2nd edn, Songwriting: a complete guide to the craft, New York: Limelight Editions.

**Assessment:**Exercise, Analysis of selected songs (equivalent to 500 words), 20%. Exercise, Analysis of works of selected songwriter (equivalent to 500 words), 20%. Project, Original music (5-10 minutes) or music critique (equivalent to 1500 words), 40%. Portfolio, Supporting project materials (equivalent to 500 words), 20%.

### ACO2009 Music Theory 2

**Locations:**Footscray Nicholson, Footscray Park.

**Prerequisites:**ACO1014 - Music Theory 1

**Description:**This unit of study develops key concepts in functional music theory that musicians need to understand and apply in performance, composition, arrangement and musicological environments. This unit focuses on analysis and construction of melody, harmony and rhythm. Students learn advanced chord nomenclature, inversions, transposition techniques, analysing chords and their relationship to scale systems, and voice-leading. Students learn to recognise syncopation, accent and feel and to construct modes and analyse modal harmony. Students also learn to understand advanced melodic and motivic development, including jazz and blues stylistic characteristics.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:  
1. Analyse and interpret modal scales and melodic voice-leading; 2. Analyse and interpret major and minor triads, extended, augmented and diminished chords; 3. Create extended and inverted chords; 4. Conceptualise and contextualise various transposition techniques 5. Analyse and interpret syncopation, accent and feel within the context of a notated score; and 6. Explain how melodic development and stylistic characteristics function within the context of a notated score.

**Class Contact:** Tutorial 2.0 hrs

**Required Reading:** Tagliarino, B. 2006 *Music theory: a practical guide for all musicians*, Milwaukee, WI: Hal Leonard.

**Assessment:** Test, 5 x 5% progressive in-class tests week 2-6 (equivalent to 750 words), 25%. Test, 5 x 5% progressive in-class tests week 7-11 (equivalent to 750 words), 25%. Examination, Written and aural examination (90 minutes, equivalent to 1500 words), 50%.

## ACO2011 Practical Music 2A

**Locations:** Footscray Nicholson, Footscray Park.

**Prerequisites:** ACO1012 - Practical Music 1B Students must be enrolled in ABMC or ABMU Bachelor of Music.

**Description:** This unit develops technical, interpretive and self-evaluation skills in music practice. Students are assisted in evaluating their technical, interpretative and improvisation skills. Students are instructed in a range of underpinning knowledge in general musicianship. Students are guided in setting goals, strategies, exercises and practice routines. A program of musical works is selected to present intermediate technical, improvisational and interpretive challenges.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:  
1. Develop and produce musical works; 2. Collaborate effectively within group contexts; 3. Develop and maintain a written practice journal; 4. Exhibit intermediate interpretative skills and overall musicianship; and 5. Articulate appropriate musical nomenclature in relation to music production activities.

**Class Contact:** Tutorial 1.0 hr Workshop 1.0 hr Tutorial - music performance space. Workshop - music rehearsal room.

**Required Reading:** There are no required readings for this unit. Learning materials will be provided by the lecturer.

**Assessment:** Creative Works, Musical works - collaborative (equivalent to 45 minutes), 30%. Creative Works, Musical works - independent (equivalent to 45 minutes), 30%. Journal, Electronic journal (1500 words), 20%. Other, Observational report (equivalent to 500 words), 20%. There is a minimum requirement of 84% attendance per class, equal to 10 out of 12 workshops and 10 out of 12 tutorials.

## ACO2012 Practical Music 2B

**Locations:** Footscray Nicholson, Footscray Park.

**Prerequisites:** ACO2011 - Practical Music 2A Students must be enrolled in ABMC or ABMU Bachelor of Music.

**Description:** This unit further develops technical, interpretive and self-evaluation skills in music practice. Students are assisted in evaluating their technical, interpretative and improvisation skills. Students are instructed in a range of underpinning knowledge in general musicianship. Students are guided in setting goals, strategies, exercises and practice routines. A program of musical works is selected to present intermediate technical, improvisational and interpretive challenges.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Develop and produce musical works; 2. Collaborate effectively within group contexts; 3. Develop and maintain a written practice journal; 4. Exhibit intermediate interpretative skills and overall musicianship; and 5. Articulate appropriate musical nomenclature in relation to music production activities.

**Class Contact:** Tutorial 1.0 hr Workshop 1.0 hr Tutorial - music performance space. Workshop - music rehearsal room.

**Required Reading:** There are no required readings for this unit. Learning materials will be provided by the lecturer.

**Assessment:** Creative Works, Musical works - collaborative (equivalent to 45 minutes), 30%. Creative Works, Musical works - independent (equivalent to 45 minutes), 30%. Journal, Electronic journal (1500 words), 20%. Other, Observational report (equivalent to 500 words), 20%. There is a minimum requirement of 84% attendance per class, equal to 10 out of 12 workshops and 10 out of 12 tutorials.

## ACO2014 Popular Music History

**Locations:** Footscray Nicholson, Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit introduces students to the history and development of western popular music styles from the late 19th century to the early 21st century. The unit covers seminal popular music styles from blues and jazz through to rock and commercial pop, including relevant sub genres and styles. Popular music styles are examined from aesthetic, historical, local and international perspectives and are illustrated in particular through critical listening of musical works. There is an emphasis on the different and complex ways in which music develops stylistically to inform, and form, new musical genres. Students will also have the opportunity to develop a more in-depth understanding of a chosen style of popular music through a research project.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:  
1. Identify the major popular western musical styles of the late 19th century and the 20th and 21st centuries; 2. Critique musical works and their musical elements from a stylistic perspective; 3. Explain how music develops to create new musical styles; and 4. Establish an understanding of the history and development of the major popular western musical styles of the late 19th, 20th and 21st centuries.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture

**Required Reading:** A collection of class readings will be distributed by the lecturer  
**Assessment:** Exercise, 6 x 5% in class exercises (equivalent to 500 words), 30%. Presentation, Class presentation (equivalent to 500 words), 30%. Essay, Research essay (2000 words), 40%.

## ACO2015 Technology of Music and Audio

**Locations:** Footscray Nicholson, Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study provides an introduction to the essential roles digital technologies perform in modern music composition, production and performance. A brief historical and cultural overview of music technology provides a context for appreciating the techniques commonly used today and in the future. Students learn basic theoretical principles of digital audio and MIDI, with an emphasis on musical applications. Various computer-based techniques are introduced, including: MIDI sequencing and control; digital audio editing, mixing and processing; plug-ins and 'virtual instruments'; and music notation. Students are asked to consider and discuss the influences of software-based tools, digital media and the Internet on modern music composition, production and distribution, and how these tools influence the

practices of professional musicians today.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Articulate and critique key theoretical concepts related to music technology;
2. Operate a range of industry-standard music software including MIDI sequencers, digital audio workstations and music notation software;
3. Apply skills and knowledge of technology to compositional and performance contexts;
4. Appraise the history and culture of technology in music and explain how it relates to the modern professional musician.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture. Tutorial - Mac lab with music software and piano keyboards.

**Required Reading:** Class materials will be provided online via VU Collaborate.

**Assessment:** Creative Works, MIDI sequencing project (equiv. 1000 words), 30%. Creative Works, Digital audio editing and mixing project (equiv. 1000 words), 40%. Test, Online quiz (equiv. 1000 words), 30%.

### ACO3001 Cultural Perspectives On Music

**Locations:** Footscray Nicholson, Footscray Park.

**Prerequisites:** Students enrolled in course code ABAB and LBLA must complete at least 24 credit points (equivalent to 2 units) of an Arts Major before undertaking any Level 3 units.

**Description:** This unit of study develops an understanding and exploration of music with reference to cultural, aesthetic, political and social dimensions. Students develop an appreciation of the cultural place and role of music through lectures, listening exercises and discussion forums.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Appraise, interpret and summarise the scope of human musical activity in Australia and throughout the world;
2. Develop a vocabulary and critical listening skills that will enable them to discuss music from an informed critical framework;
3. Articulate the ways in which music and identity are linked within social and cultural formations;
4. Analyse ways in which popular music has been connected historically to individual places, looking in particular at how this connection has been tied to issues of identity, and how that connection has been expressed in musical terms; and
5. Evaluate a range of musicological research methods employed and the ways that this research can be documented.

**Class Contact:** Seminar 2.0 hrs

**Required Reading:** Bennet, A, Shank, B, Toynbee, J 2008, The popular music studies reader, New York: Routledge. Additional readings will be provided by the lecturer

**Assessment:** ICT (Wiki, Web sites), Discussion forum (4 posts, total 500 words), 20%. Review, Literature reviews (5 x 200 words each, total 1000 words), 30%. Essay, Essay (1500 words), 50%.

### ACO3003 Music and the Mind

**Locations:** Footscray Nicholson, Footscray Park.

**Prerequisites:** Students enrolled in course code ABAB and LBLA must complete at least 24 credit points (equivalent to 2 units) of an Arts Major before undertaking any Level 3 units.

**Description:** This unit of study explores how musical sound is identified and processed by the human ear and brain and the subsequent effects and interrelationships music has with our memory, emotions, and physical wellbeing. Students begin with a review of hearing and brain anatomy and function, with a focus on the neural processes that transfer sound from the ear to the brain and the parts of the brain responsible for processing auditory information. This leads to an exploration of how

people identify and recognise sounds, undergoing the process from sensation to cognition. The unit then continues with studies of the relationship between music and memory, and between music and emotion. The effects of music on childhood development and learning are then explored, as well as an introduction to the principles of music therapy and the potential effects music can have on treating people with illnesses and disabilities. The unit concludes with an exploration of theories of musical talent, and the essential cognitive traits of a professional or expert musician.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Articulate key theoretical concepts and terminology related to psychoacoustics, music perception and cognition;
2. Analyse and evaluate how sound and music affect intellectual, emotional and physical states in both everyday and therapeutic contexts;
3. Discriminate between objective physical sensations and responses, and subjective emotional/intellectual sensations and responses to sound and music;
4. Reflect on the effects music has on life experience, memory and cultural identity; and
5. Investigate the effects of musical exposure and tuition on childhood development.

**Class Contact:** Workshop 2.0 hrs

**Required Reading:** Levitin, D 2008, This Is Your Brain On Music London: Atlantic Books Additional materials will be provided by the lecturer

**Assessment:** Essay, Detailed exploration of one area of interest (equiv. 2000 words), 25%. Examination, Lecture topics and key terminologies (equiv. 750 words), 50%. Test, Short online quizzes (equiv. 250 words), 25%.

### ACO3010 Arranging for Popular Music

**Locations:** Footscray Nicholson, Footscray Park.

**Prerequisites:** ACO2015 - Technology of Music and Audio ACO3014 - Music Theory 3

**Description:** This unit focuses on the principles and techniques of arranging for popular music. Students are introduced to: the characteristics of musical instruments including synthesizers; idiomatic writing as part of the arranging process; blend, balance and voicing; melodic and harmonic embellishment; form and structure; timbre and texture; and dynamic and spectral contour. Students analyse and critique these techniques in a selection of exemplary works, and then produce and perform the techniques in illustrative arrangement contexts.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse, critique and assess different arranging techniques across a variety of styles and genres of music;
2. Explain how issues and problems of arranging affect different musical instruments;
3. Apply an understanding of idiomatic phenomena connected with arranging different musical instruments; and
4. Produce and perform arrangements for various popular music forms.

**Class Contact:** Workshop 2.0 hrs Mac lab with music software and piano keyboards.

**Required Reading:** Learning materials will be provided by the lecturer.

**Assessment:** Review, Critical analysis of selected musical repertoire (equivalent to 1000 words), 30%. Creative Works, Production of song arrangements (equivalent to 1500 words), 50%. Performance, Performance of song arrangements (equivalent to 500 words), 20%.

### ACO3011 Practical Music 3A

**Locations:** Footscray Nicholson, Footscray Park.

**Prerequisites:** ACO2012 - Practical Music 2B

**Description:** This unit consolidates technical, interpretive and self-evaluation skills in music practice. Students are assisted in evaluating their technical, interpretative and

improvisation skills. Students are instructed in a range of underpinning knowledge in general musicianship. Students are guided in setting goals, strategies, exercises and practice routines. A program of musical works is selected to present advanced technical, improvisational and interpretive challenges.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Develop and produce musical works; 2. Collaborate effectively within group contexts; 3. Develop and maintain a written practice journal; 4. Exhibit advanced interpretative skills and overall musicianship; and 5. Articulate appropriate musical nomenclature in relation to music production activities.

**Class Contact:** Tutorial 1.0 hr Workshop 1.0 hr Tutorial - music performance space. Workshop - music rehearsal room.

**Required Reading:** There are no required readings for this unit. Learning materials will be provided by the lecturer.

**Assessment:** Creative Works, Musical works - collaborative (equivalent to 60 minutes), 30%. Creative Works, Musical works - independent (equivalent to 60 minutes), 30%. Journal, Electronic journal (1500 words), 20%. Other, Observational report (equivalent to 500 words), 20%. There is a minimum requirement of 84% attendance per class, equal to 10 out of 12 workshops and 10 out of 12 tutorials.

### AC03012 Practical Music 3B

**Locations:** Footscray Nicholson, Footscray Park.

**Prerequisites:** AC03011 - Practical Music 3A

**Description:** This unit consolidates technical, interpretive and self-evaluation skills in music practice. Students are assisted in evaluating their technical, interpretative and improvisation skills. Students are instructed in a range of underpinning knowledge in general musicianship. Students are guided in setting goals, strategies, exercises and practice routines. A program of musical works is selected to present advanced technical, improvisational and interpretive challenges.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Develop and produce musical works; 2. Collaborate effectively within group contexts; 3. Develop and maintain a written practice journal; 4. Exhibit advanced interpretative skills and overall musicianship; and 5. Articulate appropriate musical nomenclature in relation to music production activities.

**Class Contact:** Tutorial 1.0 hr Workshop 1.0 hr Tutorial - music performance space. Workshop - music rehearsal room.

**Required Reading:** There are no required readings for this unit. Learning materials will be provided by the lecturer.

**Assessment:** Creative Works, Musical works - collaborative (equivalent to 60 minutes), 30%. Creative Works, Musical works - independent (equivalent to 60 minutes), 30%. Journal, Electronic journal (1500 words), 20%. Other, Observational report (equivalent to 500 words), 20%. There is a minimum requirement of 84% attendance per class, equal to 10 out of 12 workshops and 10 out of 12 tutorials.

### AC03013 Musics of the World

**Locations:** Footscray Nicholson, Footscray Park.

**Prerequisites:** Students enrolled in course code ABAB and LBLA must complete at least 24 credit points (equivalent to 2 units) of an Arts Major before undertaking any Level 3 units.

**Description:** This unit explores the development of a selection of indigenous musical styles from around the world from cultural, historical and musicological perspectives. Students are introduced to the aesthetic nature of music from regions such as

northern and southern Africa, the Middle-East, India, China, Japan, south-east Asia, and South America. Students learn basic concepts in ethnomusicology, including: defining 'World Music', globalisation, hybridisation and musical diaspora. Learning is illustrated through reference to the history and development of exemplar indigenous musics.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Evaluate and examine stylistic characteristics of a selection of indigenous music; 2. Critique and discriminate musical differences of a selection of indigenous musics; 3. Evaluate and examine issues pertaining to globalisation and hybridisation in 'World Music' 4. Articulate basic concepts in ethnomusicology.

**Class Contact:** Lecture 1.0 hr Tutorial 1.0 hr

**Required Reading:** Readings will be provided in class by the lecturer

**Assessment:** Review, Literature Reviews 2 x 15% (equiv. 1000 words), 30%. Essay, Essay (equiv. 1000 words), 30%. Presentation, Class presentation - individual or collaborative (equiv. 1000 words), 40%.

### AC03014 Music Theory 3

**Locations:** Footscray Nicholson, Footscray Park.

**Prerequisites:** AC02009 - Music Theory 2

**Description:** This unit further develops key concepts in functional music theory that musicians need to understand and apply in performance, composition, arrangement and musicological environments. It focuses on further analysis and construction of melody, harmony and rhythm. Students learn advanced transposition techniques, further analysing chords and their relationship to scale systems and cadences. Students learn to recognise and construct polyrhythms and polymeter and to understand and construct counterpoint and polyphony. Students also learn how to transcribe basic melody and rhythm.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse and interpret major and minor triads, extended, augmented and diminished chords, and cadences; 2. Analyse and interpret polyrhythms and polymeter; 3. Apply advanced transposition techniques; 4. Analyse and interpret syncopation, accent and feel within the context of a notated score; 5. Contextualise melodic development and stylistic characteristics within a notated score; and 6. Transcribe melodies and rhythms.

**Class Contact:** Tutorial 2.0 hrs

**Required Reading:** Tagliarino, B. 2006, *Music theory: a practical guide for all musicians*, Milwaukee, WI: Hal Leonard. Tymoczko, D. 2011, *A geometry of music: harmony and counterpoint in the extended common practice*, Oxford: Oxford University Press.

**Assessment:** Test, 5 x 5% progressive in-class tests week 2-6 (equivalent to 750 words), 25%. Test, 5 x 5% progressive in-class tests week 7-11 (equivalent to 750 words), 25%. Examination, Written and aural examination (120 minutes, equivalent to 1500 words), 50%.

### ACP1055 Story: Transforming the Blank Page

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This is a first year unit which engages with the writing process - it looks at how to turn ideas and inspiration into coherent narrative structures. Students will be introduced to the essential of storytelling through a focus on three writing areas fiction, nonfiction and script writing. This unit gives students the opportunity to experiment and practice with different forms of writing, develop their skills as critical

readers as well as writers and build their knowledge of contemporary literature and film. Students also read the published fiction of Professional Writing students in the literary magazine *Offset*, and are encouraged to contribute to the magazine. Lectures focus on historical and contemporary aspects of narrative and narrative structure, and on the contexts in which writers work. The unit also features short film screenings and guest lectures by creative writers.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse and discuss diverse types of creative writing;
2. Develop the techniques of using the imagination, innovation, composition and revision in fiction and nonfiction writing, and in short film scriptwriting;
3. Discuss and evaluate their own and peers' creative writing in relation to creative writing conventions and the work of published creative writers; and
4. Develop a short film script or a short prose work of fiction or nonfiction and critique that exemplifies key techniques and principles of professional and creative writing.

**Class Contact:** Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:** Weekly readings and learning resources available via VU Collaborate.

**Assessment:** Assignment, Assignment 1 - Short reflective piece (500-600 words), 10%. Assignment, Assignment 2 - Short creative piece and responses to series of short answer questions (1200 words), 45%. Assignment, Assignment 3 - Short creative piece and responses to series of short answer questions (1200 words), 45%.

## ACP2005 Writing the Documentary

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit introduces students to the knowledge and skills involved in writing and producing documentaries for different markets. Students view a wide range of Australian and international documentaries, which use a variety of story-telling techniques. Current theories about documentary-making are explored. There is a focus on working as part of a diversely-skilled production team. Topics covered include: documentary analysis; research and pre-production techniques; scripting techniques, including narration and dramatisation; stages of production; direction techniques; digital editing; the marketplace. There is also an emphasis on biopics and rock documentaries. The unit and its assessment is structured in a way that enables students to choose whether they would prefer to specialise in scripting or producing/directing. Students shoot their films on digital cameras and edit using Mac-based digital technology. This unit provides students with the opportunity to work on a project that conforms to and mirrors industry practice and standards - students produce a 25-minute documentary that meets broadcast standards. Guest lecturers also provide students with the ability to network with an industry professional.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Appraise and evaluate aspects of documentary scripting, direction and production;
2. Critique and review current theoretical issues in documentary making and criticism;
3. Apply pre-production, production and post-production processes to produce a documentary;
4. Develop a script for a documentary; and
5. Collaboratively develop a short documentary film as part of a diversely-skilled production team.

**Class Contact:** Lecture 1.0 hr Workshop 2.0 hrs

**Required Reading:** Book of readings available on VU Collaborate

**Assessment:** Project, A pitch document with some appropriate supporting visuals and

two pages of a first draft script for a document., 20%. Project, Write and post a critical paragraph on each pitch document and script and production exercise, 20%. Project, Final completed documentary film, 60%.

## ACP2081 Writing from the Edge: Narrative Non-Fiction

**Locations:** Footscray Park.

**Prerequisites:** Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

**Description:** In this unit students engage with creative and theoretical ideas about narrative non-fiction, reading both short (essay) and long-form narrative (non-fiction books) with a focus on developing their own voice. Students will read, critique and write non-fiction, and consider the similarities between narrative non-fiction and both fiction writing and journalistic writing. They will be introduced to the use of research in creative work as well as an introduction to interviewing techniques. Students are encouraged to think about how non-fiction writing can be used to address contemporary issues in a highly creative form. This unit has a socio-political focus on marginal identities and questioning power structure through narrative. Examples include those which are situated in the West of Melbourne; migrant, indigenous, working-class, queer and feminist perspectives. This unit includes narrative non-fiction theory, immersion theory and notions of subjectivity, and appropriate cultural studies theory about power structures and 'the other' in our culture. In this unit students will build upon the work they have undertaken in *Memoir, Copy and Story* and will be prepared for Industry Placement and the capstones projects.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Compose narrative non-fiction texts in a number of forms;
2. Exhibit their understanding of non-fiction through both creative and critical writing;
3. Discuss, analyse and critique issues related to narrative non-fiction; and
4. Reflect on, evaluate and modify their own creative works in response to peer and tutor feedback and ideas presented in the unit.

**Class Contact:** Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:** ACP2080 Class reader on VU Collaborate Victoria University

**Assessment:** Literature Review, A plan for a piece of nonfiction writing about a social/cultural or political issue, to include research texts. 500 words, 20%. Essay, A personal essay with iterative drafts included to show development. 1200 words, 35%. Creative Works, An edited nonfiction essay or op-ed about a social/cultural/political issue, written in the third person. 2000 words, 45%.

## ACP2082 Script and Screen

**Locations:** Footscray Park.

**Prerequisites:** Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

**Description:** The aim of this unit is to examine methods of contemporary performance writing practice with emphasis on the mediums of film, television and theatre. Through an examination of industry examples in each genre and the involvement of students in a professional workshop, the unit aims to generate critical understanding of performance writing practice. Students are given the opportunity to develop performance writing skills in the application of the basics of dramatic story-telling, characterisation, conflict, and dialogue through lectures, workshops, and writing groups that reflect industry practice. Students working in writing teams will produce an extended piece of writing; focusing on the performance writing process from conception to pitch and submission.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Develop and demonstrate a range of performance writing skills;
2. Analyse performance writing formats;
3. Exhibit an understanding of the fundamentals of dramatic story-telling, characterisation, conflict and dialogue, and industry expectations and opportunities; and
4. Appraise and articulate the writing practices of self and others in professional workshop-type situations.

**Class Contact:** Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:** Book of Readings available via VU Collaborate.

**Assessment:** Assignment, Comparative analysis of short films, 20%. Presentation, In-class group presentation of TV series Analysis, 30%. Assignment, Script submission, 40%. Workshop, Attendance and written report/reflective piece based on Workshop conducted at Malthouse Theatre, 10%.

## ACP2086 Impossible Worlds: Fiction and Genre

**Locations:** Footscray Park.

**Prerequisites:** ACP1055 - Story: Transforming the Blank Page ACP1005 - Memoir: Secrets and Lies Students must complete ACP1055 or ACP1005 before undertaking this unit. Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

**Description:** This unit of study focuses on fiction writing and develops writing techniques and approaches to fiction practised in first year writing units of study. Students will have the opportunity to experiment and develop different genres of fiction writing, including literary fiction and genre fiction such as dystopian, speculative, horror and science fiction. Students will read and theorise fiction in the different genres, consider gender, class, race and identity, and engage with creative writing theory and practice-led research. In this unit students are asked to write, workshop and edit longer pieces of narrative fiction and to consider prospective markets for their fictional work.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Investigate a variety of fiction writing techniques and approaches behind the most compelling fiction;
2. Apply critical tools for editing and redrafting their own fiction and for providing feedback to fellow writers;
3. Reflect upon and nuance aspects of creative writing theory and research that will give them a sound basis for further academic study in the area of creative writing;
4. Critique and synthesise a range of approaches and techniques used by contemporary fiction writers and develop their critical reading skills; and
5. Locate current publication opportunities and work towards presenting work for publication, as well as various grants, websites and networks that are available for writers.

**Class Contact:** Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:** ACP2085 Weekly readings and learning resources on VU Collaborate

**Assessment:** Review, Journal review and presentation, 30%. Creative Works, Short story and critique, 40%. Creative Works, Folio based on in-class writing exercises, 30%.

## ACP2087 News and Social Media

**Locations:** Footscray Park.

**Prerequisites:** Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

**Description:** This unit builds directly on the introductory work students undertake in the first year unit Copy: Targetting Audiences in relation to the conventions and

skills of researching and writing for the contemporary media arena. The unit explores the diversity of contemporary news and social media writing with a particular regional focus on Australia and Asia, and combines analysis of online media writing with practical research and writing exercises. The unit also focuses on new participatory forms of online media creation, such as blogs, wikis, social networking platforms such as Facebook, Instagram and Twitter, and citizen journalism. Importantly, this unit prioritises publication. Students are encouraged to critically evaluate and edit their own and other students' online media writing, and to utilise blogs for publication. Topics covered include: computer-assisted reporting (CAR); information credibility; writing for the computer screen; news, feature and other writing genres; writing structures; story packages and titles; hyperlinking, interactivity and functionality; graphics and digital photos; page design; online media legal issues; and social networking.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Survey and critically review key genres of contemporary online media writing;
2. Investigate and analyse the features of computer-assisted reporting (CAR) and of information credibility;
3. Synthesise theoretical and practical understandings of the compositional and stylistic elements of online writing including the relationship between visual and text elements; and
4. Critique and exhibit the use of social media platforms to communicate appropriately for diverse purposes and audiences.

**Class Contact:** Lecture 1.0 hr Workshop 2.0 hrs

**Required Reading:** Unit Reader (available via VU Collaborate).

**Assessment:** Essay, Essay on key concepts in media practices, 20%. Report, Online submission of media articles, 40%. ICT (Wiki, Web sites), Online media post, 40%.

## ACP3003 Industry Engagement

**Locations:** Footscray Park.

**Prerequisites:** ACP1055 - Story: Transforming the Blank Page ACP1003 - Copy: Targetting Audiences

**Description:** Industry Engagement will equip students with the skills, awareness, understanding and confidence necessary to function as practitioners in the professional and creative writing industries through actual engagement with those bodies via placement and research. This unit covers: industry-based research; freelancing as a writer; creating employment opportunities; career planning; setting up a writing practice; situating your practice within an industry framework and professional relationship building and networking.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Investigate, critique and report on current writing industry practices;
2. Contextualise personal writing practice in an industry framework; and
3. Devise and propose short term and long term career plans.

**Class Contact:** Seminar 2.0 hrs

**Required Reading:** The Book of Readings will contain theoretical and practice-focused articles and will be provided to Students via VU Collaborate.

**Assessment:** Students will write a research paper investigating a particular sector of the writing industry in terms of the qualifications and experience necessary to work in that field. With direction and support, students will then seek a placement with an appropriate organisation, based on that research. Students will critically report on their placement via a class presentation and written report. Research Paper, Industry investigation, 30%. Practicum, Industry placement, 40%. Presentation, Class presentation and report, 30%.

## ACP3008 Crossing Borders: Between Fact and Fiction

**Locations:** Footscray Park.

**Prerequisites:** Students enrolled in course code ABAB or LBLA must have completed two of the following units: ACP1055 Story: Transforming the Blank Page, ACP2081 Writing from the Edge: Narrative Non-fiction, ACP2082 Script and Screen, ACP2086 Impossible Worlds: Fiction and Genre, ACP2087 News and Social Media.

**Description:** Building upon Impossible Worlds (ACP2086), Writing from the Edge (ACP2081) and Script and Screen (ACP2082), this unit focuses on the uneasy parallels and sometimes arbitrary boundaries between fiction and non-fiction in a variety of forms. Students are asked to interrogate the interconnectedness of these apparently distinct genres from a theoretical and creative perspective in either narrative (fiction and non-fiction) or scriptwriting formats (documentary or feature film). Crossing Borders asks students to specialise in a particular form of creative writing, and to familiarise themselves with the generic conventions and contemporary and critical debates surrounding this form. By interrogating key texts in this field, students will critically reflect on the implications of writing in a global environment, and on how digital environments have usurped traditional modes of authorship and authenticity. Students will also be asked to commentate and critically review how writers of marginal ethnicities, class, gender and sexual identities have interrogated canonical ideas about creative writing through both form and through the changes wrought by the digitalisation of the publishing industry. This unit will encourage students to position their writing within a wider discourse, and to commentate on their own and others' creative writing through a theoretical lens.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse and critique contemporary theoretical and cultural ideas related to creative writing;
2. Exemplify critical and theoretical ideas through their own writing;
3. Evaluate and reflect on professional and creative writing texts through a theoretical lens;
4. Appraise and debate the application of a major area of theory to writing practice; and
5. Identify and review potential target markets for publication.

**Class Contact:** Lecture 1.0 hr Seminar 2.0 hrs

**Required Reading:** Hoffman, M and Murphy (ed) 2005 Essentials of the Theory of Fiction Duke University Press, Durham Wood, James 2008 How Fiction works Strauss and Giroux, New York

**Assessment:** Essay, Write an analytical or theoretical essay based on one of the key concepts and/or theories explored in the unit (1250 words), 30%. Creative Works, A creative work in a genre of the student's own choice in response to key themes and concepts presented in the unit. (2000 words), 30%. Other, In this assessment students are asked to resubmit their Creative Work having taken into consideration their tutor's feedback. (500 words), 40%.

## ACV2001 Intermediate Vietnamese A

**Locations:** Footscray Park.

**Prerequisites:** Students must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

**Description:** This unit is designed for students who have some knowledge of spoken and written Vietnamese and who wish to further enhance their skills. It aims to develop students' communicative skills in listening, reading, speaking and writing while further developing their general understanding of the culture. Topics for conversations are everyday life situations and issues in Vietnam as well as in the Vietnamese community in Australia. Audiotapes, video clips and similar materials are used to enhance students' listening skills.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Exemplify the ability to participate successfully in basic conversations;
2. Exhibit an ability to read and understand simple texts;
3. Create short pieces of writing about people's lives in Vietnamese; and
4. Reflect upon and explain contemporary Vietnamese society and culture.

**Class Contact:** Tutorial 3.0 hrs

**Required Reading:** Intermediate Vietnamese A textbook (written by the coordinator) will be supplied.

**Assessment:** Test, 5 in-class tests (1000 words), 40%. Essay, Reflective essay (800 words), 20%. Examination, Oral and written examinations (1200 words), 40%. Total effective word limit 3000 words.

## ACV2002 Intermediate Vietnamese B

**Locations:** Footscray Park.

**Prerequisites:** Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

**Description:** This unit of study provides continued development of skills attained in ACV2001 Intermediate Vietnamese A. It continues to emphasise further expansion of vocabulary and grammatical structures in the language. The focus will be the comprehension of Vietnamese non-literary works combined with increased cultural awareness. Simplified texts and selected passages from Vietnamese newspapers and magazines are read with attention to lexical and semantic features. Grammar is systematically reinforced. Film, tapes and videos are used. It is expected that at the end of the unit, students will be able to express themselves with confidence on a wide range of subjects.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Exhibit an ability to express themselves with confidence on a wide range of subjects;
2. Read Vietnamese newspapers with the aid of a dictionary;
3. Prove an ability to write short essays on several topics; and
4. Critically review the diversity of Vietnamese society and culture.

**Class Contact:** Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:** Intermediate Vietnamese B textbook (written by the coordinator) will be supplied

**Assessment:** Test, 5 in-class tests (700 words), 30%. Essay, Reflective essay (800 words), 20%. Presentation, Report on community observations (500 words), 20%. Examination, Final written examination (1000 words), 30%.

## ACV3001 Vietnamese Culture and Society

**Locations:** Footscray Park.

**Prerequisites:** Students enrolled in course code ABAB or LBLA must have completed two of the following units: ACV1001 Basic Vietnamese A, ACV1002 Basic Vietnamese B, ACV2001 Intermediate Vietnamese A, ACV2002 Intermediate Vietnamese B.

**Description:** This unit of study is designed to introduce students to Vietnamese culture and society from the earliest times to the present with special attention paid to traditional Vietnamese ways of thinking, behaving and organising their lives. It aims to provide a sound understanding of several aspects of Vietnamese culture for those who want to work in Vietnam or with the Vietnamese community in Australia. Topics to be addressed in this unit include: history, politics, religion and customs; the dialogue between community-oriented attitudes and individualism or the Vietnamese conception of the self; food and styles of eating; the gendered models of virtue; family structure and the role of women; verbal and non-verbal communication; and views of body and beauty.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse Vietnamese culture and society, both historical and contemporary;
2. Critically review Vietnamese modes of experience in thinking, feeling, valuing, and perceiving themselves and the external world;
3. Conceptually map comparative civilizations and cross-cultural environments;
4. Prove a capacity to work with Vietnamese people in Vietnam and abroad, including Australia.

**Class Contact:** Tutorial 3.0 hrs

**Required Reading:** A Book of Readings will be supplied

**Assessment:** Review, Film/book review (1000 words), 20%. Essay, Analytical essay on aspects of Vietnamese culture and society (1000 words), 40%. Examination, Final written examination (1000 words), 40%.

### ACV3002 Vietnam: Globalisation, Diaspora and Identity

**Locations:** Footscray Park.

**Prerequisites:** Updating prerequisite rule as follows: Students enrolled in course code ABAB or LBLA must have completed two of the following units: ACV1001 Basic Vietnamese A, ACV1002 Basic Vietnamese B, ACV2001 Intermediate Vietnamese A, ACV2002 Intermediate Vietnamese B, as approved by Assoc Dir, CMQS.

**Description:** This unit of study is designed to introduce students to contemporary Vietnamese culture and society, particularly since the end of the Vietnam War (1975) after which Vietnam faced two striking phenomena: the impact of increased globalisation and the establishment of the Vietnamese diaspora. In both cases, Vietnamese people have had to define and redefine their identity. This process of defining and redefining identity is reflective of on the one hand, the cultural construction undertaken by Vietnamese people during the post-war era; and on the other hand, the interaction between Vietnam and the world. Topics include: the culture of war; the politics of globalisation and poetics of diaspora; the postcolonial mentality; post-communist culture; the link and dialogue between diaspora and homeland; the concept of identity as a cultural product; the changing face of 'Vietnameseness'; and the cultural memory of the Vietnamese community in Australia. These topics will be studied through the eyes of historians, artists, journalists, filmmakers and writers in Vietnam and abroad.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically review continuity and change in Vietnamese culture and society after the Vietnam War;
2. Investigate the impact which the Vietnamese culture of war left on post-war Vietnam;
3. Analyse the impact of globalisation on Vietnamese society and the relationship between the Vietnamese diaspora and their homeland; and
4. Prove an ability to work with Vietnamese people in Vietnam and abroad, including Australia.

**Class Contact:** Lecture 2.0 hrs Tutorial 1.0 hr

**Required Reading:** A Book of Readings will be supplied.

**Assessment:** Review, Book/film (1000 words), 20%. Essay, Analytical essay on aspects of Vietnamese diaspora in Australia (1000 words), 40%. Examination, Final written examination (1000 words), 40%.

### ACV3024 A Comparative Study of Vietnamese and English

**Locations:** Footscray Park.

**Prerequisites:** Students enrolled in course code ABAB or LBLA must have completed the following units: ACV2001 Intermediate Vietnamese A and ACV2002 Intermediate Vietnamese B.

**Description:** This unit is designed to provide students who have a functional competence in both Vietnamese and English with a comparative study of the two

languages in terms of phonology, word-formation, semantics, syntax and rhetoric, ranging from terms of address and reference to expressions of politeness and others. It continues to improve students' Vietnamese language skills, extend their knowledge of the language and linguistics, deepen their cultural awareness and particularly, their capacity for cross-cultural communication. Discussions focus on both verbal and non-verbal languages. Practical competence is developed from a combination of regular practices in class and specific assignments.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically review cultural awareness through the comparative study of Vietnamese and English;
2. Prove an ability to use language skills in practical cross-cultural settings;
3. Exhibit sophisticated oral and written expressions in Vietnamese;
4. Prove a greater understanding of Vietnamese language and culture; and
5. Analyse differences between Vietnamese and English in terms of phonology, semantics, syntax and styles.

**Class Contact:** Tutorial 3.0 hrs

**Required Reading:** A Book of Readings will be provided by the lecturer.

**Assessment:** Assignment, 5 in-class tests (1000 words), 30%. Project, Major project based on translation (1000 words), 30%. Examination, Oral and written examination (1000 words), 40%.

### ACV3025 Vietnamese-English Translation

**Locations:** Footscray Park.

**Prerequisites:** Students enrolled in course code ABAB or LBLA must have completed the following units: ACV2001 Intermediate Vietnamese A and ACV2002 Intermediate Vietnamese B.

**Description:** This unit is designed to introduce students to several basic theoretical issues of translation and a wide variety of contexts in which their pre-existing Vietnamese and English language skills can be developed into translation skills. It focuses on the practice of translating from Vietnamese to English or vice versa in different prose styles, from journalism to literature. While it doesn't aim to train students to become professional translators, this unit will help them to improve their Vietnamese language (for non-Vietnamese and second-generation Vietnamese students) and English (for overseas Vietnamese students) and more importantly, their understanding of cross-language and cross-cultural transfer.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse basic theories and principles of translation;
2. Translate simple texts from Vietnamese into English and vice versa;
3. Critically reflect Vietnamese and English through contextualised translation practice; and
4. Prove an ability to use a wide range of grammar patterns, phrases and vocabulary appropriately in both written and spoken Vietnamese.

**Class Contact:** Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:** A Book of Readings will be provided by the lecturer.

**Assessment:** Assignment, 5 in-class tests (1000 words), 30%. Project, Major project - translation from Vietnamese to English, or vice versa (1000 words), 30%. Examination, Oral and written examination (1000 words), 40%. Total effective word limit 3000 words.

### ACW2020 Sex and Gender

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This second-year unit is designed to introduce students to the discipline of Gender Studies. Gender Studies is an independent scholarly discipline that intersects



with other humanities and sociology disciplines, such as, anthropology, literary studies, cultural studies, film studies, politics, history, psychology and philosophy. This unit introduces students to the complex notions of sex and gender, sexualities and gendered subjectivities. It considers gender as a socially constructed category and the ways in which this construction impacts on our everyday lives. This unit examines the complex array of processes at work which produce specific types of gendered subjects. The unit challenges traditional gender binaries, gender stereotypes and questions conventional beliefs about sex and gender.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse and apply gender approaches and theories to a variety of contexts;
2. Critically examine social and cultural influences in the construction of gender, gendered subjectivities, and understandings of sexuality;
3. Apply and utilise qualitative research methods in a research setting relevant to developing a gendered awareness;
4. Assess and apply contemporary gender debates and approaches in a variety of contexts; and
5. Exhibit a familiarity with ideas around gendered hierarchies and gender organisation.

**Class Contact:** Lecture 1.0 hr Tutorial 1.0 hr Workshop 1.0 hr

**Required Reading:** This unit utilises essential readings for students to read for each week which will be made available on VU Collaborate.

**Assessment:** Review, Write a review of an article related to the unit, 30%.

Assignment, In class response to gender studies key terms, 10%. Presentation, Present work-in-progress report on the observational project, 10%. Project, Observational research project, 50%.

## ACW2024 Gender in Public Life

**Locations:** Footscray Park.

**Prerequisites:** Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

**Description:** This unit of study explores gender in public life and gendered public structures in Australia, with reference to global trends and debates. The unit focuses on gendered perspectives and analysis of social policy in contemporary Australia. It considers the implications of public policy on women, men and families, and the consequences of gender-blind social policy. It explores the influence of major institutions in determining public discourse, agenda and subsequently, individual experience. The unit considers public social policy in addressing structural inequalities and discrimination. Themes covered in the unit are, citizenship, work, parental leave, childcare policy, pay gap, and family violence. The unit considers gender and the state, public institutions and political life. Students will draw on debates from feminist approaches to law and political science. The unit considers gender and politics, within political parties and political life. The unit offers students the opportunity to research themes related to gender in public life undertaking a qualitative group project and presentation.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse a range of contemporary political and cultural debates involving gender and equity issues;
2. Critique gender as a key phenomenon in public policy and debate;
3. Interrogate gender in social policy through the application of qualitative social research methods; and
4. Investigate contemporary policy measures which aim to address issues of equity.

**Class Contact:** Seminar 2.0 hrs

**Required Reading:** This unit utilises a range of scholarly readings relevant to the unit which will be available via VU Collaborate.

**Assessment:** Review, Review article related to gender in public life, 30%.

Presentation, Group presentation of a project on theme covered in the unit, 30%.

Essay, Individual essay on the group project, 40%.

## ACW2026 Gender in Popular Culture

**Locations:** Footscray Park.

**Prerequisites:** Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

**Description:** This unit explores the gendered construction of femininity and masculinity through popular cultural practices by investigating themes of representation in a variety of textual forms, such as, film, television, magazines and literary genres. The unit critically considers the implications of popular culture in construction of gendered selves. It offers a reflective gaze in illustrating and understanding processes of objectification and sexualisation in the context of contemporary popular representation. Gender in popular culture introduces students to the limitations of gendered narratives in popular culture via the field of cultural studies.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Investigate theories of gender representation, sexualisation and objectification in popular culture;
2. Critically review a variety of texts (written and visual) in which gender is reflected;
3. Interpret the gender construction of femininity and masculinity in a variety of texts; and
4. Critically reflect on debates around gender in popular cultural practices in tutorials.

**Class Contact:** Lecture 2.0 hrs Tutorial 1.0 hr

**Required Reading:** This unit utilises a range of essential readings relevant to the unit. These can be located on VU Collaborate.

**Assessment:** Review, Review a text relevant to the unit to develop summarising and analysing skills, 30%. Research Paper, Write a minor paper exploring contemporary themes in cultural studies, 30%. Essay, Write a major essay critically examining themes of gender in popular media covered in the unit, 40%.

## ACW3001 Gender History and Memory

**Locations:** Footscray Park.

**Prerequisites:** Students enrolled in course code ABAB or LBLA must have completed two of the following units: ACW1020 Sex and Gender, ACW2024 Gender in Public Life, ACW2026 Gender in Popular Culture.

**Description:** This unit raises questions about the written record of people's lives in Australia and in particular in reference to the marginalisation of gender, class, race and ethnicity. The importance and difficulty of recording the ordinary and extraordinary lives of people is explored. Issues of identity and memory and the links of personal to wider histories are examined. International examples will be drawn upon in the unit. This unit examines social and feminist interpretations of history and historiographies to develop history-based research project through interpretation of recent oral history. Students are introduced to oral history methods and required to undertake their own oral history project.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Identify major themes in 21st century Australia social history with a focus on gender relations;
2. Investigate the meaning of inclusion and exclusion in the study of history and historiography, with particular reference to Australian history;
3. Analyse and apply feminist interpretations of history and historiography; and
4. Demonstrate oral history methodology and undertake original research utilising oral history methods.

**Class Contact:**Lecture 1.0 hr/Tutorial 1.0 hr

**Required Reading:**This unit utilises essential readings that consist of specific texts relevant to the unit focus and content. These readings are available in VU Collaborate.

**Assessment:**Exercise, Class exercises based on weekly class work, 40%. Project, Prepare and formulate a gendered oral history project, 60%.

## ACW3022 Rethinking the Family

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit examines contemporary family and family formations in Australia and explores shifting family patterns and debates. The unit presents a history of the family in Australia and the role of family in capitalist societies. It critically explores debates around the nuclear family model, the impact of increasing divorce rates, childlessness, reproductive technologies, family violence, and the future of the family formation in contemporary societies.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Investigate a range of family models and patterns in contemporary Australia;
2. Critically analyse the connection between the state and the family;
3. Critique gender, sexuality and cultural issues that impact on familial organisation and behaviour; and
4. Reflect on changes to families and causes and consequences.

**Class Contact:**Lecture 1.0 hr/Tutorial 1.0 hr

**Required Reading:**Students will be provided with an up to date reading list via the VU Collaborate system.

**Assessment:**Exercise, Critical reflective summary exploring contemporary family debates, 30%. Case Study, Explore a key issue in family studies, 30%. Test, Synoptic assessment to capture overall learning, 40%. Total effective word limit 3000 words.

## ACW3024 Varieties of Feminist Thought

**Locations:**Footscray Park, St Albans.

**Prerequisites:**Nil.

**Description:**This unit of study explores a number of streams of feminist thought ranging from liberal feminism to postfeminism. It looks at the 'waves' of feminism and at the social conditions which generated these waves. It also examines issues of difference and the relevance of feminism for globalised societies and contemporary social issues.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Demonstrate an understanding of a comparative and stimulating interdisciplinary introduction to the methods and concerns of contemporary feminism;
2. Apply feminist theory to a range of contemporary social contexts;
3. Assess, analyse and synthesise political theory; and
4. Apply research methods using the internet, and interrogate a site.

**Class Contact:**Lecture 1.0 hr/Tutorial 1.0 hr/Plus three hours per semester of mixed-mode or self-directed learning.

**Required Reading:**Unit reader

**Assessment:**Essay (2000 words) 50%; Test 30%; Online discussion 20%.

## ACW3028 Gender, Community and Social Change

**Locations:**Footscray Park.

**Prerequisites:**Students enrolled in course code ABAB or LBLA must have completed two of the following units: ACW1020 Sex and Gender, ACW2024 Gender in Public Life, ACW2026 Gender in Popular Culture.

**Description:**This unit explores topics and approaches to understand social transformation, inequality and systems of oppression in relation to gender and sexualities in contemporary society. The unit offers critical perspectives on categories of difference and their relationship to activism and social change. The unit also examines current debates around social and cultural transformation, mobilization, collective action, political engagement, and ideas of interconnection and belonging. Students will consider what equality, equity and empowerment mean, and why they are important in understanding inclusion and belonging. The unit explores the future of gender-based activism and political action in the context of new social spaces. Students are introduced to practical activist-based approaches with gendered debates as a main focus.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Evaluate the intersectionality of gender, sexualities, race, class and related categories of difference in the context of social change;
2. Exhibit an understanding of social movements and their relationship to political action;
3. Apply, identify and articulate feminist approaches to inequality and oppression;
4. Examine and respond to contemporary debates by engaging with activist-based approaches appropriate to feminism and gender studies; and
5. Analyse and apply critical thinking to issues of inequality and social change.

**Class Contact:**Seminar 2.0 hrs

**Required Reading:**This unit utilises a range of selected readings relevant to the field of gender and social transformation, feminist political action and activism, and other associated themes. These can be located via VU Collaborate.

**Assessment:**Assignment, Media analysis of a contemporary political action, 30%. Presentation, Formal group presentation on current gender-based political action, 30%. Essay, Major essay on group presentation and themes from the unit, 40%.

## ACW3033 Gender Across Cultures

**Locations:**Footscray Park.

**Prerequisites:**Students enrolled in course code ABAB or LBLA must have completed two of the following units: ACW1020 Sex and Gender, ACW2024 Gender in Public Life, ACW2026 Gender in Popular Culture.

**Description:**This unit explores the cultural production of gender and gender order from cross-cultural perspectives, both locally and globally. The unit explores traditional gender-blind anthropology and the impact on understanding gendered life and gendered subjectivities. It captures the gender revolution that has taken place in many streams of contemporary anthropology in recent times, and presents and utilises alternate forms of anthropology in understanding the complexity of gendered human life. Gendered belief and practice are examined in understanding the production of gendered hierarchies. Students will have the opportunity to utilise ethnographic practices and techniques in a research-based project from a cross-cultural perspective.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Critically review the persistence and production of gendered beliefs and hierarchies in cross-cultural settings;
2. Critically reflect on approaches to gender in anthropology, and gender and anthropology;
3. Investigate ideas of difference, oppression and marginalisation in the context of approaches to feminist anthropology;
4. Exhibit the use and understanding of anthropological and ethnographic techniques; and
5. Appraise and apply a meaningful understanding of discourse used in anthropology.

**Class Contact:**Tutorial 2.0 hrs

**Required Reading:**This unit utilises essential readings that consist of specific texts

relevant to the unit focus and content. These readings are available in VU Collaborate.

**Assessment:** Review, Review a text consistent with the theme of gender and anthropology, 20%. Presentation, Individual presentation on themes covered in the unit, 40%. Essay, Write an exploratory essay on themes covered in the unit, 40%.

### ACX2000 Communicating Transculturally

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study introduces students to theories and research concerning the influences of culture on patterns and strategies of communication across a range of culturally and linguistically diverse settings, both within Australia and in the broader international context. Topics covered will include: diversity, identity, language and cultural pluralism in contemporary social contexts; ethnocentrism and stereotyping; cultural values, beliefs and practices and their impact on communication strategies, styles and practices; cultural awareness, respect and sensitivity; the concept of cultural competence as a response to cultural and linguistic diversity; the measurement of cultural competence and its application in various individual, group, organisational or systemic contexts; skill development in culturally competent communication models and strategies in contexts of linguistic and cultural diversity.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Recognise cultural and linguistic diversity and difference
2. Apply this knowledge to the analysis of intercultural encounters, whether at the level of individual, group, organisation or system;
3. Explain the concept of cultural competence and its application in intercultural encounters;
4. Assess cultural competence using appropriate tools; and
5. Communicate in a range of culturally and linguistically diverse contexts.

**Class Contact:** Tutorial 3.0 hrs

**Required Reading:** ACX2000 Book of Readings (prepared by the unit lecturer)

**Assessment:** Assignment, Research project essay on cross-cultural communication which relates to a workplace or community, 50%. Exercise, Presentation and class activity/discussion which relates to selected readings on cross-cultural communication, 20%. Test, An in-class test will be held during the normal session time, 30%. Total effective word limit 3000 words.

### ACX3003 Professional and Career Development

**Locations:** Footscray Park, St Albans.

**Prerequisites:** Nil.

**Description:** This unit of study offers an overview of the contemporary workplace, examining the ways in which a number of social forces have impacted on the range of careers available, the likely developments over the next few years and outlines the legislative framework which governs employment practices. It offers students the opportunity to explore vocational typologies, to identify their personal type, and look at their potential for job satisfaction in various areas of work analysing their values and likely sources of personal and professional fulfilment. It includes material on conflict resolution and working with others in a collegial environment. Students will construct a personal career plan, building on their working style and interests and the likely developments in their field of interest. As part of an assessment task they will interview an employee in that field, and be taught to network using informal as well as formal methods of orientating themselves as professionals. They will be assisted in the preparation of their curriculum vitae and a resume, in preparing an effective job application and in presenting themselves at an interview.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Demonstrate understanding of the contemporary workplace;
2. Practise strategies for finding potential employment;
3. Recognise vocational typologies and assess themselves within them;
4. Practise conflict resolution and other common workplace problems; and
5. Construct a personal career plan.

**Class Contact:** Tutorial 2.0 hrs

**Required Reading:** Required readings provided to students during semester.

**Assessment:** Assignment, Personal career plan and presentation, 20%. Assignment, Essay and presentation, 20%. Project, Major project - simulated job selection analysis., 60%. Total effective word limit 3000 words.

### ACX3005 Graduating Project 1

**Locations:** Footscray Park, St Albans.

**Prerequisites:** Students enrolled in course code ABAB and LBLA must complete 48 credit points (equivalent to 4) of a Major prior to undertaking ACX3005 Graduating Project 1.

**Description:** The purpose of this first semester project unit is to develop a project concept, partnership and plan; projects will be implemented in the second semester unit Graduating Project 2, ACX3006. The ways that these are developed will vary with the students' specialisations, interests and career orientation. Projects may be developed in specialised groups or interdisciplinary groups. In developing this project, students are expected to utilise their learning throughout the course in their core units and specialisations. Students are encouraged to assist each other, and working groups will be established to support student collaboration. Projects may be undertaken with an industry and/or community partner.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Evaluate challenges affecting practical implementation of their learnings in their specialisation(s);
2. Investigate issues and propose professional solutions in working on real life projects;
3. Exhibit skills developed in interdisciplinary teamwork; and
4. Articulate and advocate, in written or oral formats, a project concept and plan for development and production.

**Class Contact:** Tutorial 2.0 hrs

**Required Reading:** Arts Graduating Project manual and reader available via VU Collaborate.

**Assessment:** Presentation, Concept pitch (oral presentation), 10%. Project, Project documentation (2500 words), 50%. Literature Review, Literature review (2500 words), 40%.

### ACX3006 Graduating Project 2

**Locations:** Footscray Park, St Albans.

**Prerequisites:** ACX3005 - Graduating Project 1

**Description:** The purpose of this unit is to execute the project planned and developed in ACX3005 Graduating Project 1. This project provides the opportunity for students to implement knowledge and practise skills acquired across their course and to choose their own area of interest within their specialisation. Students are expected to produce a product or outcome which enhances their graduate employment prospects. Students generally work in groups, but there is also scope for individual assessment within the group project.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Manage the challenges encountered during a project, in particular those relating to timelines, technical matters, human resources and budgets;
2. Collaborate effectively in achieving interdisciplinary team outcomes with responsibility and

accountability for own learning and professional practice; 3. Produce and advocate for a professional project; and 4. Present a professional progress report demonstrating critical reflection on goals and achieved and intended outcomes.

**Class Contact:**Tutorial 2.0 hrs

**Required Reading:**Set readings will be located on VU Collaborate.

**Assessment:**Journal, Working journal including self-evaluation (1500 words), 20%. Presentation, Mid-point work-in-progress report and presentation, 20%. Project, Project documentation (2500 words), 60%.

### ACX3007 Studio Project 1

**Locations:**Footscray Nicholson, Footscray Park.

**Prerequisites:**Nil.

**Description:**The purpose of this first semester project unit is to develop a project concept and plan; projects will be implemented in the second semester unit Graduating Project 2, ACX3008. The ways that these are developed will vary with the students' specialisations, interests and career orientation. Projects may be developed individually in specialised groups or interdisciplinary groups. In developing this project, students are expected to utilise their learning throughout the course in their core units and specialisations. Students are encouraged to assist each other, and working groups will be established to support student collaboration. Projects may be undertaken with an industry and/or community partner.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to: 1. Evaluate challenges affecting practical implementation of their learnings in their specialisation(s); 2. Investigate issues and propose professional solutions in working on real life projects; 3. Exhibit skills developed in interdisciplinary teamwork; and 4. Articulate and advocate, in written or oral formats, a project concept and plan for development and production.

**Class Contact:**Seminar 2.0 hrs

**Required Reading:**Students will be provided with an up to date reading list via the VU Collaborate system.

**Assessment:**Presentation, Oral presentation (equivalent to 500 words), 20%. Project, Project planning document (equivalent to 1500 words), 50%. Literature Review, Literature review (equivalent to 1000 words), 30%. Total effective word limit 3000 words.

### ACX3008 Studio Project 2

**Locations:**Footscray Nicholson, Footscray Park.

**Prerequisites:**ACX3007 - Studio Project 1

**Description:**The purpose of this unit is to execute the project planned and developed in ACX3007 Studio Project 1. This project provides the opportunity for students to implement knowledge and practise skills acquired across their course and to choose their own area of interest within their specialisation. Students are expected to produce a product or outcome which enhances their graduate employment prospects. Students generally work in groups, but there is also scope for individual assessment within the group project.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to: 1. Manage the challenges encountered during a project, in particular those relating to timelines, technical matters, human resources and budgets; 2. Collaborate effectively in achieving interdisciplinary team outcomes with responsibility and accountability for own learning and professional practice. 3. Produce and advocate for a professional project. 4. Present a professional progress report demonstrating critical reflection on goals and achieved and intended outcomes.

**Class Contact:**Workshop 2.0 hrs

**Required Reading:**Readings will be provided by the lecturers and located on VU Collaborate.

**Assessment:**Presentation, Oral presentation of project progress (equivalent to 500 words), 20%. Report, Report of project processes and outcomes (equivalent to 1000 words), 20%. Project, Project artefact(s) or recording/documentation of events/performances/presentations (equivalent to 2000 words), 60%.

### ACY2006 Media Management

**Locations:**Footscray Nicholson, Footscray Park.

**Prerequisites:**ACY1002 - Public Speaking and Communication ACY1003 - Principles and Practice of IMC Students are expected to have completed ACY1003 Principles and Practice of IMC and/or ACY1002 Public Speaking and Communication.

**Description:**In this unit, students acting as public relations practitioners, develop skills in media relations and media management across a range of media, including digital, online, mobile, television - free-to-air and paid, print and radio. Media organisations and media players, including journalists, editors, producers and social media manager are studied to provide a way of developing effective skills for media management. To illustrate the challenges in managing these dynamic relationships, students participate in an industry media tour and hear from experienced professional guest speakers. Students will explore the relationship between public relations and media practitioners, focusing upon perceptions and realities. Ethical concerns of both journalists and public relations practitioners are highlighted. Students experience practical techniques in media production across a range of media to build up effective skills in media management. Students learn specific skills in media relations including planning a media campaign, interview techniques, managing issues and reducing risk, and how to advise clients on media outcomes to enable them to work with the media and identify the changes to the evolving media landscape.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to: 1. Analyse the complex relationship between public relations and the media; 2. Evaluate how news is constructed and relayed across different formats and mediums; 3. Critique the media landscape in Australia and internationally, understanding the key media players and how best to work with them for effective PR results; 4. Articulate the ethical issues in PR media messages and dealing with media people and organisations; and 5. Design and implement an effective media campaign, incorporating media strategy, risk and issues management and message management to achieve PR outcomes.

**Class Contact:**Workshop 2.0 hrs

**Required Reading:**The following books will be referenced throughout the course, including in this unit: Belch, G., Belch, M., Kerr, G. & Powell, I. (2014, 3rd ed.). 'Advertising: An Integrated Marketing Communication Perspective.' Australia: McGraw-Hill; Casimir, J. (2010). 'The Gruen Transfer.' Sydney: Harper Collins Publishers. Quester, P, Pettigrew, S & Hawkins, D. (2014, 7th ed.). 'Consumer behaviour: implications for marketing strategy.' Australia: McGraw Hill. Solomon, R. (2008). 'The Art of Client Service, 58 things every advertising and marketing professional should know.' New York: Kaplan. Other recommended readings and source materials will be listed in the unit guide and available through VU Collaborate, and the VU library e-resources.

**Assessment:**Assessments have been designed to replicate professional practices undertaken within the marketing communication workplace. Case Study, Media Agency Case Study, 30%. Report, Online Media Strategy, 30%. Project, Integrated Media Project, 40%.

## ACY3005 Communication Professional Practice

**Locations:** Footscray Nicholson, Industry, Footscray Park.

**Prerequisites:** A Capstone unit: students are expected to have completed Year 1 and Year 2 in ABMM and recommended that students have completed ACY2007 Client Relationship Management prior.

**Description:** This capstone unit is normally taken in the last year of the degree and is intended to prepare the student for entering marketing communication practice.

Students are placed in a workplace under the supervision of a marketing communications professional. The professional practice placement is sourced by the student in negotiation with their lecturer and Engagement and Partnerships Coordinator, with placement duties agreed upon by all. The placement is usually for 15 days or equivalent in hours undertaken in either block or concurrent mode.

Considerations of issues of ethical practice are expected in all assessment submissions and during professional placement. Students are encouraged to enrol in this unit in Semester 1 so as to provide sufficient time to source a suitable placement to be undertaken in their final year.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Exhibit the learning and skills gained throughout their degree in a professional marketing communication position;
2. Network and consult to source own placement and career opportunities demonstrating skills in initiative and self-management;
3. Collaborate with others individually and/or as part of teams to produce work of a professional standard expected within the marketing communication profession;
4. Critically reflect, analyse and evaluate to examine and improve their own professional practice for career outcomes; and
5. Exemplify the professional standards of an Early Career Professional to gain a graduate position within the marketing communication profession.

**Class Contact:** Workshop 3.0 hrs

**Required Reading:** The following books will be referenced throughout the course, including in this unit: Bekh, G., Belch, M., Kerr, G. & Powell, I. (2014, 3rd ed.). 'Advertising: An Integrated Marketing Communication Perspective.' Australia: McGraw-Hill; Casimir, J. (2010). 'The Gruen Transfer.' Sydney: Harper Collins Publishers. Quester, P, Pettigrew, S & Hawkins, D. (2014, 7th ed.). 'Consumer behaviour: implications for marketing strategy.' Australia: McGraw Hill. Solomon, R. (2008). 'The Art of Client Service, 58 things every advertising and marketing professional should know.' New York: Kaplan. Other recommended readings and source materials will be listed in the unit guide and available through VU Collaborate, and the VU library e-resources.

**Assessment:** Assessments have been designed to replicate professional practices undertaken within the marketing communication workplace. Report, Professional Placement Details, incorporating Placement Outcomes Report, evaluations, log of hours, 40%. Portfolio, Professional portfolio and Personal Career Plan, incorporating career development materials, 30%. Presentation, Professional presentation, 30%.

## ACY3006 Marketing Communication

**Locations:** Footscray Nicholson, Footscray Park.

**Prerequisites:** ACY1003 - Principles and Practice of IMCACY1002 - Public Speaking and CommunicationACY3008 - Campaign ManagementStudents are expected to have completed ACY1003 Principles and Practice of IMC and/or ACY1002 Public Speaking and Communication, and ACY3008 Campaign Management.

**Description:** Students demonstrate their learning of marketing communication theory in developing a national campaign for a client and to professional expectations, such as being involved with the International Advertising Association (IAA) Big Idea competition. Students produce an engagement campaign for a national Not-for-Profit

organisation that demonstrates a big idea that is new and innovative and will engage the target audience. Previous clients have included Kids Helpline, Legacy Australia and Good Beginnings. Students develop their campaign by working closely with the client, answering the client brief and client expectations - all delivered to real deadlines and professional standards. For this reason the unit is offered in intensive burst mode. Throughout the process students will be coached and supported by academic staff to assist them to achieve these goals. The outcomes of this unit contribute to the student's professional portfolio and skills as an Early Career Professional.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Prioritise and manage the challenges encountered during a professional project, in particular those relating to deadlines, client expectations, technical requirements, human resources and budgets;
2. Exhibit initiative; self-management and collaborative team building to develop and produce a campaign demonstrating a big idea that will engage the target audience;
3. Exemplify skills gained from the course in client relationship management to identify and resolve client-agency challenges;
4. Collaborate with others individually and/or as part of teams to bring a project to completion that is of a professional standard as expected within the marketing communication profession; and
5. Integrate learning and experience from developing and producing a marketing communication campaign to demonstrate job-ready skills.

**Class Contact:** Tutorial 2.0 hrs

**Required Reading:** The following books will be referenced throughout the course, including in this unit: Bekh, G., Belch, M., Kerr, G. & Powell, I. (2014, 3rd ed.). 'Advertising: An Integrated Marketing Communication Perspective.' Australia: McGraw-Hill; Casimir, J. (2010). 'The Gruen Transfer.' Sydney: Harper Collins Publishers. Quester, P, Pettigrew, S & Hawkins, D. (2014, 7th ed.). 'Consumer behaviour: implications for marketing strategy.' Australia: McGraw Hill. Solomon, R. (2008). 'The Art of Client Service, 58 things every advertising and marketing professional should know.' New York: Kaplan. Other recommended readings and source materials will be listed in the unit guide and available through VU Collaborate, and the VU library e-resources.

**Assessment:** Assessments have been designed to replicate professional practices undertaken within the marketing communication workplace. Other, Engagement Agreement, 15%. Other, Work-in-Progress Schedule, 20%. Project, Marketing Communication Campaign, 50%. Review, Self and Peer Reflection Review, 15%.

## ACY3007 Student-led Communication Agency

**Locations:** Footscray Park.

**Prerequisites:** A Capstone unit: students are expected to have completed Year 1 and Year 2 in ABMM.

**Description:** The Student-led Communication Agency based at VU's Footscray Park campus will give students the opportunity to put their theory into practice by working with real clients and on real projects. Students will pitch for marketing communication jobs and gain valuable experience in managing clients and working to client deadlines. As a capstone unit, the Student-led Communication Agency offers a unique professional experience of working in a communication agency within a supported, managed learning environment. Marketing Communication students will have the opportunity to create and coordinate communication projects with industry clients ranging from: Integrated Marketing Communication solutions Digital engagement strategies Public Relations Media Management Publication management Copywriting and Speechwriting The Student-led Communication Agency expands the client projects that Bachelor of Marketing Communication students have produced

for: STREAT, Legacy Australia, Kids Helpline and Good Beginnings, and supports students to become early career professionals and job ready.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Investigate and initiate opportunities to source and secure work from new and existing clients for a sustainable, productive Student-led Communication Agency;
2. Manage the challenges encountered during professional agency work, in particular those relating to deadlines, client expectations, technical requirements, human resources and budgets;
3. Collaborate with others individually and/or as part of teams to bring client work to completion that is of a professional standard as expected of a marketing communication agency;
4. Exhibit skills acquired from the course in client relationship management to identify and resolve interpersonal and client-agency challenges;
5. Design strategies for continuous improvement within the SCA that will strengthen its brand positioning and client network; and
6. Exemplify the professional standards of an Early Career Professional so as to act as an ambassador and advocate for the Student-led Communication Agency.

**Class Contact:** Workshop 3.0 hrs

**Required Reading:** Students are expected to be familiar with: Belch, G., Belch, M., Kerr, G. & Powell, I. (2014, 3rd ed.). 'Advertising: An Integrated Marketing Communication Perspective.' Australia: McGraw-Hill, Casimir, J. (2010). 'The Gruen Transfer.' Sydney: Harper Collins Publishers. Quester, P, Pettigrew, S & Hawkins, D. 2014 (7th ed.), 'Consumer behaviour: implications for marketing strategy.' Australia: McGraw Hill. Solomon, R. (2008), 'The Art of Client Service, 58 things every advertising and marketing professional should know.' New York: Kaplan. Other recommended readings and source materials will be listed in the Unit Guide and available through VU Collaborate, and the VU library e-resources.

**Assessment:** Assessments have been designed to replicate professional practices undertaken within the marketing communication workplace. Report, Personal Career Strategy for SCA placement, 10%. Project, Client Development – work at SCA, 40%. Portfolio, Portfolio of work created at SCA, 40%. Report, Outcomes Report, 10%.

## ACY3008 Campaign Management

**Locations:** Footscray Nicholson, Footscray Park.

**Prerequisites:** ACY1003 - Principles and Practice of IMC/ACY1002 - Public Speaking and Communication. Students are expected to have completed ACY1003 Principles and Practice of IMC and/or ACY1002 Public Speaking and Communication.

**Description:** In this unit, students develop and learn how to manage a digital engagement campaign for a Melbourne-based not-for-profit organisation that specialises in social enterprise. Students learn the critical importance of research, understanding the target audience, planning, creative development, engaging with the Big Idea, using PR for strategic outcomes, and campaign evaluation. The digital engagement campaign applies social marketing approaches, which are engagement campaigns that have a call to action and change behaviour for positive outcomes. Emphasis is on techniques and approaches to influence the target audience, cultural and social factors, ethics and understanding of the sensitive environment in which the client operates, implementing a campaign with little or no budget or resources, and the importance of evaluation and measurement to ensure continued engagement with the target audience. Students present their digital engagement campaigns to the client at the end of semester who selects the shortlisted campaigns to be adopted. Previously students developed digital engagement campaigns for the award-winning social enterprise STREAT, a not-for-profit organisation that is committed to reducing youth homelessness through food - cafes and coffee. By working with a leading Australian social enterprise, students develop entrepreneurial skills that support creative and innovative solutions for marketing communication

practice. With the production of a digital engagement campaign students enhance their professional portfolio and skills as an Early Career Professional.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Devise and implement a digital engagement campaign to professional standards and to client expectations;
2. Exhibit critical thinking and conceptual skills to develop an effective communication research brief that supports the campaign strategy;
3. Articulate key influences on consumer behaviour in a marketing communication context that persuades the target audience to engage;
4. Design a campaign strategy employing innovative digital media techniques and approaches that showcases the Big Idea; and
5. Collaborate with others individually and/or as part of teams to bring a project to completion that is of a professional standard as expected within the marketing communication profession.

**Class Contact:** Lecture 1.0 hr Workshop 2.0 hrs

**Required Reading:** The following books will be referenced throughout the course, including in this unit: Belch, G., Belch, M., Kerr, G. & Powell, I. (2014, 3rd ed.).

'Advertising: An Integrated Marketing Communication Perspective.' Australia: McGraw-Hill; Casimir, J. (2010). 'The Gruen Transfer.' Sydney: Harper Collins Publishers. Quester, P, Pettigrew, S & Hawkins, D. (2014, 7th ed.). 'Consumer behaviour: implications for marketing strategy.' Australia: McGraw Hill. Solomon, R. (2008). 'The Art of Client Service, 58 things every advertising and marketing professional should know.' New York: Kaplan. Other recommended readings and source materials will be listed in the Unit Guide and available through VU Collaborate, and the VU library e-resources.

**Assessment:** Assessments have been designed to replicate professional practices undertaken within the marketing communication workplace. Report, Client Relationship Development: incorporating Engagement Agreement, Work-in-Progress schedule, Peer & Self-Reflection Report., 30%. Report, Communication Research Brief, 30%. Presentation, Digital Engagement Campaign (including presentation to client), 40%.

## ADM5001 Visuals, Digital Media and a Global World

**Locations:** City Flinders.

**Prerequisites:** Nil.

**Description:** Visual image development is different to the processes traditionally adopted by designers. This unit introduces students to new processes and approaches to the design of digital screens, including mobile devices. Grounded in the context of the research area of user experience (UX), students develop practical skills to create images and 'clickable wireframes'. The unit explores the role of branding in a globalised world where designers need to respond to a variety of communication styles to connect with different audiences. Using a range of case studies, students explore how industry communicates with different demographic groups and critique assumptions made about different groups. The unit covers the latest developments and assesses the viability of trends. Other topics explored include processes to create a design concept, relationship between text and image, handling different file types and employment contexts for designers.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically review the function of design in digital media productions;
2. Interrogate the theoretical processes involved in design research (both creative and technical);
3. Devise innovative design solutions that meet the needs of niche audiences;
4. Exhibit the technical skills required for digital image production;
5. Resolve intricate cross-disciplinary problems from a digital media design perspective;
6. Devise and develop artefacts using both written and visual

communication to demonstrate design concepts to a range of stakeholders;  
**Class Contact:**Lecture 1.0 hr Seminar 1.0 hr There are 24 hours of teaching time allocated to this unit. Throughout semester there are evening classes during the week. In addition, there is one all day class on a single weekend.

**Required Reading:**Links to recommended texts for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Portfolio, User testing assignment (1,250 words), 25%. Presentation, Oral presentation outlining how designers target a specific demographic (group assignment) (Equivalent to 1,250 words), 25%. Portfolio, Design portfolio consisting of design documentation and visual content (group/individual work) (Equiv. to 2,500 words), 50%.

## ADM5002 Video Production

**Locations:**City Flinders.

**Prerequisites:**Nil.

**Description:**In this unit, students examine some of the technological developments that have made computer mediated forms of artistic expression and communication possible. Students explore some of the conventions of visual and aural language, techniques for shooting and editing digital video and the operation of sound with digital video. They undertake production and post-production of digital audio and video. Students also storyboard, shoot, digitise and edit video clips and create digital sound effects and sound tracks. Readings cover the history of video and sound technologies, technical theory and technique. The aesthetics of combining audio and video are considered through introductory discussion of film theory.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Interpret theory and principles of video and sound design theory to create productions that will serve as an innovative portfolio pieces in a dynamic industry;
2. Convince and persuade others using industry terminology concerning digital sound and video production;
3. Critically review the impact of moving image technology on communities;
4. Negotiate a producer role for one aspect of a digital video production and advocate for certain contextualised decisions; and
5. Exhibit project management skills.

**Class Contact:**PC Lab 3.0 hrs

**Required Reading:**Denby, D / 2012 Do the movies have a future? Simon and Schuster Riley, M and Chirtau, M / 2012 The Craft of the Cut Wiley

**Assessment:**Essay, Research investigation - contemporary digital communication issue Students critically review and interpret the impact of technology on communities and present their findings in a report that construes a position (L1) (L2) Essay, Research contemporary digital communication issue. (individual), 25%. Creative Works, Synopsis, monologue script ad storyboard. (group), 25%. Creative Works, Short autobiographical film for online delivery. (group), 50%. Creative Works, Synopsis, monologue script ad storyboard Students devise creative concepts and present their ideas in a range of formats expected in industry in preparation for a competitive work environment. (L1) (L5) Creative Works, Short autobiographical film for online delivery (group assignment) Students interpret theory and principles of video and sound design theory to create innovative practical productions. Students participate as a producer for one aspect of a digital video production and demonstrate specialised project management skills. (L3) (L4) (L5) .

## ADM5003 Web Technologies

**Locations:**City Flinders.

**Prerequisites:**Nil.

**Description:**Web technology is at the core of today's entrepreneurial and innovative culture and in this unit we explore how individuals can negotiate current industry

contexts, including lean and scrum environments. We explore how to understand and apply knowledge about trends in digital cultures. Focusing initially on the notion of the 'minimal viable product', we generate, manage and prototype ideas for web technologies in different social settings. The unit will familiarise students with the means and tools to develop digital environments in an era when those with some training, for instance in Javascript and CSS, can co-opt different technologies for their own purposes. We also review topical issues such as content strategy and search engine optimization and keyword research. Students develop their own portfolio website.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Formulate responsible, well-informed and ethical judgments in considering the role of the practitioner in a complex and highly dynamic digital media industry;
2. Exhibit the ability for agile thinking in complex environments;
3. Critically evaluate the strengths and limitations of industry standards as they apply to gathering information from digital environments;
4. Propose and resolve a professional web and social network analysis tasks;
5. Analyse and interpret trends on social media

**Class Contact:**Lecture 1.0 hr Seminar 1.0 hr There are 24 hours of teaching time allocated to this unit. During semester there is an evening class held during the week and one online lunchtime webinar (recorded).

**Required Reading:**Links to recommended texts for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Presentation, Research the advantages and disadvantages of a nominated piece of web production software OR an innovation in the area of web production (Equivalent to, 30%. Essay, Research essay (Equivalent to 2000 words), 35%. Creative Works, Develop a website / Develop a professional digital media presence (Equivalent to 2000 words), 35%.

## ADM5004 Analysing the Web and Social Networks

**Locations:**City Flinders.

**Prerequisites:**Nil.

**Description:**Interconnected digital environments create a growing pool of data in the form of web analytics and social network information. In this unit we explore how to harness this data to inform decisions and the methodologies used in industry. This unit reviews use made of such data using case studies from a range of fields. Learning analytics are a form of web analytics gaining importance for students and academics. We review the implications and the 'actionable insights' from this type of data. Students will learn about analytical tools available to professionals, in particular, those that measure the performance of digital environments or products. They will learn how such tools inform research into the behaviour of users, product or service developments and improvements in campaign or project outcomes. For instance, we explore how to analyse 'hashtags' in order to inform design and marketing practice. The unit is grounded in the consideration of the complexities in the field including those of trust, privacy, and information injustice.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Formulate responsible, well-informed and ethical judgments in considering the role of the practitioner in a complex and highly dynamic digital media industry;
2. Exhibit the ability for agile thinking in complex environments;
3. Critically evaluate the strengths and limitations of industry standards as they apply to gathering information from digital environments;
4. Propose and resolve a professional web and social network analysis tasks;
5. Analyse and interpret trends on social media.

**Class Contact:**Lecture 1.0 hr Tutorial 1.0 hr There are 24 hours of teaching time allocated to this unit. During semester there is an evening class held during the week and one online lunchtime webinar (recorded).

**Required Reading:**Links to recommended texts for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Presentation, A presentation of a research development in the area of web analytics or social network analytics (Equivalent to 1000 words), 30%. Report, A research report that draws on knowledge of web analytics (Equivalent to 2000 words), 35%. Report, A research report that draws on knowledge of social network analysis (Equivalent to 2000 words), 35%.

## ADM6002 Digital Media for Sport and Health

**Locations:**City Flinders.

**Prerequisites:**Nil.

**Description:**Digital media is expanding into many areas of everyday life. The use of digital media to support sport and health is a burgeoning area. Digital media applications are developed for a range of purposes from tackling obesity to improving the strategy of elite sportspeople. We explore the area through the lens of UX (user experience). In this unit, we focus on building our skills as UX practitioners. Different UX methodologies to gain insights into the user's perspective are examined. Example methodologies include 'personas' and 'user journeys'. The similarities between UX and the relatively new field of Service Design are reviewed. Controversial issues in the research field are debated including the sharing of information, and privacy, and designing for motivation. Problems of a technical nature are also addressed, including the development of information 'sibs' and the limits of GPS technology.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Interpret case studies exploring the delivery of sport and health digital media products
2. Explicate the ideologies behind different voices discussing sport and health
3. Argue sensitively the needs of a target market
4. Advocate for a design intervention aimed a specific target market using theory and evidence ?
5. Argue, using academic theory, the validity design decisions to a group of stakeholders
6. Contribute to a team that devises and develops an innovative practical outcome guided by theory

**Class Contact:**Tutorial 3.0 hrs

**Required Reading:**Rau, P, ed. /2015 Cross-Cultural Design Applications in Mobile Interaction, Education, Health, Transport and Cultural Heritage Springer Rosenzweig, E / 2015 Successful User Experience: Strategies and Roadmaps: Strategy and Roadmaps Morgan Kaufmann .

**Assessment:**Presentation, Present a case study of a digital application that responds to a problem in the area of health or sport (individual oral presentation) (Equivalent to, 20%). Report, Write a 'working document' for a sport or health digital application (group) (Equivalent to 1500 words), 30%. Creative Works, Respond to a brief, develop a prototype of a health /sport orientated mobile phone application (group) (Equivalent to 2500 words), 50%.

## ADM6003 Cross-Platform Media Production

**Locations:**City Flinders.

**Prerequisites:**Nil.

**Description:**This unit investigates the notion of cross-platform production, the creation of a digital product that can function across different platforms. We review the elements that create an engaging user experience (ux) and study the fundamentals of 'Persuasive Design'. To create cross-platform projects, practitioners need to know

how to create, produce, execute and promote productions. Currently there are industry offers solutions for digital media practitioners to 'co-opt' solutions so that individuals and teams can create their own projects quickly and easily. In this unit, students have the opportunity to build a game. Students acquire knowledge and experience of cross-media production in the research context of innovation management. Currently this is a burgeoning area in industry that does not have enough specialists who understand the nuances of different mediums.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Elucidate the strengths and limitations of existing tools and the potential of emergent tools for cross-platform media production
2. Distil technical knowledge concerning cross-platform media production in order to learn how to cover the large amount of information of varying quality available on the internet concerning innovative production
3. Commentate on the value of technical and forecasting information pertaining to innovative digital media production
4. Critically reflect on academic theory about innovative digital media productions from both social and technical perspectives
5. Devise and execute an innovative and advanced cross-platform media production
6. Advocate for a certain production path to colleagues including recommendations of how to 'future-proof' a digital media production

**Class Contact:**Tutorial 3.0 hrs

**Required Reading:**Fields, T / 2014 Mobile & Social Game Design: Monetization Methods and Mechanics CRC Press Marcus, A / 2015 Mobile Persuasion Design: Changing Behaviour by Combining Persuasion Design with Information Design (Human-Computer Interaction Series) Springer

**Assessment:**Creative Works, Develop a concept that works with the qualities of the cross-platform medium (Equivalent to 1500 words), 30%. Report, Write a 'change-log' (an industry style journal) (Equivalent to 1500 words), 30%. Project, Contribute to the production of a cross-platform product (Equivalent to 2000 words), 40%.

## ADM6005 Design Management

**Locations:**City Flinders.

**Prerequisites:**Nil.

**Description:**The aim of this unit is to expose students to a range of management issues in the area of new technology design production. The unit opens with coverage of project management principles relevant to new technology development. Established and new industry approaches are critically appraised including; agile software development, product release methodology, and content strategy. Issues of intellectual property management are then reviewed. The unit closes with an investigation of employee management in the context of design, for instance, the difference between a producer, project manager and product owner. In the area of design, often work is completed through teamwork. We discuss the complexities, advantages and disadvantages to this mode.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Research and critique theory exploring management of new media design projects;
2. Critically reflect on one's practice and how to 'future proof' a career;
3. Elucidate critical intellectual property issues that impact on design development;
4. Adjudicate the expectations of a range of stakeholders;
5. Persuade others regarding a design direction or process; and
6. Troubleshoot common workplace scenarios involved in leading design teams.

**Class Contact:**Lecture 1.0 hr Seminar 1.0 hr There are 24 hours of teaching time allocated to this unit. During semester there is an evening class held during the week.

**Required Reading:**Links to recommended texts for this unit will be provided to



students via the Learning Management System (VU Collaborate)

**Assessment:** Report, Report on a management approach (individual) (1250 words), 25%. Case Study, Design recommendation report (group) (1500 words), 35%. Presentation, Design Pitch (group) (equiv. 2000 words), 40%.

### ADM6008 Methods for Understanding Users of Digital Environments

**Locations:** City Flinders.

**Prerequisites:** Four units of study undertaken within Digital Media Postgraduate study.

**Description:** Grounded in the research area of User Experience Design (UX), this unit of study explores issues involved in the collection of primary data in digital environments. The first part of the unit reviews design principles developed in the research area. This awareness of theory is necessary for individuals to research and design digital environments at an advanced level. The second part of the unit investigates different methods to understand niche audiences for the purposes of design including surveys, interviews, digital ethnography, and cultural probes. The research area consistently develops new techniques and we review ways to keep abreast of developments. User testing can take place at different points in the production of a design and we explore how user testing and evaluation is undertaken in industry. One of the technical skills digital media professionals currently need is 'wireframing', and in this unit students learn how to produce a 'clickable wireframe' using different software packages. Skills in the research of target audiences assist graduates to research and justify research in the workplace and academia.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Devise and execute processes to gather primary data to explore a research question;
2. Critically reflect on user-testing skills and methodologies;
3. Interrogate the ethical questions involved in the exploration of digital environments;
4. Troubleshoot problems encountered when collecting primary data; and
5. Elucidate the processes required for a primary data collection activity.

**Class Contact:** Seminar 2.0 hrs

**Required Reading:** Simonsen, J and Robertson, T eds., 2012 Routledge handbook of participatory design Routledge Rouncefield, M and Tolmie, P eds., 2011 Ethnomethodology at work Ashgate Publishing, Ltd

**Assessment:** Presentation of a concept in 'a clickable wireframe' and supporting documentation Students select a concept developed as a part of study in other units and develop four research questions that the concept raises. In class, students elect one research question and develop a 'clickable wireframe', an industry communication tool to explain the question. Supporting written documentation is also required. (L01, L02) Creative Works, Presentation of a concept in 'a clickable wireframe' and supporting documentation, 30%. Project, Usability study plan, 40%. Report, Prepare an ethics application, 30%. Usability study plan 40%; Students develop a document outlining a primary data collection process to explore their key research question. The documentation should include an explanation of what participants are expected to do, how research integrity is handled and also precedents in the theory. (L02, L04, L05) Prepare an ethics application 30% Students prepare an ethics application for the VU research environment. Attention to drawn to aspects that may be common with the practices expected at other research institutions. (L03, L04, L05).

### AEB1100 Literacy and Language

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study will require students to develop their own literacy and understanding of language. Topics will include: oral language - formal and informal

speech; introductory linguistics; written language including grammar, syntax, semantics; language and culture; language and society; language and communication; language and technology; critical literacy, social action and social change; language in academic discourse. Students will be expected to produce practical demonstrations of literacy competence.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Understand the functions of formal and informal written and spoken language and their underlying systems;
2. Demonstrate an understanding of the relationship between language, culture and personal identification;
3. Investigate concepts of change, including critical literacy, technology and language, and social action;
4. Practically apply literacy principles.

**Class Contact:** Three hours per week, or equivalent, in lectures and workshops for one semester. Workshops may include mentored activity with Year four students.

**Required Reading:** Anstey, M & Bull, G 1996, The literacy labyrinth Prentice Hall, Sydney. Bull, G & Anstey, M 1996, The literacy lexicon, Prentice Hall, Sydney.

**Assessment:** Essay, To be advised, 70%. Exercise, Class papers, 30%.

### AEB1103 Learning, Teaching and Praxis Inquiry

**Locations:** Footscray Park, St Albans.

**Prerequisites:** Nil.

**Description:** This unit of study provides an opportunity for pre-service teachers to undertake inquiries into learning and teaching in schools. Throughout the unit, pre-service teachers present examples of their personal numeracy competence. Pre-service teachers also engage in diverse activities designed to stimulate description and reflection on personal experiences of learning; consider what impact their inquiry and learning has on their own practice as future teachers; shape the development of increasingly sophisticated habits of reflective practice; and encourage the construction of pedagogical understandings.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Investigate and evaluate personal experiences of learning particularly as related to mathematics and numeracy;
2. Evaluate and discuss pedagogies employed to support learning in mathematics and numeracy;
3. Evaluate personal numeracy knowledge and skills;
4. Appraise self-reflective and investigative skills.

**Class Contact:** Tutorial 2.5 hrs

**Required Reading:** University students will be provided with an up-to-date reading list via the VU Collaborate system.

**Assessment:** Journal, Reflective task related to personal and professional mathematical understanding of statistics and probability., 15%. Laboratory Work, Open book task on skills and concepts required for personal and professional understanding of number., 50%. Report, Report on the skills and concepts related to measurement and geometry required to teach in primary schools., 35%.

### AEB1171 History and Philosophy of Early Childhood Education

**Locations:** Footscray Park, St Albans.

**Prerequisites:** Nil.

**Description:** This unit focuses on: the origins of early childhood education, both locally and internationally; the theoretical perspectives that have contributed to the history and philosophy of early childhood education; the role of history and philosophy in the current early childhood context, both internationally and locally; cross-cultural perspectives on early childhood education and care; philosophies, theories and theorists throughout the ages; changing views of children; contexts for childhood and children's learning; social and political changes in the 19th and 20th centuries and

their impact on early education including the importance of philosophy in early childhood education and care.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Demonstrate knowledge and understanding of both the historical and philosophical underpinnings of early childhood education; 2. Identify how history and philosophy have impacted on current, contemporary images of children and early childhood education; 3. Discuss the social and political changes throughout the 19th and 20th centuries that have influenced current teaching practices and views about children's learning.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended texts for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Presentation, Art Response - Presentation of draft Art Response conceptual framework., 25%. Exercise, Art response and discussion., 25%. Journal, Electronic scrap book, 50%. Total effective word limit 3000 words.

### AEB1181 Play Development and Learning

**Locations:** Footscray Park, St Albans.

**Prerequisites:** Nil.

**Description:** In this unit pre-service teachers will construct knowledge, skills and attitudes to respectfully foreground Aboriginal perspectives in early childhood education contexts. Drawing on contemporary views of young children's play, pre-service teachers learn how to plan play opportunities for young children. In this unit, pre-service teachers undertake a period of teaching in an early childhood setting with children under six years of age. Working with peers, pre-service teachers engage with families and community members to support children's play, development and learning.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Foreground Aboriginal perspectives in framing play-based teaching practices in early childhood contexts. 2. Document ordinary events in early childhood contexts to build play opportunities for young children. 3. Understand and implement reciprocal relationships with peers, professionals, children and families in the university and professional experience context.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended texts for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Assignment, Play Event Draft, 30%. Assignment, Play Event Final, 30%. Exercise, Blog Postings, 40%. Total effective word limit is 3000 words.

### AEB1261 Language and Literacy in Early Childhood

**Locations:** Footscray Park, St Albans.

**Prerequisites:** Nil.

**Description:** This unit provides an opportunity for pre-service teachers to build knowledge and understanding of learners and learning through an investigation into the ways in which children acquire language and literacy and how people apply these skills to communicate and act purposefully in society. Through this focused exploration into curriculum, pedagogy and assessment, pre-service teachers are encouraged to consider local practices in the context of national and international research and development.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Determine and examine the receptive and expressive language development of

children; 2. Apply the knowledge of the ways in which young children become literate within early childhood settings, in community playgroups, and in primary school classrooms; 3. Identify aspects of early literacies and issues relating to teaching/learning of these with a diverse range of young learners, including assessment and evaluation strategies and ongoing communication with families; and 4. Evaluate the significance of teachers' verbal and non-verbal communication strategies to support children's engagement in literacy learning.

**Class Contact:** Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:** Fellowes J & Oakley G, 2014 2nd Edn Language, Literacy and Early Childhood Education Oxford University Press Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Workshop, Class tasks (600 words equivalent), 20%. Essay, Pre-service teachers will research and provide examples of practice on how children become literate (900 words equivalent), 30%. Workshop, Record a language sample of a child, examine, evaluate and reflect on their role as teachers in the communication process (1500 words equivalent), 50%. Total effective word limit 3000 words.

### AEB1262 Music, Movement and Dramatic Arts

**Locations:** Footscray Park, St Albans.

**Prerequisites:** Nil.

**Description:** This unit focuses on: the importance of a range of experiences, including music, creative movement, and drama, for children aged 0-8 years; creative expression with singing, instruments, and dance; using singing to promote language development and movement and promote awareness of space and position; philosophical and pedagogical issues in the dramatic arts and early childhood education; the role of the educator as facilitator of children's creative, aesthetic, musical and dramatic development. Pre-service teachers explore their own drama and music history and consider how attitudes they now hold toward music, movement, dance and drama may have been fostered. Teachers' performance skills and self-consciousness are considered. Pre-service teachers also consider: the dramatic arts in a multicultural society; promoting listening, language and physical skills through movement; teaching music and drama to young children with special needs and abilities; creating, performing and evaluating musical and dramatic arts tasks.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Explain the skills and teaching experiences necessary in a range of developmentally appropriate early childhood expressive arts approaches; 2. Integrate the practical aspects of the performing arts to children's learning and demonstrate skills in the areas of early childhood music, dance and drama; 3. Experiment with singing to promote children's language development and movement and build awareness of space and position; 4. Discuss knowledge of philosophical and pedagogical issues in the dramatic arts and early childhood education and the role of the educator as facilitator of children's creative, aesthetic, musical and dramatic development; and 5. Interpret how the influences on their attitudes towards music, movement, dance and drama may have been fostered.

**Class Contact:** Workshop 2.5 hrs

**Required Reading:** Griffiths, F 2010, Supporting Children's Creativity through Music, Dance, Drama and Art: Creative conversations in the Early Years, NY/Routledge This text will be available as an EBook (available through VU library database) Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Creative Works, Image and music summary & handmade instrument demonstration (equivalent to 600 words), 20%. Workshop, Dance & movement

experience (equivalent to 1200 words), 50%. Portfolio, Anthology of music, movement, drama and storytelling (equivalent to 1200 words), 30%. Total effective word limit 3000 words for the graded assessment.

### **AEB1282 Development Studies 1**

**Locations:**Footscray Park, St Albans.

**Prerequisites:**AEB1181 - Play Development and Learning

**Description:**During this unit of study pre-service teachers are introduced to the ways to support and respond to children. Pre-service teachers will recognize children's learning and development pathways are integrated, complex, cumulative and subject to change over time.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Demonstrate their knowledge and understanding that children's learning and development includes cultural, behavioural, physical, intellectual, linguistic, socio-emotional and the child's own perspectives and voice.
2. Describe their knowledge of the major theorists/theories, current research and contemporary issues in relation to infant and toddler development;
3. Be aware of their own abilities, attitudes, values and beliefs with respect to young children's learning and development.

**Class Contact:**Lecture 1.0 hrTutorial 2.0 hrs

**Required Reading:**Pacini-Ketchabaw et al (2015) 1st Edn Journeys:Reconceptualising Early Childhood Practices through Pedagogical Narration University of Toronto Press Links to additional readings and resources will be provided in VUCollaborate

**Assessment:**Assignment, Blog Postings, 30%. Essay, Pedagogical Narration, 40%. Exercise, Professional Conversations, 30%. The total effective word limit is 3000 words. Hurdle Requirement: A satisfactory Project partnership report (ungraded). Satisfactory progress reported by project partnership mentor teacher is required for successful completion of this unit. Refer to the Essentials booklet for details.

### **AEB1306 Mathematical Knowledge for Teaching 1**

**Locations:**Footscray Park, St Albans.

**Prerequisites:**Nil.

**Description:**This unit is designed for pre-service teachers to develop their own understanding of the mathematical concepts needed to teach mathematics to children in primary schools. Pre-service teachers assess their own understanding of the mathematics that underpins the teaching and learning of mathematics in primary school and identify aspects they would like to work on. The unit includes a self-appraisal of mathematical knowledge for teaching (MKT). The unit is designed to assist pre-service teachers to develop understanding of, and demonstrate competence in, mathematical content and proficiencies as described in The Australian Curriculum: Mathematics. This unit initiates the exploration of the MKT narrative on a variety of mathematical topics.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Investigate the importance of the Mathematical Knowledge of Teaching (MKT) model and apply its elements on various mathematical areas;
2. Evaluate their own understanding of the mathematics that underpins the teaching and learning of mathematics in primary school;
3. Develop an appropriate personal course of study to address the mathematical ideas they would like to develop;
4. Successfully complete tasks and activities relevant to the content and proficiencies of the mathematics curriculum in the primary school;
5. Apply aspects of mathematics to everyday life, including work and study; and
6. Articulate mathematical ideas orally, in writing and with concrete materials.

**Class Contact:**Online 1.0 hrTutorial 2.0 hrsThe online component is a one hour lecture.

**Required Reading:**University students will be provided with an up-to-date reading list via the VU Collaborate system

**Assessment:**Assignment, Complete a set of mathematical tasks and evaluate their own level of mathematics knowledge for teaching., 10%. Laboratory Work, Open book tasks, 45%. Portfolio, An annotated portfolio of concepts and skills developed as part of the unit., 45%. There are three assessment tasks for this unit. Students are required to obtain an overall mark of 50% or above to pass this unit. Total effective word limit 3000 words.

### **AEB1307 Mathematical Knowledge for Teaching 2**

**Locations:**Footscray Park, St Albans.

**Prerequisites:**Nil.

**Description:**This unit further develops the Mathematical Knowledge for Teaching narrative that has already been initiated by AEB1306. The unit includes a self-appraisal towards the development of an inquiry plan to improve personal mathematical skills and knowledge and an investigation of MKT in classrooms and / or community learning centres. Pre-service teachers are required to participate in an inquiry process to deepen their understanding of mathematical knowledge for teaching.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Relate context (mathematics teaching and learning) and inquiry (deepening mathematical knowledge for teaching);
2. Engage in a process of inquiry learning using multi-literacies;
3. Identify the characteristics of successful self-directed learning and inquiry relationships;
4. Recognise the value of literacy and technology when applied to a mathematical inquiry process;
5. Use ICT in education (ICTE) to conduct inquiry into mathematics knowledge for teaching;
6. Apply mathematical concepts and procedures to achieve understanding of mathematics for primary teaching.

**Class Contact:**Online 1.0 hrTutorial 2.0 hrsThe online component is a one hour lecture.

**Required Reading:**University students will be provided with an up-to-date reading list via the VU Collaborate system.

**Assessment:**Exercise, Open book task on calculation with real numbers relevant to the primary school., 30%. Poster, Poster presentation in pairs, 20%. Exercise, Open book task on measurement and geometry as relevant to the primary school., 30%. Project, Identification and evaluation of resources concerning teaching and learning of pattern, order and algebra to middle and upper primary school students., 20%. Total effective word limit 3000 words for the assessment.

### **AEB1501 Food and Nutrition Education**

**Locations:**Footscray Nicholson.

**Prerequisites:**Nil.

**Description:**This unit provides insight into food and nutrition education for individuals, families and communities. It describes the ways in which food contributes to an individual's health and wellbeing and the use of dietary selection models. It considers the socio-cultural, political and economic factors that influence food and its use, food habits and lifestyle, and gastronomy. The unit covers aspects affecting food and eating including: trends in food consumption, food supply, food safety and security, food policy and public health nutrition. It takes into account techniques and considerations of providing food and nutrition education within diverse communities with a specific focus on schools as a setting for health promotion.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Examine the role of food in developing an individual's health and wellbeing 2. Evaluate influences on food availability and selection; 3. Interpret information on food consumption trends, food safety and security; 4. Analyse food policy in the context of public health promotion; and 5. Formulate a range of approaches to the teaching of food and nutrition within a health promotion framework.

**Class Contact:**Lecture1.5 hrsTutorial1.0 hr

**Required Reading:**University students will be provided with an up-to-date reading list via the VU Collaborate system.

**Assessment:**Assignment, Investigation and evaluation of socio-cultural, political and economic factors on food and nutrition education (1600 words), 50%. Case Study, Presentation of annotated reflections on two food and nutrition education units using an explicit health promotion focus (1400 words), 50%. Minimum effective word limit of 3000 words in total, or equivalent.

## **AEB1502 Learning the Service of Food and Beverage**

**Locations:**Footscray Nicholson.

**Prerequisites:**Nil.

**Description:**This unit provides you with insight into the development and contemporary requirements of providing food and beverage service. Specific government requirements and consumer expectations are considered. It describes the ways in which food and beverage production service is undertaken in educational settings in safe and dependable ways. This includes occupational health, safety and welfare; personal and food hygiene; food purchasing and storage. It explores how menu development both contributes to and is shaped by food and beverage service.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to: 1. Interpret legislative requirements in food production and service; 2. Evaluate influences on the provision of food hygiene and safety; 3. Analyse menus and consider their impact on food and beverage provided to customers; and 4. Demonstrate a range of approaches to the safe and responsible service of foods

**Class Contact:**Lecture1.5 hrsTutorial1.0 hr

**Required Reading:**University students will be provided with an up-to-date reading list via the VU Collaborate system.

**Assessment:**Test, Completion of industry certificates - Hygiene for Food Handlers and Responsible Service of Alcohol (600 words), 20%. Assignment, Investigation of an aspect of menu development and it's influences on food and beverage service (1200 words), 40%. Case Study, Evaluation of kitchen health and safety practices in response to a range of stimulus materials in context of legislative requirements (1200 words), 40%. Minimum effective word limit of 3000 words in total, or equivalent.

## **AEB1802 Youth Work Programs**

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**Youth workers are expected to develop and implement a range of youth work programs that are underpinned by youth work practice that uses informal and applied learning approaches to build robust programs for young people. In this unit, students develop knowledge and understanding of the nature of experiential learning and non-formal education as tools to engage and re-engage at-risk young people. Topics covered include: using experiential learning practices to work in youth work settings and with groups of young people; understanding attitudinal and motivational factors in learning; engaging and building connections with young people, including considering the diversity of learners and their learning. Throughout the unit, students review and critique a range of theoretical learning models which are underpinned by

experiential learning theory and practice in order to gain skills and competencies for working effectively with young people. Students then link this understanding to the building of youth work programs.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Recognise experiential and applied learning as it relates to the development and delivery of youth programs; 2. Demonstrate an understanding of the delivery of youth programs with groups of young people using experiential and applied learning models; 3. Explain how youth programs built within a youth work practice framework can improve the capacity of young people to connect to other youth; 4. Develop a youth program that evidences a robust understanding of development, delivery and evaluation of youth programs with groups of young people; and 5. Deliver and present to their peers a targeted learning program for young people.

**Class Contact:**Seminar2.5 hrs

**Required Reading:**Sapin, K (2013), 2nd Essential Skills for Youth Work Practice London: Sage Publications Other readings as specified by the lecturer.

**Assessment:**Case Study, A case study on a youth related topic., 30%. Report, Develop a youth program plan., 50%. Report, Develop and conduct an experiential learning youth-related activity., 20%. Total effective word limit 3000 words.

## **AEB2150 Reasoning for Problem Solving**

**Locations:**Footscray Park, St Albans.

**Prerequisites:**Nil

**Description:**This unit introduces preservice teachers to the curriculum and pedagogy required for effective teaching of mathematics with a focus on students in the early and middle years of schooling. Preservice teachers are encouraged to develop their understanding of current theories of how children learn mathematics and approaches for teaching and curriculum development. A wide range of topics are explored which include: thinking mathematically and solving problems; doing practical work and conducting investigations; developing children's understanding of number; developing number sense; teaching measurement and developing measurement sense; language learning in measurement; exploring children's understanding of space, chance and data; learning operations with whole number, fractions and decimals; asking good questions; using rich assessment; and assessing student learning in mathematics.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Demonstrate understanding of the diverse ways in which children learn; 2. Demonstrate understanding of the mathematics curriculum, teaching and learning in primary schools and the guidelines and resources available to support the implementation of mathematics curriculum; 3. Show competence in the mathematical skills and understandings required to teach the primary curriculum; 4. Apply the mathematical skills and understandings contained in the primary curriculum; 5. Plan purposeful lessons that foster mathematical thinking, motivate students and generate specific student learning outcomes; 6. Use a range of teaching approaches and resources to promote student learning; 7. Design and implement lessons that incorporate technology as an aid for learning specific mathematics concepts, skills and understandings; 8. Identify recent trends in teaching, learning and assessment in mathematics; and 9. Evaluate their own planning and teaching of mathematics.

**Class Contact:**Online1.0 hrTutorial2.0 hrsThe online component is a one hour lecture.

**Required Reading:**Reys, R., Lindquist, M., Lambdin, D., Smith, N., Rogers, A., Falle, J., Frid, S. & Bennett, S., 2012 1st Australian Helping Children Learn Mathematics Milton, QLD: Wiley.

**Assessment:**Assignment, Critique of one high quality unit for teaching primary school

mathematics, 30%. Report, Workshop and report on teaching and learning mathematics, 40%. Report, Mathematical investigation and discussion, 30%. Ungraded Hurdle Task: Mathematical understanding and skills test Total effective word limit 3000 words .

### **AEB21 60 Mathematics and Numeracy in Early Childhood**

**Locations:** Footscray Park.

**Prerequisites:** AEB 1282 - Development Studies 1

**Description:** In this curriculum, pedagogy and assessment unit, pre-service teachers investigate the ways children learn mathematics and learn how to apply it in solving authentic problems: problems of interest to children and connected with the world as they experience it. The unit introduces the practices of teaching mathematics in early childhood programs, and the early years of school, with an emphasis on pedagogical practices consistent with play based learning. Pre-service teachers are encouraged to relate their developing curriculum knowledge to specific practical challenges in teaching mathematics in their project partnerships settings.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Apply their understanding of how children learn in diverse ways to the mathematics and numeracy fields;
2. Demonstrate understanding of the concepts and principles underpinning mathematics teaching and learning in early childhood settings and everyday environments;
3. Plan, implement and evaluate learning experiences and teach purposeful lessons that motivate students, foster mathematical thinking and generate specific student learning outcomes;
4. Implement a range of teaching approaches to promote student learning including experimentation, trial and error, repetition, investigation, practical work, problem-solving, posing and exposition; and
5. Use or design experiences that use technology as an aid for learning specific mathematics concepts and skills using discussion and practice.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to readings and resources will be provided in VU Collaborate

**Assessment:** Assignment, Professional reflection on strategies for teaching and learning mathematics (1000 words), 30%. Project, Create mathematical resources (equivalent to 1800 words), 50%. Presentation, Mathematical resources display, 20%. The assessment in this unit will support pre-service teachers' understanding of mathematical principles and concepts and curriculum in early childhood and primary school settings. Relevant resources will be created to support mathematical teaching and learning. Total effective word limit 3000 words.

### **AEB21 63 Visual and Creative Arts**

**Locations:** St Albans.

**Prerequisites:** Nil.

**Description:** The aims of this unit of study are for pre-service teachers to: examine their own attitudes towards visual and creative arts; develop an understanding of, and skills in, a range of early childhood visual and creative arts experiences; and employ these understandings, attitudes and skills to suit the developmental, sociocultural and aesthetic needs of the young child.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Recognise visual and creative arts theories in relation to the needs and socio-cultural perspectives of young children;
2. Explore their own artistic influences and attitudes and the impact these can have on the implementation of effective visual and creative arts teaching programs;
3. Critically inquire about the role of the arts and culture in education and the community; and
4. Generate and

document specific teaching strategies that incorporate philosophical inquiry and employ information technologies and concrete materials within co-operative group work in visual and creative arts.

**Class Contact:** Online 1.0 hr Workshop 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Selected readings will be available on e-reserve for this unit.

**Assessment:** Assignment, Art in the Community: Reflective summary art/cultural sites in the community. (600 words), 15%. Creative Works, Stop motion animation based on an artwork. (equivalent 600 words), 30%. Other, Art teaching resource for use in an early years/primary classroom (equivalent to 1800 words), 55%. Assessment in this unit will involve an exploration of art in the community, a consideration of relevant visual and creative arts readings, an animation and an art resource that relates to and supports the development of visual and creative arts programs for children. Total effective word limit 3000 words for the graded assessment.

### **AEB21 64 Health, PE and Motor Development**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit presents pre-service teachers with a thorough grounding in the health and physical education needs of children from 0-12 years of age together with detailed knowledge and understanding of the motor development of children.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Demonstrate an understanding of the motor development theories of children from birth through 12 years of age;
2. Identify varied health issues which impact on children from birth through 12 years of age;
3. Demonstrate the ability to plan physical education, health experiences and programs in early childhood and primary school settings; and
4. Apply knowledge and skills of health and physical education in primary and early childhood settings.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to readings and resources will be provided in VU Collaborate

**Assessment:** Report, Report on an existing PE program in a kindergarten/primary school setting (600 words), 20%. Essay, Motor development research paper including brief summary of selected articles (1350 words), 45%. Project, Project/folio including a selection of PE activities, taught lesson plans and health articles (1050 words), 35%. The assignment critically analyses a current motor development perspective in relation to teaching and learning in Early Childhood/Primary settings. The report incorporates discussion of responses from kindergarten or primary school PE teachers. The folio involves three parts: collecting existing movement ideas, lesson outlines and articles. Practical teaching of early years children and fellow colleagues.

### **AEB22 65 Science Environment and Society**

**Locations:** St Albans.

**Prerequisites:** Nil

**Description:** In this unit, pre-service teachers undertake pedagogical studies in science to develop the knowledge and skills to implement science curriculum programs with children both in early childhood settings and primary schools. The unit investigates links between science learning in the early childhood curriculum and in the primary school curriculum with a focus on AusVELS Foundation to level 6. Pre service teachers critically review the practical challenges in teaching science and environment studies in primary school classrooms for students aged 5-12 years and apply this knowledge also in settings for children aged 0-5 years, where they investigate ways

in which children learn to inquire into the natural world by applying their curiosity and sense of exploration to questions of interest.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Determine and articulate how children aged 0-5 years and 6-12 years develop learning about science in diverse ways in project partnership settings;
2. Consolidate knowledge of the areas of science and environmental studies and apply the principles of science pedagogy to the EYLF and the AusVELS (Foundation to Level 6) science standards in primary school;
3. Design, implement and evaluate a range of appropriate science learning experiences for children aged 0-5 years in early childhood settings and for students aged 5-12 years in primary school classrooms;
4. Critically reflect on Indigenous ways of knowing and investigate how participation in science and environmental studies can engage Indigenous Australian children in learning; and
5. Examine the integration of science learning across and through all domains of development: cognitive, social, emotional, physical and language for children aged 0-12 years.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Assignment, Reflection on excursions and guest speakers, 30%. Portfolio, Portfolio of pre-service teacher's science resources, 50%. Presentation, Presentation of science experience, 20%. Total effective word limit 3000 words.

### AEB2266 Practice and Partnership (ECE 0-2)

**Locations:** Footscray Park.

**Prerequisites:** AEB1282 - Development Studies 1

**Description:** In this unit, pre-service teachers undertake a period of teaching in an early childhood setting with children under three years of age. Pre-service teachers will engage in pedagogical documentation to build curriculum responsive to infant, toddlers, and families. Connections will be made illustrating contexts of caregiving; vision, strategy, and innovation in curriculum planning with infants and toddlers; understanding the power of relationships in working with infants, toddlers, families, and communities; and demonstrating practices and policy development reflective of infants and toddlers as capable and competent.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Recognise the diverse roles and responsibilities undertaken by early childhood educators in a range of contexts;
2. Demonstrate practices and policy development reflective of infants and toddlers as capable and competent;
3. Plan and build curriculum responsive to infant, toddlers, and families using pedagogical documentation;
4. Understanding the power of relationships in working with infants, toddlers, families, and communities

**Class Contact:** Online 1.0 hr Seminar 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended texts for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Journal, In-class activities, 30%. Assignment, Documentation Panel, 35%. Assignment, Planning cycle based on documentation panel, 35%. Refer to The Essentials Year 2 for Partnership Placement Requirements. Hurdle requirement: A satisfactory partnership (placement) report Total effective word limit 3000 words.

### AEB2283 Development Studies 2

**Locations:** Footscray Park.

**Prerequisites:** AEB1282 - Development Studies 1

**Description:** In this unit, pre-service teachers will critically engage with major theorists and theories regarding children (3-8 years). As part of this work, analysis and debate focused on current research and contemporary issues in relation to children 3-8 year olds will be practiced. Pre-service teachers will utilise pedagogical documentation, connecting the pedagogy of listening to the curriculum creation. This unit includes placements with children 3-8 years.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Demonstrate knowledge of major theorists and theories regarding children aged 3 to 8 years
2. Demonstrate an understanding of the current research and contemporary issues in relation to children 3-8 year olds;
3. Utilise pedagogical documentation as a means to generate curriculum through the pedagogy of listening

**Class Contact:** Online 1.0 hr Seminar 2.0 hrs The online component is a one hour lecture.

**Required Reading:** All readings will be listed in VU Collaborate.

**Assessment:** Essay, An essay debating the view of the child as capable and its role in teaching and learning, 30%. Essay, A essay analysing the current debate about readiness and transition, 30%. Project, Create a pedagogical documentation and generate a Planning Cycle (EYLF) in response to the documentation, 40%. Hurdle: A satisfactory partnership (placement) report is required for successful completion of this unit.

### AEB2302 Science, Environment and Sustainability

**Locations:** Footscray Park, St Albans.

**Prerequisites:** Nil.

**Description:** This unit introduces preservice teachers to the curriculum, pedagogy and practice required for effective teaching of science, environmental studies and geography connected to social contexts for students in the early and middle years of schooling. Using an inquiry-based approach along with their participation in project partnerships and other learning and teaching situations, preservice teachers explore their developing understanding of teaching practices and student learning. The unit includes: engaging preservice teachers in a range of science, environment and sustainability based topics; development of skills for implementing science education within the curricula; an investigation into structures that support planning for teaching including constructivist learning theories, the science inquiry process, the provision of safety in a science-based environment and available resources; designing cross-curriculum units which integrate a range of curriculum areas with science, environment and sustainability; integration of appropriate ICT activities; and investigation of the issues in Indigenous ways of knowing the world that relate to the management and sustainability of the environment.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Apply their knowledge and understanding of how children learn in diverse ways to the construction of innovative approaches and cross-curricular material to support learning in the many fields of science, environment and sustainability;
2. Develop an understanding of the inquiry in science, environment and sustainability in social contexts and its application in curriculum, teaching and learning in primary schools; and
3. Remain aware of, and be able to locate, current relevant policy documents and research and, through deep critical evaluation, appreciate and understand the impact and direction of these contemporary practices in the field of science education, and apply these changes to their teaching and learning of science in primary and middle years settings.

**Class Contact:** Online 1.0 hr Seminar 2.0 hrs The online component is a one hour lecture

**Required Reading:** A unit reader will be available for this unit.

**Assessment:** Report, A comparative analysis of two science excursions, 30%. Journal, Developing a portfolio — unit of work, 50%. Report, Microteaching, 20%. Total effective word limit 3000 words.

### AEB2303 International Teaching and Learning Context

**Locations:** Footscray Park, St Albans.

**Prerequisites:** College permission required

**Description:** Through participating in an international practicum preservice teachers will examine the country's language, culture and society. In addition preservice teachers will engage in experiential learning through living in the country and dealing with real-life intercultural teaching and learning experiences. In this unit preservice teachers will be asked to identify initiating questions such as, 'How is learning shaped in international contexts?', 'How does culture impact on teaching and learning?' and 'how does an international experience inform my current teaching and learning practices and ideologies?' In this unit there will also be a series of workshops designed by the lecturer to follow up topics explored in the international classroom experience. All applications to undertake this unit of study must firstly be approved by the preservice teacher's course co-ordinator at Victoria University. Where a preservice teacher has received funding to undertake a study tour, there is a requirement that funding assistance must be reimbursed to the university if the preservice teacher does not pass the unit.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Demonstrate an understanding of other cultures and societies through teaching in an international context;
2. Develop core graduate attributes in problem-solving, using information, oral and written communication, working autonomously and collaboratively and working in socially and culturally diverse contexts;
3. Make connections between an international practicum experience and a range of theories/approaches of teaching and learning;
4. Demonstrate greater personal insight into the impact of culture and history on teaching and learning contexts;
5. Focus on the implementation of diversity in classrooms in relation to pedagogical approaches within an international context; and
6. Actively participate in and international Project Partnership experience and engagement in reflexive practices.

**Class Contact:** Study tour delivered in burst mode in an off-shore setting

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Report, A series of lesson plans, 30%. Journal, Praxis Inquiry journal, 60%. Presentation, Presentation of a report which is peer assessed., 10%. Satisfactory Practicum Report (Hurdle Requirement) is needed for a satisfactory pass in this unit Total effective word limit 3000 words Please note that when the unit is delivered in the ABEC course (Early childhood/Primary) Praxis Inquiry takes the form of Pedagogical Narration.

### AEB2501 Culinary Arts Education

**Locations:** Footscray Nicholson.

**Prerequisites:** AEB1502 - Learning the Service of Food and Beverage

**Description:** This unit of study develops skills in food preparation, methods of cookery and technologies used in the production of food. It considers the application of safe food handling practices particularly those in simulated work environments (e.g. school settings) and the influences of diet, cultural and social factors in the provision of food.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Utilise food production methods and technology in the kitchen as a simulated

work environment; 2. Analyse food preparation and costing through recipes to determine commodities required by classification, purchasing and storage conditions, safe food handling and preparation; 3. Display culinary preparation, cooking and presentation styles through use of a range of recipes; and 4. Interpret how a range of factors including diet, cultural, social impact on food preparation and provision.

**Class Contact:** Lecture 1.0 hr Tutorial 5.0 hrs

**Required Reading:** University students will be provided with an up-to-date reading list via the VU Collaborate system. A kitchen tool kit and uniform will be required. Details will be provided at the beginning of the unit.

**Assessment:** Case Study, Investigation of costings associated with food related classes in a simulated work environment (1200 words), 25%. Portfolio, Investigation of socio-cultural influences on food production (1800 words), 25%. Laboratory Work, students to successfully complete 12 practical sessions demonstrating professional practice in the kitchen, 50%. Minimum effective word limit of 3000 words in total, or equivalent.

### AEB2802 Ethics and Youth Work Practice

**Locations:** Footscray Park.

**Prerequisites:** Nil

**Description:** This unit focuses on developing ethical approaches to all aspects of youth work in Australia and internationally. From an initial examination of the personal values and beliefs that shape individual practice, students are encouraged to analyse, evaluate and develop a framework for professional youth work practice. Knowledge of Human Rights and applying the YACVic Code of ethics to practice will enable students to integrate and embed an ethical approach to their work. This unit will also include the principles of youth work practice, aspects of professional conduct, and communication standards.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically review the role of personal values and ethics within youth work practice respecting and valuing diversity;
2. Develop strategies to maintain professional relationships with clients and other workers;
3. Analyse the national and international development of ethics in youth work; and
4. Integrate appropriate ethical practice in a range of situations and scenarios in both local and global communities applying professional code of ethics.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Further links to recommended readings for this unit will be provided to students via the Learning Management System (VU Collaborate) Sapin, K (2013), Essential Skills for Youth Work Practice London: Sage Publications

**Assessment:** Test, A quiz to test knowledge of YACVic Code of Ethical Practice, 20%. Presentation, Facilitate class discussions to analyse ethical dilemmas., 30%. Essay, Submit written report outlining the Code of Ethical Practice for Youth Workers in Victoria, its purpose, and relevance to current youth work practice., 50%. Total effective word limit 3000 words.

### AEB2803 Holistic Practice With Young People

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit introduces students to the theoretical and practical frameworks used to effectively understand the role of practitioners working with young people in supporting and referring young people with social, health and wellbeing issues. The unit aims to ensure good practice in relation to youth workers acting as referral points and working collaboratively with specialist practitioners. Youth workers work

from a strengths-based framework of practice and as such, students consider various strategies to use while working with young people who present with various forms of wellbeing issues including, bullying, challenging behaviours and other causal circumstances such as homelessness. This is primarily a practice unit to enable students to understand the parameters of their professional ethical practice, identify strengths-based practice, and learn how to utilise complementary practitioners to ensure the holistic health and wellbeing of young people.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Demonstrate a developing understanding of social, health and wellbeing issues that affect young people;
2. Appraise the theoretical underpinnings of strengths-based practice with young people;
3. Explain the practical and theoretical interventions and practice frameworks needed to work with young people with a range of social, health and wellbeing issues and in ways that respect and value diversity; and
4. Articulate the need for self-care while working with young people.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Sapin, K (2013), *Essential Skills for Youth Work Practice*. London: Sage Publications. Readings as specified by the lecturer.

**Assessment:** Case Study, Complete a needs assessment review for a highly vulnerable young person with complex needs., 20%. Case Study, Identify theoretical principles for working with young people using a strengths based approach., 40%. Case Study, Write a conclusion and follow-up protocol for your case study., 40%. Total effective word limit 3000 words.

### AEB2807 Youth Social Enterprise

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** Social Enterprise projects are commonly used as an engagement tool to assist young people overcoming barriers to participation. Students will have opportunities to develop skills and knowledge that will enable them to plan, develop and implement social enterprise projects for specific youth populations.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse sustainable models of social enterprises to identify critical components of success;
2. Investigate international social enterprise organisations to understand how to incorporate social enterprise component within successful youth work programs
3. Clarify the elements of a youth work life skills program that can be ethically embedded into a social enterprise to meet a range of life and employment outcomes for young people;
4. Determine individual characteristics of successful social entrepreneurship locally and globally; and
5. Interpret the theories of development social enterprise including the relationship between the welfare state, the non-profit sector, and government.

**Class Contact:** Seminar 2.5 hrs

**Required Reading:** Sapin, K (2013), *2nd Essential Skills for Youth Work Practice* London: Sage Publications Other readings as suggested by the Lecturer.

**Assessment:** Exercise, Complete set readings and participate in class tasks and discussions, 20%. Presentation, Case study on a sustainable model of Social Enterprise, 30%. Project, Develop a detailed proposal for the implementation of a social enterprise within a youth work context., 50%. Effective total number of words is 3000.

### AEB3100 Student Diversity in Early Years Education

**Locations:** St Albans.

**Prerequisites:** AEB2266 - Practice and Partnership (ECE 0-2)

**Description:** This unit provides an opportunity for pre-service teachers to extend their focus on student learning to include systematic investigation and response to diversity. Particular attention is paid to early childhood. The unit aims to teach pre-service teachers to recognise inclusive teaching practice in early childhood services, kindergarten and the early years of school.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse connections between the diverse learning, social and cultural characteristics of individuals and groups to specific features of curriculum, pedagogy and assessment;
2. Critically evaluate their developing practice in planning, teaching and seeking different strategies and outcomes to suit the needs of individuals and groups
3. Engage in a range of approaches to reflect on, and improve practice, especially in ongoing planning and student assessment/evaluation;
4. Create theoretically-informed strategies and resources that respond to student diversity; and
5. Demonstrate the purpose of providing timely and appropriate feedback to students about their learning.

**Class Contact:** Online 1.0 hr Seminar 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Foreman, P 2014, 3rd edn. *Inclusion in action*, Cengage, South Melbourne Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Case Study, Response to a case study in an early childhood setting, 30%. Assignment, Application of inclusive curriculum planning and teaching, 70%. Total effective word limit 3000 words for the graded assessment.

### AEB3150 Engagement and Pathways

**Locations:** Footscray Park, St Albans.

**Prerequisites:** Nil.

**Description:** In this unit preservice teachers extend and deepen their knowledge of curriculum and pedagogy in the post-compulsory years. They explore the philosophical, theoretical and historical bases of senior secondary and VET curriculum to understand current issues in the provision and structure of post-compulsory curriculum in Victoria and Australia, and the pathways for engaging young people in life-long learning. Preservice teachers work in learning teams (or learning circles) to investigate the way in which schools plan and implement post-compulsory programs for a diverse community of learners. The learning team may be organised by partnership setting (eg. a secondary school) or by complementary disciplines (from multiple partnership settings). Each learning team negotiates a set of questions to inform their inquiry and develops their understanding of effective teaching, engagements and learning in the post-compulsory years. Topics include: socio-cultural factors related to participation and success in various post-compulsory pathways (VCE, VCAL, VETIS, IB); providing access and success for young people through pathways, applied learning and career planning; inclusive pedagogies in the post-compulsory years of schooling; effective practices in the post-compulsory years; teaching and learning resources for teaching various contexts (pathways); assessment requirements, practices and processes in post-compulsory education; and working with young people to support their learning.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Discuss the range of post-compulsory education policies and programs;
2. Understand and apply the principles and practices of curriculum and pedagogy for teaching in the post-compulsory years;
3. Critically evaluate pathways and programs according to student needs;
4. Design, trial and evaluate lessons and



learning activities with students in the post-compulsory programs and subjects; 5. Design assessment tasks, participate in assessment processes (such as moderation, competency-based processes) and evaluate student learning in post-compulsory settings; and 6. Work collaboratively with peers to inquire, report and present findings of collaborative praxis inquiry.

**Class Contact:**Lecture1.0 hrTutorial2.0 hrs

**Required Reading:**Helme, S, Teese, R, Dufler, N, Robinson, L & Jones, T 2009, Provision, participation and achievement: a study of the western metropolitan region, Centre for Post Compulsory Education and Lifelong Learning, The University of Melbourne

**Assessment:**Report, School based research report, 40%. Project, Project for improving post-compulsory student engagement, 60%. Total effective word limit 3000 words.

### **AEB31 67 Language and Literacy in Primary**

**Locations:**St Albans.

**Prerequisites:**AEB2266 - Practice and Partnership (ECE 0-2)

**Description:**This unit aims to assist pre-service teachers develop their knowledge and understanding of the development of children's language and literacy skills, together with an ability to plan effectively to fully develop children's literacy learning for 5-12 year old children in a primary school context. The unit also aims to link the learning and development of language and literacy in early childhood programs to the curriculum in primary schools, including the application of teaching strategies, appropriate assessment strategies and reporting to children's families.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to: 1. Interpret the structure of the English language as it applies to the needs, rights and interests of primary school students; 2. Review learning and teaching pedagogies of literacy appropriate to primary school children including current government guidelines; 3. Critically evaluate relevant theoretical perspectives that underpin your role as a teacher of literacy; 4. Articulate relevant assessment strategies appropriate for primary school students, taking into account an ethical use of ICT in reporting assessment outcomes to families; 5. Apply principles of how children learn to plan appropriate literacy teaching, monitoring, recording and assessment/evaluation strategies for young literacy learners, and consistent with AusVELS English Standards; and 6. Develop experiences for small group work and whole class discussion in literacy learning in which the role of active participation and social interaction with other students is demonstrated.

**Class Contact:**Online1.0 hrWorkshop2.0 hrsThe online component is a one hour lecture.

**Required Reading:**Readings will be available through VU Collaborate. Readings will be available through VU Collaborate.

**Assessment:**Assignment, Prepare a speaking and listening task, 30%. Review, Research the modelled and shared reading teaching models, 40%. Assignment, Research one of the writing teaching models (modelled/shared/interactive) and write a critical analysis of the model, 30%. Total effective word limit 3000 words for the graded assessment.

### **AEB31 72 Management, Advocacy and Leadership**

**Locations:**St Albans.

**Prerequisites:**AEB2266 - Practice and Partnership (ECE 0-2)

**Description:**This unit focuses on current understandings of management, leadership and advocacy in early childhood services. It provides knowledge of how to lead practice across the Early Years Learning Framework, including how to establish and sustain a working culture of collaboration and cooperation. Pre-service teachers are

expected to develop an understanding of the legal and ethical responsibilities when managing children's services, such as duty of care responsibilities, safeguarding children, knowledge of the rights of children, equal opportunity and anti-discriminatory practice. Current and future trends in early childhood services are explored as is the nature and development of leadership, mentoring and advocacy for children and families.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to: 1. Critically reflect on professional responsibilities and practices in early childhood programs in terms of management, leadership and advocacy; 2. Interpret the policy framework for early childhood services in Australia; 3. Evaluate effective leadership and management strategies for children's services; and 4. Analyse early childhood legal and ethical frameworks for evidence of strategies that promote diversity, equity and inclusivity.

**Class Contact:**Lecture2.0 hrsOnline1.0 hr

**Required Reading:**McCrea, NL 2015 Leading and Managing Early Childhood Settings. Inspiring people, places and practices Cambridge University Press, Australia. Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Presentation, Policy and framework analysis presented in a digital movie (equivalent to 900 words), 30%. Project, Early childhood advocacy or activism project (equivalent to 900 words), 30%. Case Study, A case study, reflection and analysis of leadership or mentoring in early childhood (equivalent to 1200 words), 40%. Total effective word limit 3000 words for the graded assessment.

### **AEB31 73 Critical Contemporary Issues in Early Childhood**

**Locations:**St Albans.

**Prerequisites:**AEB3268 - Practice in Partnership 1 (ECE 3-6 Years)AEB3285 - Inclusive Practice in Education

**Description:**The aim of this unit is to assist pre-service teachers to interpret and critically analyse current research in early childhood education and development, and to consider how research impacts on current thinking and methodologies with regard to teaching and learning in early childhood and primary school programs.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to: 1. Debate the major professional, educational, political and philosophical issues that impact on the work of contemporary early childhood professionals working in a range of contexts; 2. Analyse issues related to the provision of appropriate early childhood services in culturally diverse communities; 3. Generate an investigative report within which the basics of quantitative and qualitative research, research design and the significance of research findings are considered in relation to practice; and 4. Review a range of peer-reviewed research papers on a chosen issue in contemporary early childhood and/or primary education.

**Class Contact:**Online1.0 hrTutorial2.0 hrsThe online component is a one hour lecture.

**Required Reading:**Links to recommended texts for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Review, Critical review of two current research reports on early childhood development or education (900 words or equivalent), 30%. Report, Investigative report which considers the implications for practice of one identified current issue in early childhood education (2100 words), 70%.

### **AEB31 74 Change and Social Justice in Early Childhood**

**Locations:**St Albans.

**Prerequisites:**AEB3268 - Practice in Partnership 1 (ECE 3-6 Years)AEB3184 -

## Curriculum Theory AEB3285 - Inclusive Practice in Education

**Description:** This unit of study provides an opportunity for pre-service teachers to commence the final stage of their preparation to enter the teacher profession by orienting themselves to the practices of the activist reflective practitioner. With a focus on the changing nature of education, children's services, schools and teaching, they will systematically explore how teachers can express commitment to social justice in education. In order to demonstrate that they are able to act individually and collaboratively as reflective practitioners pre-service teachers will: Ask: How do I take responsibility for student/children's learning? What areas of competence do I need to work on if I am to become an activist reflective practitioner? Recognise how children's services, schools and teachers can encourage students to be engaged with and to work for the improvement of their own communities Generate sustainable and effective approaches to the documentation of professional practice Investigate the professional knowledge, practice and engagement from the standpoint of education for a socially just society Develop a personal educational philosophy that will inform their practice as they enter the profession

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Develop a personal educational philosophy that will inform their practice as they enter the profession;
2. Generate and communicate a cohesive, socially inclusive professional discourse about teaching and learning in a changing world;
3. Articulate understandings of historical and socio-political perspectives on social justice; and
4. Critically evaluate their knowledge and practice in relation to the Australian Professional Standards for Teachers (AITSL).

**Class Contact:** Tutorial 2.5 hrs

**Required Reading:** Links to readings and resources will be provided in VU Collaborate

**Assessment:** Experience in Partnerships informs all assessment tasks in this unit. Essay, Researching one aspect of social justice and its relation to early childhood (1500 words) - researched and written in pairs (750 words each), 30%. Case Study, Analysis of a case study related to social justice in early childhood (1000 words), 40%. Presentation, Presentation of an experience implemented on placement and related to social justice in early childhood., 30%.

## AEB3184 Curriculum Theory

**Locations:** St Albans.

**Prerequisites:** AEB2266 - Practice and Partnership (ECE 0-2)

**Description:** The aim of this unit of study is to enable pre-service teachers to explore a range of philosophical and psychological theories, pedagogical approaches and curriculum models from which to construct their own their emerging teacher identity. Through this exploration pre-service teachers critically analyse and apply a thorough understanding of a range of theoretical and practical approaches to teaching and learning.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Articulate the construction of their emerging professional teaching identity, making the links between their own philosophy and the influences underpinning their beliefs about learning and teaching;
2. Critically analyse and apply a range of approaches to teaching and learning;
3. Apply an understanding of theoretical and practical perspectives in early childhood settings and contexts; and
4. Critically examine curriculum design in early childhood and primary school education.

**Class Contact:** Workshop 2.5 hrs

**Required Reading:** Please see VU Collaborate for readings for the unit.

**Assessment:** Assignment, Describe current teacher identity using theories, pedagogies, or other influences on what it means to be teacher (850 words), 30%. Exercise,

Complete set readings and participate in class learning circle tasks and discussion (equivalent to 600 words), 20%. Essay, An academic paper that demonstrates an understanding of emerging teacher identity and how it links to pedagogy and curriculum design (1550 words), 50%.

## AEB3252 Orientation to Primary Schools

**Locations:** St Albans.

**Prerequisites:** AEB2266 - Practice and Partnership (ECE 0-2)

**Description:** Partnership experience is the context for this unit. Pre-service teachers bring their deep knowledge of early childhood as they are introduced to the primary school setting, gaining knowledge of AusVELS and how it relates to the developmental, learning and educational needs of children in a primary school.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Articulate and justify the requirements of teaching in a primary school setting;
2. Demonstrate understanding of AusVELS and how it matches needs identified in early childhood;
3. Show familiarity with school focused policies and programs, including those focussed on the ethical use of ICT in teaching programs;
4. Identify the structure and functions of the Department of Education and Early Childhood Development; and
5. Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.

**Class Contact:** Tutorial 2.5 hrs

**Required Reading:** Australian Institute for Teaching & School Leadership 2013, Professional Standards for Teachers: Graduates, retrieved from <http://www.teacherstandards.aitsl.edu.au/CareerStage/GraduateTeachers>

**Assessment:** Portfolio, Documentation of practice in project partnerships with annotations and critical commentary, 100%. A satisfactory partnership (placement) report is required for successful completion of this unit. Refer to The Essentials Year 3 for Partnership Placement Requirements Total effective word limit 3000 words. .

## AEB3268 Practice in Partnership 1 (ECE 3-6 Years)

**Locations:** St Albans.

**Prerequisites:** AEB2266 - Practice and Partnership (ECE 0-2) AEB2283 - Development Studies 2

**Description:** This praxis inquiry unit provides an opportunity for pre-service teachers to work with mentor teachers in kindergartens to experience and investigate the systematic processes by which teachers work together to engage students in learning. With a focus on the changing nature of education, learning, curriculum, early childhood services and teaching, students systematically explore how teachers can express commitment to social justice in education as they take responsibility for student learning during their third year project partnership. Pre-service teachers will be provided with the opportunity to observe practices, collect data, read research literature, and synthesize findings that will inform their final Project Report. As part of this unit pre-service teachers will be assessed in practice.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Compose a personal educational and child learning philosophy which will inform their practice;
2. Conduct a small scale research project (professional project) focusing on ways to improve teaching, learning and caring practices in early childhood;
3. Evaluate the use of a range of approaches to reflect on and improve practice, especially in ongoing planning and evaluation and in professional practice;
4. Discuss the requirements for developing a successful relationship, based on a professional discourse about teaching and learning, with a mentor teacher; and
5. Take full responsibility and critically reflect upon the planning and implementation of

the educational program for both the whole group and small groups of 4-5 year old children.

**Class Contact:** Workshop 2.5 hrs Project Partnerships: 20 days (20 days supervised teaching practice).

**Required Reading:** DEECD 2009, Victorian Early Years Learning and Development Framework Melbourne: VCAA. State of Victoria 2005, Putting children first, Melbourne: Government Printer. State of Victoria 2005, Joining the dots, Melbourne: Government Printer.

**Assessment:** Report, Report on small scale research project carried out by pre-service teachers. (1500 words), 50%. Portfolio, Submission of a portfolio based on the kindergarten placement (1500 words), 50%. Total effective word limit 3000 words for the graded assessment. Assessment in this unit involves the satisfactory evaluation of an existing early childhood program that is negotiated with the unit co-ordinator. The evaluation involves a brief literature review, observational data and their analyses, and culminates in a formal report of approximately 1500 words. Assessment also involves the completion of a case study in which the following aspects of the kindergarten placement are described and critically analysed: teaching approaches, the design of the curriculum, and reflections upon discussions with the mentor teacher. Hurdle Requirement: A satisfactory Project partnership report (ungraded). Satisfactory progress reported by project partnership mentor teacher is required for successful completion of this unit. Refer to the Essentials booklet for details.

### **AEB3285 Inclusive Practice in Education**

**Locations:** St Albans.

**Prerequisites:** AEB2266 - Practice and Partnership (ECE 0-2)

**Description:** This unit aims to provide pre-service teachers with the ability to investigate the principles and practices of curriculum and pedagogy which address issues of diversity, equality and disability through inclusive and integrated approaches to teaching, learning and assessment. Use of the praxis inquiry protocol encourages pre-service teachers to relate their developing child development and curriculum knowledge to specific practical challenges in teaching in their project partnerships.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Apply and evaluate inclusive curriculum planning and teaching which takes account of the diversity of children's/students' abilities and of their social and cultural backgrounds;
2. Combine understanding of the developmental, curriculum, teaching and learning requirements of 0-12 year old children, together with the guidelines, procedures and resources available to support the implementation of an inclusive curriculum;
3. Consider and debate a range of sustainable early childhood service and classroom management practices whose goal is to engage students in learning;
4. Critically review the range of existing early childhood service and classroom management practices whose goal is to address students in a broad range of diverse individual needs. That is; giftedness, challenging behaviour, culturally and linguistically diverse and socio-economic needs;
5. Discuss and evaluate the forms of, and processes for, negotiating individual learning management plans, particularly to meet the learning and social needs of gifted and additional needs students; and
6. Discuss the diversity of human development; the likely impact of culture, family, and life experiences on learning and development.

**Class Contact:** Tutorial 2.5 hrs

**Required Reading:** Foreman, P (Ed) 2011, 3rd edn. Inclusion in action, Cengage.

**Assessment:** Project, Plan and implement a lesson in the partnership context, 20%. Case Study, Case Writing - 2 cases from the partnership context, 30%. Essay,

Reflective Essay, 25%. Presentation, Present findings from a structured discussion with someone who has immigrated/fled to Australia, 25%. Total effective word limit 3000 words.

### **AEB3301 Inquiry Into Adolescent Teaching and Learning**

**Locations:** Footscray Park, St Albans.

**Prerequisites:** EEC2101 - Engaging Students: High Expectations for All AEB2150 - Reasoning for Problem Solving

**Description:** This unit connects with and complements project partnerships and the pedagogical content knowledge (PCK) study being undertaken in the same semester. Preservice teachers articulate and reflect on important questions regarding the impact of teachers' work on students' experiences of, and learning in, secondary schooling. The initiating question for the year is: how do teachers and schools achieve engaged and authentic learning for all adolescent students? Preservice teachers investigate personal, school-based, theoretical and socio-cultural explanations of their experiences in educational settings. The focus is on inclusive education and the social, cultural, gender and spiritual diversity of students, including those from disadvantaged cohorts and those from Indigenous Australian backgrounds. Preservice teachers also engage in critical discourse as they propose broad principles and organisational policies for teaching which take into account the range of diversity in project partnership settings. They demonstrate developing practice which takes account of student diversity by applying different strategies and a range of outcome possibilities for individuals and groups, including the principles underpinning the creation of safe and secure classroom environments. Preservice teachers explore the principles and practices of pastoral care programs which are designed to support the wellbeing of students and their continued participation in schooling and develop strategies which encourage students to learn cooperatively with their peers in classrooms characterised by personal and cultural diversity.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Make connections between the diverse learning, social and cultural characteristics of adolescent students and groups of adolescents to specific features of curriculum, pedagogy and assessment;
2. Document their developing practice in planning, teaching and seeking different strategies and outcomes to suit the needs of individuals and groups;
3. Apply a range of approaches to reflect on and improve practice, especially in ongoing planning and evaluation; and
4. Articulate the connection between practice and theory in seeking to understand the challenge of responding to student diversity.

**Class Contact:** Tutorial 2.5 hrs

**Required Reading:** Links to recommended texts for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Presentation, Peer teaching activity presented by a small group to peers on a topic about adolescent learners, 30%. Presentation, Peer review: formative assessment task in which peers evaluate their colleagues' presentations using formal assessment protocols, 25%. Assignment, Artefact analysis: an individual analysis of representations of adolescents in the media and elsewhere and reflection on implications for teaching, 45%. Successful completion of a mid-year project partnerships report is a hurdle requirement. Where an assessment task is based on a site-based experience, preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Total effective word limit 3000 words.

### **AEB3302 Critical Practices for Teachers in Secondary Schools**

**Locations:** Footscray Park, St Albans.

**Prerequisites:**EEC2101 - Engaging Students: High Expectations for AIEEC2102 - Teaching Primary Mathematics 2

**Description:**This unit connects with and complements project partnerships and the pedagogical content knowledge (PCK) study being undertaken in the same semester. Students articulate and reflect on important questions about the impact of teachers' work on students' experience of secondary schooling starting with the questions: What forms of professional collaboration support all students to learn successfully? How do teachers work together and with other professionals to support engaged and authentic student learning? Students document, reflect, analyse and critique their contribution to a collaborating team of teachers, focusing on their participation in, and evaluation of, the professional discourses which enable teachers to respond constructively to students and their learning needs. They also explore, reflect on and articulate how theories of pedagogy are expressed in educational settings and develop succinct critical ideas of purposes and processes in teaching and learning.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to: 1. Present accounts of their effective contribution to the work of a collaborating team of teachers whose focus is student engagement and learning; 2. Articulate insights into the nature of teachers' work in a secondary school including post-compulsory pathways (VCE, VET and VCAL); 3. Use a range of approaches to reflect on and improve practice, especially in ongoing planning and evaluation, as recorded in the project partnership report; 4. Formulating professional understandings of access and success in secondary education including the post-compulsory years (VCE, VET and VCAL); and 5. Critique and articulate the educational theories underpinning the programs they work on in their educational settings.

**Class Contact:**Tutorial2.0 hrs

**Required Reading:**Australian Curriculum, Assessment and Reporting Authority (ACARA), 2010 available online at: Phase 3 - The Australian Curriculum [http://www.acara.edu.au/curriculum/phase\\_3\\_-\\_the\\_australian\\_curriculum.html](http://www.acara.edu.au/curriculum/phase_3_-_the_australian_curriculum.html) Readings will be provided and at times taken from the Regional Network for schools in the Northern Region.

**Assessment:**Case Study, Case study of a secondary school incident that informs your teaching philosophy., 30%. Portfolio, Three annotated artefacts from secondary setting experience., 50%. Presentation, Applied curriculum project inquiry and evaluation., 20%. Report, End-of-year project partnership and ACP Final Report, 0%. Successful project partnership report and Applied curriculum report is a hurdle task for this unit. Where an assessment task is based on a site-based experience, preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Total effective word limit 3000 words.

### **AEB3303 Art Pedagogy and Practice for Secondary Students**

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**Preservice teachers undertake a specific inquiry into the teaching of visual art pedagogy and practices. They explore the philosophical bases of the subject area, as well as investigating different strategies for developing student thinking and skills, catering to the diverse needs of students, inclusive education, and the purposes and processes of assessment and evaluation. Preservice teachers are encouraged to experiment with different teaching strategies in Art Pedagogy and Practice for Secondary Students, and actively reflect on student learning. This unit of study will connect with and complement Project Partnerships. Preservice teachers will develop a theoretical and practical approach to visual art teaching and critical understanding. They will investigate: personal, school-based, creative and professional arts practices

that support students' understandings of the role of art in society, both local and global. Preservice teachers will investigate community arts organisations and explore the value of collaborative school/community relationships in art projects. They will also examine, investigate, articulate and reflect on important questions regarding the impact of teachers' work in visual arts within teaching and learning in secondary contexts. Preservice teachers will also examine state and national government policy documents, broaden their understanding of available arts resources and investigate the research literature.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to: 1. Identify, interpret and evaluate specific teaching strategies related to visual arts learning; 2. Trial approaches to the documentation of lesson and curriculum planning and the assessment of student learning in the arts; and 3. Demonstrate the use of a range of approaches to reflect on and improve personal teaching practice within the arts.

**Class Contact:**Online 1.0 hrTutorial2.0 hrsThe online component is a one hour lecture.

**Required Reading:**NASinclair, C, Jeanneret, N & O'Toole, J 2009, Education in the arts, Melbourne: Oxford

**Assessment:**Where assessment tasks are based on a site-based experience, preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Creative Works, Visual arts presentation (2000 words or equivalent), 70%. Report, Excursion proposal report (1000 words or equivalent), 30%.

### **AEB3304 Drama and Dance Pedagogy and Practice for Secondary Students**

**Locations:**Footscray Park, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting..

**Prerequisites:**Nil.

**Description:**In this unit, preservice teachers undertake a specific inquiry into the teaching of drama and dance. They explore the philosophical bases of the subject area, as well as investigate different strategies for developing student thinking and skills which cater to the diverse needs of students, inclusive education, the purposes and processes of assessment and evaluation and relevant documentation. Preservice teachers are encouraged to experiment with different teaching strategies in drama, dance and performance. They develop a theoretical and practical approach to drama and dance teaching. Preservice teachers investigate personal, school-based, creative and professional arts practices that support students' understandings of the role of performance in society, both local and global. They investigate community arts organisations and explore the value of solo, ensemble and scripted / choreographed work. Important questions regarding the impact of teachers' work in dance and drama within teaching and learning in secondary contexts are examined, investigated, articulated and reflected on. An examination of state and national government policy documents broaden understanding of available arts resources and research literature.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to: 1. Design and apply a teaching program for dance, drama and /or performing arts in a secondary school setting; 2. Express, in teaching practice, a philosophical stance on arts education; 3. Assess and evaluate personal and student performances in drama and dance; and 4. Apply the processes of creative engagement, particularly in ensemble, solo and scripted work.

**Class Contact:**Online 1.0 hrTutorial2.0 hrsThe online component is a one hour lecture.

**Required Reading:**Unit reader

**Assessment:**Where an assessment task is based on a site-based experience

preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Exercise, Weekly preparation of core skills applied in a class context, 40%. Portfolio, research and reflective portfolio, 50%. Performance, Large group performance, 10%. Total effective word limit 3000 words.

### **AEB3305 English Pedagogy and Practice for Secondary Students**

**Locations:** Footscray Park, St Albans, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting.

**Prerequisites:** Nil.

**Description:** Preservice teachers undertake a specific inquiry into the teaching of English. They explore the philosophical bases of the teaching of literature and literacy, as well as investigating different strategies for developing student thinking and skills, catering to the diverse needs of students, inclusive education, and the purposes and processes of assessment and evaluation. Preservice teachers are encouraged to experiment with different teaching strategies in English, and actively reflect on student learning. Preservice teachers will develop a theoretical and practical approach to literacy, English language and literature teaching and critical understanding. Preservice teachers will investigate: personal, school-based, creative, and professional literary practices that support students' understandings of the role of literacy and literature in society, both local and global. In this unit of study preservice teachers will examine, investigate, articulate and reflect on important questions regarding the impact of teachers' work in English within teaching and learning in secondary contexts. Preservice teachers will also examine state and national government policy and curriculum documents, broaden their understanding of available literacy, language and literature resources, and investigate the research literature for the teaching and learning of English.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1. Articulate a professional and philosophical position as teachers of English in secondary schools; 2. Design and teach engaging lessons in English which cater to the needs of diverse cohorts of secondary school students; 3. Analyse differing theories of literacy acquisition and development and apply them in varying teaching and learning contexts; and 4. Assess and evaluate the literacy awareness and competency of themselves and of students in secondary schools.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Unit reader

**Assessment:** Presentation, Presentation of an English related teaching and learning arising from involvement in teaching practice, 40%. Project, Report and presentation on a question or issue to be negotiated with the lecturer., 60%. Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Total effective word limit 3000 words.

### **AEB3306 TESL Pedagogy and Practice for Secondary Students**

**Locations:** Footscray Park, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting.

**Prerequisites:** Nil.

**Description:** Preservice teachers undertake inquiry into the teaching of English as a Second Language. They engage in an historical overview of the development of methods and approaches to Teaching English as a Second Language (TESL), and investigate the nature of language and the socio-cultural context of learning and teaching ESL in Australia. They review current research of ESL and its implications for the teaching of speaking, listening, reading and writing in the second language classroom. Preservice teachers explore learner variables and cultural factors which

impinge on learning and communication, and inquire into TESL-specific teaching strategies and effective practices for successful learning of the four macro-skills with grammar, vocabulary and non-verbal communication. Also included are introductions to language needs analyses and the assessment of communicative competence and language proficiency.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Understand the socio-cultural context of TESL in Australia, particularly in secondary school settings; 2. Use their knowledge of the main features of the English language (syntax, pragmatics, morphology, phonology, lexis, semantics) to teach ESL; 3. Describe the processes and variables involved in learning English as a second (or additional) language; 4. Analyse ESL learners' language and socio-cultural needs; 5. Design and evaluate lessons and teaching programs to meet ESL learners' language and socio-cultural needs; and 6. Read, understand and relate current research of ESL to the teaching of ESL.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** University students will be provided with an up-to-date reading list via the VU Collaborate system

**Assessment:** Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Assignment, TESL teaching practice exposition and presentation (1500 words or equivalent), 50%. Report, Report and presentation of an inquiry into a negotiated language-related pedagogy and practice issue (1500 words or equivalent), 50%.

### **AEB3307 Health Pedagogy and Practice for Secondary Students**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** In this unit preservice teachers examine, investigate, articulate and reflect on: how health education is structured within schools; health education for individuals and communities; and health education as a holistic approach using the health promoting schools model. The unit includes: (1) consideration of health education - physical, social, psychological; (2) reflection on the provision of health education and promotion across culturally diverse communities; (3) evaluation of the health promoting schools model; (4) reflection on the provision of health services and interventions; (5) factors that support the development of secondary students' health literacy; and (6) development of classroom and school practices that support health. Preservice teachers also examine government policy documents, broaden their understanding of the range of interest groups / organisations and investigate the research literature for implementation of recent findings on health education and promotion in secondary schools.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Use the Health Promoting Schools Model to develop strategies and programs for holistic education / promotion in secondary schools; 2. Identify, interpret and evaluate specific teaching strategies that support the development of health literacy; 3. Trial and evaluate approaches to the documentation of lesson and curriculum planning and the assessment of student learning; and 4. Demonstrate the use of a range of approaches to reflect on and improve personal teaching practice.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** A unit reader will be provided for this unit of work.

**Assessment:** Review, Evaluation of pedagogies: Inquiry into teaching strategies for health education/promotion, 20%. Research Paper, Praxis learning commentary on health education/promotion strategies, 30%. Portfolio, Portfolio and presentation of

health education curriculum and practice in a secondary school, 50%. Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Hurdle tasks (participation in a range of health education activities offered in classes) (ungraded). Total effective word limit 3000 words.

### **AEB3308 Humanities Pedagogy and Practice for Secondary Students**

**Locations:**Footscray Park, St Albans.

**Prerequisites:**Nil.

**Description:** In this unit, preservice teachers undertake a specific inquiry into the teaching of the humanities (economics, geography and history) in secondary schools. They explore: the philosophical approaches of the subject area and investigate different strategies for developing student thinking and skills; the purposes and processes of assessment and evaluation; and relevant documentation produced by government and other stakeholders. Preservice teachers are encouraged to experiment with different pedagogies in the humanities and reflect on student learning. They are introduced to a range of pedagogies and curriculum tools in order to develop a professional stance on the teaching of the humanities. Preservice teachers are encouraged to critically reflect on how we might teach the humanities in a range of educational settings with a focus on inclusive education and the diversity of students, including those from disadvantaged cohorts and Indigenous backgrounds. Preservice teachers are also given the opportunity to critically examine the place of the humanities in the context of contemporary educational debates and issues.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Explore, reflect and articulate a professional view on the context and practice of humanities curriculum and pedagogy;
2. Cater for the diverse needs of students;
3. Critique current relevant documentation produced by government and other stakeholders; and
4. Apply an understanding of and response to different teaching strategies and the purposes and processes of assessment and evaluation within the secondary humanities curriculum.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** A unit reader will be available for this unit of study.

**Assessment:** Review, Review of humanities teaching in Australia (1200 words or equivalent), 30%. Project, Humanities project (1800 words or equivalent), 70%. Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Total effective word limit 3000 words.

### **AEB3309 Information and Communication Technologies Pedagogy and Practice for Secondary Students**

**Locations:** Footscray Park, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting..

**Prerequisites:** Nil.

**Description:** In this unit, preservice teachers engage in an inquiry-oriented curriculum that contributes to the development of professional capabilities and practices required for engaging learners in middle years and secondary schools in learning about, with and through digital technologies in accordance with state and national curriculum requirements. The unit offers preservice teachers a range of innovative learning experiences that extends their digital literacy as well as their understanding of the pedagogical and socio-cultural implications of learning and teaching with digital technologies in a variety of educational contexts.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Extend their digital literacy and develop up-to-date understanding of ICT used in homes, schools, workplaces and communities;
2. Develop functional ICT skills such as working with sound, images and video to engage secondary school students in multiliterate approaches to learning;
3. Develop strategies to address equity issues related to equal access for all students;
4. Recognise the implications of the digital divide for student learning and access to success;
5. Illustrate how ICT-enriched curricular activities can facilitate enquiry, problem-solving, critical thinking and knowledge construction in secondary settings;
6. Explore innovative uses of ICT, such as being connected across multiple dimensions, local and global communication;
7. Critically reflect on ICT-rich learning experiences, and design plans based on professional inquiry for equitable learning and innovative learning environments;
8. Conduct professional inquiries using current literature and policies on ICT pedagogies, to plan for learning experiences and activities;
9. Show how the integration of ICT can influence the restructuring / reorganisation of classrooms and schools for improved student learning and inclusive communities of learners;
10. Employ a critically reflective approach in the use of electronic information in relation to vulnerability of child / youth culture to misinformation, marketing and inappropriate relationships; and
11. Apply appropriate ethical positions and responsible behaviours associated with the use of ICT, such as network / Internet policies, copyright laws and intellectual property.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Online resources will be provided to preservice teachers when they begin the unit.

**Assessment:** Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Project, Creation of a teaching resource, 50%. Presentation, Peer teaching and review, 25%. ICT (Wiki, Web sites), Praxis inquiry blog, 25%. Total effective word limit 3000 words.

### **AEB3310 LOTE Pedagogy and Practice for Secondary Students**

**Locations:** Footscray Park, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting..

**Prerequisites:** Nil.

**Description:** Preservice teachers undertake inquiry into the teaching of languages other than English in secondary schools. They explore socio-cultural context of languages in Australia and globally and the rationale and philosophical bases of LOTE teaching and learning and its place and structure in state and national school curriculum. They research theories of language acquisition and investigate students' acquisition of LOTE. Preservice teachers are encouraged to experiment with a range of teaching strategies to engage secondary students in LOTE, catering for their diverse needs and interests and reflect on student learning. They will inquire into discipline-specific teaching strategies and approaches in language teaching; developing and integrating language macro-skills in the LOTE classroom; pronunciation, speaking and listening; reading, writing and teaching vocabulary and grammar.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Understand the socio-cultural context of LOTE in Australia, particularly in secondary school settings;
2. Demonstrate knowledge of how students learn language;
3. Demonstrate knowledge of LOTE curriculum in secondary schools and effective teaching strategies and practices for LOTE;
4. Use their knowledge of the main features of language to plan, teach and reflect on lessons and sequences of lessons that engage students in the learning of a LOTE; and
5. Reflect, evaluate and

improve their pedagogical knowledge and practice in the discipline.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Ur, P 1997, A course in language teaching, Cambridge University Press

**Assessment:** Assignment, LOTE teaching practice exposition (1500 words or equivalent), 50%. Report, Report and presentation of pedagogical inquiry into LOTE teaching and learning (1500 words or equivalent), 50%. Normally assignments will relate to practicum experience and students taking this unit must be concurrently enrolled in AEB3301 or AEB3302. When this unit is delivered in site-based mode, one assessment task will be negotiated as a project in the school or learning setting and 100% attendance is a requirement for satisfactory completion of the assignment.

### AEB3311 Mathematics Pedagogy and Practice for Secondary Students

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** In this unit preservice teachers undertake inquiry into the teaching of mathematics in secondary schools. They explore the philosophical bases of the subject and its place and structure in state and national school curriculum. They investigate secondary students' developing mathematical thinking, reasoning and problem-solving, making connections with primary school mathematics curriculum and practice. Preservice teachers are encouraged to experiment with a range of teaching strategies to engage secondary students of different school year levels, catering for their diverse needs and interests. They engage with a range of processes for assessing learning to develop understanding of its purpose in mathematics teaching and learning and for accreditation in the senior secondary years. Preservice teachers inquire into discipline-specific teaching strategies and effective practices for successful learning in secondary mathematics, including selecting effective mathematics learning tasks and student investigations, using appropriate mathematical representations and using digital tools and materials to support mathematical inquiry and thinking. Through their inquiry of mathematics pedagogy preservice teachers deepen their mathematical knowledge making connections between concepts and topics in mathematics and with the real world.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Explain how secondary students learn mathematics;
2. Demonstrate understanding of the mathematics curriculum, teaching and learning in secondary schools and the guidelines and resources available to support the implementation of mathematics curriculum;
3. Plan purposeful lessons that motivate students, foster mathematical thinking and generate specific student learning outcomes;
4. Monitor and assess student learning;
5. Refresh and improve their own understanding of mathematical concepts and skills; and
6. Evaluate their planning and teaching of mathematics.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate) Goos, M, Stillman, G & Vale, C 2007, Teaching secondary school mathematics: research and practice for the 21st century, Crows Nest, NSW: Allen and Unwin.

**Assessment:** Report, Learning cycle report (900 words or equivalent), 30%. Assignment, Annotated collection of teaching resources and artefacts (1500 words or equivalent), 50%. Report, Pedagogical content knowledge report and presentation (600 words or equivalent), 20%.

### AEB3312 Media Pedagogy and Practice for Secondary Students

**Locations:** Footscray Park, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting..

**Prerequisites:** Nil.

**Description:** In this unit of study preservice teachers will examine, investigate, articulate and reflect on important questions regarding the impact of teachers' work in media studies in secondary contexts. Preservice teachers will develop a theoretical and practical approach to media experiences and critical understanding. They will investigate: personal, school-based, creative, and professional multimedia practices that support students' understandings of the role of the media in society, both local and global. Pre-service teachers will investigate community media organisations and explore the value of collaborative school/community relationships in multimedia projects. The unit includes: (1) an examination of a general model for learning within a media-based context; (2) implementation of differentiated teaching and assessment based on current educational guidelines; (3) classroom environment management in secondary school settings; and (4) the use of technology to facilitate learning. Preservice teachers will also examine local and national government policy documents, broaden their understanding of available media resources and investigate the research literature.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Identify, interpret and evaluate specific teaching strategies related to media studies;
2. Trial approaches to the documentation of lesson and curriculum planning and the assessment of student learning in media studies; and
3. Demonstrate the use of a range of approaches to reflect on and improve personal teaching practice within media studies.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Report, Evaluation of local media facility (or organisation) as a setting for student learning (1000 words or equivalent), 30%. Presentation, Media teaching practice exposition (2000 words or equivalent), 70%. Presentation Pre-service teachers will document their media understanding, culminating in an exhibition, performance (group and/or individual) or presentation which documents their personal media literacy development over the semester (2000 word limit).

### AEB3313 Music Pedagogy and Practice for Secondary Students

**Locations:** Footscray Park, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting..

**Prerequisites:** Nil.

**Description:** Preservice teachers undertake inquiry into the teaching of music in secondary schools. They explore the socio-cultural context of music and the philosophical bases of the discipline and its place and structure in state and national school curriculum. They investigate students' engagement with music and how students learn the skills, knowledge and understanding of music and develop and use creative processes for musical performance. Preservice teachers are encouraged to experiment with a range of teaching strategies and learning experiences to engage secondary students with diverse needs and interests in music and reflect on student learning. Preservice teachers will inquire into discipline-specific teaching strategies and effective practices for successful performance of a range of music forms and styles, and for interpretation and critique of music artworks.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Understand the socio-cultural context of teaching music in schools in Australia,

particularly in secondary school settings; 2. Describe the processes and variables involved in learning to interpret and perform musical works; 3. Plan, implement and reflect on lessons and other learning experiences; 4. Monitor and assess student learning of music; and 5. Reflect, evaluate and improve their pedagogical knowledge and practice in the discipline.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Katz, M 2005, 1st edn, Capturing sound: how technology has changed music, University of California, Berkeley. Frith, S (ed) 2004, 1st edn, Popular music: critical concepts in media and cultural studies, Routledge. London

**Assessment:** Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Creative Works, Music teaching practice exposition (1500 words or equivalent), 50%. Report, Report and presentation of pedagogical inquiry into music teaching and learning (1500 words or equivalent), 50%.

### **AEB3314 Outdoor Education Pedagogy and Practice for Secondary Students**

**Locations:** Footscray Park, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting..

**Prerequisites:** Nil.

**Description:** This unit of study will provide preservice teachers with a sound understanding of the constructs of the discipline area. They will become familiar with the knowledge and concepts required for teaching in this discipline study. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis will be on developing a 'tool box' of teaching strategies, the broad set of values and beliefs that inform the teaching and design of this unit will also be reflected upon and will inform the design of the graduating portfolio. The unit will also cover the following: techniques of teaching and classroom management, including inquiry approaches, small and large group projects, discussions, exposition, demonstration, coaching, audiovisual and computer-assisted techniques, role-play, negotiation; techniques in curriculum planning, materials development, and resource selection, including the construction of program and lesson plans, the writing of units of work, and the evaluation of available texts and materials; techniques in assessment and reporting, including learning outcome approaches and descriptive reporting, the construction and use of tests, observation schedules, and exercises such as concept mapping, the establishment of criteria of quality of performance, the organisation and use of student self-assessment and peer assessment.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1. Understand the aims, approaches and resources relevant to the unit of study, especially as outlined in the Victorian Essential Learning Standards, VCAL and the VCE; 2. Record outdoor education teaching experiences; 3. Inquire into current issues in outdoor education; and 4. Articulate values and philosophies associated with outdoor education.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Report, Report on experiences of outdoor education teaching (1500 words or equivalent), 50%. Report, Report and

presentation of an inquiry into an issue in outdoor education (1500 words or equivalent), 50%.

### **AEB3315 Physical Education Pedagogy and Practice for Primary Students**

**Locations:** Footscray Park, One component of this unit will be delivered in site-based unit at a school or other learning setting..

**Prerequisites:** Nil.

**Description:** In this unit of study preservice teachers will engage in an inquiry-oriented curriculum that will contribute to the development of professional capabilities and practices required for engaging learners in the primary and middle years of schooling in the domain of physical education. The unit will offer preservice teachers a range of innovative learning experiences that will extend their practice capabilities in partnership with their understanding of the pedagogical and socio-cultural implications of learning and teaching physical education in a variety of educational contexts. Through a range of learning activities, including school-based small-group teaching activities, the unit will engage students in the following concepts:

(1) curriculum and planning processes used to teach PE in the government sector will be detailed and analysed using AusVELS based on the new Australian Curriculum; (2) specific information regarding the current instructional models used both in the Australian setting and throughout the world for teaching physical education to students in the middle years (upper primary and lower secondary); (3) an overview of the main teaching styles and pedagogical models adopted within the delivery of physical education in the middle years; (4) A focus on maximising engagement in physical education.; (5) examination of techniques and approaches to management within the physical education teaching environment. Procedures associated with rules, routines, discipline and positive engagement will be discussed. Specific systems used currently within the teaching profession will be also be detailed; (6) students will complete site-based sessions focusing on facilitating involvement of Year 5 and 6 students in a practical school sport program.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Use a range of physical education pedagogical approaches and strategies to respond to the diverse needs of learners in a variety of educational settings; 2. Engage with the academic literature to maintain a critical perspective related to the purpose and practice of physical education in schools and the broader society; 3. Work autonomously and collaboratively with peers and professionals in the field to problem-solve issues related to the effective engagement of primary and middle years students to facilitate their learning and other social practices; and 4. Demonstrate the integration of concepts taught in this unit by engaging in innovative Physical Education Program Planning.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate) provided by the lecturer.

**Assessment:** Project, Planning for PE, 60%. Presentation, Strategies for maximizing engagement in physical education, 20%. Project, Site-based school sport program, 20%. Total effective word limit 3000 words.

### **AEB3316 Psychology Pedagogy and Practice for Secondary Students**

**Locations:** Footscray Park, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting..

**Prerequisites:** Nil.

**Description:** Preservice teachers undertake a specific inquiry into the teaching of psychology. They explore the philosophical bases of the subject area, as well as



investigate different strategies for developing student thinking and skills, catering to the diverse needs of students, inclusive education, the purposes and processes of assessment and evaluation, and relevant documentation, eg. VELS, VCE study designs and relevant documentation produced by government and other stakeholders. Preservice teachers are encouraged to experiment with different teaching strategies in the area of psychology and reflect on student learning. This unit will provide preservice teachers with an understanding and familiarity of the current course content and state and national curriculum guidelines (VCAA and ACCA) for successful implementation of the curriculum for Psychology Units 1-4. Preservice teachers will develop the skills to enable them to participate as competent and reflective psychology teachers in secondary schools. A focus of the unit is to provide preservice teachers with the skills and resources to develop and deliver quality lessons to their learners. They will be expected to develop the practical skills necessary for successful implementation of the theoretical concepts studied within the unit. Preservice teachers will develop the skills necessary to plan, develop and implement suitable assessment tasks which satisfy the requirements set by secondary accreditation authorities (VCAA).

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Demonstrate an understanding of the curriculum, teaching and learning in secondary schools and the guidelines and resources available to support the implementation of the curriculum;
2. Plan purposeful lessons that motivate students, foster psychological thinking and generate specific student learning outcomes;
3. Monitor and assess student learning;
4. Demonstrate their own deeper understanding of psychological concepts and skills;
5. Demonstrate skills in evaluating their planning and teaching of psychology;
6. Communicate effectively as a professional and as a citizen; and
7. Work both autonomously and collaboratively as a professional.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Report, An investigation and report into pedagogy for psychology, 50%. Report, A report on the planning and teaching of psychology, 50%. Total effective word limit 3000 words.

### AEB3318 Learner Welfare and Wellbeing

**Locations:** Footscray Park, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting..

**Prerequisites:** Nil.

**Description:** Preservice teachers will undertake a specific inquiry into the current and emerging issues related to learner welfare and wellbeing by exploring contemporary literature and evaluation of current practices used in schools. They will explore the educational structures and models used for supporting learners, focussing on pastoral care, career counselling, mentoring, resilience development and inter-professional collaboration. Preservice teachers will develop key understandings and insights into the collaborative roles of and between school personnel, the family and communities in the provision of pastoral and supportive care to learners. This unit will provide preservice teachers with an understanding of key current perspectives and practices of the schools' role in the provision of welfare services to learners. Preservice teachers will develop a familiarity with the processes and systems involved and required to respond effectively and appropriately to the needs of learners who present with complex issues that may arise out of their interactions and relationships

with the school, the family and the community. A focus of the unit is to develop best practice skills particularly for working with young people in schools. Such skills include: managing and establishing groups, understanding group dynamics, negotiating positive group behaviour, conflict resolution and counselling and interprofessional collaboration. Preservice teachers will develop an appreciation for the appropriate support, collaboration and partnership that takes place between the school, the community, community services, welfare organisations and other agencies. In addition, this unit will examine the roles, responsibilities and ethical considerations of teachers in direct service delivery work.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Solve problems related to the welfare needs of young people and their families;
2. Critically evaluate the relevant policy directions and existing models of student welfare that support the provision and management of sensitive data;
3. Engage with and create a range of verbal and written texts for effective communication in a schoolbased setting;
4. Work autonomously to develop strategies required to deal with issues that affect young people in schools;
5. Work collaboratively to facilitate and coordinate family and community support for learners in schools;
6. Work with young people in schools in culturally responsive ways;
7. Manage data in an ethical manner that reflects a working knowledge of privacy issues in relation to young people in schools; and
8. Apply current knowledge and develop deep critical understanding of contemporary practices in the field of student welfare and wellbeing.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Department of Education and Early Childhood Development, Victoria 2008, Effective strategies to increase school completion report, Melbourne: DEECD Hartley R & Wolcott, I 1994, The position of young people in relation to the family, Hobart: NYARS Luxmoore N 2000, Listening to young people in school, youth work and counselling, London: Jessica Kingsley Publishers Nixon D & O'Brien A 2008, Searches for self, working with young people in Australia, David Barlow Publishing Walker, L & Rowling, L 2002, Debates, confusion, collaboration and emerging practice, Australia: McGraw Hill

**Assessment:** Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Report, Investigation and report into a school's student welfare policies and programs, 50%. Review, An inquiry into the programs that support learner welfare and wellbeing, 50%. Total effective word limit 3000 words.

### AEB3321 Learning in a Globalised World

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** In this unit of study preservice teachers examine, investigate and reflect on concepts and issues relating to learning in a globalised world. Preservice teachers are encouraged to develop an understanding of the connection between the economy and education through an analysis of themes and case studies relating to issues such as: the knowledge economy, the environment, poverty and inequality, the internationalisation of the curriculum, and shrinking of the world through the information communication technologies. Preservice teachers develop a theoretical and socio-cultural explanation of their understanding of globalisation and its impact on Australian education. In order to develop a critical understanding of globalisation, preservice teachers investigate the historical background of globalisation theory and its validity and examine government documents, research literature, and the popular media in order to build their understanding of globalisation. At the completion of

this unit of study preservice teachers are encouraged to articulate a personal and professional stance on the implications of learning in a globalised world. Preservice teachers are also encouraged to critically analyse and reflect on the impact of a globalised world on their Project Partnership setting. Some examples of the issues that they might reflect upon include: inclusive education, the diversity of students, including those from disadvantaged cohorts, and those from indigenous backgrounds.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Articulate a theoretical and socio-cultural explanation of globalisation and its impact on Australian education;
2. Connect the historical background of globalisation theories and educational contexts;
3. Identify a personal and professional stance about the implications of learning in a globalised world within educational settings; and
4. Critically analyse and reflect on the impact of a globalised world on their Project Partnership setting.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Essay, An investigation and report, 30%. Assignment, An annotated collection of artefacts, 60%. Journal, Ten brief reflections on tutorial discussions, 10%. Total effective word limit 3000 words.

### AEB3332 Science Pedagogy and Practice for Secondary Students

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** In this unit, preservice teachers analyse the curriculum, pedagogy and practice required for the effective teaching of science in a secondary environment. This is facilitated through an analysis of state and national curriculum documents and the impact of these educational directives on the teaching and learning of science in a secondary environment. The features, demands and impact of international and research studies on the teaching and learning of science in years 7-10 are also examined. Issues around assessment, including formative and summative assessment strategies, are also analysed. Preservice teachers are encouraged to experiment with a range of teaching strategies and alternative learning environments to engage secondary students of different school year levels, catering to their interests, diverse needs and abilities. Aspects associated with the setting up of a safe and successful learning environment are analysed, including access to, and provision of, appropriate support material, ICT, online resources and examples of current successful curriculum practice. Preservice teachers also learn about supporting students' science career pathways.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Explain how students in the middle and senior years can be engaged in learning science through alternative mediums;
2. Apply different mediums to provide for a range of student abilities and interest levels;
3. Recognise the place of various government initiatives and varying educational theories in the development of a science-based education that accommodates all students learning approaches;
4. Plan purposeful lessons that motivate students, foster high level thinking skills, and generate specific student learning outcomes;
5. Monitor and assess student learning;
6. Improve personal understanding of scientific concepts and skills; and
7. Evaluate the planning and teaching of science.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended texts for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Report, Report on site experience, 20%. Assignment, Development of a

unit of work, a resource or a combination of both, 60%. Review, Peer and lecturer evaluation of micro-teaching, 20%. Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Total effective word limit 3000 words.

### AEB3801 Youth Policy and Civics

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study is constructed around an inquiry by students into youth policy by firstly understanding the social and economic context in Australia and globally that frames our economy and society. This unit considers postmodern social theory to questions of social justice and social action. Students will explore the connection between public policy and youth work and in particular the relationship between government youth policy and the funded youth programs of government. Students acquire the knowledge and skills needed to work constructively within the policy and practice context of organisations serving young people. They will study state and federal youth policy, how policy is made, and how policy intersects and underpins the activities of youth workers. The unit also explores the context, development and implementation of social policy and its relationship to civics education in Australia.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critique the broad parameters of the study of social policy;
2. Articulate how youth policy impacts on young people, youth workers, teachers and service providers in local and national communities;
3. Analyse the broader impact of policy in constructing social outcomes particularly in developing equitable outcomes;
4. Determine the role of policy in constructing a fair society and evaluate the importance of understanding policy mechanisms in the constructs of civics education globally in our society;
5. Articulate their development of skills and knowledge about the theory/s that underpin and involves youth policy; and
6. Adapt knowledge of the different processes and mechanisms that may be undertaken to develop and formulate youth policy.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a lecture

**Required Reading:** Sapin, K (2013), 2nd Essential Skills for Youth Work Practice London: Sage Publications Links to readings as outlined on VU Collaborate.

**Assessment:** In addition to the graded assessments, all students must complete a hurdle task which consists of a group presentation on a current 'youth issue'. Essay, What is youth policy and how does it influence the work of youth workers?, 30%. Report, A major analysis of a youth policy, 70%. Total effective word limit 3000 words.

### AEB3802 Professional Culture and Collaboration

**Locations:** Footscray Park.

**Prerequisites:** Nil

**Description:** This unit aims to introduce students to the theory and practice of inter-professional collaboration as a practice framework and method for working across disciplines to improve outcomes for young people. It provides students with an understanding of professional collaboration as a framework for engaging with other professionals such as teachers, policy planners, community development workers and health and legal personnel. The unit aims to develop a better understanding of collaboration and the principles and processes that underpin it. Students develop skills and knowledge of planning and learn to establish effective partnerships with key stakeholders, so as to better manage the competition that might arise, and drive

a vision that is youth-orientated.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Conceptualise how professional frames of reference influence perspectives and practices when working with young people with complex needs;
2. Develop frameworks for practice that facilitate effective collaboration among the various professionals that often engage in complex work with young people;
3. Demonstrate a range of effective communication and collaborative skills which facilitate inter-professional collaboration;
4. Investigate the principles, benefits and challenges of inter-professional collaboration and inter-disciplinary service provision;
5. Identify an issue or complex problem affecting young people and participate in a disciplinary team to develop an effective inter-disciplinary approach to address the problem;
6. Critically reflect on their own learning and the process of collaboration as they experience and observe it in their class teams and in their agency placement; and
7. Evaluate current collaboration practice models.

**Class Contact:** Online 0.5 hrs Tutorial 2.0 hrs The online component is a lecture

**Required Reading:** Sapin, K (2013), 2nd Essential Skills for Youth Work Practice London: Sage Publications Students will be provided with an up-to-date reading list via the VU Collaborate system.

**Assessment:** Report, Analysis of theories of professional collaboration, 25%. Assignment, In assigned groups, students will investigate an issue and develop a collaborative/multi-disciplinary response., 50%. Report, Students will write a report reflecting on the theories and practice of professional collaboration and their learning in this subject., 25%. Total effective word count 3000 words.

### AEB3803 Professional Practice 1

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** Professional Practice provides the authentic context for a collaboration of student youth work practitioners, their community sector mentors and the university, to understand and enhance youth work professional practice. The practical experiences of student youth workers in partnerships are also the basis of their critical reflection and theorising on practice, which leads to sustainable improvement and change. Professional Practice is an opportunity for students to participate in a range of specific program or projects that youth services offer such as FReeZA events, after school programs, sports programs and community recreation programs, National Youth Week, School Holiday Programs, Camps, Youth Conferences or summits and much more. Undertaking a variety of experiences in line with emerging interests allows a student to reflect on the breadth of the industry and the diverse opportunities available to them as a Youth Worker. Students will need to document their experiences by creating a reflective journal. As each placement is unique, students are required to negotiate their tasks, responsibilities and timelines with their agency supervisor and undertake regular supervision to reflect on their practice.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Demonstrate a range of engagement skills for working with and supporting vulnerable young people;
2. Contextualise and apply the theoretical knowledge and skills of youth work in a practical setting to an industry standard;
3. Articulate the present and emerging issues of the youth work sector and their impact on supporting young people; and
4. Develop and expand awareness of programs and services delivered to young people.

**Class Contact:** Seminar 1.5 hrs

**Required Reading:** Sapin, K (2013), 2nd Essential Skills for Youth Work Practice London: Sage Publications Readings as suggested by your Lecturer.

**Assessment:** Journal, Reflective practice report 1, 25%. Journal, Reflective practice report 2, 25%. Report, Youth Work Sector Report, 40%. Practicum, Placement Supervisor Report, 10%. The hurdle task that must be completed in this unit: 1. Work Integrated Learning Agreement signed by Host Organisation, Total effective word count 3000 words.

### AEB3804 Research and Young People

**Locations:** Footscray Park.

**Prerequisites:** AEB3803 - Professional Practice 1

**Description:** This unit introduces students to action-based research in youth, education and community-focused settings by their placement in such settings. Students plan and implement a specific activity based on a literature review and participation in professional practice. Students are expected to generate a personal discourse which explains and enhances personal agency in the context of professional and bureaucratic structures. Skills to be developed include: planning for change; goal and outcomes setting; data collection and interpretation in action research; writing for professional audiences; journal and case writing. The unit of study encourages students to work together in co-operative groups, whilst also assisting them to be reflective practitioners; our ability as professionals to reflect, evaluate and improve our work practices is essential. This unit is designed to provide students with an understanding of the different research tools and how to apply them.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Articulate the importance of being a reflective practitioner within a local and global community context;
2. Design and apply evaluation tools for a range of programs and community research;
3. Critically review a range of research tools and implement with an understanding of the need to balance intricacies of individual and public good
4. Review examples of research proposals and reports that contribute to work and community networks
5. Evaluate and analyse relevant literature that is useful to and identifies good practice; in youth work, community and professional practice debates.

**Class Contact:** Online 0.5 hrs Tutorial 2.0 hrs The online component is a lecture

**Required Reading:** Sapin, K (2013), 2nd Essential Skills for Youth Work Practice London: Sage Publications Other readings as suggested by the Lecturer.

**Assessment:** Literature Review, How does the literature inform the practice of co-design with young people?, 20%. Literature Review, Choose a particular cohort of young people. What does the literature tell us about best practice when running programs for this group?, 40%. Research Paper, Research proposal, 30%. Exercise, In class tasks (exploring the use of evaluation tools), 10%. Total effective word count 3000 words.

### AEB3805 Youth Policy, Civics and Culture

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit aims to provide students with the knowledge and skills needed to work constructively within the policy and practice context of organisations serving young people. It looks specifically at the role of local government as an important player in shaping local communities and in supporting and connecting federal, state and community run services and activities within the community. As the third level of government, local government is often poorly understood and its impact on communities and their young people greatly underestimated. This unit allows students to gain insights into the council's role as a key planner for local, natural and built environments and the community, and a provider of many local essential services, many of which play important roles in the lives of young people who live, go to school or recreate in that municipality. This unit seeks to provide an

understanding of these impacts, their particular significance for young people, and how policy might shape them. The unit assessments also offer opportunities for students to demonstrate growing capabilities in becoming confident creative lifelong learners who can use their inter-cultural understanding of themselves and others to critically evaluate policies that enable or disable young people's civic and human rights. As such, students learn to become politically engaged and ethical citizens who are inter-culturally aware and respectful to the diversity of their local communities and understand the intricacies of balancing between individual and public good.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Evaluate local government in Victoria: its functions, structure and operation including the intricate balance between the needs of the individual and public good;
2. Critically review Local government's relationship with community and other levels of government;
3. Articulate an understanding of local governments' impacts, interactions and roles with young people; and
4. Conceptualise the role of local government youth services; and the processes and systems used for youth policy and planning at local government level.

**Class Contact:** Online 0.5 hrs Seminar 2.0 hrs The online component is a lecture

**Required Reading:** Sapin, K (2013), 2nd Essential Skills for Youth Work Practice London: Sage Publications As advised by your Lecturer.

**Assessment:** In addition to the graded assessments, students must complete a hurdle task which comprises attendance at a local council meeting and then a report back to peers in class. Essay, A critical evaluation of a Local Government's approach to service delivery and the participation of young people in governance., 30%. Essay, Select a Government Youth policy and analyse its effectiveness to empower young people., 70%. Total effective word limit for the three tasks is 3000 words.

## AEB41 10 Change and Social Justice

**Locations:** Footscray Park, St Albans.

**Prerequisites:** AEB3301 - Inquiry Into Adolescent Teaching and Learning AEB3302 - Critical Practices for Teachers in Secondary Schools For students enrolled in ABED and HBED: AEB3301 Inquiry into Adolescent Learning and Teaching and AEB3302 Critical Practices for Teachers in Secondary Schools.

**Description:** In this unit, students commence the final stage of their preparation to enter the teaching profession by orienting themselves to the practices of the activist reflective practitioner. With a focus on the changing nature of education, schools and teaching, students systematically explore how teachers can express commitment to social justice in education as they take responsibility for student learning during their Year 4 project partnerships.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Express a personal education philosophy that will inform their practice as they enter the profession;
2. Form a successful relationship with a mentor teacher, based on a professional discourse about teaching and learning;
3. Plan for taking responsibility for a whole class of school students in extended practice in Semester 2; and
4. Employ a range of approaches used by the competent professional teacher to reflect on, and improve practice, especially in ongoing planning and evaluation.

**Class Contact:** Online 1.0 hr Seminar 2.0 hrs The online component is a one hour lecture.

**Required Reading:** McKenna, T Cacciattolo, M & Vicars, M 2013, Engaging the Disengaged, Cambridge, Melbourne. AITSL/2015

<http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list> Australian Professional Standards for Teachers AITSL McKenna, Cacciattolo, Vicars/2013 Engaging the Disengaged

Melbourne/Cambridge University Press

**Assessment:** Experience in Project Partnerships informs all assessment tasks in this unit. Review, Review of readiness to teach, 30%. Assignment, Professional development action plan, 25%. Exercise, Documenting understandings with reflective annotations & commentary, 45%. Successful completion of this unit also requires: 1. Satisfactory mid-year project partnership report. 2. An approved applied curriculum project plan. Total effective word limit 3000 words.

## AEB41 69 Mathematics and Numeracy in Primary

**Locations:** St Albans.

**Prerequisites:** Nil.

**Description:** This unit aims to assist pre-service teachers to develop their knowledge and understanding of the development of children's numeracy and mathematical understandings and skills and an ability to plan effectively to fully develop children's learning of mathematics. The unit aims to link the learning and development of mathematics and numeracy in early childhood programs to the curriculum and teaching in primary schools.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Identify the complex link between a child's life experiences, individual growth, family background and the development of mathematical understanding and skills;
2. Demonstrate an understanding of numeracy and mathematics processes for young children;
3. Show how technology can be used to support and enhance young children's numeracy and mathematics development;
4. Apply principles how children learn to planning appropriate mathematics teaching, monitoring, recording and evaluation strategies for young mathematics learners, and consistent with AusVELS Mathematics Standards; and
5. Develop experiences for small group work and whole class discussion in mathematics learning in which the role of active participation and social interaction with other students is demonstrated.

**Class Contact:** Tutorial 3.0 hrs

**Required Reading:** Reys, R., Lindquist, M., Lambdin, D., Smith, N., Rogers, A., Falle, J., Frid, S. & Bennett, S., 2012 Helping Children Learn Mathematics, Australian Milton, QLD: Wiley. If you already purchased the text listed above you do not need to purchase a new copy.

**Assessment:** Assignment, Critique of one high quality unit for teaching primary school mathematics (900 words), 30%. Report, Workshop and report on teaching and learning mathematics (1200 words), 40%. Report, Mathematical investigation and discussion (900 words), 30%. Plus report of satisfactory participation in partnership activities as detailed in The Essentials Year 3. Total effective word limit 3000 words for the graded assessment.

## AEB41 71 Humanities in Primary

**Locations:** St Albans.

**Prerequisites:** AEB2266 - Practice and Partnership (ECE 0-2)

**Description:** This unit of study will introduce preservice teachers to the curriculum and pedagogy required for effective teaching of humanities with a focus on students in the primary years of schooling, AusVELS Foundation Level through to Level 6. This will be combined with an introduction to the AusVELS Information Communication Technology (ICT) curriculum.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Conceptualise the complexities of the AusVELS humanities-history (Foundation to Level 6) curriculum by reflecting on the teaching of concepts such as continuity and change, time as present, past and future;
2. Formulate a range of teaching

approaches for the content of geographical knowledge and understanding, geospatial skills and environmental issues, sustainability and societal changes; 3. Argue for the relevance of ICT as an interdisciplinary domain, including a historical overview of technology development and ways people communicate locally and globally; 4. Investigate the most appropriate teaching and assessment strategies relevant to humanities-history, geography and ICT domains; and 5. Reflect upon the ways in which you are aware of inclusive teaching and learning principles in relation to humanities-history, geography, civics and citizenship, economics, business and ICT domains.

**Class Contact:**Lecture 1.0 hrTutorial 2.0 hrs

**Required Reading:**A collection of readings focussed on each Humanities area will be available on e-reserve and/or a Libguide.

**Assessment:**Report, Construct a sequential curriculum unit with assessment for each domain of humanities/history, geography and ICT., 70%. Presentation, Explain how you devised the content for your designated class for the curriculum unit, including teaching & learning strategies & assessment., 30%.

### **AEB4210 Practice in Partnership**

**Locations:**Footscray Park, St Albans.

**Prerequisites:**For ABED and HBED students: AEB3301 Inquiry into Adolescent Learning and Teaching and AEB3302 Critical Practices for Secondary Teachers.

**Description:** In this unit, preservice teachers undertake an extended and continuous period of teaching in a primary school. They take increasing responsibility for the classroom program, as professional competence develops and manage their progress towards professional competence and recognition (in conjunction with the classroom mentor teacher(s), the school partnership coordinator and the assigned university colleague). They also meet regularly with mentors to monitor their developing competence and confidence as a preservice teacher.

**Credit Points:** 24

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Meet the professional requirements of the graduating teacher as indicated by the Victorian Institute of Teaching Professional Standards for Graduating Teachers from learning-focused relationships with students; 2. Perform the duties of a graduating teacher and demonstrate their readiness to teach, to the satisfaction of the assigned mentor teacher(s) and university mentor(s); and 3. Contribute to school and student learning by demonstrating the active and collaborative teacher professionalism expected of a graduating teacher.

**Class Contact:**Workshop 2.0 hrsNo classes for ABED students

**Required Reading:**Australian Institute for Teaching & School Leadership 2013, Professional Standards for Teachers: Graduates, retrieved from <http://www.teacherstandards.aitsl.edu.au/CareerStage/GraduateTeachers> Department of Education & Early Childhood Development 2013, Early Childhood Learning, retrieved from <http://www.education.vic.gov.au/childhood/professionals/learning/Pages/default.aspx>

**Assessment:**Portfolio, Professional portfolio: demonstration of competence to teach, 100%. To pass this unit, the graduating student must have: 1. A 'Satisfactory' project partnership report confirming their readiness to teach; and 2. A satisfactory Applied Curriculum Project (ACP) report 3. At least a pass grade in the professional portfolio. Total effective word limit 3000 words. .

### **AEB4211 Joining the Profession**

**Locations:**Footscray Park, St Albans.

**Prerequisites:**Nil.

**Description:**This unit of study is the culmination of the Bachelor of Education for Year 4 graduating teachers. It is workshop-based and enables Year 4 preservice teachers to work with colleagues, principals, other school leaders and teachers in completing graduation requirements.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Complete and present a comprehensive professional portfolio containing a personal educational philosophy, a succinct record of teaching and accompanying annotations and reflective commentaries, within both the Victorian Institute of Teaching Professional Standards for Full Teacher Registration and the Graduate Teacher level of the Pre-School Teacher Validation Process guidelines; 2. Articulate a personal definition of active and collaborative teacher professionalism containing a personal and social commitment to students and the enhancement of education; 3. Articulate an understanding and acceptance that contemporary Australia is founded on 60,000 years of Indigenous Australia, and the histories and aspirations of Indigenous Australia must be spoken about in Australia's schools; 4. Prepare a convincing application for relevant teaching in educational settings; 5. Demonstrate readiness to participate confidently in interviews and similar teaching position selection procedures.

**Class Contact:**Online 1.0 hrTutorial 2.0 hrsThe online component is a lecture

**Required Reading:**Victorian Institute of Teaching 2003, Professional standards for full teacher registration, Melbourne: Victorian Institute of Teaching

**Assessment:**Portfolio, Professional portfolio, 100%. The graduating teacher is required to present a formal professional portfolio that demonstrates readiness to join the teaching profession and documents the professional contributions the graduating teacher has made to the school and school colleagues. Assessment in this unit documents preservice teacher practice and reflection on practice. Practice in AEB4210 informs the preparation of the final portfolio. Satisfactory completion of the project partnerships placement is a hurdle requirement. Total effective word limit 3000 words.

### **AEB4212 Joining the Teaching Profession**

**Locations:**St Albans.

**Prerequisites:**Nil.

**Description:**This unit of study is the culmination of the Bachelor of Education for Year 4 graduating teachers. It will be workshop-based and enable Year 4 pre-service teachers to work with colleagues, principals, centre directors, other school and early childhood service leaders, both early childhood and primary teachers in completing graduation requirements.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Critically analyse, their understanding of the legal and organisational responsibilities required of the beginning teacher in primary school settings 2. Articulate an understanding of the organisational and system conditions of teacher's work needed to make judgements about possible employment situations 3. Prepare a convincing application for relevant teaching in educational settings

**Class Contact:**Lecture 1.0 hrTutorial 2.0 hrs

**Required Reading:**Churchill, R Ferguson, P Godinho, S Johnson, NF Keddie, A Letts, W Mackay, J McGill M Moss, J Nagel, MC Nicholson, P & Vick, M 2011, Teaching - Making a difference, Wiley/Australia. Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Report, Group activity to respond to the perceptions of the profession, 30%. Assignment, Developing a resume and application in response to a perceived

advertised position, 70%. Successful completion of this unit also requires: 1. Satisfactory mid-year project partnership report. 2. An approved applied curriculum project plan. Total effective word limit 3000 words for the graded assessment.

### **AEB4250 Professional Orientation**

**Locations:** Footscray Park, St Albans.

**Prerequisites:** Nil.

**Description:** This unit gives preservice teachers an opportunity to undertake a critical overview of teachers' professional responsibilities. The emphasis is on ensuring that graduating preservice teachers are aware of the organisational and legal conditions of teachers' work in forming relationships with and teaching students, planning and managing curriculum and pedagogy and in working with colleagues in leadership teams.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Complete and present a comprehensive professional portfolio containing a personal educational philosophy, a succinct record of teaching and accompanying annotations and reflective commentaries, within the Victorian Institute of Teaching Professional Standards for Graduating Teachers; 2. Explain the legal and organisational responsibilities required of the graduating teacher; and 3. Confidently articulate the understanding of the organisational and systemic conditions of teachers' work needed to make judgements about possible employment situations.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a lecture

**Required Reading:** Victorian Institute of Teaching 2003, Professional standards for full teacher registration, Melbourne: Victorian Institute of Teaching.

**Assessment:** Portfolio, Professional portfolio, 100%. Report, Year 4 end-of-year project partnership report, 0%. The graduating teacher is required to present a formal professional portfolio which demonstrates readiness to join the teaching profession and documents the professional contributions the graduating teacher has made during the final practicum. A satisfactory end-of-year project partnerships report is a hurdle requirement for this unit. Total effective word limit 3000 words.

### **AEB4251 Understanding the Teaching Profession**

**Locations:** St Albans.

**Prerequisites:** Nil

**Description:** This unit gives pre-service teachers a critical overview of teachers' professional responsibilities as preschool directors and teachers and staff in schools and in school systems. The emphasis of the unit is ensuring that graduating pre-service teachers are aware of the organisational and legal conditions of teachers' work in forming relationships with and teaching students, planning and managing curriculum and pedagogy and in working with colleagues with both schools and early childhood leadership teams.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Articulate a personal definition of active and collaborative teacher professionalism containing a personal and social commitment to students and the enhancement of education 2. Contribute to school and student learning by demonstrating the active and collaborative teacher professionalism expected of a graduating teacher.

**Class Contact:** Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Project, Small groups of students to select topics that relate to primary placement, research and present findings., 30%. Assignment, Analysis of a topic that

is related to primary teaching, 70%. Total effective word limit 3000 words for the graded assessment.

### **AEB4268 Practice in Partnership 2 (ECE 0-6 Years)**

**Locations:** St Albans.

**Prerequisites:** AEB3184 - Curriculum Theory AEB3268 - Practice in Partnership 1 (ECE 3-6 Years) AEB3285 - Inclusive Practice in Education

**Description:** This praxis inquiry unit provides an opportunity for pre-service teachers to work with mentor teachers in kindergartens to build on the experience of investigating the systematic processes by which teachers work together to engage students in learning. It also provides an opportunity for pre-service teachers to commence the final stage of their preparation to enter the early childhood teacher profession by orienting themselves to the practices of the activist, reflective practitioner. With a focus on the changing nature of education, learning, curriculum, early childhood services and teaching, students systematically explore how teachers can express commitment to social justice in education as they take responsibility for student learning during their fourth year project partnership. At the end of this unit, pre-service teachers are required to show that they are ready to teach.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Refine a personal educational and child learning philosophy and explain how it informs their teaching identity, pedagogy and curriculum design as they enter the profession; 2. Build a successful relationship, based on a professional discourse about teaching and learning, with a mentor teacher; 3. Take full responsibility and critically reflect upon the planning and implementation of the educational program for both the whole group and small groups of 4-5 year old children; 4. Demonstrate, to the satisfaction of the assigned mentor teacher(s) and designated university personnel, their readiness to teach; and 5. Meet the Graduate Standards of the Preschool Teacher Validation System as indicated by Early Childhood Australia.

**Class Contact:** Seminar 2.5 hrs

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Case Study, Pedagogical Narration (900 words or equivalent), 30%. Portfolio, Professional portfolio (2100 words or equivalent), 70%. The professional portfolio requires evidence of critical reflection upon aspects of the graduating teacher's professional practice. Hurdle Requirement: A satisfactory Project partnership report (ungraded). Satisfactory progress reported by project partnership mentor teacher is required for successful completion of this unit. Refer to the Essentials booklet for details. Pedagogical narration: Pre-services teachers will write a pedagogical narration based on an aspect of professional practice. The critical analysis will frame their personal philosophy, theoretical underpinning, beliefs and values of early childhood. Total effective word limit, 3000 words.

### **AEB4301 Curriculum and Pedagogy for the 21st Century**

**Locations:** Footscray Park, St Albans.

**Prerequisites:** Nil.

**Description:** In this unit students take an inquiry approach to seeking a deeper understanding of curriculum and pedagogy for the 21st century. Preservice teachers identify, document and analyse evidence of new learning practices being utilised within schools and other settings. In developing personal understandings of new learning, preservice teachers examine and critique curricula, pedagogy, deep learning, multiliteracies, life-long learning and new social technologies (including podcasting, blogging, smart mobs, wikis, tweets and virtual learning environments) and

emergent socio-cultural practices in pedagogy. Curriculum and pedagogy for the 21st century involves understanding a range of learning outcomes, learning processes, educational and psychological theories, which emphasise active rather than passive learning, collaboration rather than individualism and utilises advances in media and technology (eg. social software) to enhance educational outcomes and experiences.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Explain contemporary theories and practices and generate own understandings of the term 'Curriculum and Pedagogy for the 21st Century';
2. Engage in critical discussion about contemporary theories and practices of 21st century teaching and learning;
3. Critically discuss the impact of 21st century learning on the curriculum and pedagogical practices in Australian schools and classrooms;
4. Introduce elements of new teaching and learning where appropriate into their practice; and
5. Communicate effectively using academic and professional protocols and standards.

**Class Contact:** Seminar 2.5 hrs

**Required Reading:** A unit reader is available for this unit.

**Assessment:** Assignment, Group investigation into the connection between 21st century teaching and learning and one aspect of learning theory, 50%. Assignment, Development of a curriculum resource that connects with 21st century teaching and learning, 50%. Assessment in this unit demonstrates how curriculum and pedagogy connect with principles of 21st century teaching and learning. Total effective word limit 3000 words.

### AED5001 Education Research Design and Methods

**Locations:** Footscray Park.

**Prerequisites:** EED6001 - Contemporary Issues in Education and Training Students are advised to complete 48 credit points in their course prior to enrolment in this unit. The pre-requisite to complete EED 6001 applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

**Description:** Research is an integral element of education. The intention of this unit is to provide students, both practitioner researchers and those who wish to advance in their trajectory as researchers with a conceptual and critical overview of educational research methodologies and methods. Students will familiarise themselves with methodological literature, explore current literature related to their chosen area of inquiry and experience developing a research proposal. Students are advised to complete this unit directly preceding the minor thesis or capstone.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse and critique contemporary perspectives and theories related to educational research;
2. Explicate the essential elements and processes involved in undertaking quality educational research;
3. Elucidate an understanding of the need for the ethical conduct of research, and an awareness of the processes for applying for ethics approval when undertaking educational research;
4. Critically reflect on and evaluate different approaches to research;
5. Investigate and design a research project; and
6. Defend and present a research proposal.

**Class Contact:** This unit is a mix of online, face to face tutorials and a symposium.

**Required Reading:** Cohen, L., Manion, L & Morrison, K. 2011. 7th edn Research methods in education Abingdon, England/Taylor & Francis

**Assessment:** Assignment, Research planning: Literature review, Scoping document and/or Emergent thinking plan, 20%. Presentation, In class activities: oral presentations, reading tasks and/or written tasks (as negotiated with the course coordinator)., 20%. Research Paper, Submission of research proposal, 60%. Total assessment for this unit will be 8,000 words or equivalent.

### AED5002 Theories of Education, Training and Social Change

**Locations:** Footscray Park.

**Prerequisites:** EED6001 - Contemporary Issues in Education and Training Unit EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education..

**Description:** In this unit of study the assumptions and various discourses that underpin the contested ideas of education, training and social change will be examined. Students will work towards articulating their own pedagogical theories and positions as an educator following an inquiry into a range of theories and philosophical positions relating to education, training and social change. The contribution of behaviourist, cognitive, humanist and radical perspectives are critiqued, considerations of theoretical and philosophical positions such as feminism, post structuralism, critical theory and post colonialism are reviewed against possibilities for social justice. The influence of these in education and training; the shaping of the nature of educational work in contexts that are dealing with local, national and/or global imperatives; and the notions of lifelong and life wide learning will also be explored in this unit.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critique a range of theories and philosophies underpinning education and training in Australia;
2. Analyse how social change is inter-connected with education and training;
3. Investigate current educational policy, issues and imperatives in local, national and global contexts;
4. Analyse and position themselves in relation to the philosophical and theoretical perspectives; and
5. Analyse theories of education and training for their capacity for social justice.

**Class Contact:** Seminar 3.0 hrs

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Presentation, Oral presentation – A critical analysis of an academic artefact with a focus on an educational context and social change (equivalent to 1200 words), 15%. Literature Review, An analysis and critique of two (or three) selected texts. (equivalent to 2000 words), 25%. Essay, A critical exploration of key issues in this unit, as negotiated with the lecturer (equivalent to 4800 words), 60%. Total assessment for this unit will be 8,000 words or equivalent.

### AED5008 Evaluation

**Locations:** Footscray Park.

**Prerequisites:** EED6001 - Contemporary Issues in Education and Training Unit EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

**Description:** In this unit theories and processes of evaluation for use in various learning settings are presented. The meaning of evaluation and the importance of evaluation goals and objectives are explained and various evaluation models and their appropriate use analysed. The particular evaluation processes that are discussed include experimental, goal oriented, decision-focused, user oriented and responsive evaluation and the basic distinctions between formative (focusing on actual process) and summative evaluation (focusing on final product). The processes for conducting outcome-based evaluations, including the importance of ethics in an evaluation investigation and the methods of data collection and analysis and report writing, are considered.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse the historical, social, political and economic factors influencing evaluation in a range of cultural contexts; 2. Relate learning theories, principles and practices to evaluation; 3. Investigate and critique the values informing evaluation; 4. Analyse and compare models of evaluation; 5. Design evaluation that is flexible and responsive to the experiences of learners; 6. Appraise experiences of evaluation in a range of contexts; and 7. Investigate personal and professional needs and strengths in terms of knowledge of evaluation.

**Class Contact:**Seminar3.0 hrs

**Required Reading:**Required texts will be advised by lecturer

**Assessment:**Assignment, A critical exploration of key issues in this unit, as negotiated with lecturer, 30%. Research Paper, A reflective evaluation of a research project, 70%. Total assessment for this unit will be 8,000 words or equivalent.

## AED5009 Innovation

**Locations:**Footscray Park.

**Prerequisites:**Unit EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

**Description:**This unit focuses on innovation and planned change at individual, enterprise and societal levels with a specific emphasis on education in various learning settings, including the workplace and community. It examines values underlying particular innovations and models and strategies for developing, promoting, disseminating and implementing change and factors affecting adoption and institutionalisation. 'Innovation' is synonymous with change and how people and organisations address change is incorporated into the study. The unit includes: the purposes and goals of innovation; theories that inform a culture of innovation; values underpinning change; change and innovation at individual, local, organisational and global levels; strategies for developing innovative education and training practices; professional development models for transformation; strategies for developing communities of inquiry and professional learning teams; case studies of innovation in community learning settings, workplaces and educational and training institutions.

**Credit Points:** 24

**Learning Outcomes:**On successful completion of this unit, students will be able to: 1. Analyse the historical, social, political and economic factors influencing innovation in a range of cultural contexts; 2. Relate learning theories, principles and practices to innovation; 3. Identify and critique the values informing innovation; 4. Analyse and compare models of innovation; 5. Develop innovation that is flexible and responsive to the experiences of learners; 6. Collaborate experiences of innovation in a range of contexts; and 7. Investigate personal and professional needs and strengths in terms of knowledge of innovation.

**Class Contact:**Seminar3.0 hrs

**Required Reading:**Required texts will be advised by lecturer

**Assessment:**Assignment, A critical exploration of key issues in this unit, as negotiated with course co-ordinator, 20%. Presentation, Oral presentation (or other as negotiated with the course co-ordinator), 30%. Report, A critical analysis of an innovation in a specific educational or organisational setting, or by negotiation., 50%. Total assessment for this unit will be 8,000 words or equivalent.

## AED5011 Approaches to Learning

**Locations:**Footscray Park.

**Prerequisites:**EED6001 - Contemporary Issues in Education and TrainingUnit EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

**Description:**In this unit of study students explore a wide range of fundamental theories of learning, following the development of learning and teaching through the 20th and early 21st Century. These ideas are considered for relevance in the present day contexts, and personal histories, of the participants. Through a process of analysis, comparison and prediction based on the various learning theories and perspectives, participants will construct a stronger understanding of the process of learning, and the role of the teacher, with particular consideration of 21st century learning requirements and the use of emergent technologies.

**Credit Points:** 24

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Evaluate commonly used theories of learning to personal contexts as a framework for understanding; 2. Articulate and defend an evidence-based stance on learning and teaching; 3. Analyse experiences of learning and teaching using established models and in a range of contexts 4. Compare and contrast the relevance of learning models to a range of contexts; 5. Analyse social, economic and political contexts on various forms of teaching and learning; 6. Formulate contextualised action plans for learning and teaching through the application of learning frameworks; and 7. Investigate personal and professional needs and strengths in terms of knowledge of teaching and learning.

**Class Contact:**Seminar3.0 hrs

**Required Reading:**Dumont, H., Istance, D., & Benavides, F. (eds.) (2010) *The Nature of Learning: Using Research to Inspire Practice* Educational Research and Innovation, OECD Publishing National Research Council. (2000) *How People Learn: Brain, Mind, Experience, and School: Expanded Edition*. Washington, DC: The National Academies Press Additional reading material to be advised by lecturer.

**Assessment:**Review, 10 weekly entries related to key readings, 20%. Essay, Essay response on the topic of "Understanding", 30%. Presentation, Oral Presentation to inform the final essay., 10%. Essay, Essay in which individual contexts are interpreted and analysed., 40%. Total assessment for this unit will be 8000 words or equivalent.

## AED5023 E-Learning

**Locations:**Footscray Park.

**Prerequisites:**EED6001 - Contemporary Issues in Education and TrainingUnit EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

**Description:**Students will apply the process of teaching and learning in an online learning environment, evaluating effective online communications technologies, working with online classroom dynamics, comparing learning management systems, producing e-learning content, and investigating emerging trends of e-learning in educational settings.

**Credit Points:** 24

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Critically review instructional approaches for e-learning; 2. Verify different technologies that are currently being used to support e-learning; 3. Reflect critically on the issues of e-learning as they impact on the learning community; 4. Deconstruct diverse methodological tools and viewpoints to analyse the implications of emerging e-learning technologies; 5. Appraise the educational benefits of podcasts, wikis, blogs, virtual worlds, social networking and other emerging e-learning technologies; 6. Design an innovative research or evaluation project related to e-learning; and 7. Evaluate literature related to emerging e-learning technologies and associated pedagogy with them.

**Class Contact:**Seminar3.0 hrs



**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate).

**Assessment:** Presentation, Online discussion and lab exercises, 30%. Report, Research report on the contribution of e-learning to learning communities, 30%. Project, Create e-learning software package as an evaluation project, 40%. Total assessment for this unit will be 8,000 words or equivalent.

## **AED5024 Vocational Education and Training: Policy and Practice**

**Locations:** Footscray Park.

**Prerequisites:** EED6001 - Contemporary Issues in Education and Training Unit EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

**Description:** This unit provides a critical overview of Vocational Education and Training (VET) policy and practice, in Australia and internationally, which enables students to identify their place in the overall VET context. Critical evaluation of VET policy and its implementation will contribute to enhancement of the students' professional practice in their own workplaces and beyond.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critique policy implementation and direction in vocational education and training;
2. Ascertain key stakeholders in a policy formation and articulate the processes employed to form new policy;
3. Critically analyse a policy change within the vocational education and training sector and identify unresolved issues and benefits associated with that policy;
4. Implement understandings gained through undertaking this unit to their own VET practice and/or relationships with VET and other practitioners;
5. Analyse the nexus between policy formation, implementation and practice; and
6. Critically review recent and relevant literature on policy formation and implementation.

**Class Contact:** Seminar 3.0 hrs

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate). The NCVER and VocEd data bases are recommended sites for reference material.

**Assessment:** Assignment, Critique of a key vocational education and training initiative (2000 words), 30%. Essay, Writing an article that is of a publishable standard for a targeted publication on a selected aspect of vocational education and training (6000 words), 70%. Total assessment for this unit will be 8,000 words or equivalent.

## **AED5027 Organisational Culture and Change in Education and Training**

**Locations:** Footscray Park.

**Prerequisites:** EED6001 - Contemporary Issues in Education and Training Unit EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

**Description:** This unit focuses on the development, implementation and evaluation of change in learning organisations. Contemporary perspectives on organisational development provide theoretical frameworks (including critical and feminist theories) for the consideration of change management perspectives, methods, communication strategies and initiatives. This unit encourages students to focus on the culture and change of their own organisations, and how questions of social justice, ethical action and sustainability are being addressed.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse a range of theoretical perspectives on organisational culture and change;

2. Critique local, national and international literature on workplace change and culture in learning organisations
3. Evaluate change management strategies in nominated settings to determine the extent to which they could be considered to be socially responsible, ethical and sustainable; and
4. Critically reflect upon their own experiences of change in a learning organisation.

**Class Contact:** Seminar 3.0 hrs

**Required Reading:** A reading pack containing contemporary readings will be prepared and made available for purchasing from the University Bookshop.

**Assessment:** Case Study, Case study of an organisational change in a learning organisation., 30%. Report, Critically evaluate an organisational change that has occurred in the student's workplace or industry, 70%. Total assessment for this unit will be 8,000 words or equivalent.

## **AED5028 Internationalisation in Education and Training**

**Locations:** Footscray Park.

**Prerequisites:** EED6001 - Contemporary Issues in Education and Training Unit EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

**Description:** This unit explores the practices employed internationally in schools and educational institutions in preparing citizens for active interaction in an interdependent world. A variety of models of provision across sectors of education and training are compared, within international and professional standards, where they have been developed. The preparation of students will enable them to learn within a globalised educational environment whilst still recognising and supporting the contextual issues which shape differing cultures, educational systems and environments. This will involve rethinking the curriculum to ensure inclusion rather than exclusion and to engage all learners to recognise the transformative nature of an internationalised curriculum to prepare students for lifelong and life-wide learning in a rapidly changing and increasingly connected world.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Identify and critically analyse international issues and challenges facing schools and educational institutions;
2. Analyse international developments across education and training sectors and the contextual issues on which they are based;
3. Evaluate curriculum trends with an educational sector;
4. Explore how knowledge may be constructed differently from culture to culture;
5. Consider innovative approaches to internationalising curriculum in schools and educational institutions; and
6. Devise strategies which support the internationalisation of curriculum and the transformational role of using inclusive models of curriculum development.

**Class Contact:** Seminar 3.0 hrs

**Required Reading:** Links to readings and resources will be provided in the VU Collaborate space for this unit

**Assessment:** Poster, Develop an artefact to show how knowledge may be constructed differently from culture to culture, 30%. Project, An enquiry based project of internalisation of the curriculum within a nominated education sector, as negotiated with the lecturer, 70%. Total assessment for this unit will be 8,000 words or equivalent.

## **AED5030 Positive Education**

**Locations:** Footscray Park.

**Prerequisites:** EED6001 - Contemporary Issues in Education and Training Unit EED6001 is a pre-requisite or co-requisite requirement that applies only for students

studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

**Description:** This unit of study addresses issues of wellbeing in the context of educational settings. The focus of the unit is to investigate the factors that contribute to the ability of individuals, groups and organisations to flourish. The unit will draw on a range of research findings from the discipline of Positive Psychology (Seligman et al.) and examine their applications in educational settings. The unit will offer participants the opportunity to explore a range of topics contributing to wellbeing including resilience, flow, positive emotions, happiness, self-esteem and self-efficacy, beliefs as self-fulfilling prophecies, the pitfalls of perfectionism, goal setting and the use of character strengths. Students will explore these themes in practical ways related to their own educational contexts.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Interpret and apply concepts on positive education;
2. Advocate for the establishment of curriculum that enhances wellbeing and a meaningful life for learners and teachers;
3. Critically review the link between self-concordant goals and character strengths;
4. Inquire into teacher effectiveness and the impact of teacher beliefs on student learning;
5. Investigate the components of resilience and the factors that impact on learners in educational contexts;
6. Critically reflect on resilience and its impact on an individual's personal and professional life; and
7. Design and conduct an action research project within the field of positive education.

**Class Contact:** Seminar 3.0 hrs

**Required Reading:** Links to readings and resources will be provided in the VU Collaborate space or this unit.

**Assessment:** In this unit students will complete a series of exercises related to the tutorials, make a presentation on a positive education action research project and submit a written project report on the action research project. Exercise, Response papers, 30%. Report, Written report on action research project within the field of positive education, 60%. Presentation, Presentation of action research project, 10%. Total assessment for this unit will be 8,000 words or equivalent.

### AED6001 Minor Thesis (Full-Time)

**Locations:** Footscray Park.

**Prerequisites:** AED5001 - Education Research Design and Methods. Students enrolled in EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education must also have completed EED6001 Contemporary Issues in Education and Training, and two units from the Core Units. Students enrolled in AMEB must have completed 96 credit points prior to enrolling in AED6001. Students enrolled in EMED must have completed 144 credit points prior to enrolling in AED6001. Students enrolled in AMTL must have completed AED5001 Education Research Design and Methods with a Distinction or higher grade, and have completed an accredited Graduate Diploma in TESOL or equivalent. Students enrolled in EMTP and EMTS and EMTL must have completed AED5001 Education Research Design and Methods.

**Description:** In this unit, students independently conduct research which demonstrates their ability to define a problem, undertake a detailed literature search and review the relevant theoretical and practical literature. Students develop a methodology and apply it to an appropriate problem or situation. They also demonstrate good data selection, collection and analysis skills to inform their problem or situation, and the capacity to respond to academic feedback. Developing the minor thesis, or negotiated alternative, involves a high standard of written communication skills. Each student has a supervisor who provides individual support.

**Credit Points:** 48

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Work collaboratively and ethically in conducting research and communicating research outcomes;
2. Conduct a substantial independent research project under supervision with a high level of personal autonomy and accountability;
3. Critically review relevant and current principal scholarly literature/s relating to the thesis topic;
4. Interrogate and challenge complex information, and synthesise a range of conceptual and empirical materials to draw defensible conclusions;
5. Authoritatively and effectively communicate structured, coherent ideas in a sustained written composition (or a negotiated alternative if choosing a creative work option) at a standard acceptable for academic peer review; and
6. Respond to feedback on their work, and show the capacity to engage in an academic discourse.

**Class Contact:** Independent research in addition to regular meetings with the supervisor.

**Required Reading:** To be advised by Coordinator or Supervisor as relevant.

**Assessment:** Thesis, Minor thesis (15-20,000 words), Pass/Fail. The minor thesis will be a paper of no less than 15,000 or more than 20,000 words (or a negotiated alternative if choosing a creative work option). Examination of the minor thesis will be conducted by one external examiner and one internal examiner. The supervisor will not be the examiner. The examiners will recommend one of four outcomes for the minor thesis: (a) passed; (b) passed subject to amendments being made to the satisfaction of the supervisor; or (c) failed.

### AEG5107 New Learning

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** In this unit students explore the development and implementation of new learning in Victorian and interstate schools. Pre-service teachers identify and document evidence of innovative pedagogical practices being utilised within schools and other settings. Using an inquire approach, students examine and critique new curriculum developments such as the Victorian Essential Learning Standards and the Australian curriculum as well as notions of productive pedagogy, deep learning, multi-literacies, lifelong learning, new technologies, network and virtual learning environments and emergent sociocultural practices.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critique contemporary theories and practices of new learning;
2. Critically discuss new learning and its impact on the curriculum and pedagogical practices in Australian schools;
3. Identify and evaluate elements of new learning, where appropriate, into their practice; and
4. Communicate effectively using academic and professional protocols and standards.

**Class Contact:** Lecture 1.0 hr PC Lab 1.0 hr Tutorial 1.0 hr

**Required Reading:** Readings will be provided by the lecturer representative of knowledge and issues associated with the current frameworks of teaching. Kalantzis, M 2002, Learning for the future: new worlds, new literacies, new learning, new people, Altona: Common Ground Publishing Kalantzis, M and Cope B. (2012) (2nd ed.) New learning: Elements of science of education Port Melbourne, Cambridge University Press Tompkins, G, Campbell, R and Green D. (2012) Literacy for the 21st century: A balanced approach Frenchs Forest, Pearson Australia.

**Assessment:** Assignment, Group task - poster/ website development, 40%. Essay, Essay on an aspect within the content of the unit as negotiated with the lecturer, 30%. Report, Inquiry research report as negotiated with the lecturer, 30%. Total assessments for this unit will be 5000 words or equivalent.

## AEG5108 Social Context of Teaching and Learning

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit of study is designed to reflect the objectives of the overall course which is 'designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession.' This unit will analyse the premise that schools do not exist in isolation from the society which surrounds them and that they are part of a complex ecological system. During the semester we will examine the social, cultural, economic and political trends which impact upon schooling and which contribute to its complexity.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Conceptually map the impact of a range of sociological, political and economic issues on student outcomes in schools; 2. Critique different approaches to curriculum design and pedagogy available to schools in order to deal with the previously mentioned issues; and 3. Communicate effectively using academic and professional protocols and standards.

**Class Contact:**Lecture 1.0 hr Tutorial 2.5 hrs

**Required Reading:**Readings will be provided by the lecturer representative of knowledge and issues associated with the current frameworks of teaching. Bourdieu, P 1977, *Reproduction in education, society and culture*, London: Sage Publications Killen, R 2013, (6th ed.), *Effective teaching strategies: Lessons from research and practice* South Melbourne, Cengage Learning Teese, R 2003, *Undemocratic schooling: equity and quality in mass secondary education in Australia*, Carlton: Melbourne University Press

**Assessment:**Assignment, Group task - poster/ website, 40%. Essay, Essay on an aspect within the content of the unit as negotiated with the lecturer, 30%. Report, Inquiry research report as negotiated with the lecturer, 30%. Plus hurdle tasks (collection of teaching and learning artefacts) (ungraded). Total assessments for this unit will be 5000 words or equivalent.

## AEG5109 Approaches to Teaching and Learning 1

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit of study is designed to blend with and supplement the knowledge and skills provided in other core and discipline studies in order to help beginning teachers effectively plan curriculum and manage its implementation. The unit will focus on aspects of learning theory related to lesson planning and implementation; classroom management strategies, including a variety of discipline and pedagogical skills; issues related to assessment methods; legal and safety aspects of teaching; and student welfare issues. The central focus in this unit is on learning - what is it that creates an effective learning environment that is inclusive of all students? How do we evaluate whether this has been achieved? In this context the Praxis Inquiry protocol will be used over the semester. This unit is the first of two units that must be taken for teaching this method area.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Articulate their understanding of a wide range of teaching (pedagogy) and learning (cognition) theories and practices; 2. Generate theories of teaching practice to generate working explanations for the diversity of student learning encountered during Project Partnerships; 3. Present a record of practice in Project Partnerships showing they have scrutinised the diversity of student learning; 4. Demonstrate their capacity to design, trial and evaluate lesson/curriculum planning and the assessment of student learning; and 5. Illustrate the use of a range of

approaches to reflect on and improve practice.

**Class Contact:**Seminar 2.5 hrs

**Required Reading:**Literature specified by the lecturer representative of knowledge and issues associated with the current frameworks of teaching. Churchill, R et al 2011 *Teaching: Making a difference* Milton, QLD, Australia: John Wiley and Sons Martino, J 2005 *Approaches to teaching and learning* Melbourne: Nelson Custom Publishing

**Assessment:**Assignment, Classroom management plan / educational philosophy, 30%. Presentation, Group task - lesson plan/ learning theory exposition, 30%. Essay, Individual investigation of a learning theory, 30%. Portfolio, Draft professional portfolio, 10%. Plus hurdle tasks Satisfactory completion of teaching placement and mid year report and a collection of teaching and learning artefacts. All assessments are mandatory requirements to satisfactorily complete the unit and are equivalent to 5000 words of written assessment.

## AEG5110 Approaches to Teaching and Learning 2

**Locations:**Footscray Park.

**Prerequisites:**AEG5109 - Approaches to Teaching and Learning 1

**Description:**This unit of study is designed to extend and supplement the knowledge and skills developed in Approaches to Teaching and Learning 1 and the discipline studies studied in the Graduate Diploma in Secondary Education. In this unit of study pre-service teachers will continue to examine: aspects of different learning theories as they relate to lesson planning and implementation; classroom management strategies including a variety of discipline and pedagogical skills and practices; issues related to assessment methods, legal and safety aspects of teaching, and student welfare issues. Pre-service teachers will continue to examine approaches to the assessing and responding to the individual needs of school students in particular their literacy and numeracy development. As in Approaches to Teaching and Learning 1 the central focus in this unit is on learning: What is it that creates an effective learning environment that is inclusive of all students? And how do we evaluate whether this has been achieved? The Praxis Inquiry protocol will continue to be utilised in this unit to help unpack our understanding of how learning occurs and how pre-service teachers can improve their pedagogical practices. This unit is the second of two units that must be taken for teaching this method area. The unit AEG5109 is a prerequisite for those who enrol in this unit.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Articulate their understanding of a wide range of teaching and learning (pedagogy) theories and practices; 2. Generate working explanations for the diversity of student learning encountered during Project Partnerships; 3. Present a record of satisfactory practice in Project Partnerships showing they have taken account of the diversity of student learning; 4. Demonstrate their capacity to compose or devise lesson/curriculum planning and the assessment of student learning; and 5. Compose and exhibit a professional portfolio, including critical reflection on elements of practice.

**Class Contact:**Seminar 2.5 hrs Plus 35 days of supervised teaching practice.

**Required Reading:**Literature specified by the lecturer representative of knowledge and issues associated with the current frameworks of teaching. Groundwater-Smith, S., Ewing, R. & Le Cornu, R. 2011 4th ed *Teaching: Challenges and Dilemmas* Melbourne: Cengage Learning Australia Valle, W., Lysaght, P., & Verenikina, I. 2005 *Psychology for educators* Southbank, Victoria: Social Science Press/Thompson

**Assessment:**Assignment, Group Task – unit development plan/learning theory exposition, 40%. Assignment, Applied Curriculum Report & presentation, 20%. Portfolio, Professional portfolio, 40%. Plus hurdle tasks Satisfactory completion of teaching placement and end of year report and a collection of teaching and learning

artefacts. All assessments are mandatory requirements to satisfactorily complete the unit and are equivalent to 5000 words of written assessment.

### **AEG5111 Literacy in Education**

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:** In this unit of study preservice teachers will articulate a deeper understanding of the sociocultural basis of language and literacy by exploring the literacy learning of Indigenous Australians and people from non-English speaking backgrounds; analyse the developing nature of multi-literacies; and appraise literacy/language learning in the early and middle years of schooling. They will also undertake a reflective evaluation of their experiences in Project Partnerships focusing on: planning and implementing lessons; classroom management; inclusive education; working with literacy support colleagues as well as formative and summative assessment strategies. They will then evaluate and analyse current education system policies on literacy education, including consideration of state and national studies and inquiries and become familiar with diverse electronic resources which might be used in literacy programs.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critique the literacy curriculum appropriate to primary education;
2. Exemplify current practices for teaching and assessing literacy;
3. Review multiliteracy in terms of different dimensions of communication and social action; and
4. Critically explore diverse issues and contrasting beliefs relating to literacy education.

**Class Contact:**Lecture 1.0 hrTutorial 2.0 hrs

**Required Reading:**Hill, S 2006 Developing early literacy assessment and teaching, Australia: Eleanor Curtin Kalantzis, M & Cope, B. 2012 Literacies Australia: Cambridge Press McLachlan, C., Nicholson, T., Fielding-Barnsley, Ruth., Mercer, L. & Ohi, S. 2013 Literacy in Early childhood and primary education Australia: Cambridge Press Fellows, J. & Oakley, G. 2010 Language, literacy and early childhood education Australia:Oxford Press

**Assessment:**Report, Inquiry research report, 50%. Journal, Praxis inquiry journal, 30%. Assignment, Annotated lesson plans, 20%. Total assessments for this unit will be 5000 words or equivalent.

### **AEG5112 Numeracy in Education**

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit will enable preservice teachers to contextualise curriculum and pedagogy required for effective teaching of mathematics with a focus on students in the primary years of schooling. Preservice teachers will apply their mathematics education understanding and practices in enhancing students' mathematics and numeracy learning. Areas covered in this unit include: planning for teaching: lesson structures, teaching strategies, questioning strategies and lesson plans. Children's understandings of number, learning of mathematics and solving problems in the early years through the use of good questions; rich assessment tasks; annotated work samples and the use of calculators, generic and specific software for mathematics learning Children's understanding of measurement; developing measurement sense; language learning in measurement. Indigenous Australians' understanding of number, space and measurement. Children's understanding of geometry, probability and statistics; learning operations with whole number, fractions and decimals, assessing children's mathematic and learning cycles.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Exhibit, evaluate and annotate their understanding of current approaches in teaching and learning of mathematics and numeracy;
2. Interpret the primary school mathematics curriculum and implement the guidelines and available resources to support the mathematics curriculum;
3. Generate and teach purposeful lessons that motivate students, foster mathematical thinking and include specific student learning outcomes through their engagement in Project Partnerships;
4. Rationalise a range of teaching approaches to promote student learning, including investigation, practical work, problem-solving and posing, exposition, discussion and practice;
5. Design and manage lessons that use technology as an aid for learning specific mathematics concepts and skills; and
6. Review recent trends in teaching, learning and assessment in mathematics (for example, early years literacy programs, middle years numeracy, statewide testing programs and outcomes-based curriculum).

**Class Contact:**Lecture 1.0 hrTutorial 2.0 hrs

**Required Reading:**Literature specified by the lecturer representative of knowledge and issues associated with the current frameworks of teaching numeracy in education. Booker, G, Bond, D, Briggs, J, Sparrow, L & Swan, P 2010, 3rd edn, Teaching primary mathematics French's Forest NSW: Pearson

**Assessment:**Report, Mathematical investigations and discussions, 30%. Portfolio, Workshop and report on teaching and learning mathematics, 40%. Other, Presentation and analysis of teaching resources and skills, 30%. Total assessments for this unit will be 5000 words or equivalent.

### **AEG5113 Integrated Studies 1**

**Locations:**Footscray Park, St Albans.

**Prerequisites:**Nil.

**Description:**This unit of study will introduce preservice teachers to the curriculum and pedagogy required for effective teaching of physical education, health and science with a focus on students in the primary years of schooling. Preservice teachers will explore their developing understanding of teaching practices and student learning through an inquiry-based curriculum. Topics will include: planning for teaching, lesson structures, teaching strategies, questioning strategies and lesson plans in areas selected from the health, physical education, science, environmental studies and geography connected to social contexts. Preservice teachers will be involved in: designing curriculum units which cater for the diversity of young people's interests and capabilities; setting up learning environments for active learning through individual, small group and whole group activities; sustaining and informing children's awareness of global events and concern for the environment; thinking and communication; setting up and resourcing the classroom for safe and successful learning through individual, small group and whole class activities; and assessing children's learning.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Apply their understanding of how children learn in diverse ways to the fields of physical education, health, science, environmental science and geography in their Project Partnership setting;
2. Develop an understanding of the inquiry in physical education, health and science in social contexts and its application in curriculum, teaching and learning in primary schools;
3. Design, trial and evaluate curriculum and learning activities (eg curriculum units) which integrate the subjects; and
4. Become aware of and be sensitive to Indigenous ways of knowing and how participation in physical education, health and science, environmental and geographical inquiry can engage Indigenous Australian students in learning.

**Class Contact:**Lecture 1.0 hrTutorial 2.0 hrs

**Required Reading:**Australian Academy of Science and Australia Dept. of Education, Science and Training 2008, Primary connections Canberra: Australian Academy of

Science and Australia Dept. of Education, Science and Training Australian Institute of Health and Welfare 2008, Australia's children: their health and wellbeing, Canberra: Commonwealth of Australia Tinning, R, MacDonald, D, Wright, J & Hickey, C 2001, Becoming a physical education teacher: contemporary and enduring issues, Sydney: Prentice Hall

**Assessment:**Portfolio, Resource portfolio including annotations and commentary, 40%. Report, Report on planning, teaching & evaluation of health, physical and/or science education, 30%. Review, Inquiry of an issue related to the enhancement of young people's health & wellbeing through the teaching of health, physical & science education, 30%. Total effective word limit 3000 words.

## AEG5114 Integrated Studies 2

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit of study will enable preservice teachers to understand the curriculum and pedagogy required for effective teaching of humanities and the arts with a focus on students in the primary years of schooling. Preservice teachers will deconstruct their understanding and practices of humanities and the arts and support the enhancement of students' creativity and imagination. Topics will include: planning for teaching: lesson structures, teaching strategies, questioning strategies and lesson plans; children's imagination and creativity; how children's awareness of history can be stimulated by examining developments in art, music, performance and technology; Indigenous ways of artistic expression; how to engage Indigenous Australian students in learning through the arts. This unit includes designing a curriculum unit which integrates a number of curriculum areas, for example, the arts, technology, history and English, through an application of the practice of 'multi-literacies'; setting up the classroom for successful learning through individual, small group and whole class activities; resourcing the humanities and arts class programs; assessing children's inquiry and understanding in the arts and humanities; using information technology to stimulate young people's imagination and creativity.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Critique the humanities and the arts curriculum as well as the guidelines, procedures and resources available to support the implementation of the curriculum areas in primary schools;
2. Articulate their understanding of how children learn in diverse ways to the arts (visual arts, computer-mediated art, music and performances);
3. Plan, teach and evaluate purposeful lessons that engage and challenge students, foster their creativity and imagination and generate specific student learning outcomes across curriculum fields;
4. Critically evaluate learning activities (e.g. curriculum units) which integrate humanities and the arts and recommend the inclusion of communication and information technologies where appropriate; and
5. Exhibit awareness of, and sensitivity to, Indigenous ways of artistic expression and how participation in the arts can engage Indigenous Australian students in learning.

**Class Contact:**Lecture1.0 hrTutorial2.0 hrs

**Required Reading:**Literature specified by the lecturer representative of knowledge and issues associated with the current frameworks of teaching. Gibson, R and Ewing, R 2011, Transforming the curriculum through the Arts, South Yarra: Palgrave Macmillan.

**Assessment:**Portfolio, Construction and presentation of a portfolio documenting practice with annotations and commentary, 40%. Report, Curriculum report on the planning, teaching & evaluation of the arts and/or humanities studies, 30%. Review, Inquiry into an issue related the enhancement of creativity and imagination

using the arts, technology and related humanities studies, 30%. Total assessments for this unit will be 5000 words or equivalent.

## AEG5115 Early Childhood Development, Learning and Teaching 1

**Locations:**St Albans.

**Prerequisites:**Nil

**Description:**This unit introduces students to the major debates around the development and learning of children 0-3 years across all developmental areas (social, physical, emotional, cognitive, perceptual). The students will be encouraged to formulate their own conceptual framework of children's development based on the exploration of current research in relation to infant and toddler development.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Critically review their knowledge and understanding of the development of 0-3 year old children across all developmental domains the major theorists/theories, current research and contemporary issues in relation to infant and toddler development;
2. Formulate their own approach towards planning, implementation and evaluation of effective learning programs for children under 3 years of age;
3. Investigate the role of play in the development of children in a range of socio-cultural contexts;
4. Identify relevant research techniques that can inform planning and implementation of play-based educational experiences for individual children and groups of children; and
5. Argue for their own position with regard to infant and toddler development based on the reflection on Project Partnership experiences.

**Class Contact:**Seminar2.5 hrs

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Essay, Critical essay about developmentalism and post developmentalism, 30%. Poster, Critical presentation of an early childhood environment, 20%. Portfolio, Project Partnership Portfolio, 50%. The reflective Project Partnership Report is a hurdle requirement for this unit. Total assessment for this unit will be 5,000 words or equivalent.

## AEG5116 Early Childhood Development, Learning and Teaching 2

**Locations:**Footscray Park, St Albans.

**Prerequisites:**AEG5115 - Early Childhood Development, Learning and Teaching 1

**Description:**The intention of this unit of study is to enable students to gain a critical understanding of major theorists and current research across a range of developmental areas including cognition, physical, emotional, social development; diversity issues, individual learning styles; the contribution of play to children's development. Students will be expected to explore a range of philosophical and psychological theories and curriculum models from which to develop their own understanding of developing a teaching philosophy using a Praxis Inquiry approach

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Critically review their knowledge and understanding of the development of 3-8 year old children across all developmental domains and apply understandings of individual children's learning styles, contemporary theories and curriculum approaches to program planning in preschool and early years programs;
2. Formulate their own approach towards planning, implementation and evaluation of effective learning programs for children between 3-8 years of age;
3. Investigate the role of play in the development of 3-8 year-old children in a range of socio-cultural contexts;
4. Identify relevant research techniques that can inform planning and implementation of play-based educational experiences for individual children and groups of children; and
5. Argue for their own position with regard to children's

development and learning based on the reflection on Project Partnership experiences.

**Class Contact:**Seminar2.5 hrs

**Required Reading:**Berk, L 2007, 8th edn, Child development, Boston: Allyn & Bacon  
Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Presentation, Research paper and presentation of a contemporary theory, 30%. Other, Practical demonstration of a group time experience, 10%. Portfolio, Professional Exposition: Learners, Development and Learning, 60%. Total assessment for this unit will be 5,000 words or equivalent. The reflective Project Partnership report is a hurdle requirement for this unit.

### AEG5117 Early Childhood Curriculum and Pedagogy 1: the Sciences

**Locations:**Footscray Park, St Albans.

**Prerequisites:**Nil.

**Description:**In this Curriculum and Pedagogy unit of study aims that students investigate the ways children learn mathematics and science and learn how to apply it in solving authentic problems: problems of interest to children and connected with the world as they experience it. This unit provides an emphasis on pedagogical practices consistent with social-constructivist theories of learning. Use of the Praxis Inquiry Protocol will encourage students to relate their developing curriculum knowledge to specific practical challenges in developing mathematics, science and environment programs in their Project Partnerships.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:  
1. Critically review their understanding of how children learn in diverse ways to the mathematics, numeracy and sciences domains; 2. Articulate their view of the ways in which it is possible to integrate mathematics, numeracy, science and environment learning across all development domains- cognitive, social, emotional, physical and language; 3. Critically evaluate approaches to the mathematics curriculum, teaching and learning in early childhood services and the guidelines and resources available to support the implementation of mathematics curriculum; 4. Reflect upon the Project Partnerships experience in order to plan and implement learning experiences that engage children, foster mathematical and scientific thinking and generate specific child learning outcomes; and 5. Investigate a range of teaching approaches to promote student learning including experimentation, trial and error, repetition, investigation, practical work, problem-solving and posing, exposition, discussion and practise.

**Class Contact:**Seminar3.0 hrs

**Required Reading:**Yelland, N, Butler, D & Diezmann, C 1999, Early mathematical explorations, Needham Heights, MA : Pearson Young, T & Elliott, S 2003, Just investigate: science and technology experiences for young children, Croydon, Victoria: Tertiary Press

**Assessment:**Portfolio, Common assessment task, 60%. Report, Curriculum report, 40%. Portfolio (60%) The Common Assessment Task for the Praxis Inquiry unit of study being undertaken in the same semester. The Common Assessment Task is a Professional Exposition: Teaching and Learners. The portfolio will focus on teaching and learners and document practice in Project Partnerships with accompanying reflective annotations and commentary with particular emphasis on children's learning of maths, sciences and environmental education. (5000 words equivalent) Curriculum Report (40%) Resource folder of experiences and resources for maths, sciences and environmental education (3000 words).

### AEG5119 Contemporary Issues, Social Contexts of Learning and Social Justice

**Locations:**Footscray Nicholson, St Albans.

**Prerequisites:**Nil.

**Description:**This unit of study provides an opportunity for students to develop their practices as activist reflective practitioners. With a focus on the changing nature of education, early childhood services and teaching. Students will systematically explore how teachers can express commitment to social justice in education as they take responsibility for children's learning, development, protection and safeguarding in their early childhood program. Students will interpret and critically analyse current research and issues in early childhood education, consider how research impacts on current thinking and methodologies with regard to teaching and learning in early childhood programs and consider a range of social influences on children's well-being.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:  
1. Critically evaluate the major professional, educational, political and philosophical issues that impact on the work of contemporary early childhood professionals working in a range of contexts; 2. Analyse issues related to the provision of appropriate early childhood services in socially and culturally diverse communities; 3. Articulate their personal educational philosophy with respect to social, cultural, family and political influences on development and learning which will inform their practice as they work in the early childhood profession; 4. Identify key stakeholders in the early childhood context who can contribute to the protection and safeguarding of children; 5. Investigate and demonstrate a successful use of a range of approaches in order to reflect on and improve practice, especially in ongoing planning and evaluation; and 6. Argue for a range of approaches to practice that reflect principles of social justice, advocacy, protection and safeguarding in early childhood.

**Class Contact:**Seminar3.0 hrs

**Required Reading:**Kessing-Styles, L & Hedge, H (2007, Theorizing early childhood practice: emerging dialogues, Pademelon Press MacNaughton, G, Rolfe, SA & Siraj-Blatchford, I 2001, Doing early childhood research: international perspectives on theory and practice. St. Leonards, NSW: Allen & Unwin

**Assessment:**Literature Review, Review of recent research material, 50%. Report, Research report (current professional issues in early years), 50%. Total assessment for this unit will be 8,000 words or equivalent.

### AEG5120 Professional Issues

**Locations:**Footscray Park, St Albans.

**Prerequisites:**Nil.

**Description:**This unit focuses on current understandings and implementation of all leadership practices and policies and shows how social and economic policies are related to the direction of early childhood services. Students develop a critical view of how policies are developed to support service delivery in relation to: gender, ethnicity, disability and social inclusion. Current and future trends in early childhood services are explored through the study of up-to-date research. The nature and development of leadership, mentoring and advocacy for children and families are explored together with a focus on preparing graduates to join the early childhood teaching profession.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:  
1. Critically evaluate how social and economic policies are related to the direction of early childhood services; 2. Investigate the nature and range of professional responsibilities in early childhood programs; 3. Critically analyse the policy framework for early childhood services in Australia in relation to their own

educational philosophy; and 4. Reflect upon their own professional journey in early years so far and identify priorities for further professional development. Synthesise knowledge, understanding and skills of leadership and advocacy in early childhood services.

**Class Contact:**Seminar 2.5 hrs

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Essay, Focusing on management, leadership and advocacy in early childhood education and care, 30%. Research Paper, Leadership in early children education and related professional issues, 70%. Total assessment for this unit will be 5,000 words or equivalent.

### **AEG5123 TESOL Methodology**

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit of study provides an introduction to second language teaching methodology and the concept of language proficiency. An historical overview of the development of methods and approaches, together with a study of the nature of language is followed by an examination of current research and its implications for the teaching of speaking, listening, reading and writing in the second language classroom. Learner variables and cultural factors which impinge on communication and language learning are analysed, while integration of the four macro-skills with syntax, lexis, pragmatics and non-verbal communication is discussed. Other topics to be treated include language needs analyses, the assessment of communicative competence and language proficiency, language testing, second language acquisition theory and research, language teachers as researchers, continuous evaluation practices, action research for classroom-based language teachers, the politics of language teaching and curriculum renewal.

**Credit Points:** 24

**Learning Outcomes:**On successful completion of this unit, students will be able to: 1. Critically review and theorise their understanding of fundamental principles of recent and applied language teaching and learning in a TESOL environment; 2. Evaluate, implement and analyse English as a second or additional language current curricula and pedagogical programs that are locally, nationally and internationally applicable; 3. Investigate and conceptually map English as a second or additional language learning programs that are underpinned by researched principles of language teaching and a thorough knowledge of the systems of the English language; 4. Plan and execute substantial research and/or implement capstone experience relevant to their professional responsibilities and interests in the area of TESOL; 5. Investigate and assess the role of social and cultural contexts in the English language teaching and learning, and generate adaptable solutions to complex problems in such contexts, and advocate the role of TESOL teachers for social responsibility; and 6. Develop and apply critical and analytical skills in relevant research projects, and communicate and transmit these ideas to peers.

**Class Contact:**Tutorial 3.0 hrs

**Required Reading:**Brown, HD and Lee, H 2015 4th Teaching by Principles New York: Pearson Education

**Assessment:**Journal, Self reflection for mentoring sessions, 10%. Presentation, Lesson Plan, 30%. Creative Works, Develop a Curriculum Document, 60%. Minimum effective word limit: 8,000 words Students are expected to attend mentoring sessions as advised at the beginning of semester.

### **AEG5124 Professional Practice - TESOL**

**Locations:**Footscray Park.

**Prerequisites:**AEG5123 - TESOL Methodology

**Description:**This unit of study will involve a 22-day placement in an approved ESL teaching context under the supervision of a supervising teacher who holds post-graduate TESOL qualifications and who has taught ESL for at least two years. Placements can be undertaken in schools or a variety of adult settings. Student placements should be according to the sector they intend working in. The 22 day practicum should comprise a minimum of 15 days where the student teaches planned lessons and a further 7 days of focussed observation of qualified and experienced ESL practitioners. During the placement, the student must be visited on at least one occasion by a university supervisor. It is a requirement that students participate as fully as possible in the ESL program during their placement. As well as observing and teaching classes, activities must include: familiarisation with policies and procedures of the program; study of the curriculum documents used with the learners; familiarisation with assessment procedures and practices; observation of learner placement interviews; assisting individual ESL learners / small group work within a class; correction of learners' work; preparation of teaching resources; participation in excursions and other special activities; attendance at staff / planning / department / curriculum meetings.

**Credit Points:** 24

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Exhibit competence in a range of key knowledge areas including curriculum planning, contemporary language-teaching methodologies and assessment which meet the diverse needs of students; 2. Contextualise and apply contemporary principles in planning language learning, techniques and resources for effective teaching and learning of spoken and written English; 3. Evaluate and develop strategies to foster a positive learning environment for diverse learners; 4. Implement enhanced teaching skills and critically reflect on professional practice in second language contexts; and 5. Apply and validate the theoretical and practical learning opportunities to become an accomplished and autonomous TESOL practitioner.

**Class Contact:** 6 hours lecture on campus and 8 hours / student observation and mentoring (mode 1)

**Required Reading:**As this is a field placement unit of study, no single required reading is recommended as students will be in a variety of settings.

**Assessment:**Portfolio, Professional Practice Portfolio, Pass/Fail. Practicum, Supervised professional practice, Pass/Fail. Minimum effective word limit: 8000 words or equivalent. The Practicum is a hurdle task and must be satisfactorily completed prior to submitting the Professional Practice Portfolio. Students are encouraged to apply what they have learnt and done in the other TESOL course units to complete this assessment task.

### **AEG5125 Literacy Methodology**

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit of study provides an introduction to the theoretical debate surrounding the concept of literacy in Australia and in other societies, and its implication for appropriate curriculum design. Profiles of typical youth and adult literacy students in education and workplace training sites will be developed and consequent learner variables analysed, including the needs of groups with both English speaking and non-English speaking background students. The relationship among theory, method and appropriate teaching practices will then be discussed with due attention paid to a variety of influences over choice and effectiveness of particular strategies that can be used, including reconciliation of: centralised curriculum and accountability priorities, and local specialisation; traditional classroom

delivery modes and more recent innovations linked to flexible delivery systems which respond to variation in student purpose and availability; and literacy defined initially as reading and writing then extended to include areas such as numeracy, techno-scientific and visual literacy, or defined more broadly to investigate changes in learning styles brought by new learning technologies. Opportunities will be available for practical experience in online participation within the unit. This experience in turn contributes to understanding ways to develop literacy programs and teaching materials that utilise computer-mediated communication systems.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Abstract the key theoretical frameworks related to the teaching of literacy skills in the 21st century;
2. Analyse the variety of literacy settings and learner groups;
3. Investigate and critically reflect on the relationship between current literacy theories and methods, literacy practices;
4. Critically review and debate the Australian literacy policy environment; and
5. Articulate understanding of the changing demands for social, personal and vocational literacy skills and repertoires and the impacts of these on lives of individuals and communities.

**Class Contact:** Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:** Lonsdale, M & McCurry, D 2004 Literacy in the new millennium Adelaide, National Centre for Vocational Education Research

**Assessment:** Minimum effective word limit: 5000 words. Assignment, Academic Essay, 45%. Assignment, Project, 55%. Students are encouraged to apply what they have learnt and done in the other TESOL course units to complete the assessment tasks. Students are also encouraged to use their current work experiences to complete the assessment tasks.

### AEG5126 Techniques in TESOL

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study provides an extension of the skills and knowledge acquired in TESOL Methodology. Particular emphasis will be placed on language learning classroom processes and strategies as well as reflective professional practices. Topics will include: the integration of skills, group dynamics, the influence of gender, class and ethnicity, the influence of indigenous identities on learning English as an additional language, language curriculum development and the use of technology for language teaching. The interface of ESL and literacy will be explored along with the principles underpinning the learning of English as a second language in the workplace.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Articulate understanding of the socio-cultural context of TESOL in Australia;
2. Adapt knowledge of the institutional contexts of TESOL, in particular the role of TESOL teachers, to function as a TESOL professional in a range of language learning environments;
3. Critically review ESL learners' needs;
4. Develop and apply critical and analytical skills in current research of ESL to the teaching of ESL, and communicate these ideas to peers;
5. Investigate and conceptually map the theories of first, second and additional language acquisition;
6. Validate ESL curriculum frameworks and design documents;
7. Evaluate and exhibit a range of teaching techniques; and
8. Contextualise and illustrate the use of technology for language teaching.

**Class Contact:** Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:** Brown, HD 2014 6th edn, Principles of language learning and teaching, White Plains, NY: Pearson Longman. Brown, HD 2007, 3rd edn, Teaching by principles: An interactive approach to language pedagogy, White Plains, NY:

Pearson Longman.

**Assessment:** Minimum effective word limit: 5000 words. Assignment, Class Discussion Contributions, 10%. Assignment, Oral Presentation, 30%. Assignment, Portfolio with Lesson Plans, 60%. Students are encouraged to apply what they have learnt and done in the other TESOL course units to complete their assessment tasks. Students are also encouraged to use their current work experiences to complete assessment tasks.

### AEG5135 Teaching and Learning 1 (Primary)

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study is designed to blend with and supplement the knowledge and skills provided in other core and discipline studies in order to help pre-service teachers effectively plan curriculum and manage its implementation. The unit focuses on aspects of learning theory related to lesson planning and implementation; classroom management strategies, including a variety of discipline and pedagogical skills; issues related to assessment methods; legal and safety aspects of teaching; and student welfare issues. The central focus in this unit is on learning - what is it that creates an effective learning environment that is inclusive of all students? How do we evaluate whether this has been achieved? In this context the Praxis Inquiry protocol will be used over the semester.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically review a wide range of teaching (pedagogy) and learning (cognition) theories and practices;
2. Generate working explanations for the diversity of student learning encountered during Project Partnerships;
3. Present a record of satisfactory practice in Project Partnerships showing they have taken account of the diversity of student learning;
4. Compose a series of lessons and curriculum planning documentation that includes justifiable assessment of/for/as student learning; and
5. Implement the use of a range of approaches to reflect on and improve teaching practice.

**Class Contact:** Tutorial 2.0 hrs Three hours per week (plus 20 days of supervised teaching practice and 5 days Project Partnership).

**Required Reading:** Literature specified by the lecturer representative of knowledge and issues associated with the current frameworks of teaching and learning Australian Curriculum, Assessment and Reporting Authority (ACARA). The Australian Curriculum, ACARA Victorian Curriculum and Assessment Authority (VCAA): The Australian Curriculum in Victoria: VCAA Victorian Institute of Teaching (VIT), National professional standards for teachers: VIT Whitton, D, Barker, K, Nosworthy, M, Sinclair, C, and Nanlohy P (2010). (2nd ed.). Learning for teaching, teaching for learning South Melbourne, Cengage Learning.

**Assessment:** Assignment, Group task - lesson plan/ learning theory exposition (2000 words), 40%. Other, Classroom management plan (1000 words), 20%. Report, Partnership report (1000 words), 20%. Portfolio, Draft professional portfolio (1000 words), 20%. Plus hurdle tasks (collection of teaching and learning artefacts) (ungraded). Total assessments for this unit will be 5000 words or equivalent.

### AEG5136 Teaching and Learning 2 (Primary)

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study is designed to extend and supplement the knowledge and skills developed in Approaches to Teaching and Learning 1. In this unit pre-service teachers will critique and examine: aspects of different learning theories as they relate to lesson planning and implementation; classroom management



strategies including a variety of discipline and pedagogical skills and practices; issues related to assessment methods, legal and safety aspects of teaching, and student welfare issues. As in Approaches to Teaching and Learning 1 the central focus of this unit is learning: What is it that creates an effective learning environment that is inclusive of all students? How do we evaluate whether this has been achieved? The Praxis Inquiry protocol continues to be utilised in this unit to help unpack our understanding of how learning occurs and how pre-service teachers can improve their pedagogical practices.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically review a wide range of teaching and learning (pedagogy) theories and practices;
2. Generate working explanations for the diversity of student learning encountered during Project Partnerships;
3. Present a record of satisfactory practice in Project Partnerships, including professional reflections, showing they have taken account of the diversity of student learning;
4. Compose and document lesson/curriculum planning including the assessment for/of/as student learning;
5. Implement a range of approaches to reflect on and improve teaching practice; and
6. Present and justify a professional portfolio to meet the graduating standards for beginning teachers.

**Class Contact:** Tutorial 2.5 hrs Plus 30 days of supervised teaching practice and 5 days Project Partnership.

**Required Reading:** Australian Curriculum, Assessment and Reporting Authority (ACARA). The Australian Curriculum, ACARA Marsh, C (2010) (5th ed.). Becoming a teacher: Knowledge, skills and issues Frenchs Forest, Pearson Australia Victorian Curriculum and Assessment Authority (VCAA): The Australian Curriculum in Victoria: VCAA Victorian Institute of Teaching (VIT), National professional standards for teachers: VIT

**Assessment:** Assignment, Group Task - lesson plan/learning theory exposition (2000 words), 40%. Report, Final Partnership report (1000 words), 20%. Portfolio, Professional portfolio (2000 words), 40%. Plus hurdle tasks (collection of teaching and learning artefacts) (ungraded). Total assessments for this unit will be 5000 words or equivalent.

### **AEG5137 Inclusion and Diversity: Schools, Community and Society**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Students analyse the premise that schools do not exist in isolation from the society which surrounds them and that they are part of a complex socio-ecological system. They examine social diversity in the wider community and how this is reflected in schools and the classroom. How teachers cater for the needs of particular students due to gender differences, indigenous background, cultural background and socio-economic background is also explored. Students examine the social, cultural, economic and political trends which impact upon schooling and which contribute to its complexity.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically evaluate and improve their knowledge of the social, political and economic factors impacting on young people in the secondary years of schooling;
2. Appraise and apply knowledge to the purpose of developing relationships with the wider school community;
3. Research, evaluate and critically appraise the literature into the ways in which students' gender, family and cultural backgrounds can influence their schooling experience; and
4. Evaluate the complexity of schooling and the interrelationships on a macro and micro level.

**Class Contact:** Seminar 2.5 hrs

**Required Reading:** Readings will be assigned in class

**Assessment:** Report, Inquiry research report and reflection, 30%. Essay, Academic essay on inclusion and diversity in schooling, 30%. Project, Group project, 40%. Minimum effective word limit 5000 words.

### **AEG5138 Inclusion and Diversity: Curriculum Design for Multi-Modal Learning**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit adopts an inquiry approach whereby students explore the development and implementation of multi-modal learning and literacies in Victoria, interstate and globally. Pre-service teachers identify and document evidence of innovative pedagogical practices being utilised within schools and other settings. In particular students examine and critique new curriculum developments such as the AusVELS as well as notions of productive pedagogy, deep learning, multi-literacies, lifelong learning, new technologies (podding, blogsphere, smart mobs, network learning and virtual learning environments) and emergent sociocultural practices. Pre-service teachers explore the concept of literacies as outlined in the interdisciplinary domain Communication of AusVELS, as a broad skill encompassing the ability to present and understand information presented in a range of formats and platforms.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Conceptualise, analyse and implement knowledge of contemporary theories and practices of multimodal learning and multiliteracy;
2. Critically evaluate and discuss multi modal learning and its impact on the curriculum and pedagogical practices in Australian schools;
3. Appraise, design and implement knowledge of new learning, where appropriate, into their practice to promote inclusion and cater for diversity of students; and
4. Research, evaluate and elucidate directions in multimodal learning effectively using academic and professional protocols and standards.

**Class Contact:** Seminar 2.5 hrs

**Required Reading:** Readings will be provided in tutorials

**Assessment:** Project, Group project on multi-modal learning, 40%. Other, Development of integrated learning activities, 30%. Report, Evaluation and assessment of multi modal learning, 30%. Minimum effective word limit 5000 words.

### **AEG5201 Teaching Business 1**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study provides pre-service teachers with a sound understanding of how to approach the teaching of business in secondary schools. They become familiar with the knowledge and concepts required for teaching business related subjects and content in Years 7 through to Year 10 and how these years build a foundation for learning at Years 11 and 12. This unit explores a range of approaches to business teaching including, inquiry learning, problem based learning, and connecting learning to the community. How to engage students and develop their understanding of business concepts and language will be examined as this builds a base for future learning. This unit is paired with the unit Teaching Business 2, with both units developing pre-service teachers' understanding of teaching business from Year 7 through to Year 12.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Elucidate knowledge of curriculum, assessment and reporting to design effective teaching plans that support students' physical, social and intellectual development

business related knowledge and skills. 2. Analyse the principles and practices of business pedagogy for teaching Years 7 - 10 exploring a range of resources, including ICT to engage diverse student cohorts in safe and challenging learning environments; 3. Demonstrate an understanding of business content and concepts through the development of a sequences of lessons appropriate for Years 7 - 10 curriculum; 4. Analyse and appraise business studies assessment strategies of student learning, including the role of feedback to students' about their learning and evaluation of their progress to the school and parents. 5. Demonstrate the capacity to implement classroom activities using both verbal and non-verbal communication strategies to provide clear directions.

**Class Contact:**Seminar 2.0 hrs

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Presentation, Micro-teaching, 30%. Review, Case Writing on an issue of practice related to science teaching., 30%. Project, Development of a sequence of two lesson plans and critical reflection on teaching practice., 40%. Minimum effective word limit of 5000 words in total. .

## AEG5202 Teaching Business 2

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit of study provides pre-service teachers with a sound understanding of VCE Study Designs in the Business discipline areas. They become familiar with the knowledge and concepts required for teaching in these discipline areas. Students will engage with specific pedagogical approaches for teaching and assessment in this discipline area with a student-centred focus at the post compulsory curriculum level. In addition, students will gain an overview of the VET and VCAL programs related to this discipline area. This unit also considers the priorities of teaching senior students with a diversity of needs. This content component will support graduates to further develop the skills and capacities to participate as competent and reflective members of the teaching profession. This unit is paired with Teaching Business 1, with both units developing pre-service teachers' understanding of teaching Year 7 through to Year 12.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Distinguish the principles and practices of teaching VCE Business education in comparison to year 7-10 humanities education pedagogies. Investigate how students learn in relation to complex business education content.
2. Elucidate knowledge of how students learn and the role of differentiation in developing effective teaching plans for senior business education curriculum. Exhibiting the principles and practices of effective pedagogy for teaching and learning in business education in the post-compulsory years
3. Design, trial and evaluate a senior business education unit of work that includes a sequence of lesson plans which employ a range of teaching resources, strategies, and approaches to assessment that support inclusive student participation and engagement.
4. Evaluate the range of assessment strategies including, informal and formal, diagnostic, formative and summative and how these approaches can be applied to assess junior and senior business education students learning.
5. Analyse and appraise the role of assessment moderation with colleagues to promote consistency and comparable judgements of student learning in mathematics education
6. Implement strategies for student-focussed feedback and reporting to students, parents, and the school in business education curriculum.
7. Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.

**Class Contact:**Seminar 2.0 hrs

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Report, Business pedagogy Part 1 – Review of key concepts Part 2 – Connecting concepts, assessment and teaching, 30%. Review, Teaching and curriculum plan including the outline for delivering a VCE unit across the semester, four full lesson plans plus relevant assessment., 50%. Presentation, Micro-teaching an activity that you developed for your Teaching and Curriculum plan drawn from the VCE Business Study Designs, 20%. Minimum effective word limit of 5000 words in total. .

## AEG5203 Teaching Computing 1

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit of study provides pre-service teachers with a sound understanding of how to approach the teaching of computing in secondary schools. They become familiar with the knowledge and concepts required for teaching computing in Years 7 through to Year 10 and how these years build a foundation for learning at Years 11 and 12. This unit explores a range of approaches to computing teaching including, inquiry learning and problem based learning. How to engage students and develop their understanding of computing concepts and language will be examined as this builds a base for future learning. This unit is paired with the unit Teaching Computing 2, with both units developing pre-service teachers' understanding of teaching digital technology and computing from Year 7 through to Year 12.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Elucidate knowledge of curriculum, assessment and reporting to design effective teaching plans that support students' physical, social and intellectual development computer specific knowledge and skills.
2. Analyse the principles and practices of computer science pedagogy for teaching Years 7 - 10 exploring a range of resources, including ICT to engage diverse student cohorts in safe and challenging learning environments;
3. Demonstrate an understanding of computer science content and concepts through the development of a sequences of lessons appropriate for Years 7 - 10 curriculum;
4. Analyse and appraise computer science assessment strategies of student learning, including the role of feedback to students' about their learning and evaluation of their progress to the school and parents.
5. Demonstrate the capacity to implement classroom activities using both verbal and non-verbal communication strategies to provide clear directions.

**Class Contact:**PC Lab 2.0 hrs

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Presentation, Micro-teaching, 30%. Case Study, Case writing on an issue of practice related to teaching computing., 30%. Project, Development of a sequence of two lesson plans and critical reflection on teaching practice., 40%. Minimum effective word limit of 5000 words in total.

## AEG5204 Teaching Computing 2

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit of study provides pre-service teachers with a sound understanding of VCE Study Designs in the Computing discipline areas. They become familiar with the knowledge and concepts required for teaching in these discipline areas. Students will engage with specific pedagogical approaches for teaching and assessment in this discipline area with a student-centred focus at the

post compulsory curriculum level. In addition, students will gain an overview of the VET and VCAL programs related to this discipline area. This unit also considers the priorities of teaching senior students with a diversity of needs. This content component will support graduates to further develop the skills and capacities to participate as competent and reflective members of the teaching profession. Students will practise their skills and observe and reflect on the impact of teachers' work on students during their secondary school placement. This unit is paired with Teaching Computing 1, with both units developing pre-service teachers' understanding of teaching computing and digital technologies in Year 7 through to Year 12.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Distinguish the principles and practices of teaching VCE Computing education in comparison to year 7-10 computing education pedagogies. Investigate how students learn in relation to complex mathematics education content
2. Elucidate knowledge of how students learn and the role of differentiation in developing effective teaching plans for senior computing education curriculum. Exhibiting the principles and practices of effective pedagogy for teaching and learning in computing education in the post-compulsory years
3. Design, trial and evaluate a senior computing education unit of work that includes a sequence of lesson plans which employ a range of teaching resources, strategies, and approaches to assessment that support inclusive student participation and engagement.
4. Evaluate the range of assessment strategies including, informal and formal, diagnostic, formative and summative and how these approaches can be applied to assess junior and senior computing education students learning.
5. Analyse and appraise the role of assessment moderation with colleagues to promote consistency and comparable judgements of student learning in computing education
6. Implement strategies for student-focussed feedback and reporting to students, parents, and the school in computing education curriculum.
7. Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.

**Class Contact:** PC Lab 2.0 hrs

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Review, Computing Pedagogy Part 1 – Review of key concepts Part 2 – Connecting concepts, assessment and teaching, 30%. Report, Teaching and curriculum plan including the outline for delivering a VCE unit across the semester, four full lesson plans plus relevant assessment., 50%. Presentation, Micro-teaching an activity that you developed for your Teaching and Curriculum plan drawn from the VCE Computing Study Designs, 20%. Minimum effective word limit of 5000 words in total.

## AEG5205 Teaching Creativity and the Arts 1

**Locations:** Footscray Park.

**Prerequisites:** Nil

**Description:** Teaching Creativity and the Arts 1 is designed for students who have met VETs specialist area guidelines for the teaching method area of Visual Arts, Drama, Dance and/or Media Studies. In this unit pre-service teachers build on their specific discipline knowledge to develop an understanding of various theoretical, philosophical, pragmatic and practical perspective related to creativity and contemporary arts education. They become familiar with the knowledge and pedagogical approaches related to teaching creativity and the arts in school settings; a particular emphasis in this unit is placed on middle school students (years 7-10) within the context of relevant national and state curriculum documents. Pre-service teachers are encouraged to build their confidence in planning for quality learning and

teaching in the arts along with developing the skills and disposition of becoming a critically reflective arts educator. This unit is paired with AEG5206 Teaching Creativity and the Arts 2, with both units developing pre-service teachers' understanding of teaching creativity and arts in Year 7 through to Year 12.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Elucidate knowledge of curriculum, assessment and reporting to design effective teaching plans that support students' physical, social and intellectual development creativity and the arts specific knowledge and skills.
2. Analyse the principles and practices of creativity and the arts pedagogy for teaching Years 7 - 10 exploring a range of resources, including ICT to engage diverse student cohorts in safe and challenging learning environments;
3. Demonstrate an understanding of creativity and the arts content and concepts through the development of a sequences of lessons appropriate for Years 7 - 10 curriculum;
4. Analyse and appraise creativity and the arts assessment strategies of student learning, including the role of feedback to students' about their learning and evaluation of their progress to the school and parents.
5. Demonstrate the capacity to implement classroom activities using both verbal and non-verbal communication strategies to provide clear directions.

**Class Contact:** Seminar 2.5 hrs

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Presentation, Micro teaching activity, 30%. Review, Teaching and learning evaluation activity: students reflect on aspects of their own teaching and learning, 30%. Project, Teaching plan: Consider curriculum and identify pedagogical approaches for teaching one or more of the arts discipline areas to middle school students, 40%. Plus collection of teaching and learning artefacts, which are linked to project assessment task. Minimum effective word limit of 5000 words in total.

## AEG5206 Teaching Creativity and the Arts 2

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study provides pre-service teachers with a sound understanding of VCE Study Designs in the creative arts, including Visual Arts, Drama, Dance and or Media Studies discipline areas. They become familiar with the knowledge and concepts required for teaching in these discipline areas. In this unit pre-service teachers interrogate various theoretical, philosophical, pragmatic and practical perspective related to creativity and contemporary arts education. Students will engage with specific pedagogical approaches for teaching and assessment in this discipline area with a student-centred focus at the post compulsory curriculum level. In addition, students will gain an overview of the VET and VCAL programs related to this discipline area. This unit also considers the priorities of teaching senior students with a diversity of needs. This content component will support graduates to further develop the skills and capacities to participate as competent and reflective members of the teaching profession. This unit is paired with the unit AEG5205 Creativity and the Arts 1, with both units developing pre-service teachers' understanding of teaching Arts education from year 7 through to Year 12.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Distinguish the principles and practices of teaching VCE creative arts related areas in comparison to year 7-10 creative arts related subjects. Investigate how students learn in relation to complex creative arts content.
2. Elucidate knowledge of how students learn and the role of differentiation in developing effective teaching plans for senior creative arts curriculum. Exhibiting the principles and practices of effective pedagogy for teaching and learning in creative arts in the post-compulsory years

3. Design, trial and evaluate a senior creative arts related unit of work that includes a sequence of lesson plans which employ a range of teaching resources, strategies, and approaches to assessment that support inclusive student participation and engagement. 4. Evaluate the range of assessment strategies including, informal and formal, diagnostic, formative and summative and how these approaches can be applied to assess junior and senior creative arts education students learning. 5. Analyse and appraise the role of assessment moderation with colleagues to promote consistency and comparable judgements of student learning in creative arts. 6. Implement strategies for student-focussed feedback and reporting to students, parents, and the school in creative arts education curriculum. 7. Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.

**Class Contact:**Seminar2.0 hrs

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Review, Creative Arts Pedagogy Part 1 – Review of key concepts Part 2 – Connecting concepts, assessment and teaching, 30%. Project, Teaching and curriculum plan including the outline for delivering a VCE unit across the semester, four full lesson plans plus relevant assessment, 50%. Presentation, Micro-teaching an activity that you developed for your Teaching and Curriculum plan drawn from the VCE Creative Arts related Study Designs, 20%. Plus collection of teaching and learning artefacts which is linked to project assessment task. Minimum effective word limit of 5000 words in total.

### AEG5207 Teaching English 1

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit of study provides pre-service teachers with a sound understanding of how to approach the teaching of English in secondary schools. In this unit pre-service teachers build on their specific discipline knowledge to develop an understanding of various theoretical, philosophical, pragmatic and practical perspectives related to the teaching of English. They become familiar with the knowledge and pedagogical approaches related to teaching English in school settings; a particular emphasis in this unit is placed on relevant national and state curriculum documents. Pre-service teachers are encouraged to build their confidence in planning for effective learning and teaching in English along with developing the skills and disposition of becoming a critically reflective English educator. This unit is paired with AEG5208 Teaching English 2, with both units developing pre-service teachers' understanding of teaching English from year 7 through to year 12.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to: 1. Elucidate knowledge of curriculum, assessment and reporting to design effective teaching plans that support students' social and intellectual development of English specific knowledge and skills. 2. Analyse the principles and practices of English pedagogy for teaching Years 7 - 10 exploring a range of resources, including ICT to engage diverse student cohorts in safe and challenging learning environments; 3. Demonstrate an understanding of English content and concepts through the development of a sequences of lessons appropriate for Years 7 - 10 curriculum; 4. Analyse and appraise English assessment strategies of student learning, including the role of feedback to students' about their learning and evaluation of their progress to the school and parents. 5. Demonstrate the capacity to implement classroom activities using both verbal and non-verbal communication strategies to provide clear directions.

**Class Contact:**Seminar2.0 hrs

**Required Reading:**Links to recommended readings and resources for this unit will be

provided to students via the Learning Management System (VU Collaborate)Marshall, Alan (1955) I Can Jump Puddles. Australia: Penguin

**Assessment:**Presentation, A micro teaching presentation related to the teaching of an element of English language to a diverse cohort of students, 20%. Review, A review of two literary texts suitable for young adult readers, 20%. Report, An examination of relevant curriculum and pedagogical approaches, to develop a sequence of lessons with a focus on reading and writing, 60%. Minimum effective word limit of 5000 words in total.

### AEG5208 Teaching English 2

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit of study provides pre-service teachers with a sound understanding of VCE Study Designs in English. In this unit pre-service teachers interrogate various theoretical, philosophical, pragmatic and practical perspectives related to contemporary English education. They consolidate and apply their knowledge and pedagogical approaches related to teaching English in senior school settings. A particular emphasis in this unit is placed on Poetry and Literature within the context of relevant national and state senior years curriculum documents. Pre-service teachers continue to develop their confidence in planning for effective learning and teaching in English along with determining the skills and disposition, they require in becoming a critically reflective English educator at the senior levels of school education. This unit is paired with AEG5207 Teaching English 1, with both units developing pre-service teachers' understanding of teaching English from year 7 through to year 12.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Distinguish the principles and practices of teaching VCE English education in comparison to year 7-10 English education pedagogies. Investigate how students learn in relation to complex language education content. 2. Elucidate knowledge of how students learn and the role of differentiation and critical literacy in developing effective teaching approaches for senior English education curriculum. Exhibiting the principles and practices of effective pedagogy for teaching and learning in English education in the post-compulsory years 3. Design, trial and evaluate a senior English education unit of work that includes a sequence of lesson plans which employ a range of teaching resources, strategies, and approaches to assessment that support inclusive student participation and engagement. 4. Evaluate a range of assessment strategies including, informal and formal, diagnostic, formative and summative and consider the applicability of these approaches to student learning in English. 5. Analyse and appraise the role of assessment moderation with colleagues to promote consistency and comparable judgements of student learning in English education 6. Implement strategies for student-focussed feedback and reporting to students, parents, and the school in English education curriculum. 7. Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.

**Class Contact:**Seminar2.0 hrs

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate) An anthology of poetry where the poems may be suitable for the secondary English classroom. Guidance will be provided on VU collaborate

**Assessment:**Presentation, A micro teaching presentation related to the teaching of poetry, 20%. Report, Teaching and curriculum plan including the outline for delivering a VCE unit across the semester, four full lesson plans plus relevant assessment. ,

50%. Essay, Critical analysis of two media texts with a focus on using language to persuade., 30%. Minimum effective word limit of 5000 words in total.

## AEG5209 Teaching English as a Second Language 1

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit provides an introduction to English as a Second Language teaching methodology to pre-service teachers. An historical overview of the development of methods and approaches to Teaching English as a Second Language (TESL), together with a study of the nature of language is followed by an examination of current research and its implications for the teaching of speaking, listening, reading and writing in the second language classroom. Learner variables and cultural factors which impinge on learning and communication are analysed, while integration of the four macro-skills with grammar, vocabulary and non-verbal communication is discussed. They become familiar with the knowledge and concepts required for teaching TESL related subjects and content in Years 7 through to Year 10 and how these years build a foundation for learning at Years 11 and 12. This unit explores a range of approaches to TESL teaching including, inquiry learning, problem based learning, and connecting learning to the community. How to engage students and develop their understanding of TESL concepts and language will be examined as this builds a base for future learning. This unit is paired with the unit Teaching English as a Second Language 2, with both units developing pre-service teachers' understanding of teaching English as a Second Language from Year 7 through to Year 12.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to: 1. Elucidate knowledge of curriculum, analysis of ESL learners' language and socio-cultural needs, assessment and reporting to design effective teaching plans that support students' physical, social and intellectual development TESL related knowledge and skills. 2. Analyse the principles and practices of TESL pedagogy for teaching Years 7 - 10 exploring a range of resources, including ICT to engage diverse student cohorts in safe and challenging learning environments; 3. Demonstrate an understanding of TESL content and knowledge including the main features of the English language (syntax, pragmatics, morphology, phonology, lexis, semantics) through the development of a sequences of lessons appropriate for Years 7 - 10 curriculum; 4. Analyse and appraise TESL assessment strategies of student learning, including the role of feedback to students' about their learning and evaluation of their progress to the school and parents. 5. Demonstrate the capacity to implement classroom activities using both verbal and non-verbal communication strategies to provide clear directions.

**Class Contact:**Seminar2.5 hrs

**Required Reading:**Additional resources and tutorial activities will be provided and supported via VU CollaborateBrown, HD, 2006, 5th Edition Principles of language learning and teaching, New Jersey: Prentice Hall

**Assessment:**Presentation, Micro-teaching, 30%. Review, Case Writing on an issue of practice related to TESL teaching., 30%. Project, Development of a sequence of two lesson plans and critical reflection on teaching practice., 40%.

## AEG5210 Teaching English as a Second Language 2

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit is a continuation of the TESL Methodology unit which provides an introduction to second language teaching methodology to pre-service teachers. This second unit of TESL Methodology focuses on language needs analyses, the

assessment of communicative competence and language proficiency, language testing, second language acquisition theory and research, language teachers as researchers, continuous evaluation practices, action research for classroom-based language teachers, the politics of language teaching and language teaching curriculum renewal. This unit is the second of two units that must be taken for teaching this method area. This unit is paired with AEG5210 Teaching English as a Second Language 1, with both units developing pre-service teachers' understanding of teaching TESL from year 7 through to year 12.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Analyse and contextualise knowledge of the institutional contexts of TESL, in particular the role of TESL teachers, to function as a TESL professional in a range of language learning environments;
2. Inquire and articulate ESL learners' language and socio-cultural needs;
3. Evaluate, implement and analyse English as a second or additional language current curricula and pedagogical programs that are locally and nationally applicable
4. Evaluate the range of assessment strategies including, informal and formal, diagnostic, formative and summative and how these approaches can be applied to assess TESL education students learning.
5. Analyse and appraise the role of assessment moderation with colleagues to promote consistency and comparable judgements of student learning in TESL education
6. Implement strategies for student-focussed feedback and reporting to students, parents, and the school in TESL education curriculum.
7. Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.

**Class Contact:**Seminar2.0 hrs

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)Brown, HD and Lee 2015 4th edn Teaching by principles: an interactive approach to language pedagogy, New Jersey: Prentice Hall

**Assessment:**Project, Reflection on TESL pedagogy Part 1 – Review of key concepts Part 2 – Connecting concepts, assessment and teaching, 20%. Project, Language research and development of a sequence of lessons that support students language development., 60%. Presentation, Microteaching an activity that you developed for your Teaching and Curriculum plan, 20%.

## AEG5211 Teaching Humanities 1

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit of study provides pre-service teachers with a sound understanding of how to approach the teaching of humanities in secondary schools. They become familiar with the knowledge and concepts required for teaching humanities in Years 7 through to Year 10 and how these years build a foundation for learning at Years 11 and 12. They become familiar with the concepts and constructs that guide teaching of History, Geography, Economics and Business, Civics and Citizenship. This unit explores a range of approaches to humanities teaching including, inquiry learning, problem based learning, and authentic connection of learning to the community. How to engage students and develop their understanding of humanities concepts and language will be examined as this builds a base for future learning. This unit is paired with AEG5212 Teaching Humanities 2, with both units developing pre-service teachers' understanding of teaching Humanities from year 7 through to year 12.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Elucidate knowledge of curriculum, assessment and reporting to design effective teaching plans that support students' physical, social and intellectual development at

different levels associated with year 7 - 10 humanities. 2. Analyse the principles and practices of humanities curriculum and pedagogy for teaching Year 7 - 10 exploring a range of resources, including ICT to engage diverse student cohorts in safe and challenging learning environments. 3. Demonstrate an understanding of humanities content and concepts through the development of a sequence of lessons appropriate for Years 7 - 10 curriculum 4. Analyse and appraise assessment strategies of students learning including the role of feedback to students about their learning. 5. Demonstrate the capacity to organise classroom activities using both verbal and non-verbal communication strategies to provide clear directions.

**Class Contact:**Seminar 2.0 hrs

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Minimum effective word limit of 5000 words in total Report, Humanities Teaching Plan and micro-teaching activity, 20%. Review, Evaluation of humanities teaching pedagogy, 10%. Project, Integrating junior secondary humanities subjects into a unit of work, 50%. Review, Critical Reflection on Teaching Practice, 20%. Minimum effective word limit of 5000 words in total.

## AEG5212 Teaching Humanities 2

**Locations:**Footscray Park.

**Prerequisites:**Nil

**Description:**This unit of study provides pre-service teachers with a sound understanding of curriculum and pedagogy required for effective teaching of the VCE Humanities subjects. They become familiar with the concepts and constructs that guide teaching of History, Geography and Economics. Students will engage with specific pedagogical approaches for teaching and assessment in this discipline area with a student-centred focus at post-compulsory levels. In addition, students will gain an overview of other related VCE Study Designs (for example Legal Studies, Philosophy, Political Studies and Sociology) and the VCAL programs related to Humanities. This unit also considers the priorities of teaching senior students with a diversity of needs in Humanities classrooms. Pre-service teachers develop their teaching practice in all these areas and focus on a range of approaches to teaching humanities appropriate for young people in the post compulsory secondary years of schooling. This unit is paired with AEG5211 Teaching Humanities 1, with both units developing pre-service teachers' understanding of teaching Humanities from year 7 through to year 12.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Distinguish the principles and practices of teaching senior Humanities subjects in comparison to Years 7 - 10 Humanities Learning areas.
2. Elucidate knowledge of curriculum, assessment and reporting to design effective teaching plans that support students' physical, social and intellectual development in senior secondary Humanities subjects.
3. Design and evaluate a senior Humanities unit of work that includes a sequence of lesson plans which employ a range of teaching resources, strategies, and approaches to assessment that support inclusive student participation and engagement.
4. Evaluate the range of assessment strategies including informal and formal, diagnostic, formative and summative and how these can be applied to assess senior Humanities students' learning and to provide student-focused feedback and reporting to students, parents and the school.
5. Demonstrate the capacity to organise classroom activities using both verbal and non-verbal communication strategies to provide clear directions.
6. Implement strategies for student-focused feedback and reporting to students, parents, and the school in humanities education curriculum.
7. Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.

**Class Contact:**Seminar 2.0 hrs

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Report, Develop and review a humanities teaching plan, 20%. Review, Evaluation of humanities teaching pedagogy, 10%. Project, Design a senior secondary unit of work, 50%. Review, Case Writing, 20%. Minimum effective word limit of 5000 words in total.

## AEG5213 Teaching Languages other than English 1

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit of study provides pre-service teachers with a sound understanding of how to approach the teaching of languages in secondary schools. They become familiar with the knowledge and concepts required for teaching languages in Years 7 through to Year 10 and how these years build a foundation for learning at Years 11 and 12. This includes the rationale for language teaching and learning; theories of language acquisition; methods and approaches in language teaching; developing and integrating language macro-skills in the LOTE classroom; pronunciation, speaking and listening; reading, writing and teaching vocabulary and grammar. The unit explores a range of approaches to languages teaching including, inquiry learning, problem based learning, and authentic connection of learning to the community. How to engage students and develop their understanding of language concepts and language will be examined as this builds a base for future learning. This unit is paired with AEG5214 - Teaching Languages other than English 2, with both units developing pre-service teachers' understanding of teaching LOTE from year 7 through to year 12.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Elucidate knowledge of curriculum, assessment and reporting to design effective teaching plans that support students' physical, social and intellectual development language specific knowledge and skills.
2. Analyse the principles and practices of language pedagogy for teaching Years 7 - 10 exploring a range of resources, including ICT to engage diverse student cohorts in safe and challenging learning environments;
3. Demonstrate an understanding of language content and concepts through the development of a sequences of lessons appropriate for Years 7 - 10 curriculum
4. Analyse and appraise language assessment strategies of student learning, including the role of feedback to students' about their learning and evaluation of their progress to the school and parents.
5. Demonstrate the capacity to implement classroom activities using both verbal and non-verbal communication strategies to provide clear directions.

**Class Contact:**Seminar 2.0 hrs

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)Ur, P 1997, A course in language teaching, Cambridge University Press.

**Assessment:**Report, Teaching plan and micro teaching activity focusing on junior and middle school students, 30%. Review, Evaluation of teaching approaches used for junior and middle years students, 30%. Project, Development of a sequence of two lesson plans and critical reflection on teaching practice., 40%. Minimum effective word limit of 5000 words in total.

## AEG5214 Teaching Languages other than English 2

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit of study provides pre-service teachers with a

sound understanding of VCE Study Designs in the Languages discipline areas. They become familiar with the knowledge and concepts required for teaching in these discipline areas. Students will engage with specific pedagogical approaches for teaching and assessment in this discipline area with a student-centred focus at the post compulsory curriculum level. In addition, students will gain an overview of the VET and VCAL programs related to this discipline area. This unit also considers the priorities of teaching senior students with a diversity of needs. This content component will support graduates to further develop the skills and capacities to participate as competent and reflective members of the teaching profession. This unit is paired with AEG5213 Teaching Languages other than English 1, with both units developing pre-service teachers' understanding of teaching LOTE from year 7 through to year 12.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Distinguish the principles and practices of teaching VCE languages education in comparison to year 7-10 language education pedagogies. Investigate how students learn in relation to complex language education content.
2. Elucidate knowledge of how students learn and the role of differentiation in developing effective teaching plans for senior language education curriculum. Exhibiting the principles and practices of effective pedagogy for teaching and learning in language education in the post-compulsory years
3. Design, trial and evaluate a senior language education unit of work that includes a sequence of lesson plans which employ a range of teaching resources, strategies, and approaches to assessment that support inclusive student participation and engagement.
4. Evaluate the range of assessment strategies including, informal and formal, diagnostic, formative and summative and how these approaches can be applied to assess junior and senior language education students learning.
5. Analyse and appraise the role of assessment moderation with colleagues to promote consistency and comparable judgements of student learning in language education
6. Implement strategies for student-focussed feedback and reporting to students, parents, and the school in language education curriculum.
7. Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.

**Class Contact:** Seminar 2.0 hrs

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Report, Language Pedagogy Part 1 – Review of key concepts Part 2 – Connecting concepts, assessment and teaching, 30%. Project, Teaching and curriculum plan including the outline for delivering a VCE unit across the semester, four full lesson plans plus relevant assessment., 50%. Presentation, Microteaching an activity that you developed for your Teaching and Curriculum plan drawn from the VCE Language Study Designs, 20%. Minimum effective word limit of 5000 words in total.

### AEG5215 Teaching Mathematics 1

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study provides pre-service teachers with a sound understanding of how to approach the teaching of mathematics in secondary schools. They become familiar with the knowledge and concepts required for teaching mathematics in Years 7 through to Year 10 and how these years build a foundation for learning at Years 11 and 12. This unit explores a range of approaches to mathematics teaching including, inquiry learning, problem based learning, and connection of learning to the community. How to engage students and develop their understanding of mathematics concepts and language will be examined as this builds

a base for future learning. This unit is paired with the unit Teaching Mathematics 2, with both units developing pre-service teachers' understanding of teaching Mathematics from year 7 through to year 12.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Elucidate knowledge of curriculum, assessment and reporting to design effective teaching plans that support students' physical, social and intellectual development mathematics specific knowledge and skills.
2. Analyse the principles and practices of mathematics pedagogy for teaching Years 7 - 10 exploring a range of resources, including ICT to engage diverse student cohorts in safe and challenging learning environments;
3. Demonstrate an understanding of mathematics content and concepts through the development of a sequences of lessons appropriate for Years 7 - 10 curriculum;
4. Analyse and appraise mathematics assessment strategies of student learning, including the role of feedback to students' about their learning and evaluation of their progress to the school and parents.
5. Demonstrate the capacity to implement classroom activities using both verbal and non-verbal communication strategies to provide clear directions.

**Class Contact:** Seminar 2.0 hrs

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate) Goos, M, Stillman, G., & Vale, C 2007 Teaching secondary school mathematics: Research and practice for the 21st Century Crows Nest, Allen & Unwin

**Assessment:** Presentation, Microteaching, 30%. Review, Case Writing on an issue of practice related to mathematics teaching., 30%. Project, Development of a sequence of two lesson plans and critical reflection on teaching practice., 40%. Hurdle task - Participation in development of a collaborative class project. Minimum effective work limit of 5000 words in total.

### AEG5216 Teaching Mathematics 2

**Locations:** Footscray Park.

**Prerequisites:** Nil

**Description:** This unit of study provides pre-service teachers with a sound understanding of VCE Study Designs in the Mathematics discipline areas (Foundation Mathematics, Further Mathematics, General, Mathematical Methods, and Specialist Mathematics). They become familiar with the knowledge and concepts required for teaching in these discipline areas. Students will engage with specific pedagogical approaches for teaching and assessment in this discipline area with a student-centred focus at the post compulsory curriculum level. In addition, students will gain an overview of the VET and VCAL programs related to this discipline area. This unit also considers the priorities of teaching senior students with a diversity of needs. This content component will support graduates to further develop the skills and capacities to participate as competent and reflective members of the teaching profession.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Distinguish the principles and practices of teaching mathematics education in comparison to year 7-10 mathematics education pedagogies. Investigate how students learn in relation to complex mathematics education content in Foundation Mathematics, Further Mathematics, General, Mathematical Methods, and Specialist Mathematics.
2. Elucidate knowledge of how students learn and the role of differentiation in developing effective teaching plans for senior Mathematics education curriculum. Exhibiting the principles and practices of effective pedagogy for teaching and learning in Mathematics education in the post-compulsory years
3. Design, trial and evaluate a senior mathematics education unit of work that includes a sequence of lesson plans which employ a range of teaching resources, strategies,

and approaches to assessment that support inclusive student participation and engagement

- Evaluate the range of assessment strategies including, informal and formal, diagnostic, formative and summative and how these approaches can be applied to assess junior and senior mathematics education students learning
- Analyse and appraise the role of assessment moderation with colleagues to promote consistency and comparable judgements of student learning in mathematics education
- Implement strategies for student-focussed feedback and reporting to students, parents, and the school in mathematics education curriculum
- Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans

**Class Contact:** Seminar 2.0 hrs

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate) Goas, M, Stillman, G., & Vale, C 2007, Teaching secondary school mathematics: Research and practice for the 21st Century Crows Nest, NSW, Allen & Unwin

**Assessment:** Report, Mathematics Pedagogy Part 1 – Review of key concepts Part 2 – Connecting concepts, assessment and teaching, 30%. Review, Teaching and curriculum plan including the outline for delivering the unit across the semester, 50%. Presentation, Microteaching an activity that you developed for your Teaching and Curriculum plan drawn from the VCE Mathematics Study Designs, 20%. Minimum effective word limit of 5000 words in total.

### AEG5217 Teaching Music 1

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study provides pre-service teachers with a sound understanding of how to approach the teaching of music in secondary schools. They become familiar with the knowledge and concepts required for teaching music in Years 7 through to Year 10 and how these years build a foundation for learning at Years 11 and 12. This unit involves a critical exploration of current philosophies and methodologies in the teaching and learning of music including Kodaly, Orff and others, through creative and participatory sessions that draw on the group's individual and collective musical skills and knowledge. How to engage students and develop their understanding of musical concepts and language will be examined through instrumental workshops in percussion, voice, guitar, piano and recorder, reflecting on how these contribute to an integrated instrumental and classroom approach and base for future learning. Basic conducting technique and effective instrumental and choral ensemble practice is explored, and practical questions related to the current challenges and opportunities in the provision of instrumental and classroom music in schools is investigated. This unit is paired with the unit AEG5218 Teaching Music 2, with both units developing pre-service teacher's understanding of teaching music from year 7 through to year 12.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

- Elucidate knowledge of curriculum, assessment and reporting to design effective teaching plans that support students' physical, social and intellectual development music specific knowledge and skills.
- Analyse the principles and practices of music pedagogy for teaching Years 7- 10 exploring a range of resources, including ICT to engage diverse student cohorts in safe and challenging learning environments;
- Demonstrate an understanding of music content and concepts through the development of a sequences of lessons appropriate for Years 7- 10 curriculum;
- Analyse and appraise music assessment strategies of student learning, including the role of feedback to students' about their learning and evaluation of their progress to the school and parents.
- Demonstrate the capacity to implement classroom

activities using both verbal and non-verbal communication strategies to provide clear directions.

**Class Contact:** Seminar 2.5 hrs

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Presentation, Junior secondary years micro music teaching plan and presentation, 30%. Review, Reflection on teaching placement, 30%. Project, Development of a Music Unit outline including a sequence of two lesson plans and critical reflection on teaching practice., 40%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded). Minimum effective word limit of 5000 words in total.

### AEG5218 Teaching Music 2

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study provides pre-service teachers with a sound understanding of how to approach the teaching of music in secondary schools at the senior level. Through a critical investigation of the VCE music curriculum they become familiar with the knowledge and concepts required for teaching music in Years 11 and 12 and how this builds on prior learning. Focusing on both classroom and instrumental music and considering the complex social and educational contexts of music learning, pre-service teachers reflect on the factors and practices that support students to take a creative and professional attitude to music learning and performance. This includes an exploration of the art of practice, use of practical strategies such as the Alexander Technique and the development of a personal philosophy of musicianship and music learning. A range of approaches to music teaching and learning including inquiry learning, problem based learning, composition, improvisation and performance are explored and critiqued. Questions of community engagement and public advocacy in the field of music education are interrogated. Students will engage with specific pedagogical approaches for teaching and assessment in this discipline area with a student-centred focus at the post compulsory curriculum level. In addition, students will gain an overview of the VET and VCAL programs related to this discipline area. This unit also considers the priorities of teaching senior students with a diversity of needs. This content component will support graduates to further develop the skills and capacities to participate as competent and reflective members of the teaching profession. This unit is paired with the unit AEG5217 Teaching Music 1, with both units developing pre-service teachers' understanding of teaching music from year 7 through to year 12.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

- Distinguish the principles and practices of teaching VCE Music education in comparison to year 7-10 music education pedagogies. Investigate how students learn in relation to complex language education content.
- Elucidate knowledge of how students learn and the role of differentiation in developing effective teaching plans for senior music education curriculum. Exhibiting the principles and practices of effective pedagogy for teaching and learning in music education in the post-compulsory years
- Design, trial and evaluate a senior music education unit of work that includes a sequence of lesson plans which employ a range of teaching resources, strategies, and approaches to assessment that support inclusive student participation and engagement.
- Evaluate the range of assessment strategies including, informal and formal, diagnostic, formative and summative and how these approaches can be applied to assess junior and senior music education students learning.
- Analyse and appraise the role of assessment moderation with



colleagues to promote consistency and comparable judgements of student learning in music education 6. Implement strategies for student-focussed feedback and reporting to students, parents, and the school in music education curriculum. 7. Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.

**Class Contact:**Seminar 2.0 hrs

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Report, Music Pedagogy Part 1 – Review of key concepts Part 2 – Connecting concepts, assessment and teaching, 30%. Project, Teaching and curriculum plan including the outline for delivering a VCE unit across the semester, four full lesson plans plus relevant assessment, 50%. Presentation, Microteaching or performance activity that you developed for your Teaching and Curriculum plan drawn from the VCE Music Study Designs, 20%. Minimum effective word limit of 5000 words in total.

## AEG5219 Teaching Outdoor Education 1

**Locations:**Footscray Park.

**Prerequisites:**Nil

**Description:**This unit of study develops pre-service teachers understanding of how to approach the teaching of outdoor education in secondary schools. They become familiar with the knowledge and concepts required for teaching outdoor education in secondary schools. Pre-service teachers will examine the Victorian Curriculum covering years 7-10 and identify the areas that inform teaching outdoor education. How natural environments can be used to engage students in their learning and the potential of outdoor education to develop a wide range of personal and social attributes will be explored. Issues of safety and risk management to enhance students learning during field activities will be examined through relevant education department policy and documentation. This unit connects with pre-service teachers' secondary school placements and supports pre-service teachers to articulate and reflect on important questions regarding the impact of teachers' work on students' experiences of and learning in secondary schooling by investigating personal, school-based, theoretical and socio-cultural explanations of their experiences in educational settings, including the principles underpinning the creation of safe and secure learning environments. This unit is paired with the unit Teaching Outdoor Education 2, with both units developing pre-service teachers' understanding of teaching outdoor education from year 7 through to year 12.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Elucidate knowledge of curriculum, assessment and reporting to design effective teaching plans that support students' physical, social and intellectual development outdoor education specific knowledge and skills.
2. Analyse the principles and practices of outdoor education pedagogy for teaching Years 7 - 10 exploring a range of resources, including ICT to engage diverse student cohorts in safe and challenging learning environments;
3. Demonstrate an understanding of outdoor education content and concepts through the development of a sequences of lessons appropriate for Years 7 - 10 curriculum;
4. Analyse and appraise outdoor education assessment strategies of student learning, including the role of feedback to students' about their learning and evaluation of their progress to the school and parents.
5. Demonstrate the capacity to implement classroom activities using both verbal and non-verbal communication strategies to provide clear directions.

**Class Contact:**Seminar 2.0 hrs

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Presentation, Micro-teaching, 30%. Report, Reflection on teaching in the outdoors and risk management planning, 30%. Project, Development of a sequence of two lesson plans and critical reflection on teaching practice., 40%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded). Minimum effective word limit of 5000 words in total.

## AEG5220 Teaching Outdoor Education 2

**Locations:**Footscray Park.

**Prerequisites:**Nil

**Description:**In this unit pre-service teachers become familiar with the knowledge and concepts required for teaching outdoor education in the later years of secondary school. A range of approaches that includes both curriculum and co-curriculum delivery will be examined and related to curriculum guidelines and documents for senior secondary school. Constructivist pedagogy including experiential learning and place-based education will be investigated and applied to teaching practice. How to engage students through outdoor experiences to develop their understanding of human / nature relationships and to critically examine how these relationships are informed by cultural background and history. Links between outdoor experiences and awareness of local and global environmental issues will be explored to investigate concepts of sustainability and management of natural resources. In addition, students will gain an overview of the VET and VCAL programs related to this discipline area. This unit also considers the priorities of teaching senior students with a diversity of needs. As part of their studies into this teaching specialisation, pre-service teachers will document, reflect, analyse and critique their classroom practice. PSTs collaborate with teams of teachers, focusing on their participation in, and evaluation of the professional discourses that enable teachers to respond constructively to students and their learning needs. This unit is paired with the unit Teaching Outdoor Education 1, with both units developing pre-service teachers' understanding of teaching year 7 through to year 12.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Distinguish the principles and practices of teaching VCE Outdoor education in comparison to year 7-10 outdoor education pedagogies. Investigate how students learn in relation to complex outdoor education content.
2. Elucidate knowledge of how students learn and the role of differentiation in developing effective teaching plans for senior outdoor education curriculum. Exhibiting the principles and practices of effective pedagogy for teaching and learning in outdoor education in the post-compulsory years
3. Design, trial and evaluate a senior outdoor education unit of work that includes a sequence of lesson plans which employ a range of teaching resources, strategies, and approaches to assessment that support inclusive student participation and engagement.
4. Evaluate the range of assessment strategies including, informal and formal, diagnostic, formative and summative and how these approaches can be applied to assess junior and senior outdoor education students learning.
5. Analyse and appraise the role of assessment moderation with colleagues to promote consistency and comparable judgements of student learning in outdoor education
6. Implement strategies for student-focussed feedback and reporting to students, parents, and the school in outdoor education curriculum.
7. Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.

**Class Contact:**Seminar 2.0 hrs

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Review, Outdoor Education Pedagogy Part 1 – Review of key concepts Part 2 – Connecting concepts, assessment and teaching, 30%. Project, Teaching and

curriculum plan including the outline for delivering a VCE unit across the semester, four full lesson plans plus relevant assessment., 50%. Report, Micro-teaching an activity that you developed for your Teaching and Curriculum plan drawn from the VCE Outdoor Education Study Designs, 20%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded). Minimum effective word limit of 5000 words in total.

## AEG5221 Teaching Physical Education 1

**Locations:**Footscray Park.

**Prerequisites:**Nil

**Description:**This unit provides pre-service teachers with a sound understanding of the pedagogical constructs of the physical education discipline area. They become familiar with the knowledge and concepts required for teaching at the middle school level in physical education and how these years build a foundation for learning at Years 11 and 12. Specific information regarding models of physical education curriculum and the teaching styles that practitioners in this discipline area use will be examined. This unit reflects the objectives of the overall course which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis is on developing a 'tool box' of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit are also reflected upon and inform the design of the graduating portfolio. This unit is paired with AEG5222 Teaching Physical Education 2, with both units developing pre-service teachers' understanding of teaching Physical Education from year 7 through to year 12.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Elucidate an understanding of key content in the Victorian Curriculum, assessment and reporting strategies to design effective teaching plans that support students' physical, social and intellectual development at different levels associated with year 7-10 physical education, health and human development;
2. Analyse the principles and practices of physical education pedagogy for teaching Years 7 - 10 exploring a range of resources, including ICT to engage diverse student cohorts in safe and challenging learning environments;
3. Demonstrate an understanding of physical education content, concepts and reporting and assessment knowledge through the development of a sequence of lessons appropriate for Years 7 - 10 curriculum
4. Analyse and appraise physical education assessment strategies of student learning, including the role of feedback to students' about their learning, and evaluation of their progress to the school and parents.
5. Demonstrate the implementation of physical education activities that use both verbal and non-verbal communication strategies to provide clear directions

**Class Contact:**Seminar2.0 hrs

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Report, Teaching models assignment , 30%. Project, PE unit plan and micro teaching , 50%. Review, Professional practice reflection , 20%. Minimum effective word limit of 5000 words in total.

## AEG5222 Teaching Physical Education 2

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit provides pre-service teachers with comprehensive knowledge of the constructs and application of a senior school focus of physical education based around the VCE Physical Education Study Design. They become familiar with concepts of the human body in motion; physical activity, sport and society; movement skills

and energy for physical activity; and training to improve performance. Students will engage with specific pedagogical approaches for teaching and assessment in this discipline area with a student-centred focus at the post compulsory curriculum level. In addition, students will gain an overview of the VET and VCAL programs related to this discipline area. This unit also considers the priorities of teaching senior students with a diversity of needs within the physical education domain. This content component will support graduates to further develop the skills and capacities to participate as competent and reflective members of the teaching profession. This unit is paired with AEG5221 Teaching Physical Education 1, with both units developing pre-service teachers' understanding of teaching Physical Education from year 7 through to year 12.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Distinguish the principles and practices of teaching senior physical education in comparison to year 7-10 physical education pedagogies. Investigate how students learn in relation to complex physical education content
2. Elucidate knowledge of how students learn and the role of differentiation in developing effective teaching plans for senior physical education curriculum. Exhibiting the principles and practices of effective pedagogy for teaching and learning in physical education in the post-compulsory years
3. Design, trial and evaluate a senior physical education unit of work that includes a sequence of lesson plans which employ a range of teaching resources, strategies, and approaches to assessment that support inclusive student participation and engagement.
4. Evaluate the range of assessment strategies including, informal and formal, diagnostic, formative and summative and how these approaches can be applied to assess junior and senior physical education students learning.
5. Analyse and appraise the role of assessment moderation with colleagues to promote consistency and comparable judgements of student learning in physical education
6. Implement strategies for student-focussed feedback and reporting to students, parents, and the school in physical education curriculum.
7. Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.

**Class Contact:**Seminar2.0 hrs

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Report, Physical Education Pedagogy Part 1 – Review of key concepts Part 2 – Connecting concepts, assessment and teaching, 20%. Review, Teaching and curriculum plan including the outline for delivering a VCE unit across the semester, four full lesson plans plus relevant assessment., 50%. Presentation, Micro-teaching an activity that you developed for your Teaching and Curriculum plan drawn from the VCE PE Study Design, 30%. Minimum effective word limit of 5000 words in total.

## AEG5223 Teaching Psychology 1

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit of study provides pre-service teachers with a sound understanding of how to approach the teaching of psychology related subject area in secondary schools. They become familiar with the knowledge and concepts required for teaching psychology related subjects in Years 7 through to Year 10 and how these years build a foundation for learning at Years 11 and 12. This unit explores a range of approaches to psychology related subject area teaching including, inquiry learning, problem based learning, and connection of learning to the community. How to engage students and develop their understanding of psychology related subject area concepts and language will be examined as this builds a base for future

learning. This unit is paired with the unit AEG5224 Teaching Psychology 2, with both units developing pre-service teachers' understanding of teaching psychology at secondary schools to year 12.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Elucidate knowledge of curriculum, assessment and reporting to design effective teaching plans that support students' physical, social and intellectual development psychology related subject area specific knowledge and skills.
2. Analyse the principles and practices of psychology related subject area pedagogy for teaching Years 7- 10 exploring a range of resources, including ICT to engage diverse student cohorts in safe and challenging learning environments;
3. Demonstrate an understanding of psychology related subject area content and concepts through the development of a sequences of lessons appropriate for Years 7 - 10 curriculum;
4. Analyse and appraise psychology related subject area assessment strategies of student learning, including the role of feedback to students' about their learning and evaluation of their progress to the school and parents.
5. Demonstrate the capacity to implement classroom activities using both verbal and non-verbal communication strategies to provide clear directions.

**Class Contact:** Seminar 2.5 hrs

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Presentation, Design and present a lesson plan in a micro teaching activity, 30%. Review, Case Writing on an issue of practice related to psychology related subject area teaching., 30%. Project, Development of a sequence of two lesson plans and critical reflection on teaching practice., 40%. Minimum effective word limit of 5000 words in total.

## AEG5224 Teaching Psychology 2

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study provides pre-service teachers with a sound understanding of VCE Study Designs in the psychology discipline areas. They become familiar with the knowledge and concepts required for teaching in these discipline areas. Students will engage with specific pedagogical approaches for teaching and assessment in this discipline area with a student-centred focus at the post compulsory curriculum level. In addition, students will gain an overview of the VET and VCAL programs related to this discipline area. This unit also considers the priorities of teaching senior students with a diversity of needs. This content component will support graduates to further develop the skills and capacities to participate as competent and reflective members of the teaching profession. This unit is paired with the unit AEG5223 Teaching Psychology 1, with both units developing pre-service teachers' understanding of teaching psychology at secondary schools to year 12.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Distinguish the principles and practices of teaching VCE Psychology in comparison to year 7-10 psychology related subjects. Investigate how students learn in relation to complex psychology content.
2. Elucidate knowledge of how students learn and the role of differentiation in developing effective teaching plans for senior psychology curriculum. Exhibiting the principles and practices of effective pedagogy for teaching and learning in psychology in the post-compulsory years
3. Design, trial and evaluate a senior psychology unit of work that includes a sequence of lesson plans which employ a range of teaching resources, strategies, and approaches to assessment that support inclusive student participation and engagement.
- 4.

5. Evaluate the range of assessment strategies including, informal and formal, diagnostic, formative and summative and how these approaches can be applied to assess junior and senior psychology education students learning.
6. Analyse and appraise the role of assessment moderation with colleagues to promote consistency and comparable judgements of student learning in psychology
7. Implement strategies for student focussed feedback and reporting to students, parents, and the school in psychology education curriculum.
8. Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.

**Class Contact:** Seminar 2.5 hrs

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Review, Psychology Pedagogy Part 1 – Review of key concepts Part 2 – Connecting concepts, assessment and teaching, 20%. Project, Teaching and curriculum plan including the outline for delivering a VCE unit across the semester, four full lesson plans plus relevant assessment., 50%. Presentation, Micro-teaching an activity that you developed for your Teaching and Curriculum plan drawn from the VCE Psychology Study Designs, 30%. Minimum effective word limit of 5000 words in total.

## AEG5225 Teaching Science 1

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study provides pre-service teachers with a sound understanding of how to approach the teaching of science in secondary schools. They become familiar with the knowledge and concepts required for teaching science in Years 7 through to Year 10 and how these years build a foundation for learning at Years 11 and 12. Specific information regarding models of physical education curriculum and the teaching styles that practitioners in this discipline area use will be examined. This unit explores a range of approaches to science teaching including, inquiry learning, problem based learning, and scientific method. How to engage students and develop their understanding of scientific concepts and language will be examined as this builds a base for future learning. Whilst emphasis is on developing a 'tool box' of teaching strategies the broad set of values and beliefs that inform the teaching and design of this unit are also reflected upon and inform the design of the graduating portfolio. This unit is the first of two units that must be taken for teaching this method area. This unit is paired with AEG5226 Teaching Science 2 with both units developing pre-service teachers' understanding of teaching science between Years 7 - 10 curriculum and in the VCE.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Elucidate an understanding of key content in the Victorian Curriculum, assessment and reporting strategies to design effective teaching plans that support students' physical, social and intellectual development at different levels associated with year 7-10 science;
2. Analyse the principles and practices of science education pedagogy for teaching Years 7 - 10 exploring a range of resources, including ICT to engage diverse student cohorts in safe and challenging learning environments;
3. Demonstrate an understanding of science content, concepts and reporting and assessment knowledge through the development of a sequence of lessons appropriate for Years 7 - 10 curriculum
4. Analyse and appraise science education assessment strategies of student learning, including the role of feedback to students' about their learning, and evaluation of their progress to the school and parents.
5. Demonstrate the implementation of science education activities that use both verbal and non-verbal communication strategies to provide clear directions

**Class Contact:** Seminar 2.0 hrs

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Assignment, Teaching models assignment, 30%. Exercise, Science unit plan and micro teaching, 50%. Report, Professional practice reflection, 20%. Minimum effective word limit of 5000 words in total.

## AEG5226 Teaching Science 2

**Locations:** Footscray Park.

**Prerequisites:** Nil

**Description:** This unit of study provides pre-service teachers with a sound understanding of VCE Study Designs in the science discipline areas (Chemistry, Biology, Physics and Environmental Science). They become familiar with the knowledge and concepts required for teaching in these discipline areas. Students will engage with specific pedagogical approaches for teaching and assessment in this discipline area with a student-centred focus at the post compulsory curriculum level. In addition, students will gain an overview of the VET and VCAL programs related to this discipline area. This unit also considers the priorities of teaching senior students with a diversity of needs. This content component will support graduates to further develop the skills and capacities to participate as competent and reflective members of the teaching profession. This unit is paired with AEG5225 Teaching Science 1 with both units developing pre-service teachers understanding of teaching science from Year 7 to Year 12.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Distinguish the principles and practices of teaching science education in comparison to year 7-10 science education pedagogies. Investigate how students learn in relation to complex science education content in chemistry, physics, biology, and environmental science.
2. Elucidate knowledge of how students learn and the role of differentiation in developing effective teaching plans for senior science education curriculum. Exhibiting the principles and practices of effective pedagogy for teaching and learning in science education in the post-compulsory years
3. Design, trial and evaluate a senior science education unit of work that includes a sequence of lesson plans which employ a range of teaching resources, strategies, and approaches to assessment that support inclusive student participation and engagement.
4. Evaluate the range of assessment strategies including, informal and formal, diagnostic, formative and summative and how these approaches can be applied to assess junior and senior science education students learning.
5. Analyse and appraise the role of assessment moderation with colleagues to promote consistency and comparable judgements of student learning in science education
6. Implement strategies for student-focussed feedback and reporting to students, parents, and the school in science education curriculum.
7. Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.

**Class Contact:** Seminar 2.0 hrs

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Review, Review of science pedagogy, 30%. Project, Teaching and curriculum plan, 50%. Exercise, Micro teaching activity, 20%. Minimum effective word limit of 5000 words in total.

## AEG5227 Teaching Student Welfare 1

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study, along with the unit Teaching Student Welfare 2, provides pre-service teachers with a sound understanding of the how to approach the

teaching of student welfare in secondary schools. They become familiar with the knowledge and concepts required for teaching student wellbeing, welfare and resilience with a focus on Primary Prevention and Early Intervention approaches. This unit emphasises the utilisation of inquiry learning, problem based learning, role-play, negotiation and applying positive education concepts. How to engage students and develop their understanding of wellbeing concepts and language will be examined as this builds a base for future learning. This unit is paired with AEG5228 Teaching Student Welfare 2 with both units developing pre-service teachers understanding of teaching student welfare from Year 7 to Year 12.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Elucidate knowledge of how students learn, effective teaching and assessment strategies within student welfare;
2. Analyse the principles and practices of curriculum and pedagogy for teaching in the junior and middle years of secondary of schooling with a focus on student engagement and safe and challenging learning environments;
3. Interrogate and evaluate the teaching, learning and assessment requirements of student welfare curricula, together with the guidelines, procedures and the resources available to support their implementation
4. Devise, trial and evaluate student welfare curriculum appropriate for the junior and middle years of secondary of schooling; and
5. Analyse and appraise the personal, learning and social effects of curriculum and pedagogy in relation to primary prevention and early intervention frameworks.

**Class Contact:** Seminar 2.0 hrs

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Report, Teaching plan focusing on prevention and early intervention, 30%. Presentation, Evaluation of junior and middle years curriculum, 50%. Case Study, Student Welfare in schools, 20%. Minimum effective word limit of 5000 words in total.

## AEG5228 Teaching Student Welfare 2

**Locations:** Footscray Park.

**Prerequisites:** Nil

**Description:** This unit of study, along with the unit Teaching Student Welfare 1, provides pre-service teachers with a sound understanding of how to approach the teaching of student welfare in secondary schools. They become familiar with the knowledge and concepts required for teaching student wellbeing, welfare and resilience with a focus on the Intervention and Post intervention approaches. This unit examines strategies appropriate to working with junior and senior secondary student. How to engage students and develop their understanding of wellbeing concepts and language will be examined as this builds a base for future learning. This unit is paired with AEG5227 Teaching Student Welfare 1 with both units developing pre-service teachers understanding of teaching student welfare from Year 7 to Year 12.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Elucidate knowledge of how students and engage with learning in the post compulsory years of school examining, effective teaching and assessment strategies;
2. Synthesise the principles and practices of curriculum and pedagogy for teaching in the middle and senior years of secondary school with a focus on student wellbeing;
3. Articulate and facilitate professional collaborative relationships with related professionals in the student welfare framework;
4. Critique, generate and evaluate welfare curriculum appropriate for the middle years and /or post-compulsory years of schooling; and
5. Analyse and appraise the personal, learning and social effects of curriculum and pedagogy in relation to Intervention and post

intervention frameworks, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

**Class Contact:** Seminar 2.0 hrs

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Report, Outline of sessions for Wellbeing curriculum, 20%. Case Study, Analysis and resolution of students' welfare and wellbeing cases in the middle and senior years, 40%. Presentation, Development and evaluation of student Wellbeing curriculum and units of work, 40%. Minimum effective word limit of 5000 words in total.

## AEG5229 Teaching Technology 1

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study provides pre-service teachers with a sound understanding of how to approach the teaching of technology in secondary schools. They become familiar with the knowledge and concepts required for teaching in Years 7 through to Year 10 and how these years build a foundation for learning at Years 11 and 12. This unit explores a range of approaches to technology teaching including, inquiry learning, problem based learning, and connection of learning to the community. How to engage students and develop their understanding of technology concepts and language will be examined as this builds a base for future learning. This unit combined with AEG5230 Teaching Technologies 2 will provide pre-service teachers with an understanding of the curriculum and pedagogy for teaching year 7 to year 12.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Elucidate knowledge of curriculum, assessment and reporting to design effective teaching plans that support students' physical, social and intellectual development technology specific knowledge and skills.
2. Analyse the principles and practices of technology pedagogy for teaching Years 7 - 10 exploring a range of resources, including ICT to engage diverse student cohorts in safe and challenging learning environments;
3. Demonstrate an understanding of technology content and concepts through the development of a sequence of lessons appropriate for Years 7 - 10 curriculum;
4. Analyse and appraise technology assessment strategies of student learning, including the role of feedback to students' about their learning and evaluation of their progress to the school and parents.
5. Demonstrate the capacity to implement classroom activities using both verbal and non-verbal communication strategies to provide clear directions.

**Class Contact:** Seminar 2.5 hrs

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate).

**Assessment:** Presentation, Micro-teaching, 30%. Review, Case Writing on an issue of practice related to technology teaching, 30%. Project, Development of a sequence of two lesson plans and critical reflection on teaching practice in areas such as wood and food technologies, 40%. Minimum effective word limit of 5000 words in total.

## AEG5230 Teaching Technology 2

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study provides pre-service teachers with a sound understanding of VCE Study Designs in the technology discipline areas. They become familiar with the knowledge and concepts required for teaching in these discipline areas. Students will engage with specific pedagogical approaches for

teaching and assessment in this discipline area with a student-centred focus at the post compulsory curriculum level. In addition, students will gain an overview of the VET and VCAL programs related to this discipline area. This unit also considers the priorities of teaching senior students with a diversity of needs. This content component will support graduates to further develop the skills and capacities to participate as competent and reflective members of the teaching profession. This unit combined with AEG5229 Teaching Technology 1 provides pre-service teachers with the understanding of curriculum and pedagogy to teach from Year 7 to Year 12.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Distinguish the principles and practices of teaching VCE Technology in comparison to year 7-10 technology related subjects. Investigate how students learn in relation to complex technology content.
2. Elucidate knowledge of how students learn and the role of differentiation in developing effective teaching plans for senior technology curriculum. Exhibiting the principles and practices of effective pedagogy for teaching and learning in technology in the post-compulsory years
3. Design, trial and evaluate a senior technology unit of work that includes a sequence of lesson plans which employ a range of teaching resources, strategies, and approaches to assessment that support inclusive student participation and engagement
4. Evaluate the range of assessment strategies including, informal and formal, diagnostic, formative and summative and how these approaches can be applied to assess junior and senior technology education students learning.
5. Analyse and appraise the role of assessment moderation with colleagues to promote consistency and comparable judgements of student learning in technology
6. Implement strategies for student-focussed feedback and reporting to students, parents, and the school in technology education curriculum.
7. Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.

**Class Contact:** Seminar 2.5 hrs

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Report, Technology Pedagogy Part 1 – Review of key concepts Part 2 – Connecting concepts, assessment and teaching, 30%. Project, Teaching and curriculum plan including the outline for delivering a VCE unit across the semester, four full lesson plans plus relevant assessment, 50%. Presentation, Micro-teaching an activity that you developed for your Teaching and Curriculum plan drawn from the VCE Technology Study Designs, 20%. Hurdle tasks (collection of technology teaching and learning artefacts) (ungraded).

## AEG5233 Extended Discipline Study 1

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** Extended Discipline Study 1 offers pre-service teachers an opportunity to pursue a single teaching method in a nominated or high demand area to develop their knowledge and understanding of senior secondary curriculum in greater detail. This unit of study is designed as the equivalent of a double teaching method. Extended Discipline Study 1 aims to provide pre-service teachers with the foundation to build, their discipline study for senior secondary students through a program of focused inquiry, problem-based learning, research, curriculum development and practice. This includes areas such as science, mathematics, music and creativity in the arts that have multiple areas of study at the senior level. This unit extends pre-service teachers understanding of the constructs of the discipline area. The unit reflects the objectives of the overall course, which is designed to provide graduates with the skills to participate as competent and reflective members of the teaching profession. Whilst emphasis is on developing a 'tool box' of teaching strategies the broad set of values

and beliefs that inform the teaching and design of this unit are also reflected upon and inform the design of the graduating portfolio.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Elucidate knowledge of how students learn, effective teaching and assessment strategies and discipline specific content for senior secondary school students;
2. Analyse the principles and practices of curriculum and pedagogy for teaching in the middle years and post-compulsory years with a focus on student engagement and safe and challenging learning environments;
3. Interrogate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
4. Devise, trial and evaluate discipline specific curriculum appropriate for the middle years and /or post-compulsory years of schooling; and
5. Analyse and appraise the personal, learning and social effects of discipline specific curriculum and pedagogy, demonstrating a capacity to reflect, evaluate and improve their knowledge and practice.

**Class Contact:** Seminar 2.5 hrs

**Required Reading:** The unit of study lecturer will provide readings and resources at the commencement of the unit. VCAA, Victorian Essential Learning Standards, Victorian Curriculum and Assessment Authority, Melbourne: <http://vels.vcaa.vic.edu.au/>. VIT, Standards for graduating teachers, Victorian Institute of Teaching, Melbourne, accessed 13 June 2012, <http://vit.vic.edu.au/SiteCollectionDocuments/PDF/Standards-for-Graduating-Teachers-jan-09.pdf>. Australian Curriculum and Assessment Reporting Authority, The Australian curriculum, Australian Curriculum and Assessment Reporting Authority, accessed 13 June 2012, <http://www.australiancurriculum.edu.au/>.

**Assessment:** Report, Teaching plan that is focused on requirements of senior secondary school students, 20%. Review, Evaluation of the VCE curriculum requirements, 40%. Project, Project partnership inquiry, 40%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded). Minimum effective word limit of 5000 words in total.

## AEG5234 Extended Discipline Study 2

**Locations:** Footscray Park.

**Prerequisites:** AEG5233 - Extended Discipline Study 1 Nil.

**Description:** Extended Discipline Study 2 offers pre-service teachers the opportunity to pursue a single teaching method in a nominated or high demand area to develop their knowledge and understanding of senior secondary curriculum in greater detail. This unit of study is designed to extend a single teaching method. It builds on the concepts covered in Extended Discipline Study 1, providing opportunities to explore concepts of metacognition, motivation and engagement of the senior student. This unit is the second of two units that must be taken for teaching this method area.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse the breadth of knowledge and skills that relates to their discipline area;
2. Evaluate the principles and practices of curriculum and pedagogy for teaching senior secondary school students Interrogate and evaluate the teaching, learning and assessment requirements of discipline specific curricula, together with the guidelines, procedures and resources available to support their implementation;
3. Devise, trial and evaluate specific learning activities that promote senior students engagement with the discipline area; and
4. Analyse and appraise student learning in the relevant discipline encouraging self-evaluation and awareness in individual students.

**Class Contact:** Seminar 2.5 hrs

**Required Reading:** The unit of study lecturer will provide readings and resources at the commencement of the unit. VCAA, Victorian Essential Learning Standards, Victorian Curriculum and Assessment Authority, Melbourne available online:

<http://vels.vcaa.vic.edu.au/>. VIT Standards for graduating teachers, Victorian Institute of Teaching, Melbourne, accessed 13 June 2012, <http://vit.vic.edu.au/SiteCollectionDocuments/PDF/Standards-for-Graduating-Teachers-jan-09.pdf>. Australian Curriculum and Assessment Reporting Authority, The Australian curriculum, Australian Curriculum and Assessment Reporting Authority, accessed 13 June 2012, <http://www.australiancurriculum.edu.au/>.

**Assessment:** Report, Evaluation of assessment techniques for senior students' learning, 20%. Review, Curriculum evaluation that examines the breadth of the discipline, 40%. Project, Reflection and examination of teaching practice, 40%. Hurdle tasks (collection of teaching and learning artefacts) (ungraded). Minimum effective word limit of 5000 words in total.

## AEG5235 Teaching Health 1

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit aims to prepare re-service teachers to confidently teach health education and engage in health promotion in the post primary years (7 - 10) of compulsory education. In the unit pre-service teachers build on their health and wellbeing discipline knowledge to develop an understanding of various theoretical, philosophical and practical perspectives on secondary school health education and promotion. The unit is informed by a focus on state, national and global approaches to health education and promotion, including curricular and whole-school models. From these foundational perspectives and pedagogical frameworks, pre-service teachers will develop skills to promote secondary school student's health knowledge and wellbeing through classroom and school practices. Key health education and promotion concepts considered include the social construction of health; employing a strengths-based focus; mental health and building resilience; developing critical health literacy; teaching sensitive topics; social and emotional learning; and taking a harm minimisation approach in the context of adolescent developmental imperatives. In this unit pre-service teachers build their confidence in planning for effective learning and teaching in health along with developing the skills and disposition of becoming a critically reflective educator. This unit connects with pre-service teachers' school placement experiences and supports their inquiry into teachers' work including the principles underpinning the creation of supportive and safe classroom environments. This unit is paired with the unit AEG5236 Teaching Health 2, with the two units together developing pre-service teachers' understanding of health education and health promotion from year 7 through to year 12.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Elucidate knowledge of curriculum, assessment and reporting to design effective teaching plans that support students' physical, social and intellectual development health specific knowledge and skills.
2. Analyse the principles and practices of health pedagogy for teaching Years 7 - 10 exploring a range of resources, including ICT to engage diverse student cohorts in safe and challenging learning environments;
3. Demonstrate an understanding of health content and concepts through the development of a sequences of lessons appropriate for Years 7 - 10 curriculum;
4. Analyse and appraise health assessment strategies of student learning, including the role of feedback to students' about their learning and evaluation of their progress to the school and parents.
5. Demonstrate the capacity to implement classroom activities using both verbal and non-verbal communication strategies to provide clear directions.

**Class Contact:**Seminar2.5 hrs

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Presentation, Health education microteaching presentations - devise, trial and evaluate a range of health education pedagogies, 30%. Review, Review of the positioning of health education and health promotion in a secondary school., 30%. Project, Development of a sequence of two lesson plans and critical reflection on teaching practice., 40%. Minimum effective word limit of 5000 words in total, or equivalent.

## **AEG5236 Teaching Health 2**

**Locations:**Footscray Park.

**Prerequisites:**Nil

**Description:**This unit is designed to enable students to effectively and competently teach health in the later years of secondary school (VCE /post-compulsory level). The unit will examine the structure of VCE/post compulsory health studies through a focus on the content and approaches outlined in post compulsory programs. The unit is informed by a focus on state, national and global approaches to health education and promotion with a focus on teaching at post compulsory level. Core health education and promotion principles of the social basis of health; the importance of taking a strengths-based approach to sustain individual, community and global health and human development; and enabling senior secondary school students to take informed action to promote their own health through both curriculum and co-curriculum strategies provide the focus for pre-service teachers to develop their knowledge and skills of teaching and health promotion strategies, assessment practices, requirements and regulations for teaching health at VCE/ post compulsory level. In this unit pre-service teachers document, analyse, trial, critique and reflect on health education and promotion guidelines and their own teaching practice to develop their skills and confidence in planning for effective learning and teaching in senior school health in conjunction with developing their skills as a critically reflective educator. This unit connects with pre-service teachers' school placement experiences and supports their inquiry into teachers' work including contemporary student-centred approaches to teaching and student engagement with school and schooling. This unit is paired with the unit AEG5235 Teaching Health 1; with the two units together developing pre-service teachers' understanding of health education and health promotion from year 7 through to year 12.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Distinguish the principles and practices of teaching senior health education in comparison to year 7-10 health education pedagogies. Investigate how students learn in relation to complex Health Education content
2. Elucidate knowledge of how students learn and the role of differentiation in developing effective teaching plans for senior Health & Human Development curriculum. Exhibiting the principles and practices of effective pedagogy for teaching and learning in Health in the post-compulsory years
3. Design, trial and evaluate a senior Health unit of work that includes a sequence of lesson plans which employ a range of teaching resources, strategies, and approaches to assessment that support inclusive student participation and engagement.
4. Evaluate the range of assessment strategies including, informal and formal, diagnostic, formative and summative and how these approaches can be applied to assess junior and senior health students learning.
5. Analyse and appraise the role of assessment moderation with colleagues to promote consistency and comparable judgements of student learning in health
6. Implement strategies for student-focussed feedback and reporting to students, parents, and the school
7. Use curriculum, assessment and reporting knowledge

to design learning sequences and lesson plans.

**Class Contact:**Seminar2.0 hrs

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Project, Health & Human Development Pedagogy Part 1 – Review of key concepts Part 2 – Connecting concepts, assessment and teaching, 20%. Project, Teaching and curriculum plan including the outline for delivering a VCE unit across the semester, four full lesson plans plus relevant assessment., 30%. Presentation, Microteaching an activity that you developed for your Teaching and Curriculum plan drawn from the VCE Health Study Designs, 50%.

## **AEG5237 Teaching Middle Years - 1**

**Locations:**Footscray Park.

**Prerequisites:**Satisfactory completion for Unit 1 and Unit 2 in VCE General Mathematics or Unit 1 and Unit 2 in VCE Mathematics Methods. An undergraduate major area of study relating to a teaching specialisation as detailed in the VIT teaching specialist guidelines.

**Description:**This unit of study provides pre-service teachers with a sound understanding of middle schooling approaches to learning. They become familiar with the concepts and construct that guide teaching of middle years students which in Victoria are identified by the Department of Education and Training as Years 5 to 8. Pre-service teachers develop middle school approaches to their teaching practice based on the content knowledge of their first specialist teaching method. Using this specialist area they focus on theories and learning of middle schooling and development of middle years students' literacy and numeracy. This unit is paired with the AEG5238 Teaching Middle Years 2 unit of study with both units developing students understanding of teaching in the middle years of schooling.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Distinguish the principles and practices of curriculum and pedagogy for teaching in the middle years;
2. Discriminate between curriculum, teaching and learning requirements of middle years curriculum from primary and senior secondary years curriculum identifying the guidelines, procedures and resources which support the implementation of the middle schooling curriculum;
3. Design, trial and evaluate middle schooling learning activities which draw on social constructivist approaches to learning, including group work, student negotiated learning, independent and small group inquiry and experiential learning; and
4. Evaluate the learning and development students have achieved through the teaching approaches and learning activities conducted.

**Class Contact:**Seminar2.0 hrs

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Review, Middle years pedagogy, 30%. Report, Teaching plan, 40%. Project, Monitoring middle years students' learning, 30%. Minimum effective word limit 5000 words.

## **AEG5238 Teaching Middle Years - 2**

**Locations:**Footscray Park.

**Prerequisites:**Satisfactory completion for Unit 1 and Unit 2 in VCE General Mathematics or Unit 1 and Unit 2 in VCE Mathematics Methods. An undergraduate major area of study relating to a teaching specialisation as detailed in the VIT teaching specialist guidelines.

**Description:**This unit of study provides pre-service teachers with an extended understanding of middle schooling approaches to learning. They become familiar with

the concepts and constructs that guide teaching of middle years students, which in Victoria are identified by the Department of Education and Training as Years 5 to 8. Pre-service teachers develop middle school approaches to their teaching practice based on the content knowledge of their first specialist teaching method. This unit provides a specific focus on the notion of adolescence and the type of pedagogical approaches that are effective with middle years students including inquiry learning and problem-based learning. This unit is paired with the AEG5237 Teaching Middle Years 1 unit of study with both units developing students understanding of teaching in the middle years of schooling.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Demonstrate chosen principles and practices of curriculum and pedagogy for teaching in the middle years;
2. Critically analyse curriculum, teaching and learning requirements of middle years curriculum from primary and senior secondary years curriculum, identifying the guidelines, procedures and resources which support the implementation of the middle schooling curriculum;
3. Develop, trial and evaluate units of work based on middle year curriculum, which are underpinned by social constructivist approaches to learning, such as inquiry learning, experiential learning, problem based learning and student negotiated learning; and
4. Reflect upon the personal development, learning and social effects of the implemented curriculum and teaching approaches.

**Class Contact:** Seminar 2.0 hrs

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Review, Middle years schooling unit development plan, 30%. Project, Monitoring middle years students' learning and development of inquiry unit plan., 70%. Minimum effective word limit 5000 words.

### AEK2203 Indigenous Perspectives On Sustainability

**Locations:** St Albans.

**Prerequisites:** Nil.

**Description:** Aboriginal Perspectives on Sustainability focuses on traditional Aboriginal society, the contemporary environmental movement and urban Aboriginal landscapes. Students will explore the relationship and connection of Aboriginal people with the environment and their traditional sustainable practices and investigate the impact of colonisation/dispossession to the urban Victorian biota. The unit will also cover topics related to contemporary Aboriginal self-determination and self-management in the control of cultural heritage, landscapes and land management. Students will be introduced to the local provenance of Aboriginal plant resources and the ways in which colonised spaces and places are incorporating and reintroducing these species.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Investigate and conceptualise the key issues of environmental land management and sustainability from the perspective of Aboriginal people;
2. Critically describe and evaluate the relevance of Aboriginal perspectives to contemporary environmental issues in Australia;
3. Discuss the complexities of Aboriginal cultural heritage and traditional owners; and
4. Connect and engage meaningfully with guest speakers.

**Class Contact:** Seminar 2.0 hrs

**Required Reading:** Presland, G 2004, *Aboriginal Melbourne: The lost land of the Kulin people*, Melbourne: McPhee Gribble. Pascoe, B 2014, *Dark Emu. Black Seeds : Agriculture Or Accident?* n.p.: Broome, Western Australia : Magabala Books

**Assessment:** Review, Review of 7 current newspaper articles on issues discussed in classes, 30%. Assignment, Major assignment on relevance of Indigenous

perspectives on contemporary issues of sustainable environmental management, 70%. Total effective word limit 3000 words.

### AEK2205 Politics of Aboriginal Art

**Locations:** Footscray Park, St Albans.

**Prerequisites:** AEK1204 - Aboriginal History and Political Movements/AEK1105 - Aboriginal Traditions and Policy. Students are required to complete either AEK1204 or AEK1105 before enrolling in this unit. Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

**Description:** Aboriginal art is a global multi-million dollar business, and for many non-Aboriginal people, the stereotypical view is that Aboriginal art is only authentic if it is in the form of dot paintings. Contemporary Victorian Aboriginal art, however, emanates from range of lifestyles, landscapes, cultural experiences and beliefs. Many Koori artists work from ancestral designs and their continuing connection to the land, producing possum skin cloaks, carving emu eggs and creating artefacts such as shields, boomerangs and jewellery, while others are inspired by contemporary issues, blending cultural traditions with personal and political views. Many urban Aboriginal artists use their art practice to affect change across their communities through the provision and delivery of community development or health projects to enable positive outcomes in colonised and disadvantaged families and groups. Contemporary Aboriginal art practice is an expression of Aboriginal story/stories and is a way of articulating cultural sovereignty, autonomy and survival for the artists. In this unit, students investigate and understand the range of Victorian Indigenous art, its cultural underpinnings and its style and medium. Students analyse the impact of colonisation on Victorian Aboriginal communities, the art practices in relation to outcomes in disadvantaged communities, the reclamation of cultural practices and oral traditions and subsequent effects on art style and subject matter. Students also reflect on their own understandings and undertake comparative research on Aboriginal art in an Australian context.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Demonstrate knowledge of the impact of colonial settlement on the cultural, health and social outcomes of urban Victorian Aboriginal populations and their art;
2. Describe how different art styles and subject matter have shaped and framed Victorian Aboriginal resistance and reclamation of cultural practices;
3. Demonstrate a clear understanding of Indigenous art, its impact on Aboriginal communities and how art and community development can transform place and space and impart oral tradition;
4. Recognise and understand the importance of how culturally appropriate and culturally safe urban Indigenous art projects impact and produce positive outcomes in Aboriginal communities; and
5. Recognise that contemporary Indigenous art practice, in all mediums, are fundamental products and processes of Aboriginal sovereignty.

**Class Contact:** Seminar 2.0 hrs

**Required Reading:** Students will be given copies of the required texts prior to the beginning of the first week of classes.

**Assessment:** Journal, Written assessment (1000 words), 30%. Presentation, Group presentation, 30%. Essay, Written assessment (2000 words), 40%.

### AEK3103 Aboriginal Literacies

**Locations:** Footscray Park, St Albans.

**Prerequisites:** AEK1204 - Aboriginal History and Political Movements/AEK1105 - Aboriginal Traditions and Policy. Students enrolled in course code ABAB or LBLA must have completed two of the following units: AEK1105 Aboriginal Traditions and Policy, AEK2103 Aboriginal Health and Wellbeing, AEK2104 Leadership in Aboriginal



Communities, AEK2205 Politics of Aboriginal Art.

**Description:**This unit of study will explore the historical and contemporary contributions of Indigenous writers in Australia. Through examining the historical and contemporary forces placed upon Indigenous writers, students will appreciate how Colonialism and Resistance shape the context of Indigenous works of literature. This Unit aims to introduce the student to the following aims and concepts: an introduction to Australian Indigenous literature and writers an overview of historic and contemporary issues in Australian Indigenous literature.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Identify & have insight into the major themes of Indigenous Literature in Australia;
2. Identify the complexities of the 'Indigenous voice' in Australian Literature;
3. Develop critical ideas and arguments about purposes, audience and construction of Indigenous text; and
4. Identify the similarities between the experiences of Australian Indigenous peoples and those of global Indigenous peoples.

**Class Contact:**Seminar 2.0 hrs

**Required Reading:**Students will be supplied with readings in class and online versions will be available.

**Assessment:**Assignment, In class assessment, responses to themes., 20%. Creative Works, Poetry reading, 20%. Essay, Written essay on Indigenous writers topic., 60%. Total effective word limit 3000 words.

### AEK3203 Working Ethically in Aboriginal Community

**Locations:**Footscray Park, St Albans.

**Prerequisites:**AEK1204 - Aboriginal History and Political MovementsAEK1105 - Aboriginal Traditions and PolicyNot required for students enrolled in BMITAS Tourism and Aboriginal Sustainability. Students enrolled in ABAB or LBLA must have completed two of the following units: AEK1105 Aboriginal Traditions and Policy, AEK2103 Aboriginal Health and Wellbeing, AEK2104 Leadership in Aboriginal Communities, AEK2205 Politics of Aboriginal Art. as approved by Assoc. Dir. CMQS.

**Description:**This unit of study will investigate traditional and contemporary Aboriginal Australian community structure with emphasis on the following themes: Aboriginal connections to 'country' through land and sovereign rights; understanding of obligations to solidarity of non-Aboriginal people to Aboriginal political and community connections; ethical collaboration and dialogue with Aboriginal people and communities; the contemporary Aboriginal Australian reality.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Analyse and reflect on the importance of land and sovereign rights to Aboriginal people;
2. Analyse the complexities of contemporary Aboriginal Australian communities and political connections;
3. Critically investigate and explain the ethical ways of working with Aboriginal people; and
4. Consolidate and synthesise learnings of traditional and contemporary Aboriginal communities.

**Class Contact:**Workshop 2.0 hrs

**Required Reading:**Students will be supplied with readings in class and online versions will be available.

**Assessment:**Essay, Critical discussion on issues covered in unit., 30%. Presentation, Group presentation on Aboriginal case studies., 45%. Journal, Reflective journal on unit issues., 25%. Total effective word limit 3000 words.

### AEK3204 Aboriginal Political and Reflective Learning

**Locations:**Footscray Park, St Albans.

**Prerequisites:**AEK1105 - Aboriginal Traditions and PolicyAEK1204 - Aboriginal History and Political MovementsAEK1105 Aboriginal Traditions and Policy; OR AEK1204

Aboriginal History and Political Movements

**Description:**The global context of this unit encompasses organisational perspectives such as UNESCO's acknowledgement that Indigenous groups are under challenge globally from development, global warming and globalisation; or political initiatives such as the Australian government's celebration of an Asian century. How might Australian Indigeneity assert itself legally, culturally, socially and technologically to secure and/or ensure an equitable and respected place in a 'multicultural', globalised context? Students will build on prior learning to investigate, via discipline and multi-discipline group work, a defined 'wicked problem' as a project. The challenges identified may include combinations of urban, regional and remote development, planning and policy, mining and land resource use, land rights, reconciliation, international agreements, human rights, Indigenous rights and cultural heritage, sovereignty and constitutional rights, traditional owner rights, governance power and control, deviance and normality.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Critically interrogate cultural norms and the colonial and global systems and structures that privilege and disadvantage groups within a localised or regional Aboriginal context;
2. Integrate and manage their own and student group practices and epistemologies within a framework that acknowledges a range of modes of community leadership and influence;
3. Articulate and demonstrate respect for cultural difference, diversity within Indigenous communities in Australia, and the value of an Aboriginal life experience as a social concept;
4. Critically review and apply methods of problem-solving in socially and culturally diverse settings; and
5. Hypothesise and predict land management, planning, cultural heritage and Aboriginal practices for the 21st Century, and beyond, that may be applied to varied social communities.

**Class Contact:**Seminar 2.5 hrs

**Required Reading:**Students will be required to source texts appropriate to their project topic.

**Assessment:**Assignment, Negotiated problem proposal, 10%. Report, 'Mini Summit' report and presentation, 40%. Report, Report and presentation at multi-discipline 'UN summit', 50%. Students enrolled in this unit will be involved in discipline and multi-discipline group work involving a community-based wicked problem via research project or 'on-the-ground' project work in a localised setting that will be used as the basis for their assessment. The assessment tasks in this unit represent a 3000 equivalent word count.

### AEN2001 Problem Discovery

**Locations:**Footscray Park.

**Prerequisites:**Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

**Description:**This unit offers students the opportunity to learn how to identify local and global problems, and test solutions to these problems in practical ways to strengthen individual creative and innovative thought. It is based on the premise that Understanding the anatomy of successful projects in complex environments is fundamental for being able to initiate and seeing a project through to completion. This unit introduces the Search vs. Execute frameworks and how the Discover and Validate processes tie into this framework. Students briefly explore a number of ideation techniques in groups to determine the direction of their project. Building on these introductions, the students take a deep dive into the discovery process. They will focus on developing an understanding of the people, problems and solutions involved in their project by gathering information from key stakeholders and collating

this information in a Lean Canvas that gets updated weekly. The Lean Canvas is a tool that allows students to capture all key information on one page. Students use the gathered information to analyse their potential solutions, and determine next steps for their ideas. The unit contributes to the development of sought-after entrepreneurial capabilities, which may be applied in any work context including in local or global 'start-ups' or in organisations seeking to drive business in a competitive globalised economy. It strengthens students' capability as collaborators, who are able to initiate and develop new ideas, and consider opportunities and consequences for local and global communities.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Develop, experiment with and evaluate solutions to real-life problems;
2. Demonstrate an understanding of the constructs and application of 'design mindset', 'prototyping' and 'novel and adaptive thinking';
3. Articulate the role of ideas, creativity, failure and innovation in problem solving;
4. Collaborate through online forums;
5. Analyse information gathered to determine next steps for solutions;
6. Employ a range of mediums to transmit ideas in an influential and persuasive manner.

**Class Contact:** Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:** Blank, S.G., & Dorf, B. (2014) *The startup owner's manual: The step-by-step guide for building a great company*. Pescadero, Calif: K & S Ranch, Inc.

**Assessment:** Portfolio, Portfolio of weekly updated Lean Canvases (1,000 word equivalent), 30%. Presentation, Group presentation, including an outline of the problem to focus on, assumed solutions and approach to gathering key information. (500 word equiv), 30%. Essay, Summary of the process of gathering, analysing and evaluating key information using Lean Canvases, (1,500 word equiv), 40%.

## AEN2002 Solution Validation

**Locations:** Footscray Park.

**Prerequisites:** AEN2001 - Problem Discovery Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

**Description:** In this unit, students will learn how to take their solution beyond a hypothetical. This unit develops the underpinning knowledge and understanding of how Minimum Viable Products (MVP) are used to establish viability through the experiment-driven process of validation. Students develop research, computational thinking and analytical skills in the assessment, evaluation and analysis of market information that can determine a success or failure of a project. The unit contributes to the development of sought-after entrepreneurial capabilities, which may be applied in any work context including in local or global start-ups or in organisations seeking to drive business in a competitive globalised economy. The unit aims to strengthen students' capability and skills in 'sense-making' and decision-making and raise their awareness about the complexity that can arise in business when individual interests conflict with public good.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Consolidate an understanding about business start-ups and how they originate from ideas;
2. Evaluate a start-up business proposition using 'validation' processes;
3. Articulate the importance of assessing, evaluating and analysing data and statistics to make decisions and judgements and manage inherent business risks and consequences;
4. Develop and experiment with an MVP (Minimum Viable Product) in a collaborative context;
5. Collaborate through online forums.

**Class Contact:** Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:** Blank, S.G., & Dorf, B. (2014) *The startup owner's manual: The*

*step-by-step guide for building a great company*. Pescadero, Calif: K & S Ranch, Inc. Multidot (2017) This will change the way you build a mvp, minimum viable product in 2017. Retrieved from Hackernoon: <https://hackernoon.com/this-will-change-the-way-you-build-a-mvp-minimum-viable-product-in-2017-99daabb4bf1b>.

**Assessment:** Other, Development of a functional MVP. (1,250 word equiv), 30%. Presentation, Students present their MVP with rationale for development, content of MVP and results of experiment. (500 word equiv), 40%. Essay, Explain and reflect on the process and how skills and knowledge acquired can be applied in a multitude of settings. (1250 word equiv), 30%.

## AEN3001 Storytelling for Impact

**Locations:** Footscray Park.

**Prerequisites:** AEN2001 - Problem Discovery AEN2002 - Solution Validation Students enrolled in course code ABAB and LBLA must complete at least 24 credit points (equivalent to 2 units) of an Arts Major before undertaking any Level 3 units.

**Description:** In this unit, students learn how to make an impact through words and visuals in order to expand on their Minimum Viable Products (MVP). Stories are a powerful tool for persuasion and useful in the context of understanding customers, building brands and leading teams. This unit develops effective communication capabilities by using a diverse set of tools in a variety of contexts. Students define a clear purpose and create the narrative to gather support for their entrepreneurial initiative, which get translated into a communication strategy for their project. Students generate an understanding of the role of culture, values and dispositions in affecting achievement of goals. Multiple narratives are created for different channels and audiences, developing respect and valuing diversity in the process. These narratives are tested through a variety of channels after which the results are critically analysed, evaluated and interpreted.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Explore and conceptualise the key dimensions of effective communication;
2. Collaborate effectively as a member of a team to communicate complex ideas in oral, written, and visual forms across different presentation contexts and to a range of audiences;
3. Identify and compose an appropriate narrative based on purpose, promise and positioning in combination with target audience;
4. Collaboratively design communication plan;
5. Evaluate and make recommendations based on responses to narratives.

**Class Contact:** Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:** Aaker, J.L., Smith, A., & Adler, C. (2010). *The dragonfly effect: Quick, effective and powerful ways to use social media to drive social change*. San Francisco: Jossey-Bass

**Assessment:** Other, Design of communication plan outlining the rationale, analysis of target audience and content of the storytelling strategy. (1,000 word equiv), 40%. Essay, Critically review and reflect on response to the communication plan and recommend future audience focus and channel. (1,250 word equiv), 40%. Presentation, Present and justify the target audience, narrative and chosen channel alignment. (750 word equiv), 20%. The cumulative assessment tasks in this unit represent a 3000-4000 equivalent word count.

## AEN3002 Hacking Growth

**Locations:** Footscray Park.

**Prerequisites:** AEN2001 - Problem Discovery AEN2002 - Solution Validation AEN3001 - Storytelling for Impact Students enrolled in course code ABAB and LBLA must complete at least 24 credit points (equivalent to 2 units) of an Arts Major before undertaking any Level 3 units.

**Description:** Students will design and experiment with several growth strategies to

prepare for a pitch-style event in an authentic 'live' context. At the pitch-style event students have to explain clearly and coherently the rationale and results of their growth experiments to convince a panel of judges; they will have to argue the future potential of what they have been working on. Students will have to plan and organise self and others to identify, anticipate and solve problems ranging from simple to important, complex and unpredictable. Students develop capacities required to contribute to a more equitable and sustainable world, these include curiosity, courage and resilience. They will gain insight into the challenges involved in initiating and developing an idea, convincing other people of future potential of their developed idea and in the process develop much sought-after entrepreneurial skills including personal initiative, teamwork and effective communication.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically review research relating to growth drivers;
2. Integrate theoretical, practical and contextual knowledge to devise and coordinate three growth experiments relevant to the project;
3. Collaborate with peers across established disciplines to draft and refine a pitch providing a clear overview of the problem, solution and achievements to date;
4. Advocate for further support of the project as a project initiator and leader;
5. Negotiate outcomes in a multidisciplinary context at a pitch-style event by assuming leadership role;
6. Exhibit ability to effectively and critically communicate complex ideas in oral, written, and visual forms to a range of audiences.

**Class Contact:** Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:** Mares, J. & Weinberg, G. (2014) *Traction: How Any Startup Can Achieve Explosive Customer Growth* New York: Portfolio/Penguin Patel, S. & Taylor, B. (2015) *The Definitive Guide to Growth Hacking*. Retrieved from Quicksprout. <https://www.quicksprout.com/the-definitive-guide-to-growth-hacking/>.

**Assessment:** Other, Collaboratively initiate growth experiments and present the rationale behind these growth experiments. (750 word equiv), 20%. Essay, Explore and critically reflect on the process and how skills and knowledge acquired can be applied in a multitude of settings. (1250 word equiv), 40%. Presentation, Pitch-style presentation. (1500 word equiv), 40%.

## AET4001 Foundations of Learning and Teaching in Tertiary Education

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit provides an introduction to the post compulsory education environment, adult learning theories and principles and approaches. Participants will address the critical elements of quality teaching and learning grounded in andragogical research. They will apply those elements to specific disciplines or fields of study, and link theory and practice through a range of activities. A variety of teaching contexts and modes are explored, including: small and large group teaching contexts; and blended, face-to-face and online learning modes. This unit of study includes peer review and teaching observation accompanied by positive constructive feedback

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critique and propose adult learning theories to inform their teaching practice in the current post-secondary environment.
2. Review the characteristics of learners and teaching context, and articulate how these influence their own teaching practice
3. Through reflective practice evaluate teaching practice including observation and constructive feedback.
4. Critically reflect on and justify changes to their own teaching practice; utilising scholarly approaches incorporating theoretical knowledge, peer observation, feedback and learner performance

**Class Contact:** Participants are expected to engage in study for this unit for approximately 10 hours each week for the 12 weeks of semester. This unit is available online supplemented by 4 face-to-face workshops

**Required Reading:** Recommended readings will be advised in the VU Collaborate space for this unit. There is no required textbook for this unit.

**Assessment:** Review, Analysis and observation activity (1,000 words), 20%. Portfolio, Selection of evidence (2,000 words), 50%. Assignment, Critical reflection of own learning and teaching using a scholarly approach to justify changes (2,000 words), 30%.

## AET4002 Curriculum Design and Student Assessment

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This learner-focussed unit provides a framework for studying and evaluating course design. Assessment strategies are introduced as an integral component of both course design and evaluation of student learning. Participants explore a variety of curriculum models and their relevance to specific cohorts and learning outcomes. Instructional approaches may include blended, project and problem models, as well as emerging trends in active and experiential learning. Through the unit's assessment tasks, participants examine their own curriculum and assessment practices and propose evidence-based adjustments with consideration of implementation constraints and institutional settings.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically evaluate a range of approaches to course design and delivery, mindful of student learning needs;
2. Use evidence-based evaluation to inform curriculum design;
3. Make connections between practice and current theories and research on curriculum development and assessment design to prepare recommendations for change;
4. Apply systematic curriculum design processes and principles of alignment to learning goals, teaching and learning activities, and assessment tasks for effective learning; and
5. Design assessment that identifies and reports student learning, provides feedback to students about their learning and informs further learning.

**Class Contact:** This unit is available online supplemented by face-to-face workshops. Participants are expected to average approximately 10 hours of study per week. Study includes directed activities, independent work, and completing assessment tasks.

**Required Reading:** Biggs, J, & Tang, C 2011 4th ed *Teaching for quality learning at university* Maiden Head: Open University Press/McGraw Press Further readings will be advised during the semester. These will be chosen on the basis of their applicability to the whole student cohort.

**Assessment:** Review, Peer feedback (800 words), 15%. Assignment, Evidence-based curriculum recommendations (approximate word equivalence 1800 words), 35%. Portfolio, Assessment portfolio with scholarly reflection justifying design (approximate word equivalence 2500 words), 50%.

## AET4003 Improving Practice

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** The aim of this unit is to provide an opportunity to think more deeply about the role of an educator, to examine relevant pedagogic literature and to engage in a systematic and evidence-based investigation of teaching and learning in order to improve practice. Students will plan to undertake a project in an area of interest in order to develop a critical understanding of current educational practice in tertiary education taking an evidence-based approach to improve their teaching. The

unit supports the consideration of ethical aspects of both evaluating teaching and making improvements to practice based on study findings.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Utilise evidence-based and scholarly strategies to independently identify a critical issue in educational practice or one that has already been implemented;
2. Source and critically evaluate relevant literature and documented practice related to this issue;
3. Systematically review practice and identify evidence and evaluation needs;
4. Design a detailed education study proposal based on ethical principles and thorough investigation; and
5. Report on project processes to a non-specialist audience.

**Class Contact:** Workshop 3.0 hrs

**Required Reading:** Denscombe, M., 2012, *Research proposals: A practical guide* Maidenhead: Open University Press Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Assignment, Critical identification of a learning and teaching issue, 30%. Presentation, Seminar presentation/poster, 20%. Report, Project proposal, 50%.

### AET4004 Improving Practice: Investigation and Evaluation

**Locations:** Footscray Park.

**Prerequisites:** AET4003 - Improving Practice

**Description:** This unit provides an opportunity to implement an educational study proposal; in particular, to carry out evidence-based evaluation that builds upon work completed in AET4003 Improving Practice. The process will involve data collection from multiple data sources (including students), data analysis and interpretation and the writing of a final report that might contribute to building a research track record. The unit is delivered via a combination of face-to-face workshops and online engagement.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Carry out a thorough and systematic literature review on a well-defined topic related to tertiary education practice;
2. Use common education investigative and/or evaluation methods to design and carry out a study within ethical and practical constraints;
3. Synthesise literature, data and experience in the interpretation of findings;
4. Exemplify a scholarly approach by developing concise and clearly structured reports based on study findings; and
5. Identify and make recommendations for further evidence-based studies and evaluation activities.

**Class Contact:** This unit is delivered using blended learning comprising largely of online readings, activities and self-directed learning (110 hours) in conjunction with three (3) face-to-face workshops of either 3 or 2 hours duration.

**Required Reading:** Gray, D 2014, 3rd edn, *Doing research in the real world*, London, Thousand Oaks, New Delhi & Singapore; Sage Publications.

**Assessment:** Presentation, A class presentation reporting on progress of investigation, highlighting issues encountered and resolutions sought. (10 minutes), 20%. Research Paper, Detailed report on the investigation and evaluation of an issue related to improving practice. (5,000 words), 80%. The intention of the investigation and report is for students to develop practical and ethically-sound approaches to the conduct of educational investigations. Students who choose to conduct investigations with students or assessment records, rather than a theoretical or secondary data analysis, will be required to gain prior approval from the Ethics Committee.

### AET4005 Supervision of Student Research

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit aims to give supervisors of student research knowledge of relevant national and institutional regulations on supervision and introduce them to effective supervisory practice. The unit gives supervisors the opportunity to monitor and evaluate their supervision and enhance their practice in a collaborative, peer-supported environment. The unit is designed primarily for staff involved in supervising Higher Degree by Research students, but is also relevant for staff teaching research components of coursework masters and Honours programs. Many staff involved in supervision already engage in continuing professional development of their supervisory practice, and this unit consolidates and give credit for such development. The unit is delivered via a combination of face-to-face workshops and online engagement.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Demonstrate knowledge of the national code and guidelines and institutional supervision-related policies;
2. Critically reflect on effective supervisory practice within their disciplinary context and monitor and evaluate their own practices against these;
3. Monitor and evaluate their own supervisory practices and their effectiveness in supporting quality and timely student outcomes;
4. Critically examine the work of a research student against institutional and national standards;
5. Research and plan an appropriate strategy for improving an aspect of student research within their disciplinary context; and
6. Engage in continuous improvement of their supervisory practices and management of student research through continuing independent learning and professional development.

**Class Contact:** Workshop 3.0 hrs Students are expected to engage in study for this unit for approximately 10 hours each week for the 12 weeks of semester. This unit is available in a blended mode of face-to-face workshops and online study.

**Required Reading:** Links to recommended texts for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Presentation, Presentation defining problem, 15%. Test, Supervisor compliance test, 15%. Portfolio, Reflective portfolio, 25%. Project, Practice-enhancement project report, 45%. Minimum effective word limit 5000 words.

### AET4010 Blended Learning Design and Development

**Locations:** Footscray Park.

**Prerequisites:** AET4001 - Foundations of Learning and Teaching in Tertiary Education AET4002 - Curriculum Design and Student Assessment

**Description:** This unit builds upon the knowledge and skills gained in AET4001 Foundations of Learning and Teaching in Tertiary Education and AET4002 Curriculum Design and Student Assessment. In this unit, participants will investigate, design and develop blended learning in a tertiary setting using an inquiry-led approach. Participants will explore contemporary conceptual and theoretical blended learning frameworks and principles to underpin designs and approaches suitable for diverse learners and their contexts. Participants will explore the potential learning affordances of digital tools to inform the design and development of an authentic blended learning experience.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Appraise and recommend contemporary blended learning frameworks and principles suitable for diverse learners and their contexts;
2. Propose and justify a blended learning design underpinned by an appropriate framework and principles in order to promote the learner experience;
3. Create a constructively aligned blended learning product informed by pedagogical design and incorporating digital learning tools;
4. Peer review a blended learning product; and
5. Collaborate

with peers to inform student learning within a blended learning environment.

**Class Contact:** Participants are expected to engage in study for this unit for approximately 10 hours each week for the 12 weeks of semester. This unit is delivered in a blended mode of online activity supplemented by face-to-face workshops.

**Required Reading:** Readings will be advised in the VU Collaborate space for this unit. There is no required textbook for this unit.

**Assessment:** Review, Appraise blended learning frameworks and principles (1500 words), 25%. Report, Propose and justify a blended learning design (1500 words), 30%. Project, Create and peer review a blended learning product (approximate word equivalence 2500 words), 45%.

### **AEX1099 Student Leadership and Mentoring**

**Locations:** Footscray Park, St Albans.

**Prerequisites:** Nil.

**Description:** This unit of study provides an opportunity for students to develop their skills, knowledge and understanding by working with peers, teachers and students as mentors and leaders in settings both within Victoria University and in Victorian schools. This unit facilitates strong ACPs for students within dedicated school settings to plan for and facilitate responsive learner-centred environments. The unit will focus on inquiry, rich questioning, development and reporting of personal learning, development and engagement with issues and experiences of mentoring, ambassadorship and educational leadership. Using a constructivist approach, and developing knowledge and skills in supporting constructive inquiry and engagement with peers and community members, this unit will provide a preparation for mentoring and leadership for university students. This unit of study will connect with and complement student leadership and mentoring practice in a range of educational settings. Using a practice-theory approach students will: ask questions about student leadership and mentoring: What are the conditions that support individuals in becoming active and engaged? They will observe and reflect on the processes by which leaders and mentors promote safe and secure environments and relationships within and around schools. They will also: document their developing student leadership and mentoring practices and their effects on community members; use their descriptive records to generate personal theoretical explanations and make connections with key literature explanations and practices to identify characteristics of student leadership and mentoring and the conditions which seem most effective in engaging others; develop confidence in working with groups and individuals, using an expanding repertoire of student leadership and mentoring skills; apply their understanding of student leadership and mentoring to supporting the development of the engagement, inquiry and social action of others.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Understand and practice effective Writing, Inquiry, Collaboration, Organisation and Reading (WICOR) strategies;
2. Identify, interpret and evaluate specific strategies for effective student leadership and mentoring by relating them to specific theories of student leadership and mentoring;
3. Explore and demonstrate effective use of mentoring and/or leadership strategies which focus on service and responsiveness;
4. Demonstrate the use of a range of approaches to reflect on and improve personal mentoring and/or leadership practice;
5. Identify, interpret and evaluate specific strategies for effective student leadership and mentoring by relating them to specific theories of student leadership and mentoring;
6. Explore and demonstrate effective use of mentoring and/or leadership strategies which focus on student-led inquiry and collaboration; and
7. Demonstrate the use of a range of approaches to reflect on and improve personal mentoring and/or leadership practice.

**Class Contact:** Tutorial 3.0 hrs

**Required Reading:** Conley, D T 2010, College and career ready: Helping all students succeed beyond high school, US: Jossey Bass Ltd, Shulman, J 2006, Mentoring teachers towards excellence: supporting and developing highly qualified teachers, San Francisco: Jossey-Bass

**Assessment:** Portfolio, Student leadership and mentoring written portfolio, 50%. Case Study, Evaluation of pedagogies, 30%. Tutorial Participation, Contribution to Socratic seminars, 20%. Total effective word limit 3000 words.

### **AFX1102 Debates in Contemporary Australia**

**Locations:** Footscray Park, St Albans.

**Prerequisites:** Nil.

**Description:** This unit supports Humanities, Arts and Social Sciences students as they transition to tertiary study. It builds a solid foundation of core academic skills for use at university as well as in other professional and community settings. Such skills range from academic writing to research (including library and online database resources) and critical thinking. Skills development will be scaffolded around an interdisciplinary thematic focus on debates around various, often contentious, issues facing contemporary Australia and Australian society.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critique topical debates in the Humanities, Arts and Social Sciences;
2. Independently locate relevant sources and evaluate their validity against provided criteria;
3. Exhibit communication skills in a manner appropriate for specified tertiary-level academic purposes in the Humanities, Arts and Social Sciences; and
4. Apply academic conventions regarding the presentation of work, such as those regarding the citing and referencing of sources.

**Class Contact:** Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:** ACX1001 Book of Readings (current year).

**Assessment:** Assignment, Comparative analysis - building academic summarising, analytical, reading and writing skills. (800 words), 25%. Essay, Building academic research skills. (800 words), 20%. Essay, Essay building on analytical and research skills. (1600 words), 40%. Other, Online Quizzes., 15%.

### **AHA5001 Research Methodologies**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit introduces students to the research skills and methodologies required for planning, researching and writing a research thesis. The unit includes introductions to the academic requirements of developing a research question, ethics, literature review, methodological planning, data collection and data management. Students will be able to acquire relevant skills in practice-led research and social science/humanities research within this unit.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically review methodologies that inform research in the humanities, creative arts and social sciences
2. Compose a coherent and well-structured research plan for the thesis/exegesis with some independence
3. Critically review principles of ethical research and ethical debates about new research methods
4. Demonstrate advanced technical skills in order to design research in an independent project
5. Critically review a range of new fields of study which have emerged in the humanities, social sciences and creative arts

**Class Contact:** Seminar 2.0 hrs

**Required Reading:** University students will be provided with an up-to-date reading list

via the VU Collaborate system.

**Assessment:**Journal, Scholarly community journal (1000 words), 25%. Report, Research Proposal (2000 words), 35%. Literature Review, Literature review (2000 words), 40%.

## AHA5002 Theories and Debates in Research

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit uses overarching themes relevant to 21st century research in the humanities, social science and creative arts and allows students to extend their existing knowledge of discipline specific theoretical perspectives and to develop understanding of broad theoretical debates in cognate disciplines. These theoretical knowledges, debates and perspectives allow students to develop their skills as 21st century practitioners of advanced humanities, social science and creative arts researchers.

**Credit Points:** 24

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Demonstrate cognitive skills in broad based theoretical concepts with specialist skills in some areas. 2. Demonstrate the application of knowledge of new theoretical concepts in some different discipline areas. 3. Critically evaluate different theoretical approaches to a major conceptual problem in a variety of contexts. 4. Present and communicate theoretically relevant approaches to research problems

**Class Contact:**Seminar 2.0 hrs

**Required Reading:**University students will be provided with an up-to-date reading list via the VU Collaborate system.

**Assessment:**Exercise, Peer brainstorming session of theoretical perspectives, 5%. Essay, Critical theoretical essay (2500 words), 55%. Presentation, Presentation of theoretical analysis of discipline specific problem (15 minutes), 30%. Other, Peer review of group presentations, 10%.

## AHA5003 Honours Thesis Part A

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**The Honours Thesis is designed to be an educational experience that gives students the opportunity to conceptualise, design, implement and evaluate a specific research project. Unlike a Masters or Doctoral thesis, the Honours thesis is not expected to, although it may, contribute to a discipline's body of knowledge. The broad aim of the Honours thesis is to promote the development of the student as an independent researcher. The specific aims are to develop and use the knowledge and skills necessary to conduct a research project and present a formal written thesis. The student should generally be able to display the resourcefulness and academic rigour required of an independent researcher. In this unit students develop research plans in consultation with the supervisor. At the end of this semester, students develop an annotated bibliography of data, literature and methodology that will be the basis for the final semester writing up the finding of the research thesis. This should be approximately 12,000 - 15,000 words in length and is expected to demonstrate a thorough familiarity with the literature in the relevant area, a sound understanding of the relevant concepts and, where appropriate, the application of relevant theory or method and ethics approval.

**Credit Points:** 24

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Appraise some of the diverse methodologies that inform research in the humanities and social sciences in discipline specific contexts 2. Prepare a coherent

and well-structured research plan for the thesis/exegesis 3. Apply the principles of ethical research and understand ethical debates about new research methods 4. Extend knowledge in discipline specific literature 5. Explicate technical skills to design research project

**Class Contact:**Individual supervisions with academic supervisor.

**Required Reading:**University students will be provided with an up-to-date reading list via the VU Collaborate system.

**Assessment:**Annotated Bibliography, An annotated bibliography including research data collection as applicable. (equivalent to 4000 words), Pass/Fail.

## AHA5004 Honours Thesis Part B

**Locations:**Footscray Park.

**Prerequisites:**AHA5003 - Honours Thesis Part A

**Description:**The Honours Thesis is designed to be an educational experience that gives students the opportunity to conceptualise, design, implement and evaluate a specific research project. Unlike a Masters or Doctoral thesis, the Honours thesis is not expected to, although it may, contribute to a discipline's body of knowledge. The broad aim of the Honours thesis is to promote the development of the student as an independent researcher. The specific aims are to develop and use the knowledge and skills necessary to conduct a research project and present a formal written thesis. The student should generally be able to display the resourcefulness and academic rigour required of an independent researcher. The thesis should be approximately 12,000 - 15,000 words in length and is expected to demonstrate a thorough familiarity with the literature in the relevant area, a sound understanding of the relevant concepts and, where appropriate, the application of relevant theory or method and ethics approval. The thesis requires independent supervised research. Students may extend areas of interest covered earlier in their academic career, but the work which constitutes the thesis must be entirely new. Students are required to certify that the substance of the thesis is their own work and supervisors are required to confirm that, to the best of their knowledge, this is the case. The thesis must have a clear hypothesis or objectives and develop well-documented arguments and/or data to support the hypothesis. The thesis is supervised through individual regular consultations with an academic supervisor in a cognate discipline area to the thesis discipline area. The thesis is a formal piece of academic writing and is examined by two independent academics, who may be either from VU or external to the university, but is not the supervisor. Each examiners' independent report is then tabled at a moderators' meeting with academics from across the discipline areas of humanities, social sciences and creative arts as appropriate. The final thesis mark is determined at this moderators' meeting.

**Credit Points:** 24

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Execute a research project with some independence 2. Demonstrate advanced understanding of a defined research problem 3. Demonstrate written communication skills necessary to present a clear and coherent exposition of knowledge and ideas in appropriate academic format

**Class Contact:**Individual supervisions with academic supervisor.

**Required Reading:**University students will be provided with an up-to-date reading list via the VU Collaborate system.

**Assessment:**Thesis, 12,000-15,000 word research thesis., 100%.

## ASA2025 Transnational Social Movements

**Locations:**Footscray Park.

**Prerequisites:**Nil

**Description:**This unit of study aims to critically examine the increasing significance

and reach of non-party political formations such as the global justice movement, civil society organisations and transnational environmental, peace, human rights and feminist movements. It focuses on new modes of mobilisation and questions of how to understand different forms of collective protest action that are emerging today. The role of the internet and social networks will be a key focus of analysis. The unit aims to introduce students to the most recent literature on social movement theory and to explore the relationship between transnational social movements and globalisation. The unit also includes specific case study material each week, ranging from the Occupy movement, the Arab Spring and global movements against the trafficking of women.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Identify the social, economic, environmental and political circumstances that give rise to social movements and social actions;
2. Evaluate current discussions and debates with respect to social movements;
3. Critically review the plurality of approaches that have been adopted by social movements; and
4. Exhibit advanced analytical, research and report writing skills.

**Class Contact:** Lecture 1.0 hr Tutorial 1.0 hr

**Required Reading:** Reading pack available

**Assessment:** Case Study, Micro-case study report (500 words), 25%. Essay, Research essay which evaluates a key social movement organisation (1500 words), 35%. Examination, Take home exam: essay critically reviewing social movement approaches (1000 words), 40%. Effective word limit 3000 words.

### ASA2030 Regional and International Organisations and Policy

**Locations:** Footscray Park.

**Prerequisites:** Nil

**Description:** This unit of study aims to familiarise students with the organisations which have been used by the international community to address such issues as international security, food, education, health, the environment, trade, economic development, human rights and the status of women. Distinguishing between international organisations of the state, the corporate sector and civil society, it begins with a study of the history and structure of the United Nations. Specialised agencies of the UN, ILO, UNESCO, FAO and WHO are examined from the point of view of how they influence their member nation's policies. It examines: the UN General Assembly; Security Council and Economic and Social Council (ECOSOC) together with some specialised agencies; the International Labour Organisation (ILO); United Nations Cultural, Educational and Scientific Organisation (UNESCO); Food and Agriculture Organisation (FAO); and the World Health Organisation (WHO). Other programs of the UN are looked at from the point of view of their strategies and policy-making and competing philosophies between them. The impact of the Cold War and its demise, and the impact of globalisation on the ability of international organisations to achieve their goals are major themes. The United Nations Development Program (UNDP), the United Nations Fund for Women (UNIFEM), the UN High Commissioner for Refugees (UNHCR), The World Bank, the International Monetary Fund (IMF) and Asian Development Bank will be examined together with the newer trading organisations APEC and the World Trade Organisation (WTO). Asian and Pacific regionalism will be studied looking at organisations such as ASEAN, the South Pacific Commission and South Pacific Forum. Students will have an opportunity to specialise in areas of their interest.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Describe the institutions of the international community, when they were founded and the conditions that led to their emergence;
2. Demonstrate understanding of

- the Declaration, Convention, Treaty or Security Council Resolution which are relevant to NGOs and community groups and be able to demonstrate how they may be used to hold nation states accountable;
3. Identify how International Civil Society has been able to both move the policies of international organisations and benefit from the changes that have been brought about; and
4. Examine the different roles of global organisations, such as the UN system and regional bodies in Africa, Asia, the Pacific and Latin America.

**Class Contact:** Seminar 2.0 hrs

**Required Reading:** Black, M, 2008, *The no-nonsense guide to the United Nations*, London: Verso, New Internationalist. Korten, D 1998, *Globalizing civil society: reclaiming our right to power*, New York: Seven Stories Press. Evans, G & Newnham, J 1998, *Dictionary of international relations*, London: Penguin.

**Assessment:** Review, Book Review (1,000 words), 25%. Presentation, Tutorial presentation (500 words), 35%. Essay, Research essay (1,500 words), 40%.

### ASA2033 Management in Non-Government Organisations

**Locations:** Footscray Park.

**Prerequisites:** Nil

**Description:** This unit of study will look at different forms of organisational structures involved in organising and mobilising for social change. These range from service-providing government departments and semi-governmental authorities to various types of non-governmental organisations, co-operatives and community businesses. The unit aims to give students a background in relevant theory, eg. theory of organisational development, and also encourage them to develop their practical skills in the area of organisational management.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically analyse how and why non-governmental organisations have emerged as such powerful types of organisations in different types of societies;
2. Identify the theoretical perspectives informing organisational development and apply it to scenarios in class exercises;
3. Examine the difference between governance of organisations
4. Demonstrate an understanding of the role of social enterprises in a community

**Class Contact:** Lecture 1.0 hr Tutorial 1.0 hr

**Required Reading:** Kenny, S., 2016, *Developing Communities for the Future*, Australia/Cengage Learning

**Assessment:** Kenny, S., 2016, *Developing Communities for the Future*, Cengage Learning Australia Report, Report on the key governance instruments of a non-government organisation 750 words, 25%. Presentation, Class Presentation on a social enterprise operating in Victoria, 25%. Essay, Discuss the role of non-government organisations in Australia 2,000 words, 50%.

### ASA2034 Project Design and Implementation

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** The unit introduces students to concepts and practices in development and social change projects and programmes. Given the centrality of community participation in sustained development, the unit draws on evolving participatory practices used by the not-for-profits sector and other agencies to engage communities in the whole project cycle, including decision making, implementation and monitoring, and evaluation. The main thrust of this unit is to enable students at the end of the study to design a project.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Assess models of project design;
2. Investigate and defend the need for, and applicability of, a certain project proposal in a specific social and cultural context; and
3. Construct a rigorous project proposal.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture

**Required Reading:** Reading pack available

**Assessment:** Research Paper, Develop a rationale for a particular project based on a literature review, 30%. Report, Plan and summary of proposed project, 20%. Project, Complete proposal for a specified project, 50%.

### ASA3001 Community-Based Practice and Research

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit offers learners the opportunity to demonstrate reflective practice as well as selectively and purposively draw on theories, knowledge, skills, and practices learned during the course. The previously developed knowledge, skill and capacity will be called upon to devise, under supervision, evidence-based interventions to real-world problems in a community-based placement. As such, learners will be introduced to a variety of approaches of social inquiry in preparation for carrying out substantive agency inquiry projects that they will be assigned in a professional and timely manner. The Community Development Fieldwork Coordinator will ensure students prepare for and commence a 96 hour placement early in the semester to allow time for matching of social inquiry approaches to projects they will be assigned in the supervising agency.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Adapt a range of social inquiry approaches to a community development context, demonstrating initiative and judgement in planning, problem solving and decision making in professional practice and scholarship;
2. Exhibit creativity, critical thinking and judgment in identifying and solving problems whilst developing a research proposal in relation to specified community issues within the placement agency;
3. Exhibit systematic ethical practice in the design of social research and Community Development interventions; and
4. Demonstrate reflexive practice in relation to assessing problems and implementing interventions in the community or workplace.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a lecture

**Required Reading:** The texts below provide important basic principles, practices and approaches. However, learners are encouraged to spend time in the VU library reading relevant journal articles which describe social inquiry studies by experienced practitioners and theory builders which learners may adapt. Use of the Borderlands Cooperative library is also encouraged. O'Leary, Z. (2014) 2nd edition *The Essential Guide to Doing Your Research Project* Los Angeles: SAGE O'Leary, Z. (2005) *Researching Real-World Problems: A Guide to Methods of Inquiry* Los Angeles: SAGE Laws, S. et al (2013) 2nd edition *Research for Development: A Practical guide* Los Angeles: SAGE

**Assessment:** This unit comprises four (4) pieces of assessment. Class exercises in developing data collection tools and a comparative social inquiry paper will each contribute to the final summative assessment piece, the Project Proposal, in a scaffolded process in learner development. The Placement Portfolio includes a reflective journal and community and/or work-related experiences report presented as a continuous piece of assessment. Although it is assessed in semester 1, because placement may continue to semester 2 to finalise work with agencies, the keeping of the Placement Portfolio continues to the close of the placement. The portfolio is continued in the unit following (ASA3002) but this second half of the portfolio is assessed separately in ASA3002. Exercise, Class exercises developing tools and

methods for data collection (approximately 500 words), 10%. Project, Present the Project Proposal (1000 words), 40%. Essay, Comparative social inquiry approaches paper to build up to the project proposal (approximately 800 words), 20%. Portfolio, Placement portfolio including a reflective journal on agency experience (approximately 1000 words), 30%.

### ASA3002 Managing and Reporting Community-Based Research

**Locations:** Footscray Park.

**Prerequisites:** Students must have completed: ASC3005 Research and Fieldwork 3 OR ASA3001 Community-Based Practice and Research

**Description:** In this unit learners will be engaged in practices of collecting and managing data. Learners will undertake research analysis relevant to the research approaches and the projects they will be working on, that have been developed in the pre-requisite research unit. As final outputs of their projects, learners will craft research project reports and other relevant outputs. In addition, under supervision, learners will devise ways to promote their research uptake in the community and the field. These exercises will involve a record of reflective learning practice with the supervising agency. To this end, learners will continue to keep a reflective journal until placement and the research project have concluded.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse data collected and qualify, interpret, or/and quantify with a view to drawing conclusions from available evidence;
2. Disseminate research findings to various audiences in writing and orally;
3. Exhibit systematic ethical practice in managing placement and social research data analysis and reporting; and
4. Critically reflect on their placement and research experience in their contexts to improve practice.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs Plus a community-based practice placement totalling 96 hours in an agency.

**Required Reading:** The following texts provide a breadth of theoretical approaches and practices in Community Development research and promotion of research uptake strategies. However, learners are expected to read relevant journals and access relevant websites that provide a wealth of information in Community and International Development sectors O'Leary, Z. 2014 2nd edn, *The Essential Guide to Doing your Research Project* SAGE, Los Angeles Laws, S. et al. 2013 2nd edn. *Research for Development: A Practical Guide* SAGE, Los Angeles

**Assessment:** The unit of study requires four assessment pieces from the student. The Project report offers the learner opportunity to demonstrate grasp of learnings and diverse communicative practices. This is complemented by the oral symposium presentation exemplifying Community Development workplace communicative practices. The Placement Portfolio offers learners the opportunity to exhibit workplace capabilities, including the placement supervisors assessment of their practice. The Postcards website uploads from their reflective journals and other multimedia artefacts afford the learners demonstrable practice in research uptake promotional strategies. Presentation, Oral presentation at CD symposium, 10%. Portfolio, Placement portfolio, including reflective journal and placement supervisor, 40%. ICT (Wiki, Web sites), Upload to 'Postcards' website part of reflective journal, 10%. Report, Project report for the agency submitted to Placement Agency Supervisor as project output, and VU Study Unit Coordinator for assessment, 40%.

### ASA3003 Re-Imagining Community

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** The aim of this unit is to critically appraise concepts of 'community' in relation to both theoretical debates and studies of specific communities. Students



critique recent literature on the meaning of community whilst referring back to some of the seminal works in community studies. Students will study and appraise certain communities and in this there is particular focus on the western region of Melbourne. This is used as a site to interrogate global and local communities.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Interrogate the theoretical basis of the concept of 'community'; 2. Evaluate these theoretical perspectives through a close analysis of case studies; and 3. Cite, discuss and analyse current issues relating to social and cultural diversity as they relate to the concept of community.

**Class Contact:** Lecture 1.0 hr Tutorial 1.0 hr

**Required Reading:** Reading pack available

**Assessment:** Project, Profile of a community development site, 30%. Case Study, Written case study of a community drawing on three interviews which are related back to the concepts examined in the unit, 20%. Essay, Essay discussing key concepts in the unit, 50%. Total effective word limit 3000 words.

### ASA3023 Theory and Practice of International Development

**Locations:** Footscray Park.

**Prerequisites:** Students enrolled in course code ABAB and LBLA must complete at least 24 credit points (equivalent to 2 units) of an Arts Major before undertaking any Level 3 units.

**Description:** The major aim of this unit of study is to interrogate the central theoretical issues around the concept of 'international development' and practical issues of 'development' today. The unit analyses the major theoretical perspectives in international development and appraises the applicability of these theoretical perspectives in the global South today. As well as these conceptual issues, the unit investigates key issues in development today. It considers formal and informal decision making at local, national and global levels, and the approaches to development taken by individuals, groups, organisations and nation-states.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse the major theoretical frameworks of international development and distinguish the key differences between these frameworks; 2. Evaluate the applicability of these theoretical frameworks today; and 3. Appraise the role of key actors in international development, including nation-states, non-government organisations and intergovernmental organisations.

**Class Contact:** Lecture 1.0 hr Tutorial 1.0 hr

**Required Reading:** Students will be provided with an up-to-date reading list via the VU Collaborate system.

**Assessment:** Report, Short report, 30%. Journal, Weekly reflection on reading (for 10 weeks), 20%. Essay, Essay based on the key concepts and themes analysed in the unit, 50%. Total effective word limit 3000 words.

### ASA5001 Community Development: Theory and Practice

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit critically examines various community development perspectives. The focus is on understanding the context of international development and sharing practical skills and responses to these contexts. Students will critique how they understand their own location and how their views have been shaped by the dominant economic paradigm. The unit focuses also on various development frameworks and their stance regarding environmental sustainability, equality and human rights. Further, the unit engages learners in a self-critique as global players in

development and social change and/or contributors towards environmental degradation. Students interrogate practices in poverty reduction, marginalisation, community organisation and conscientisation, to develop clarity of their own praxis.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically analyse own position and motivation to undertake community development work; 2. Apply practical tools for community development contexts; 3. Critically analyse international and local community development contexts; 4. Critically reflect on the key principles of community development; 5. Critically analyse contemporary development-related issues; and 6. Critically evaluate the roles of culture, politics, economy and different social contexts in community development.

**Class Contact:** Seminar 2.0 hrs

**Required Reading:** Ife, J 2010, *Human Rights and Below: Achieving rights through community development*, UK & Aust, Cambridge University Press. Edwards, M & Gaventa, J (eds) 2001, *Global citizen action*, Earthscan, London. Lechner, F & Boli, J 2011, 4th ed *The globalization reader* Blackwell, Oxford. Falk, R 1999 *Predatory globalisation: a critique* Polity Press, Cambridge.

**Assessment:** Journal, Weekly reflections on topic covered in previous lecture. Students can focus on one or more ideas., 30%. Review, A review of one of the articles/chapters in the course study guide. Lead class discussion and analysis of article/chapter., 30%. Essay, Essay on one of the suggested topics., 40%. Total effective word limit 5000 words or equivalent.

### ASA5002 Community Development: Project Planning and Management

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study focuses on project planning and design for community development work in a development setting. The principles of project design are examined and debated in relation to their role and application to international community development work. Students will investigate and selectively apply methodologies and techniques used in project work and its evaluation. Particular emphasis will be placed on participatory approaches such as Participatory Rural Appraisal (PRA), and the impact of gender on outcomes and development strategies. Students will critically review culturally relevant project monitoring, reporting and evaluation methodologies.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Interrogate the central theoretical aspects of community development project design, implementation and evaluation, and exemplify contextualised practical application; 2. Critically investigate and evaluate the successfulness and sustainability of community development projects; 3. Creatively design, implement and monitor community action plans, strategies and projects that would contribute to professional practice; and 4. Cogently advocate recommendations through corroborating evidence to a variety of audiences.

**Class Contact:** Lecture 1.0 hr Tutorial 1.0 hr

**Required Reading:** Ledwith, M & Springett, J 2010, *Participatory practice: community-based action for transformative change*, Bristol, UK: Policy Press. Phillips, R. and Pittman, R. 2009 *Measuring progress: Community indicators, best practices and benchmarking*. In Phillips, R & R.H. Pittman, *An Introduction to Community Development*, London: Routledge. Bamberger, M. et al, 2010, *Using Mixed Methods in Monitoring and Evaluation: Experiences from International Development*, World Bank

**Assessment:** Assignment, Conduct a situational analysis of a community project, 35%.

Project, Project proposal: it involves evaluating and designing of a community project, budgeting and timeline, 50%. Presentation, Presentation of situation analysis and new project that could address the community problems., 15%. Minimum effective word limit 6000 words.

### **ASA5004 Engaging Communities for Sustainability**

**Locations:** Footscray Park, City Flinders, St Albans.

**Prerequisites:** Nil.

**Description:** The key focus of this unit is to prepare and empower participants to work with communities in a variety of contexts to achieve effective student learning and action for sustainability. The unit covers the range of key sustainability issues important for communities, at local and international levels, including reducing environmental impacts on water, waste management, greenhouse gas production and biodiversity. Students will learn the most up-to-date methods for engaging communities to achieve productive, equitable and effective change for sustainability. Further, the unit emphasises developing appropriate approaches to community sustainability, given the diversity of contexts and challenges and interconnections between community development issues. Students will engage in a practical community and sustainability project or a critical investigation of a project aiming to assess how holistically it considered issues of sustainability.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1. Articulate a multi-dimensional definition of what community sustainability is and why and how it is important to a particular group and its wider community; 2. Interpret theoretical propositions to commentate upon examples which illustrate how communities are responding to the challenges of living sustainably; 3. Innovate using social media and other technology to enhance sustainability action and networking; 4. Adapt and implement knowledge of community sustainability to issues and opportunities for action in a practical arena, using good practice engagement principles for sustainability approaches; and 5. Investigate and analyse or evaluate small-scale community sustainability initiatives.

**Class Contact:** Lecture 1.0 hr Tutorial 1.0 hr

**Required Reading:** Links to recommended texts for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Presentation, Class presentation / Written report on references. Introducing readings, preparing discussion points and leaning exercises. (1000 words), 30%. Assignment, Option 1: Set out project management plans using co-management strategies. Option 2: Essay on a topic of contemporary environmental issue (4000 words), 70%.

### **ASA5007 Latin America: Roots and Radicalism**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** The Latin American region has produced a dynamic array of radical, local and indigenous responses to its historic, economic and political circumstances. The unit explores major issues in Latin America's historical and contemporary formation, including pre-Hispanic cultures, nation-building and the roots of socialism throughout the 20th century, and contemporary responses to the increasingly transnational world of the early 21st century. The unit is designed to explore the racial, class-based and gendered responses that emerged out of the region's colonial and pre-colonial past, and to contextualise these responses within the broader regional and global environments. The unit also explores popular mobilisation against neo-colonial social hierarchies, focusing particularly on indigenous and localised responses. The unit emphasises Latin America's significant contribution to community development thought and practice, paying particular attention to various theory builders and

practitioners in the region and their contribution to development as a multidisciplinary field.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1. Articulate differences between countries and regions within Latin America, and commentate on the salient points in their historic, cultural, economic and political development; 2. Critically appraise key concepts associated with the development of Latin American societies and their integration with the rest of the world; 3. Conceptually map and deconstruct the complex relationships between local level developments and transnational processes; 4. Analyse a diversity of sources from and about Latin America, including print and multimedia, academic publications, web pages, song lyrics, and film and deliberate about the various perspectives reflected; and 5. Critically evaluate cases of development and social change within the region and Latin American responses to globalisation and internal change.

**Class Contact:** Lecture 1.0 hr Tutorial 1.0 hr

**Required Reading:** Links to recommended texts for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Review, Reflective review paper (1,500 words), 30%. Presentation, Class presentation (500 words), 30%. Essay, Research essay (3,000 words), 40%.

### **ASA5008 Peace, Violence and Conflict**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit examines theories about the relationship between peace, violence and conflict with a view to better understanding the causes and consequences of ethno-political conflicts and developing strategies for intervention. Students will read and examine current issues and research literature from psychology, sociology, politics and international studies fields. Students will explore the notions of peace and power, and examine different peacemaking and reconciliation processes. They will study conflict theory and responses to conflict in a variety of contexts. They will examine the use of language, develop awareness of own identity and understanding of the role of different cultural values in conflict and its resolution. The unit examines a range of peacebuilding strategies, starting from the interpersonal level and progressing to community, regional and international levels.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1. Conceptually map key theoretical and practical frameworks on peace, violence and conflict; 2. Deconstruct structural, systemic, psychosocial and political violence and conflict; 3. Critically review peacemaking, peace building, peacekeeping and reconciliation processes; 4. Interpret and hypothesise the cultural implications of peacemaking; 5. Critically evaluate socially responsible strategies to address identified problems; 6. Cogently advocate recommendations through corroborating evidence to a variety of audiences.

**Class Contact:** This unit is delivered in burst-mode between 9:30am and 4:30pm over four full days. The first three hours are lectures while the later three hours are seminars. In the final day, all students will take part in a non-violent action simulation and debriefing/discussion.

**Required Reading:** Links to recommended texts for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Journal, Reflective Journal on selected topics discussed in the classes or from core readings (1000 words), 30%. Workshop, Participation in non-violent actions simulation (1000 words), 30%. Essay, Essay based on allocated topic (3000 words), 40%.

## ASA5010 Transnational Gender Issues and Human Rights

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit explores how gender is deeply embedded in the ways we define our world and act within it, how our bodies are regulated and surveilled according to this dimension, hence how power enters into both the enhancement and suppression of capabilities through definitions of gendered bodies and their interactions and intersections. The gendered dimension is considered from a global perspective through the lens of human rights and how the latter attempt to intersect some traditional modes of gendered identities and interactions by injecting questions about opportunities and outcomes of a social, political, economic or cultural nature. All of this is then disseminated and applied to the work of development and community development.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critique key gender issues in a global context;
2. Apply the concept of human rights to a particular gender issue and evaluate its impact through a justified theoretical framework;
3. Decode/debate/interpret/validate some of the features of transnational human rights networks and their advocacy around gender;
4. Critically evaluate debates about the contradictory impact of globalisation on gender relations; and
5. Cross-examine transgender issues as they arise in an organisational setting highlighting an individual's responsibilities within the workings of local and global communities.

**Class Contact:** Seminar 2.0 hrs

**Required Reading:** Links to recommended texts for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Review, Critical reflective review paper on gender and human rights (1200 words), 25%. Presentation, Group presentation on allocated weekly topic focused in the class (approximately 1000 words per group member), 25%. Essay, Write an essay based on one of the allocated five topics (2500 words), 50%.

## ASA5011 Human Rights Theory and Practice

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit investigates the history of the idea of human rights, especially the two important periods of (i) the Enlightenment and (ii) the immediate post-war reaction to the Holocaust. Students will decode the way these have shaped our modern understandings of what makes up 'human rights'. Students will be challenged to interpret and hypothesise on contemporary issues in human rights through the lens of praxis, with reference to a wide range of influences and debates. The unit emphasises a critique of a purely legal framework for human rights, and explores the contributions of other disciplines and professions, especially around the idea of a culture of human rights. The unit draws attention to a reflective examination of the place of human rights in community development, in particular, advantages and the limitations of a human rights based approach to community development practice.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Creatively debate the historical and philosophical background of human rights;
2. Critically discuss and engage with contemporary issues, dilemmas and controversies about human rights;
3. Investigate and critically analyse the relationship between human rights and community development;
4. Critically and reflectively apply a human rights framework to community development practice;
5. Insightfully re-interpret theoretical propositions to challenge traditional notions of

human rights theory and practice and justify their position with reference to contemporary practice; and

6. Persuasively advocate a professionally-based recommendation with reference to corroborating evidence to specialist and non-specialist audiences.

**Class Contact:** Seminar 2.0 hrs

**Required Reading:** Ife, J 2013, Human rights from below: achieving rights through community development, Cambridge University Press Ackerly, B 2008, Universal human rights in a world of difference, Cambridge University Press Goodale, M & Merry, S (eds) 2007, The Practice of Human Rights: Tracking Law between the Global and the Local Cambridge University Press Hunt, L 2007, Inventing human rights: a history, NY: Norton.

**Assessment:** Assignment, Written seminar paper on Issues related to human rights at local and international context, 30%. Presentation, Seminar Presentation based on weekly topic, 20%. Essay, Essay, 50%. Minimum effective word limit 7000 words.

LINKS BETWEEN ASSESSMENTS, LEARNING OUTCOMES AND GRADUATE

CAPABILITIES Assignment: Assesses LOs 1, 2, 3, 4 and GCs 1, 2, 3, 4 Presentation: Assesses LOs 3, 4 and GCs 1, 2, 3, 4 Essay: Assesses LOs 1, 2, 3, 4 and GCs 1, 2, 3, 4, 5, 6.

## ASA5012 Migration, Culture and Identity

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** In this interdisciplinary unit students examine migration as part of broader changes at the national, regional and global levels, flagged by the UN and other multilateral bodies as a core component of the human development agenda. Students compare a variety of different forms of migration, including forced, skilled and temporary migration. The unit analyses key issues relating to migration, including in particular, the roles played by political organisations, social networks and transnationalism within the migratory experience. In looking at these issues, students critically engage with key debates around culture, race, diaspora and identity that are vital to understanding the social and political context of migration. Included here are debates pertaining to cultural pluralism, acculturation and multiculturalism. The complexities of identity and community making in the context of migration are also examined.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Derive the different forms that migration takes from primary and secondary sources, and critically compare these forms;
2. Analyse the way migration and related micro-experiences, connect to broader social processes;
3. Critique the key debates around culture, race and identity, as they relate to migration through the selection of justified theoretical propositions; and
4. Communicate effectively to specialist and non-specialist audiences including multi-disciplinary teams, diverse cultural communities and other professional organisations.

**Class Contact:** Seminar 2.0 hrs

**Required Reading:** Clyne, M & Jupp, J (eds) 2011, Multiculturalism and integration: A harmonious relationship, Canberra: ANU E Press. Ong, A 2006, Neoliberalism as exception, Durham & London: Duke University Press. UNDP, 2009 Overcoming barriers: Human Mobility and Development. Human Development Report 2009. NY: UNDP.

**Assessment:** Essay, Research-based essay on topics of contemporary migration issues and contexts (3000 words), 50%. Exercise, Seminar paper and weekly summary (3000 words), 50%. Minimum effective word limit 7000 words.

## ASA5022 Approaches to Globalisation

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** Globalisation has been described as the pre-eminent process of social change we are experiencing today. From the rise of the global homogenous hipster, to the global radicalisation of youth by the Islamic State, to the many shared social and ecological challenges being mutually addressed by millions world-wide, globalisation has been used and defined in varied terms. This advanced unit delves deep into the dimensions and definitions of globalisation, to not only reveal the structures that define our current era, but also to reveal critical pathways of change and transformation. Drawing from the field of critical globalization studies, the unit reviews and evaluates a number of prominent theories of globalization: liberal, relocalist, subaltern, post-colonial, cosmopolitan, eco-feminist, neo-marxist, peer to peer, empathic and evolutionist. The literature review provides leverage in the analysis and diagnosis of contemporary challenges faced by people at the local, national and global scale. Students are challenged to apply advanced globalisation thinking and frameworks to better understand and interpret contemporary challenges, and to put forward innovative solutions and proposals for their remediation. The pedagogy for the unit is experiential and will ask students to engage in the deep complexities of contemporary life. The ultimate goal of the unit is to foster a critical literacy in the global conversation about the future of our world, and foster key insights which can guide students' applied work.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Conceptually map different schools of thought on the meaning and character of globalisation;
2. Discriminate between various dimensions of globalisation: political, economic, cultural and environmental;
3. Critically review and theorise about the ways different advocacy groups deal with the benefits of globalisation and operate within its constraints;
4. Employ advanced skills of analysis and critique to substantiate recommendations and to use persuasive communication and writing skills appropriate to professional advocacy work; and
5. Exhibit effective interpersonal and professional skills to influence outcomes by contributing to and/or facilitating online global forums and interacting with the international development communities.

**Class Contact:** Lecture 1.0 hr Tutorial 1.0 hr

**Required Reading:** Links to recommended texts for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Review, Personal reflection and story: the self in a planetary world (1000 words), 20%. Assignment, Critique of artifact using Causal Layered Analysis (2000 words), 40%. Project, Team based global response strategy: a collaborative problem solving task (2000 words per team member), 40%.

### ASA5023 Building Capacity and Mobilising Civil Society

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study critiques key developments and debates about civil society, its history and evolving roles and functions in international community development. Students examine civil society's relationships with other actors, including other civil society organisations (CSOs), governments, international institutions and the private sector. They will critically assess the relationships between civil society in developed and developing countries, including in relation to supporting capacity development of indigenous civil society to mobilise communities to claim rights, hold governments and authorities to account, connect communities and representatives, and plan and implement community development initiatives. Students interrogate the concept of capacity development and its relationship to processes of self-determination, democratisation and state development and consider

the appropriateness and sustainability of capacity development strategies. Case studies are used to provide real world illustrations of key issues and tensions.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Unpack the key concepts and approaches of building capacity and civil society and critically interpret their operationalisations in diverse contexts towards various ends;
2. Critically examine key development and civil society theories as they fulfil the aim of contributing to a more resilient community, and more equitable and sustainable world;
3. Conceptually map the links between public policies, government and civil society organisations in building capacity;
4. Debate the competing conceptions of civil society and deconstruct its roles and functions in international community development; and
5. Theorise and transform thinking about key concepts, issues and debates in relation to capacity building in international community development contexts.

**Class Contact:** Lecture 1.0 hr Tutorial 1.0 hr

**Required Reading:** OECD 2009, Community capacity building: creating a better future together, Paris: OECD Publishing. Plummer, J 2004, Community participation in China: issues and processes for capacity building, London: Earthscan. Smillie, I 2001, Patronage or partnership: local capacity building in humanitarian crises, Ottawa: International Development Research Center.

**Assessment:** Journal, Student reflecting on responses to issues related to civil society and capacity building explored in each session and in the readings., 15%. Review, A critical review of one of the required readings from the unit., 30%. Essay, A critical essay exploration and analysis should consider civil society in relation to the range of themes and issues covered in the course., 55%. Minimum effective word length of 6000 words.

Item	Learning Outcome	Graduate Capability Review
LO 1, 2, 3,	GC 1, 2, 3, 4, 6	Presentation LO 2, 3,
4,5	GC 2, 3, 4, 6	Essay LO 1,2,3, 4, GC 1, 2, , 3, 4, 6 .

### ASA5024 Management in Non-Government Organisations

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study appraises different forms of organisational structures involved in organising and mobilising for social change in Australia and overseas. These range from service providing government departments and semi-governmental authorities to various types of non-governmental organisations, co-operatives and community businesses. Students critique relevant theories, and through reflective development of their practical skills in selected areas of organisational management, praxis will be enhanced. Further, students engage in futures design of adaptive CSOs, given the current socio-economic dynamics in an uncertain global context.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Appraise how and why non-governmental organisations have emerged as such powerful types of organisations in different types of societies;
2. Interpret theoretical management propositions for implementation in non-government organisations, and through selectively applying some of the theory behind organisational development in simulated practice, exhibit skills that contribute to their own emerging professional management style;
3. Recognise the difference between governance and management of an organisation;
4. Collaborate with others in creating various contextual scenarios and designing Civil Society Organisations (CSOs) that would adapt to various local-global socio-economic changes with a view to developing a problem solving praxis with responsibility for personal outcomes and commitment to achieving group outcomes; and
5. Demonstrate competent decision-making to address emergent or complex problems

in contemporary non-government organisations.

**Class Contact:**Seminar2.0 hrs

**Required Reading:**Fowler, A & Malunga (eds) 2010, NGO management, London: The Earthscan Companion, Earthscan Bebbington, AJ, Hickey, S & Miltin, DC (eds) 2008, Can NGOs make a difference: the challenge of development alternatives, London: Zed Books

**Assessment:**Assignment, Discuss the external pressures and internal solutions for today's NGOs, 30%. Essay, Structuring, resourcing and financing today's NGOs, 40%. Practicum, Portfolio of critical appraisal of CSO structures and leadership in current global socio-economic context, 30%. Minimum effective word limit 7000 words. Item Learning Outcome Graduate Capability Assignment LO 2, 3, 4, 5 GC 2,3,6 Essay LO 1, 2, 3 GC1, 2, 3, 4, 6 Practice LO 2, 4, 5 GC 1, 2, 3, 4, 6 .

### ASA5050 Conflict Resolution in Groups and Communities

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit of study debates the application of conflict resolution theory to conflicts at both group and community levels. Through this process a sophisticated, multi-layered definition of the nature of conflict will be derived. Specific processes and skills for resolving or managing conflict in a range of differing contexts are then considered, including: individual conflicts, multi-party and multi-issue conflicts, intragroup conflicts, cultural and intergroup conflicts, and disputes in neighbourhood and workplace contexts. Particular emphasis will be placed on the awareness of difference and its effect in disputes, and on the students' own styles in dealing with conflict.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:  
1. Communicate effectively to specialist and non-specialist audiences including multi-disciplinary teams, diverse cultural communities and other professional organisations;  
2. Exemplify initiative and inspirational leadership in a dynamic 21st century community environment, acting consistently, ethically and socially responsibly;  
3. Demonstrate accountability in autonomous and collaborative judgements and innovative strategic thinking in response to contemporary and future conflict management challenges; and  
4. Work as a reflective conflict management practitioner to formulate, implement and evaluate community-specific investigations to resolve complex professional problems and inform decision-making.

**Class Contact:**Seminar3.0 hrs

**Required Reading:**Ramsbotham O, Woodhouse T & Miall H, 2005 2nd ed Contemporary Conflict Resolution UK: Polity Press. Ramsbotham O, 2010 Transforming Violent Conflict: Radical Disagreement, Dialogue and Survival London: Routledge Condliffe P, 2008 3rd ed Conflict Management: A Practical Guide Chatsworth, NSW: LexisNexis Buttenworths Wertheim E, Love A, Peck C & Littlefield L, 2006 2nd ed Skills for Resolving Conflict Melbourne: Eruditions Publishing

**Assessment:**Exercise, Conflict Mapping, 30%. Workshop, Applied conflict resolution strategies and approaches through conflict role-play and simulations, 20%. Essay, Build on the conflict mapping assignment, discuss what efforts have been made to de-escalate the conflict? Explore and critiqued the approach., 50%. Exercise LO 1, 2, 3, 4 GC 1, 2, 3, 4, 5, 6 Workshop LO 1, 2, 3, 4 GC 1, 2, 3, 4, 5, 6 Essay LO 1, 3, 4 GC 1, 2, 3, 4 .

### ASA5055 Regional and International Organisations and Policy

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit examines the roles and functions of organisations vis-à-vis

international security, food, education, health, the environment, trade, economic development, human rights and the status of women. A comparative approach is adopted in examining operations of international organisations, states, the corporate sector and civil society. The roles, functions and operations of the UN's specialised agencies are investigated vis-à-vis influence on their member nation's policies. Other programs of the UN are looked at from the point of view of their strategies and policy-making and competing philosophies between them. Various regional bodies and international financial and trade organisations are reviewed.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:  
1. Critically reflect upon current debates and discussions within the arena of international community development;  
2. Conceptually map how the internationalisation of economic, political and cultural processes is redefining the role of nation states and communities;  
3. Demonstrate interpretive skills with respect to the formation and delivery of community development programs in specific cultural settings; and  
4. Cogently advocate recommendations through corroborating evidence to a variety of audiences.

**Class Contact:**Seminar2.0 hrs

**Required Reading:**Artcher, C. 2002 3rd Edition International Organisations Routledge Aris, S & Wenger, A. 2013 Regional Organisations and Security: Conception and Practices Routledge Fasulo, L. M. 2009 An Insider's Guide to the UN Yale University Press. United Nations Non-Governmental Liaison Service (NGLS) 1994, The NGLS handbook of UN agencies, programmes and funds working for economic and social development, NGLS, Geneva/New York.

**Assessment:**Presentation, 20 minutes group presentations on set topics relevant to challenges facing international and regional organisations and policy making processes., 25%. Review, Book review on selected core readings set for the unit, 25%. Essay, Critical essay on an international organization showing its history, how, why and who it was founded by, its philosophy, objectives and strategies., 50%. Total word count across all three assignments should be around 7,000 words. Item Learning Outcome Graduate Capability Presentation LO1, 2, 3, 4, 5 GC 2, 3, 4, 5 Project LO 3, 4,5 GC 1, 2, 3, 5 Test LO 1, 2, 3, 4, 5 GC 1, 2, 3, 4, 5 .

### ASA6001 Professional Project (Full-Time)

**Locations:**Footscray Nicholson, Footscray Park.

**Prerequisites:**AAA5002 Research Methods or ACG5200 Approaches to Research

**Description:**Students are required to enter into a Learning in the Workplace and Community (LiWC) contract relating to a community development project or program in an agency. The contract is negotiated between the university supervisor, agency supervisor and student, and specifies learning objectives and strategies in three areas: conceptual and policy; practical skill; and personal development. Students are required to participate in a number of key phases and activities of the program or project and write a major report that outlines the processes and outcomes of the project. They are also required to submit a report that outlines the LiWC objectives that have been identified in the contract.

**Credit Points:**36

**Learning Outcomes:**On successful completion of this unit, students will be able to:  
1. Apply the skills and knowledge acquired in their international community development studies to a professional setting;  
2. Identify and discuss the issues and challenges of designing, planning and implementing a community development project in an organisational environment (either in a community-based, regional, governmental or international setting) with reference to achieving strategic outcomes;  
3. Compose a reflective practice journal; and  
4. Produce a

professional project report.

**Class Contact:** Fortnightly meetings of at least one hour's duration with the agency supervisor, and a minimum of 300 hours working on the project as verified in a log of hours confirmed by the agency supervisor.

**Required Reading:** To be advised by supervisor.

**Assessment:** Project, Log of hours and list of tasks worked on the project, 10%. Journal, Learning journal involving a minimum of 20 substantive entries shown to university supervisor at end of project, 10%. Performance, End-of-project written profarma from the agency supervisor, 15%. Presentation, End-of-project three-way review meeting (or presentation) involving the student, agency supervisor and university supervisor and other stakeholder, 15%. Report, 10,000 word professional project evaluation report, 50%. Total word count should exceed the minimum of 20,000 words.

### ASA6003 Research Thesis (Part 1)

**Locations:** Footscray Nicholson, Footscray Park.

**Prerequisites:** AAA5002 - Research Methods

**Description:** This unit of study provides students the opportunity, under guidance from a supervisor, to develop a research question and write a thesis on topics related to community development between 15,000 - 20,000 words. Final topic will be negotiated between the student and supervisor and will be a research area within the field of community development either in Australian and/or international context. The research will usually be text-based, some will include fieldwork. The student who undertake fieldwork must demonstrate high-level knowledge of ethical fieldwork procedures and seeks timely ethics clearance.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students will be able to:  
1. Investigate and distil previous research in a designated area; 2. Critically reflect on a range of conceptual and empirical materials and justify conclusions; 3. Argue findings through written communication; 4. Conceptually map the intersection between theory and practice; 5. Elucidate potential ethical problems and implement ethical research processes under supervision; and 6. Transform work processes and knowledge formation through collaboration with others.

**Class Contact:** Research students will have regular supervision sessions with allocated supervisors.

**Required Reading:** Schutt RK, 2008, 6th edn, Investigating the social world: the process and practice of research, Sage Publications Bryman A, 2008, 3rd edn Social research methods Oxford: OUP

**Assessment:** Literature Review, Reviewing the literature relevant to the topic of study, 30%. Assignment, Developing a comprehensive research proposal with the guidance of the supervisor, 40%. Other, Complete and submit ethics application to be reviewed by VU's ethics committee, 30%. During the first part of this unit students will learn, under supervision, by doing the preliminary steps of the research process to allow time for data collection in the intervening period. Each assignment is designed as separate research/learning milestones for students to complete the research thesis. Feedback will be provided in each research milestone to prepare students for the final thesis submission. Students are required to submit a completed research thesis of 15,000-20,000 words by the end of ASA6004 Research Thesis (Part 2).  
Item Learning Outcome Graduate Capability Literature Review LO 1, 2, 4, 5, 6 GC 2, 3, 4 Assignment LO 1, 2, 4, 5, 6 GC 2, 3, 4, 6 Other LO 1, 2, 3, 4, 5, 6 GC 1, 2, 3, 4, 5, 6.

### ASA6004 Research Thesis (Part 2)

**Locations:** Footscray Park.

**Prerequisites:** ASA6003 - Research Thesis (Part 1)

**Description:** This unit of study provides students the opportunity, under guidance from a supervisor, to progress in the research process and management. Further to developing a research question and designing the study with an ethics process, the learner will do data analysis and its management, and draft the study report which go to the final thesis (15,000 - 20,000 words). This is an opportunity for learners to demonstrate they are able to conduct ethical field research, report and interpret the findings and communicate them to various audiences. Again, this part of the research thesis aligns with AQF standards at this level and is deemed contributing towards a ready practitioner in International Community Development circles.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically reflect on a range of conceptual and empirical materials and justify conclusions; 2. Argue findings through written communication; 3. Conceptually map the intersection between theory and practice; 4. Devise innovative creation solutions in response to academic theory; 5. Troubleshoot and manage a practical project to successful completion; and 6. Implement ethical research processes under supervision.

**Class Contact:** Research students will have regular supervision sessions with allocated supervisors.

**Required Reading:** Links to recommended texts for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Assignment, Completion of data collection process and data analysis report, 10%. Assignment, Completion of research findings chapter, discussion chapter on findings and conclusion chapter, 15%. Thesis, Completion of research thesis of 15,000 - 20,000 words, 65%. Presentation, Present findings at the Community Development Symposium, 10%. Each assignment is designed as separate research/learning milestones for students to complete the research thesis. Feedback will be provided in each research milestone to prepare students for the final thesis submission. Students are required to submit a completed research thesis of 15,000-20,000 words by the end of this unit.

### ASA6005 Community-Based Research (Part 1)

**Locations:** Footscray Nicholson, Footscray Park.

**Prerequisites:** AAA5002 - Research Methods

**Description:** Students are required to enter into a Work Integrated Learning (WIL) contract relating to a community development project or program in an agency. The contract is negotiated between the university supervisor, agency supervisor and student, and specifies learning objectives and strategies in three areas: conceptual and policy; practical skill; and personal development. Students are required to participate in a number of key phases and activities of the program or project and write a major report that outlines the processes and outcomes of the project. They are also required to submit a report that outlines the WIL objectives that have been identified in the contract.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Implement the skills and knowledge acquired in their international community development studies in a professional setting; 2. Assess 10 core competencies valued by employers across industries (personal management; communication; information management; research & analysis; project, task & organisational skills; teamwork; commitment to quality; professional behaviour; social responsibility; continuous learning); 3. Design, plan and implement a community development project in an organisational environment (either in a community-based, regional, governmental or international setting) with reference to achieving strategic

outcomes; 4. Anticipate risks and suggest mitigating measures; and 5. Critically reflect on research experience.

**Class Contact:** Fortnightly meetings of at least one hour's duration with the agency supervisor, and a minimum of 300 hours working on the project as verified in a log of hours confirmed by the agency supervisor.

**Required Reading:** Links to recommended texts for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Project, Develop a project proposal (1,500 words), 20%. Journal, Learning journal involving a minimum of 15 substantive entries (3,000 words), 25%. Research Paper, Write a research paper and apply relevant research methods in a professional context. (4,000 words), 55%.

## ASA6006 Community-Based Research (Part 2)

**Locations:** Footscray Park.

**Prerequisites:** ASA6005 - Community-Based Research (Part 1)

**Description:** Students are required to enter into a Work Integrated Learning (WIL) contract relating to a community development project or program in an agency. The contract is negotiated between the university supervisor, agency supervisor and student, and specifies learning objectives and strategies in three areas: conceptual and policy; practical skill; and personal development. Students are required to participate in a number of key phases and activities of the program or project and write a major report that outlines the processes and outcomes of the project. They are also required to submit a report that outlines the WIL objectives that have been identified in the contract.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1. Implement the skills and knowledge acquired in their international community development studies in a professional setting; 2. Assess 10 core competencies valued by employers across industries (personal management; communication; information management; research & analysis; project, task & organisational skills; teamwork; commitment to quality; professional behaviour; social responsibility; continuous learning); 3. Design, plan and implement a community development project in an organisational environment (either in a community-based, regional, governmental or international setting) with reference to achieving strategic outcomes; 4. Anticipate risks and suggest mitigating measures; and 5. Critically reflect on research experience.

**Class Contact:** Fortnightly meetings of at least one hour's duration with the fieldwork coordinator, and a minimum of 300 hours working on the project as verified in a log of hours confirmed by the agency supervisor.

**Required Reading:** Links to recommended texts for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Journal, Contribute to at least 15 substantive learning journal entries. (3,000 words in total), 20%. Performance, End-of-project written proforma from the agency supervisor., 15%. Presentation, End-of-project presentation to wide range of community and academic stakeholders at the Community Development Symposium. (1,000 words), 15%. Report, A final report which documents the community-based research processes and findings. (4,000 words), 50%.

## ASA6025 Professional Project (Part-Time)

**Locations:** Footscray Nicholson, Footscray Park.

**Prerequisites:** AAA5002 Research Methods or ACG5200 Approaches to Research

**Description:** Students are required to enter into a Learning in the Workplace and Community (LiWC) contract relating to a community development project or program in an agency. The contract is negotiated between the university supervisor, agency

supervisor and student, and specifies learning objectives and strategies in three areas: conceptual and policy; practical skill; and personal development. Students are required to participate in a number of key phases and activities of the program or project and write a major report that outlines the processes and outcomes of the project. They are also required to submit a report that outlines the LiWC objectives that have been identified in the contract.

**Credit Points:** 18

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Apply the skills and knowledge acquired in their international community development studies to a professional setting; 2. Identify and discuss the issues and challenges of designing, planning and implementing a community development project in an organisational environment (either in a community-based, regional, governmental or international setting) with reference to achieving strategic outcomes; 3. Compose a reflective practice journal; and 4. Produce a professional project report.

**Class Contact:** Fortnightly meetings of at least one hour's duration with the agency supervisor, and a minimum of 300 hours working on the project as verified in a log of hours confirmed by the agency supervisor.

**Required Reading:** To be advised by supervisor.

**Assessment:** Project, Log of hours and list of tasks worked on the project signed by the agency supervisor, 10%. Journal, Learning journal involving a minimum of twenty substantive entries shown to university supervisor at end of project., 10%. Performance, End-of-project written proforma from the agency supervisor, 15%. Presentation, End-of-project three-way review meeting (or presentation) involving the student, agency supervisor and university supervisor and other stakeholder, 15%. Report, 10,000 word professional project evaluation report, 50%. Total word count for all assessable tasks should be at least 20,000 words.

## ASC1012 Fieldwork 1: Working With Organisations

**Locations:** Footscray Park.

**Prerequisites:** Nil

**Description:** Students are placed in a community or human services agency with the aims of: introducing them to the organisational and policy context of the agency; helping them to integrate theory with actual practice in a community or human services setting; and enabling them to develop a range of practical skills, including liaison and committee skills, project co-ordination skills, workshop or seminar organisation, community profiling, and organisational or publicity tasks. Students may undertake the placement individually or as part of a student team. The tasks and learning objects of the placement are specified in a written fieldwork contract developed at the start of the placement and agreed to jointly by the student, the agency supervisor and the university supervisor. The placement generally commences in the second half of the year and may be undertaken in either block or concurrent mode. Alongside their fieldwork placement students will attend the equivalency of two days of lectures in burst mode. In this time they will learn practical skills relating to working in organisations, especially facilitation skills.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Identify the aims, policies and strategies of a specific community development or human services agency; 2. Demonstrate understanding of community development and/or human service worker roles in an actual community or agency setting; 3. Undertake a small scale project or organising task in a community development or human services agency; 4. Demonstrate their improved communication and project co-ordination skills; and 5. Examine the linkages between policy, conceptual and theoretical frameworks and community development

or human services work in a work integrated learning context.

**Class Contact:** 2 hour workshop/excursion. One hundred hours placement time, plus burst mode sessions scheduled outside placement hours, approximately 12 hours per semester.

**Required Reading:** Healey, J & Spencer, M 2008, *Surviving your placement in health and social care: a student handbook*, UK: McGraw-Hill. Alderman, B 2005, *A model for work-based learning*, Lanham, MD: Scarecrow Press. Baird, B 2011, *The internship, practicum, and field placement handbook guide for the helping professionals*, NY: Springer Publishing Co. Cleak, H & Wilson, J, 2007 *Making the Most of Fieldwork placement Australia*: Thomson Learning. Sweitzer, H 2004, 2nd edn, *The successful internship: transformation and empowerment in experiential learning* Belmont, CA: Brooks/Cole

**Assessment:** Report, Student Field Report: Students to keep a reflective journal throughout their fieldwork and submit a report based on their experience (2,000 words), 60%. Review, Agency supervisor's evaluation, 20%. Workshop, Workshop Presentation: A presentation in the workshop which demonstrates facilitation skills., 20%. Total effective word limit 3,000 words. .

### ASC1013 Communication for Sustainable Development

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study covers various means of communication in the field of development studies. The areas of interest include the role of theatre and dance in development and social change; information and communication technologies in social change; traditional communication channels; Indigenous knowledge and sustainable development; the media and social change in the developing world. This unit also explores the various schools of development communication, ranging from the Bretton Woods, Los Banos/Philippines, Indian, Latin American to African. It is intended to provide students with a broad base for communicating in various contexts of development and social change. The unit is designed to challenge students to develop an analytical and creative approach to communicating social change and development, given the dynamic nature of development challenges and the need to engage communities for sustainable development.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Appraise the importance of various traditional and modern communication channels towards social change and sustainable development;
2. Utilise and apply various ICT, radio and other media in development and social change;
3. Evaluate the importance of Indigenous knowledge and scientific knowledge in sustainable development; and
4. Identify analytical and creative approaches to communicating social change and development.

**Class Contact:** Lecture 1.0 hr Tutorial 1.0 hr

**Required Reading:** Reading pack available.

**Assessment:** Presentation, Design and present specific development and social change messages for various audiences, 30%. Essay, Outline theoretical communication perspectives, 30%. Case Study, Students compare successful case studies of specific development / social change projects, 40%. Total effective word limit 3000 words.

### ASC2011 Community Development Placement

**Locations:** Footscray Park.

**Prerequisites:** ASA1023 - Community Development from the Local to the Global Nil

**Description:** Students are placed in a community development or human services agency to complete a 200 hour integrated learning placement. The placement aims to introduce them to the organisational and policy context of the organisation or

agency; helping them to integrate theory with actual practice in a community or human services setting; and enabling them to develop a range of practical skills, including workshop or meeting facilitation and organisation, liaison and committee skills, project co-ordination skills, and publicity tasks. Students may undertake the placement individually or as part of a student team. The tasks and learning objects of the placement are specified in a written fieldwork contract developed at the start of the placement and agreed to jointly by the student, the agency supervisor and the university supervisor. Alongside their placement students will take part in one seminar per week. The seminars provide students with a forum to discuss their placement, any issues that have arisen for them, and to articulate the resources and skills they need to succeed in their placement. There will be a focus in the workshops on developing meeting and workshop facilitation skills, a formative skill required in community development organisations and projects.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically analyse the policies and strategies of a specific community development or human services agency;
2. Identify the roles of community development and/or human service workers in a community or agency setting;
3. Demonstrate facilitation and participatory project co-ordination skills in the context of a small scale project or organising task in a community development or human services agency; and
4. Articulate creative approaches to communicating social change and development.

**Class Contact:** Tutorial 2.0 hrs Plus a placement of 200 hours.

**Required Reading:** Placement handbook available.

**Assessment:** Case Study, Case study of community project that formed part of the placement experience 1000 words, 20%. Review, Agency supervisor's evaluation, 20%. Portfolio, Portfolio A evidencing theoretical framework and evidence of skills and knowledge. Portfolio B will be completed in third year. 2000 words, 60%.

### ASC2023 Communication for Sustainable Development

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study covers various means of communication in the field of development studies. The areas of interest include the role of theatre and dance in development and social change; information and communication technologies in social change; traditional communication channels; Indigenous knowledge and sustainable development; the media and social change in the developing world. This unit also explores the various schools of development communication, ranging from the Bretton Woods, Los Banos/Philippines, Indian, Latin American to African. It is intended to provide students with a broad base for communicating in various aspects of development and social change. The unit is designed to challenge students to develop an analytical and creative approach to communicating social change and development, given the dynamic nature of development challenges and the need to engage communities for sustainable development.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Clarify the importance of various traditional and modern communication channels towards social change and sustainable development;
2. Utilise ICT, radio and other media in development and social change;
3. Examine the importance of Indigenous knowledge and scientific knowledge in sustainable development; and
4. Identify analytical and creative approaches to communicating social change and development.

**Class Contact:** Lecture 1.0 hr Tutorial 1.0 hr

**Required Reading:** Melkote, SR & Steeves, HL 2001, 2nd Edn, *Communication for*



development in the third world: theory and practice for empowerment, New Delhi; Thousand Oaks, CA: Sage Publications. Mody, B 2003, International and development communication, Thousand Oaks: Sage Publications. Sillitoe, P, Bicker, A & Pottier, J 2002, Participating in development: approaches to Indigenous knowledge, London: Routledge. Thatchenkery, T & Stough, RR, (eds) 2005, Information communication technology and economic development: learning from the Indian experience, Cheltenham, UK; Northampton, MA: Edward Elgar. Warren, DM, Slikkerveer, LJ, Brokensha, D 1995, The cultural dimension of development: Indigenous knowledge systems, London: Intermediate Technology.

**Assessment:** Presentation, Design and present specific development and social change messages for various audiences, 30%. Essay, Outline theoretical communication perspectives (1500 words), 30%. Case Study, Students compare successful case studies of specific development / social change projects in various developing countries, 40%. Total effective word limit 3000 words.

### ASC3095 Conflict Resolution in Groups and Communities

**Locations:** Footscray Park.

**Prerequisites:** Nil

**Description:** This unit of study introduces conflict resolution theory and its application to conflicts at both group and community levels. Through seminar presentations, discussion and analysis, experiential exercises, role-plays, and problem-solving tasks, the unit of study aims to develop students' skills in understanding and practising appropriate means of resolving or managing conflicts. The unit commences with defining the nature of conflict in groups and communities, and then presents the theory, principles and practical strategies of conflict resolution. Specific processes and skills for resolving or managing conflict in a range of differing contexts are then considered, including: individual conflicts, multi-party and multi-issue conflicts, intra group conflicts, cultural and inter group conflicts, and disputes in neighbourhood and workplace contexts. Particular emphasis will be placed on the awareness of difference and its effect in disputes, and on the students' own styles in dealing with conflict.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse key theoretical and practical frameworks on peace, violence and conflict;
2. Appraise structural, systemic, psychosocial and political frameworks of violence and conflict;
3. Critically review a broad range of non-violent actions and strategies;
4. Assess the suitability of non-violent actions;
5. Appraise peacebuilding risks while working in conflict zones; and
6. Exhibit reflective skills in writing.

**Class Contact:** Tutorial 3.0 hrs Intensive class, six hours over four days (total of 24 hours)

**Required Reading:** Miall, H, Ramsbotham, O & Woodhouse, T 2011, 2nd edn, Contemporary conflict resolution, Cambridge, UK: Polity Press.

**Assessment:** Exercise, Conflict mapping (1500 words), 30%. Assignment, 1) Based on the mapped conflict, critically analyse the conflict approaches. Discuss efforts made to de-escalate the identified conflict. (1500 words), 70%. Total word count for combined assignment is 3000 words.

### ASH4001 Honours Thesis (Full-Time)

**Locations:** Footscray Park, St Albans.

**Prerequisites:** ASH4004 - Honours Research: Theory, Method and Debates

**Description:** The Honours Thesis is designed to be an educational experience that gives students the opportunity to conceptualise, design, implement and evaluate a specific research project. Unlike a Masters or Doctoral thesis, the Honours thesis is

not expected to, although it may, contribute to a discipline's body of knowledge. The broad aim of the Honours thesis is to promote the development of the student as an independent researcher. The specific aims are to develop and use the knowledge and skills necessary to conduct a research project and present a formal written thesis. The student should generally be able to display the resourcefulness and academic rigour required of an independent researcher. The thesis should be approximately 12,000 - 15,000 words in length and is expected to demonstrate a thorough familiarity with the literature in the relevant area, a sound understanding of the relevant concepts and, where appropriate, the application of relevant theory or method and ethics approval. The thesis requires independent supervised research. Students may extend areas of interest covered earlier in their academic career, but the work which constitutes the thesis must be entirely new. Students are required to certify that the substance of the thesis is their own work and supervisors are required to confirm that, to the best of their knowledge, this is the case. The thesis must have a clear hypothesis or objectives and develop well-documented arguments and/or data to support the hypothesis. .

**Credit Points:** 48

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Developed and used the skills necessary to conduct a research project;
2. Developed the skills needed to present a formal written thesis; and
3. Demonstrate an understanding of the depth and breadth of knowledge and skills associated with a particular research area.

**Class Contact:** The research process will be monitored by regular meetings with the supervisor in light of the agreed-upon project proposal.

**Required Reading:** The student's selection and preparation of a detailed literature review of books/articles is an integral component of the Honours Year.

**Assessment:** The final thesis will be examined by two academics with expertise in the specific area of the research. These may be internal or external to the College and will not include the supervisor. This examination will constitute 100% of the assessment Dissertation, 12,000-15,000 word thesis, 100%.

### ASH4002 Honours Thesis (Part-Time)

**Locations:** Footscray Park, St Albans.

**Prerequisites:** ASH4004 - Honours Research: Theory, Method and Debates

**Description:** The Honours Thesis is designed to be an educational experience that gives students the opportunity to conceptualise, design, implement and evaluate a specific research project. Unlike a Masters or Doctoral thesis, the Honours thesis is not expected to, although it may, contribute to a discipline's body of knowledge. The broad aim of the Honours thesis is to promote the development of the student as an independent researcher. The specific aims are to develop and use the knowledge and skills necessary to conduct a research project and present a formal written thesis. The student should generally be able to display the resourcefulness and academic rigour required of an independent researcher. The thesis should be approximately 12,000-15,000 words in length and is expected to demonstrate a thorough familiarity with the literature in the relevant area, a sound understanding of the relevant concepts and, where appropriate, the application of relevant theory or method and ethics approval. The thesis requires independent supervised research. Students may extend areas of interest covered earlier in their academic career, but the work which constitutes the thesis must be entirely new. Students are required to certify that the substance of the thesis is their own work and supervisors are required to confirm that, to the best of their knowledge, this is the case. The thesis must have a clear hypothesis or objectives and develop well-documented arguments and/or data to support the hypothesis.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Develop and apply the skills necessary to conduct a research project;
2. Develop and apply the skills needed to present a formal written thesis; and
3. Demonstrate an understanding of the depth and breadth of knowledge and skills associated with a particular research area.

**Class Contact:** The research process will be monitored by regular meetings with the supervisor in light of the agreed-upon project proposal.

**Required Reading:** The student's selection and preparation of a detailed literature review of books/articles is an integral component of the Honours Year

**Assessment:** The final thesis will be examined by two academics with expertise in the specific area of the research. These may be internal or external to the College and will not include the supervisor. Thesis, 12,000-15,000 word thesis, 100%.

## ASL2002 Criminal Justice Systems 2

**Locations:** Footscray Park.

**Prerequisites:** ASL1003 - Criminal Justice Systems

**Description:** This unit will provide students with an understanding of the range of alternative justice systems that operate within the community context and the important role they play. These include Community Justice centres, Diversion programs, Koori and Drugs Court and mediation programs. The aim is to consider how these approaches have a range of beneficial outcomes, including lowering recidivism rates, engaging community involvement and how community and justice workers can use such practices to support offenders so that they are empowered through the process. There is a growing number of diversion and community justice programs within Corrections and in the Community; this unit considers the opportunities and limitations of the diversion strategies in diverse societies.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Identify a range of strategies that may mitigate against offending behaviour
2. Evaluate the benefit of alternative community justice strategies
3. Explore the benefits of diversion programs particularly as an intervention with young adults.

**Class Contact:** Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:** There will be no required texts but readings and reports that are current on the success and otherwise of these initiatives will be utilised as a part of the students learning.

**Assessment:** Assignment, Case Study of an alternative justice program, 20%. Test, Multiple Choice, 20%. Essay, Analyse the benefits of alternative community justice strategies (2,000 words), 60%.

## ASL2003 Ethics

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit includes a survey of the legislation, charters, declarations and rules governing the conduct of public institutions, the development of the various aspects of human rights as emphasised in the above decisions and documents; the philosophical principles enunciated in the above that are held to determine ethical conduct. It also includes an examination of the techniques of ethical practice. What techniques are deployed by individuals in the context of ethical decision-making? The development of a research project will familiarise students with methods of self-inquiry and the performance of ethical rules.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Exhibit a foundational understanding of ethics as the subject of academic inquiry and as an underpinning of research and professional practice;
2. Apply the study

of ethics to the practices and relations of criminal and social justice;

3. Apply ethical principles to 'real life' problems and issues in professional practice within the criminal justice system; and
4. Prepare an ethics application.

**Class Contact:** Lecture 1.0 hr Tutorial 1.0 hr

**Required Reading:** Readings are listed in the unit outline, available in the Library Reserve and on VU Collaborate

**Assessment:** Essay, Essay, 20%. Report, Collaborative report and presentation, 30%. Exercise, Ethics application, 30%. Assignment, Evaluation of ethics application, 20%. Total effective word limit 3000 words.

## ASL2005 Forensic Investigation in Social Context

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit traces the emergence of forensic technologies, from Bertillonage and fingerprinting to DNA profiling and brain imaging techniques, in the context of the policing and detecting of crime. It also focuses on the production and presentation of evidence, and their effects upon penal policy and sentencing. The key topics are examined in the context of a number of locations including the forensic laboratory and the courtroom. The media, including popular TV crime shows, are critically reviewed as sites within which specific technologies establish their legitimacy as tools for the pursuit of criminal justice. Students engage with and critically analyse a body of contemporary scholarship, drawn from within the discipline of science and technology studies.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Elucidate contemporary theories within social studies, technology and criminal justice;
2. Articulate difficulties in investigating relations between science, technology and criminal justice and apply skills to manage such difficulties;
3. Work collaboratively to collate and critically assess research information from diverse sources and write up a research report; and
4. Report on and defend the research report.

**Class Contact:** Lecture 1.0 hr Tutorial 1.0 hr

**Required Reading:** Readings are listed in the unit outline, available on the e-learning platform and Library Reserve

**Assessment:** Research Paper, Investigative essay (800), 30%. Case Study, A collaborative crime research report and presentation (1,000), 35%. Essay, End of semester essay (1,200), 35%.

## ASL3002 Law and Governance

**Locations:** Footscray Park.

**Prerequisites:** ABA1003 - Introduction to Sociology ASS2004 - Sociology of Social Control

**Description:** This unit of study draws on modern social theory to trace the interrelation between law and systems of governance. The approach, taken through a range of case studies and specialist literature, is to examine law and policy as attempts to intervene in certain problem areas of social life that need to be regulated and managed. Particular topics include: law as governance, risk management and punishment, the medicalisation of crime, law, power and family. Students will be expected to demonstrate a knowledge and understanding of the law as a set of techniques for intervening in the way society is governed and to use this understanding in the conduct of their own research.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Conceptually map the interrelationships between law and systems of governance;

2. Interrogate law and policy in its application to problem areas of social life;
3. Critically reflect upon the law as a set of techniques for intervening in social governance; and
4. Translate theoretical understandings of law and governance into the conduct of research.

**Class Contact:**Lecture 1.0 hr Tutorial 1.0 hr

**Required Reading:**Readings are referred to in Unit of Study Guide and/or unit's VU Collaborate space.

**Assessment:**Assignment, Seminar Papers 1 (1000 words), 25%. Assignment, Seminar Papers 2 (1000 words), 25%. Essay, Major Essay (1500 words), 50%.

### ASN2001 Cross Media Practice

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**The ways in which audience engage with narratives is changing due to developments in media distribution platforms. Media narratives now flow across numerous media platforms to further engage the viewing audience. Contemporary media professionals must have a clear understanding of the ways in which a narrative can be interwoven across multiple media platforms. In this unit students investigate contemporary cross media practice and analyse the use and impact of presenting a narrative to the audience using a cross media approach.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Evaluate the use of media platforms in association with cross media narratives;
2. Create an effective cross media project plan to engage with a target audience;
3. Propose a project pitch that exhibits industry cross media practice; and
4. Utilise a range of media platforms.

**Class Contact:**Lecture 1.0 hr Workshop 2.0 hrs

**Required Reading:**Required reading is provided to students via VU Collaborate.

**Assessment:**Essay, Research essay of cross media practice (1000 words), 30%. Presentation, Pitch presentation (1000 words), 25%. Creative Works, Proposal for cross media project (2000 words), 45%.

### ASN2002 Visual Effects

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit examines both the historical significance of technology in the development of the visual effects field and the contemporary industry practices and standards. The aim of this unit is to equip students with the knowledge and technical skills to plan, design and implement effective visual effects for media production. Students will use various media including, video, text, animation, chroma keying and effects to create compositions that encompass visual effects.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Critique contemporary approaches to visual effects techniques;
2. Locate information and resources in a variety of formats and interpret them in both written and visual mediums;
3. Create and manipulate appropriately visual effects and video content elements for composition;
4. Map the workflow required to plan, design and create compositions; and
5. Operate appropriate software to create compositions.

**Class Contact:**Lecture 1.0 hr Workshop 2.0 hrs

**Required Reading:**Required readings will be provided on VU Collaborate.

**Assessment:**Essay, Reflective essay outlining impact of visual effects (1000 words), 25%. Exercise, Minor visual effects composition (1200 words), 30%. Creative Works, Major visual effects composition (1800 words), 45%.

### ASN2003 Screen Media Careers

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**In this unit students develop vital skills in planning, developing and gaining employment within the multifaceted screen media field. In addition to classroom content, students must complete work placement, where they will be directly supervised by a professional within the screen media industry. The work placement further facilitates the integration of classroom theory and practice with industry practice and may be undertaken in either block or concurrent mode.. The unit focuses on students acquiring skills and knowledge critical for finding employment in the screen media industry, including the development of an industry standard media portfolio and industry contacts.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Critically reflect on key issues in screen media workplace, including workplace culture, conduct and communications;
2. Present a professional career plan with reference to existing professional skills, attributes and interests;
3. Create and maintain a professional media portfolio demonstrating workplace experience and existing body of work and skills; and
4. Compose job finding resources suited for contemporary screen media workplaces.

**Class Contact:**Workshop 2.0 hrs Plus a minimum of 10 days work placement.

**Required Reading:**Students will be provided with weekly material on VU Collaborate to support the curriculum.

**Assessment:**Journal, Reflective journal (1500 words), 30%. Portfolio, Online digital portfolio (2500 words), 50%. Other, Career plan (1000 words), 20%. Total effective word limit 5000 words.

### ASN2004 Post-Production

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This second year unit explores the range of techniques used in both picture and audio post production in the screen media industry, The unit includes both theoretical and practical exercises based around students' own production work and the post production workflow.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Analyse and evaluate a range of picture and audio post production techniques;
2. Evaluate the post production workflow for individual screen media projects;
3. Apply audio post techniques to produced project work; and
4. Apply picture post techniques to produced project work.

**Class Contact:**Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:**Students will be provided with weekly material on VU Collaborate to support the curriculum.

**Assessment:**Essay, Analysis of applied post production techniques (1000 words), 30%. Creative Works, Post production of produced audio exercise (1000 words), 30%. Creative Works, Post production of produced picture exercise (1500 words), 40%.

### ASN2005 From Concept to Production

**Locations:**Footscray Nicholson, Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit focuses on the ideation, development cycles and delivery of innovative production in the context of design and creative industries. Students are introduced to key innovation production management approaches, practices and

theories, to further their understanding of how different design and creative disciplines relate to each other and evolve within particular historical, theoretical and philosophical contexts. In addition to being required to engage in critical analysis, students will work in groups to produce innovative projects of their own, and will utilise production equipment and facilities. Students undertaking this unit will further benefit from working collaboratively within a diversely-skilled team in response to innovative project demands. Weekly group discussions will explore critical dialogues focussing on significant practical and theoretical issues and the assessment tasks will develop aural, visual and written analytical skills across a range of appropriate technologies and techniques.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse and differentiate music video practices and relevant historical, theoretical and philosophical contexts; 2. Apply relevant skills and knowledge to produce and realise independent works, artefacts and forms of creative expression in the form of a collaborative music video; 3. Identify and evaluate appropriate and meaningful information from text, web, audio-visual and studio-based resources; and 4. Critique and analyse ideas and concepts presented in lectures, seminars and viewings.

**Class Contact:** Lecture 1.0 hr Seminar 2.0 hrs

**Required Reading:** Readings and references relevant to the work being investigated will be posted on VU Collaborate.

**Assessment:** Review, Critical Review of a Music Video, 20%. Essay, Analytical Research Essay, 40%. Creative Works, Completed Music Video, 40%. Total effective word limit 3000 words.

### ASN3001 Screen Media Enterprise

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This third year unit examines the legal and business skills required in screen media production; topics include release forms, location permissions, copyright, music and archival clearances, contracts, business plans and budgeting.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1. Analyse and evaluate the range of the legal requirements in the screen media industry; 2. Evaluate the legal, business and copyright requirements for a specific screen media project; 3. Generate sample contracts required for a specific screen media project; and 4. Anticipate and resolve the legal and business requirements for a specific screen media project.

**Class Contact:** Lecture 1.0 hr Workshop 2.0 hrs

**Required Reading:** Students will be provided with weekly material on VU Collaborate to support the curriculum.

**Assessment:** Essay, Analysis of legal issues in a screen media project (1000 words), 20%. Portfolio, A portfolio of legal and business documents (1300 words), 40%. Report, Report on legal and business requirements for a specific screen media project (1300 words), 40%.

### ASN3002 Screen Media Practice

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This third year unit provides opportunities for final year students to produce screen media projects for external clients. These projects might take the form of short non-fiction films for clients such as Malthouse Theatre, Western Health, sporting clubs, schools etc or provide opportunities for collaboration with students

working on client briefs through the Student led Communications Agency based at Metro West.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students are expected to be able to:

- Analyse and evaluate a screen media brief from an external client
- Undertake the pre-production and production requirements for a specific screen media project
- Anticipate and resolve the legal and business requirements for a specific screen media project
- Deliver a screen media project according to an external client brief

**Class Contact:** Seminar 2.0 hrs

**Required Reading:** Students will be provided with weekly material on VU Collaborate to support the curriculum.

**Assessment:** Report, A written brief that addresses the client's needs (1000 words), 20%. Report, A work-in-progress report on the screen media project (1000 words), 20%. Project, Completed screen media project (1500 words), 60%. Total effective word limit 3000 words or equivalent.

### ASP2001 Political Economy of Colonialism and Neocolonialism

**Locations:** Footscray Park.

**Prerequisites:** Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

**Description:** The unit examines the phenomenon of colonialism and neo-colonialism since the 19th century in a range of regions, but including that of Southeast Asia. The unit introduces theoretical frameworks linked to the analysis of colonialism, neo-colonialism and the shift from the former to the latter. It asks students to apply these frameworks in the consideration of specific case studies. Through doing so, students gain an understanding of the purposes of colonial and neo-colonial exploitation, the forms of the power relationships involved in such exploitation, the varied responses employed in opposition to such exploitation, and some of the contemporary challenges that we face as a result of such acts of exploitation. The unit helps students to refine and employ skills associated with empirical and normative analysis.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Map and critique the main theoretical debates about colonialism and neo-colonialism; 2. Survey the history of colonialism and neo-colonialism; 3. Investigate the ecological ramifications of colonialism and neo-colonialism; and 4. Reflect critically on the readings and discussions and contribute, to the debate on relations between the Global North and South.

**Class Contact:** Lecture 1.0 hr Tutorial 1.0 hr

**Required Reading:** Book of Readings prepared by the lecturer. The readings will be compiled in part from the recommended (short) reading list.

**Assessment:** Assignment, Plan/bibliographic exercise, 20%. Essay, Major essay, 60%. Examination, Exam, 20%. Total effective word limit 3000 words.

### ASP2007 Dictatorship and Democracy

**Locations:** Footscray Park.

**Prerequisites:** Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2

units.

**Description:**How should political systems be organised? This fundamental question remains entirely relevant today, as countries and organisations around the world seek to pursue complex objectives and to satisfy diverse stakeholders. In this unit, students tackle this question, drawing upon the writings of the theorists and practitioners of power themselves rather than solely via interpretations by others. The course begins with some general questions on dictatorship and democracy. It then moves on to examine the writings of a range of important political theorists. These writings will include examples from Ancient Greece, the Renaissance period in Europe, the Enlightenment period in Europe and America, the Totalitarian movements of the 20th Century, and some diverse contemporary political contexts.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Compare and contrast theories regarding the nature of democracy and dictatorship and the various forms in which these doctrines really exist; 2. Critically analyse and evaluate concepts and arguments related to political doctrines; 3. Inspect, gather and critically employ research regarding political theory; and 4. Articulate arguments and analysis in a precise and concise fashion, both orally and in written form.

**Class Contact:**Lecture 1.0 hrTutorial 1.0 hr

**Required Reading:**A unit reading pack must be obtained from the VU bookstore. In addition, it is recommended that students purchase the following text: - Arendt, H 1973, *The origins of totalitarianism*, Harcourt Brace Jovanovich, New York.

**Assessment:**Essay, Academic, fully referenced essay (2000 words), 50%. Journal, Reflections on tutorial readings focused on political theory - two points of submission, 30%. Examination, One hour, essay based examination, 20%.

## ASP2010 Origins of International Politics

**Locations:**Footscray Park, St Albans.

**Prerequisites:**Students enrolled in course code ABAB must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

**Description:**This unit provides an introduction to key historical events and concepts relating to international politics. It is designed to help students understand the origins of the political systems in which we live today, and to recognise the importance of political science as a means of investigating and evaluating political structures and practices at local, national, regional and global levels. We examine the origins of nation-states, corporations, and key international and non-governmental organisations, discussing how, where, when and why these political forms emerged and why they have persisted and proliferated.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Investigate the origin and character of key political structures, including nation-states, corporations, and international and non-governmental organisations; 2. Explain the emergence and persistence of such political structures to relevant theories drawn from Political Science and International Relations; 3. Locate, review and employ a range of primary and secondary sources related to the study of political structures; and 4. Articulate, orally and in writing, clear and convincing arguments regarding the origin, persistence and normative value of the political structures noted above.

**Class Contact:**Lecture 2.0 hrsTutorial 1.0 hr

**Required Reading:**Students will also be supplied with electronic copies of further readings as well as guidance on engaging with online news sources. Baylis, J, Smith S & Owens, P 2014, 6th edn, *The globalization of world politics*, Oxford: Oxford University Press.

**Assessment:**Assignment, Reflective paper: My involvement in international affairs (500 words), 20%. Essay, A fully referenced, academic essay (1500 words), 40%. Examination, Short answer, end of semester exam (90 minutes), 40%.

## ASP2011 Foundations of Political Science

**Locations:**Footscray Park, St Albans.

**Prerequisites:**Nil

**Description:**This unit is designed to welcome you into the discipline of Political Science, to help you navigate this discipline, and to give you a sense of where the skills and knowledge associated with Political Science are used out in the real world. Rather than adopting a standard approach to this unit, one that examines each of a range of diverse topics, this unit is centrally focused on the concept of 'power'. This is not because power is the only concept of importance within political science, but instead because it is both an important concept and a complex one. Concentrating on power offers two advantages. Firstly, the concept of power is central to much of political science, which means that it offers us a common entry point to discussions of many relevant ideas, concepts and theories. Secondly, grappling with a concept as complex as this one is an important part of university study - this approach gives us the time to untangle power and its many elements.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Discuss the relationship between political philosophies and ideologies and political events; 2. Examine political concepts and apply them in the examination of contemporary events; 3. Locate primary and secondary materials and review their content as it relates to political concepts and events; and 4. Articulate their ideas and arguments precisely and concisely in a range of settings and forms.

**Class Contact:**Lecture 2.0 hrsTutorial 1.0 hr

**Required Reading:**Students may purchase a copy of the ASP1001 Unit Reader from the University Bookshop. Readings contained therein will also be available electronically.

**Assessment:**Assignment, First thoughts (500 words), 15%. Assignment, Key components paper (1000 words), 30%. Assignment, Analysis paper (500 words), 40%. Other, Online quizzes x5 (3 marks each), 15%.

## ASP3001 Parliamentary Internship

**Locations:**Footscray Park.

**Prerequisites:**Students are selected on the basis of a written application to the coordinator and academic merit. There are a limited number of places available in this unit.

**Description:**In this unit of study, students will have active experience working for a Member of Parliament (MP) in the settings of Parliament, the Parliamentary Library, Parliamentary Offices and electorate offices. Each student will complete a public policy research report on a topic of interest and concern nominated by the MP. This research report is bound and housed in the Parliamentary Library. This unit offers an excellent opportunity for students to gain practical knowledge of the workings of the Victorian Parliament in particular, to gain an understanding of the mechanisms of policy development and of political systems more generally. Entry into this unit is determined on application to the unit coordinator and can be highly competitive. There are a limited number of places available in this unit. There are significant practical and professional benefits of this unit for students.

**Credit Points:** 24

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Analyse and report parliamentary processes, policy making and legislative processes in the Victorian Parliament; 2. Exhibit advanced analytical, research and

report writing skills; 3. Exemplify high level interpersonal and professional skills through interaction with Members of Parliament, community groups and students from other universities; 4. Exhibit skills in interviewing, community consultation and organisation in a professional environment; and 5. Critically review and articulate the workings of a Victorian electorate office.

**Class Contact:** Research supervision of one hour per week. A maximum of two days per week in their Internship Activities: one day in the electorate offices and one day in Parliament. Face to face teaching in Research Methods in regular seminars on Friday at Parliament House. These seminars are taught by the VU Parliamentary Internship coordinator and also the coordinators from The University of Melbourne and Monash University. Staff from all three universities are required to attend and teach in every seminar.

**Required Reading:** This is an internship unit; students are not set required readings. Instead, background readings offering an introduction to each student's designated area of research are identified through a process of negotiation between staff, students, and representatives of the relevant MP's office.

**Assessment:** Research Paper, 6000 word, self-directed research paper., 70%. Essay, 2000 word reflective essay, 30%.

### ASP3002 International Security

**Locations:** Footscray Park.

**Prerequisites:** Students enrolled in course code ABAB or LBLA must have completed two of the following units ASP1001 Foundations of Political Science, ASP2007 Dictatorship and Democracy, ASP2010 Origins of International Politics.

**Description:** This unit provides an introduction to security studies, a field of inquiry that examines the political processes through which people seek security within the realm of international politics. The unit adopts a historical approach to the examination of this subject: we shall consider how our understandings of security have changed over time, which types of political actors have been most responsible for the maintenance of security, and what types of strategies these actors have adopted in their pursuit of security. Thus, this unit offers students the opportunity to examine some of the most important issues facing the international political system today.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1. Interrogate concepts and theories relating to the field of security studies and assess their relevance to events in international politics; 2. Probe complex security problems and develop a research project designed to elucidate these problems; 3. Critically review literature related to the field of security studies and employ that literature in the construction of a convincing research report; and 4. Reflect upon concepts, theories and events in the field of security and elaborate on their relevance and application both orally and in writing, in a clear and persuasive manner.

**Class Contact:** Lecture 1.0 hr Tutorial 1.0 hr

**Required Reading:** Williams, P. 2008/2013 1st or 2nd Security studies: an introduction, London and New York: Routledge.

**Assessment:** Report, Security report (400 words), 20%. Portfolio, Tutorial portfolio (600 words), 30%. Essay, Essay (2000 words), 50%.

### ASP3003 The Politics of the United States of America

**Locations:** Footscray Park.

**Prerequisites:** Students enrolled in course code ABAB or LBLA must have completed two of the following units ASP1001 Foundations of Political Science, ASP2007 Dictatorship and Democracy, ASP2010 Origins of International Politics.

**Description:** In this unit we will examine the politics and political system of the United

States of America. The lecture/tutorial content and the assessment focus on the following two general themes; normative political principles and their application in the United States, and key institutions and their operation. Studying the United States is important for two reasons. Firstly, because the United States is perhaps the most powerful state in the international system and a key ally of Australia, understanding how politics works in the US is of great practical importance to us. Secondly, the American model of politics is important in its own right. The founding of the US Constitution created one of the earliest democratic political systems of the modern era. Since then, peoples and states around the world have built upon the "American model" when constructing their own constitutions and political systems. Finally, while this course will concentrate solely on US politics, it is important that we keep in mind that the American political system represents, in part, a response to a set of general political problems and challenges that any political system must confront. Even if we find ourselves critical of some aspects of American politics, we should recall that there is much we can learn from this subject that may be of relevance elsewhere.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Interrogate the normative problems that emerged in the context of the formation of the political system of the United States of America; 2. Critique the institutional design of the federal government of the USA in light of the normative challenges faced in the context of its formation; 3. Critically review literature related to the field of American government; and 4. Articulate persuasive arguments in response to problems associated with normative theory and institutional design as relevant to the political system of the USA.

**Class Contact:** Lecture 1.0 hr Tutorial 1.0 hr

**Required Reading:** Jilison C. and Robertson D. B. 2010/2014 1st/2nd Perspectives on American Government London and New York: Routledge

**Assessment:** Other, Online assessment (VU Collaborate), 10%. Essay, Essay based on normative analysis (2000 words), 45%. Examination, Exam, 45%.

### ASP3004 Theory and Research in International Politics

**Locations:** Footscray Park.

**Prerequisites:** Students enrolled in course code ABAB or LBLA must have completed two of the following units ASP1001 Foundations of Political Science, ASP2007 Dictatorship and Democracy, ASP2010 Origins of International Politics.

**Description:** The purpose of this unit is to provide students with knowledge regarding some of the different theoretical lenses that can be used to interrogate international politics. These lenses, which include "rationalist" theories such as Realism and Liberalism and "reflectivist" theories such as Constructivism and Post-Structuralism, help us to interpret the world in different ways. They also form frameworks in which research on international politics can be undertaken and evaluated. This unit asks students to engage with and evaluate examples of academic research, in part as a means of preparing students to undertake their own research later in their studies. As such, this unit is particularly suited to supporting students' work in capstone units and in postgraduate study.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically review complex academic work that utilises IR theory and compose a guide that elucidates that work to other students; 2. Investigate issues relating to international politics, interrogate those issues through the application of International Relations theories and formulate a research plan; 3. Locate primary and secondary materials relating to International Relations theory and international political issues, discriminate amongst such sources according to their relevance and cite such sources

in the context of coursework; and 4. Compose and present clear, coherent and persuasive arguments regarding International Relations theory.

**Class Contact:**Lecture 1.0 hrTutorial 1.0 hr

**Required Reading:**Jørgensen, K 2010, *International relations theory: a new introduction*, Houndmills, Basingstoke: Palgrave Macmillan.

**Assessment:**Assignment, 2 A4 page guide to an article on IR theory (500 words), 30%. Essay, Fully-referenced, academic essay on IR theories (1500 words), 40%. Examination, End of semester, two-hour, essay-based exam, 30%.

## ASS2002 Social Worlds, Social Policy

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit focuses on the role of social policy in reshaping the everyday lives of ordinary citizens, social identities and the nation-state in these uncertain times. A key concern explored is the way in which neo-liberal conceptions of the social world have shifted the policy debates away from the 'public' citizen to that of the 'self-governing' private individual. Utilising insights from contemporary theories about how we are governed through a range of institutions, social networks and governmental strategies, the unit explores the 'invented' character of various policy debates from selected fields such as immigration, multiculturalism, education, health, employment, and emerging digital technologies. Through these case studies, attention is paid to the ways in which categories of persons become objects and objectives of government and why and how social identities become attached to specific social policy formulations. The unit provides an opportunity for students to develop and apply the skills of policy analysis and critique to current 'real world' policy issues.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to: 1. Appraise contemporary debates about social policy and civic life; 2. Critically review the ways in which contemporary forms of governance are reshaping key social policy areas; and 3. Interrogate key social policy documents by placing these with broader social contexts.

**Class Contact:**Lecture 1.0 hrTutorial 1.0 hr

**Required Reading:**Reading pack available

**Assessment:**Presentation, Contextualize a selected policy within a broader policy field, 25%. Literature Review, Literature review critically reviewing policy documents and secondary material within a selected field of policy, 30%. Essay, Analyse social policy drawing on conceptual frameworks studied in the unit., 45%. Total effective word limit 3000 words.

## ASS2004 Sociology of Social Control

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit is interested in the regulation of normal and deviant citizens, including corporate citizens, in contemporary Western societies. It takes as its starting point the claim that both normality and deviance are 'managed' and introduces students to the ways in which deviance and normality has been thought about, identified and acted upon. Students are introduced to sociological analyses of deviance, and to questions concerning the contribution of sociological investigation to the work of social regulation. Broad topic areas include: women and criminal deviance, juvenile crime, the medicalisation of deviance, corporate crime and social disadvantage

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Analyse some key perspectives of the sociology of deviance and the management of normality; 2. Demonstrate the development of relevant analytic and research skills; 3. Demonstrate the development of presentation skills, in both oral and written form; and 4. Critically reflect upon contemporary theories of normality and deviance.

**Class Contact:**Lecture 1.0 hrTutorial 1.0 hr

**Required Reading:**Unit reader available in hard copy and online.

**Assessment:**Essay, Critical analysis of the regulation of normal and deviant citizens (1000 words), 20%. Exercise, Demonstrate an understanding of key concepts in sociology of deviance (equivalent to 1000 words), 40%. Examination, End of semester, 40%.

## ASS2009 Making Modern Identities

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit of study draws on recent social and cultural theory addressing questions of identity and difference to explore the historical production of contemporary identities. It seeks to juxtapose the notion that identity is unstable and historically conferred with those discourses that speak of identity as unitary and stable over time. The unit of study looks to the newly visible categories of 'women', 'migrant', 'gay' and 'black', and to slightly older categories like 'the homosexual', 'the delinquent', 'the Aborigine' to question more familiar narratives of identity formation and to explore the implications of those moves for understanding connections between identity formation and governmental activity.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to: 1. Develop an awareness of the processes of identity formation; 2. Analyse what is meant by essentialist thought; 3. Apply a broad-based knowledge of the different core issues in processes of identity formation across cultures and history; and 4. Critically reflect on contemporary theories of personhood and categories of person.

**Class Contact:**Lecture 1.0 hrTutorial 1.0 hr

**Required Reading:**Book of Readings available via VU Collaborate.

**Assessment:**Essay, Essay 1 (500 words), 25%. Essay, Essay 2 (500 words), 25%. Examination, Exam, 50%.

## ASS2028 Contemporary Africa and Social Change

**Locations:**Footscray Park.

**Prerequisites:**Students enrolled in course code ABAB and LBLA must complete at least 72 credit points (equivalent to 6 units) in Year 1 before undertaking any Level 2 units.

**Description:**The presence of African background communities in Australia has been accompanied by the emergence of African studies in the Australian context. This unit seeks to engage students in both local and global analysis of development and social change as they relate to contemporary Africa. It situates Africa's 'developmental' trajectory amongst those of other developing world regions. It provides a base to critically explore various dimensions of development in Africa as a whole, particular regional blocs and particular countries. The unit also explores past and present trends in Africa's socioeconomic affairs, and considers their impact. Students will consider both the salience of local communities' engagement with socioeconomic empowerment and the international community's engagement with socioeconomic empowerment and peace building.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Investigate the complex layers of influence on the past and present African socioeconomic trends in the context of other developing regions; 2. Analyse the diversity of African communities and their experiences at home, in transition and in Australia; 3. Critically evaluate cases of development and social change planning and implementation; 4. Appraise past and present trends in Australia's engagement with Africa; and 5. Explain Africa's position in the global socioeconomic, environmental, security and other aspects of world affairs.

**Class Contact:**Lecture 1.0 hrTutorial 1.0 hr

**Required Reading:**Mphande C, (comp) 2009, Contemporary Africa and Social Change Reader

**Assessment:**Poster, Poster presentation on comparative trends in development between an African and another developing region (500 words), 30%. Report, Written report using research conducted with emerging African background communities or agencies that work with them (1,000 words), 40%. Essay, Theoretical essay on a set topic drawn from one of the weekly seminar topics (1,500 words), 30%.

### ASS2051 Child and Society

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit of study will develop students' knowledge of childhood as a complex social, cultural, historical and contemporary concept. With a particular focus on childhood in Western countries, the unit offers a historical exploration of childhood, revealing it as a category subject to considerable development, contingent on a range of political shifts and social forces. The unit also explores issues relating to contemporary understandings, with a particular focus on the child as actor, agent and consumer. Drawing on these complexities, the unit provides insights into ongoing tensions within the concept of childhood.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to: 1. Exhibit an enhanced capacity to think critically about concepts of childhood; 2. Investigate shifts and developments in the history of childhood; 3. Critique the tensions inherent within the category of childhood in the contemporary West; 4. Appraise the work of significant theorists in this field of study.

**Class Contact:**Lecture 1.0 hrTutorial 1.0 hr

**Required Reading:**Book of Readings available via VU Collaborate.

**Assessment:**Exercise, Exercise set based on essential reading (500 words), 25%. Report, Critical reflection of key concepts (500 words), 25%. Essay, Reflective essay (2000 words), 50%.

### ASS2052 Meaning and Social Context

**Locations:**Footscray Park.

**Prerequisites:**ABA1003 - Introduction to SociologyASS2004 - Sociology of Social Control

**Description:**This unit of study introduces students to some of the significant developments in the history of the sociological enquiry into religion, as well as exploring some key aspects of contemporary debates among sociologists working in this field. The unit considers issues relating to major world religions, recently emerging religious movements, themes of multiculturalism and globalisation in religion, and provides a particular focus on the secularisation debate. Drawing on these themes, alongside a range of relevant case studies, the unit also explores the theoretical and methodological tensions emergent throughout the sociological study of religion and secularisation.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Apply an awareness of historical developments in sociological approaches to religion; 2. Examine key aspects of contemporary sociological debates relating to religion and secularisation; 3. Reflect critically on the methodological difficulties inherent to the contemporary sociological study of religion; 4. Reflect meaningfully on the unique status of the 'search for meaning' during postmodernity; and 5. Exhibit an awareness of some of the significant contributors to this field of sociological enquiry.

**Class Contact:**Lecture 1.0 hrTutorial 1.0 hr

**Required Reading:**Book of Readings, VU Bookshop

**Assessment:**Exercise, Exercise set based on essential reading, 25%. Exercise, Exercise set based on essential reading, 25%. Essay, Reflective essay, 50%.

### ASS3007 Space, Knowledge and Power

**Locations:**Footscray Park.

**Prerequisites:**ASS2004 Sociology of Social Control or ASS2009 Making Modern Identities

**Description:**This unit explores questions about what does it mean to be a social scientist and how and why people, more or less, unconsciously adjust to their social milieu. The unit examines the influence of space on human behaviour; how knowledge is created within an individual's living space, and how different forms of power, legally or illegally acquired, are presented in the social sphere. The discussion between Michel Foucault and Paul Rabinow about how individuals' everyday life is influenced by and how people negotiate 'space, knowledge and power', is the starting point. These concepts are analysed from the sociological discipline and its theoretical framework.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to: 1. Analyse and articulate continuities and differences in theoretical and analytical materials that share a conceptual terrain; 2. Exhibit an increased effectiveness in problem-solving via the application of social theory to questions to do with the organisation of 'everyday' social space; and 3. Apply the knowledge from the discipline of sociology to problems in wider contexts.

**Class Contact:**Lecture 1.0 hrTutorial 1.0 hr

**Required Reading:**Links to recommended readings for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Essay, Essay (750 words), 30%. Case Study, Research report (750 words), 30%. Essay, End of semester essay (1500 words), 40%.

### ASS3009 Sociology of Law

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit of study introduces students to the main bodies of literature in the sociology of law. These include studies on the sociology of justice and relationship between justice and crime, on courts and the delivery of justice, and on punishment and imprisonment. Students will have an opportunity to explore in-depth a particular area of justice, such as the law and Indigenous Australians, affirmative action, the law and young people, theories of policing, and explanations of the causes of crime. The unit of study will be underpinned by a survey of classical and contemporary social theory as applied to law and order.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to: 1. Critically review the main frameworks of understanding in the Sociology of Law; 2. Appraise contemporary debates about law, regulation and social control



elements of the basis of social order; 3. Apply theoretical tools drawn from sociology and the history of the human sciences to current problems in law and social regulation; and 4. Prepare a discussion paper and written submission/paper on a public policy paper on social order.

**Class Contact:**Lecture 1.0 hr Tutorial 1.0 hr

**Required Reading:**To be advised.

**Assessment:**Research Paper, Tutorial paper (1500 words), 30%. Essay, Major essay (2500 words), 70%. Students must have averaged 80% attendance at lectures and tutorials.

### ASS3014 International Social Policy

**Locations:**Footscray Park.

**Prerequisites:**Students enrolled in course code ABAB and LBLA must complete at least 24 credit points (equivalent to 2 units) of an Arts Major before undertaking any Level 3 units.

**Description:**This unit takes a global perspective to the study of social policy and studies this from three perspectives. The first is to analyse how social policy is constructed, which includes an examination of the actors and agencies that are involved in this, especially states, international regulatory organisations and NGOs. The second is to compare and analyse several key aspects of social policy in the global south. These include policy around issues of health, education and urbanisation. The third is to analyse global social policy. This refers to the role of global and regional actors, in interaction with state actors, in the construction of social policy.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Investigate how social policy is constructed at local, regional and global levels;
2. Analyse key aspects of social policy in the global south; and
3. Critique the role of global and local actors and agencies in the construction of social policy.

**Class Contact:**Lecture 1.0 hr Tutorial 1.0 hr

**Required Reading:**Reading pack available

**Assessment:**Presentation, Tutorial presentation, 25%. Report, Research essay which evaluates a key social policy and reflects on the context in which it has been developed, 35%. Essay, Essay discussing key concepts in the study of international social policy, 40%. Total effective word limit 3000 words.

### ASS3033 Political Sociology

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**Political sociology is concerned with questions of social and political power, particularly as they pertain to the interaction between state and civil society. This unit probes these central theoretical debates with a particular focus on the ways in which they manifest in Australia. This includes an examination of the ways in which class, racial and gender identities are constituted within a field of social differences and power, and the historical conditions in which they have been understood as 'problems' to be governed.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Analyse key theoretical frameworks of political sociology and distinguish key differences between these frameworks;
2. Contextualise the basis, and political significance, of writing on race, class and gender as governmental problems; and
3. Reflect on the utility of political sociology as a way to understand social 'problems' in Australia today.

**Class Contact:**Lecture 1.0 hr Tutorial 1.0 hr

**Required Reading:**Reading pack available.

**Assessment:**Examination, Take home exam interpreting key theoretical frameworks, 20%. Presentation, Tutorial presentation and report (Equivalent to 750 words), 30%. Essay, A reflective essay drawing on the concepts from political sociology to assess specific social issues (1500 words), 50%.

### ASS3042 Sociology of City Lives

**Locations:**Footscray Park, St Albans.

**Prerequisites:**ABA1003 - Introduction to Sociology ASS2004 - Sociology of Social Control ASS2004 Sociology of Social Control is equivalent to ASS1052 Sociology 1B. ABA1003 Introduction to Sociology is equivalent to ASS1051 Sociology 1A

**Description:**This unit provides students with skills and knowledge to engage, professionally with our urbanising world. Megacities draw in millions of immigrants every year, whilst once powerful industrial cities collapse into crime and decay. The Unit considers critical aspects of urban life from the world of the newly-arrived immigrant to that of the corporate shapers of our new suburbia. Learning techniques are based around workshops and field trips to sites demonstrating critical issues in urban life. These are extended through blended learning techniques with particular emphasis on community-based and municipal urban living portals via the web. The unit seeks to connect students with urban-focussed Centres at universities around the globe, so as to better equip students for work in urban managerial roles in Australia and elsewhere. Life in global cities is illustrated through case studies drawn from Melbourne. The Unit introduces students to research techniques useful to a range of professionals, from community development to public health and sustainable design. It relates current issues to core theorists in Urban Sociology, from Georg Simmel to the Chicago School, Jane Jacobs, David Harvey, Loic Wacquant and through to urban critiques of concepts such as 'creativity', 'resilience' and 'sustainable development'.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Apply and evaluate a range of environmentally, socially and culturally responsive strategies as these relate to urban life;
2. Respond to a range of urban problems by drawing on urban sociology, urban geography and urban history;
3. Research and synthesise conceptual and empirical information from a range of urban-related sources; and
4. Exemplify knowledge and strategies effectively in academic and non-academic text types.

**Class Contact:**Lecture 1.0 hr Tutorial 1.0 hr

**Required Reading:**Gtattan Institute (J-F Kelly) 2012, Social cities, Melbourne: University of Melbourne.

**Assessment:**Journal, A written review synthesising fieldwork experiences with class content (750 words), 20%. Case Study, Field trip Case Study written and visual assignment (1500 words), 50%. Assignment, Social and environmental impact assessment (1000 words), 30%.

### ASS3043 Inquiring Into the Social Sphere 1

**Locations:**Footscray Park.

**Prerequisites:**ABA1003 - Introduction to Sociology ASS2004 - Sociology of Social Control

**Description:**In this unit, students will develop an understanding of different modes of sociological research. They will explore what it means to be a social scientist and how to conduct research from a sociological perspective. Working in small groups, students will design a research project, develop a research proposal, prepare and submit an ethics application. This unit will prepare students to undertake a research project with all its different elements to conduct the research project, collate and analyse the data, develop a scholarly report and present the project in a conference setting.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Evaluate the significance of applied social research using a sociological framework;
2. Critically review the challenges associated with undertaking social research and apply a range of skills to manage such difficulties;
3. Design a sociological research project incorporating quantitative and/or qualitative research methods;
4. Work collaboratively to develop the research proposal; and
5. Prepare and submit an ethics application.

**Class Contact:** Seminar 2.0 hrs

**Required Reading:** Additional literature and readings are listed in the student unit guide.

**Assessment:** Review, Literature review, 30%. Report, Research design and Research proposal, 35%. Research Paper, Ethics submission, 35%.

### ASS3044 Inquiring Into the Social Sphere 2

**Locations:** Footscray Park.

**Prerequisites:** ABA1003 - Introduction to Sociology ASS2004 - Sociology of Social Control ASS3043 - Inquiring Into the Social Sphere 1

**Description:** In this unit students will undertake the research project, collate and analyse the data. Develop a scholarly report and present the whole project in a conference setting

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Conduct the research and collate the data according to the research proposal;
2. Analyse the collated data;
3. Prepare a scholarly research report; and
4. Present the entire project in a conference setting.

**Class Contact:** Seminar 2.0 hrs

**Required Reading:** Additional literature and readings are listed in the Student Unit Guide.

**Assessment:** Project, Conduct Research (gather, collate, analyse data), 30%. Report, Scholarly Research Report, 50%. Presentation, Presentation of the final research project, 20%.

### ASS3050 Migration, Mobility and Globalisation

**Locations:** Footscray Park.

**Prerequisites:** Nil

**Description:** The aim of this unit is for students to have an understanding of the different forms migration takes today, and to develop a critical understanding of the key debates around migration. The underlying theme of the unit is to link migration to broader processes of social change at the global, regional and national levels. The unit will compare and discuss a variety of forms of migration, including forced migration, skilled migration and temporary migration. It will look at key issues, including migrant remittances, migrant political organisations and debates around identity, cultural pluralism and multiculturalism.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Assess the different forms of contemporary migration;
2. Analyse the connections between migration and the broader social processes globally, regionally and nationally; and
3. Critically appraise debates around migration including those around cultural pluralism, multiculturalism and identity.

**Class Contact:** Lecture 1.0 hr Tutorial 1.0 hr

**Required Reading:** Reading pack available and readings are available via VU Collaborate page.

**Assessment:** Report, Case study of an individual's migration experience and relate this

to concepts from migration sociology., 30%. Journal, Weekly reflection on reading (for 10 weeks) to contribute to class discussion, 15%. Essay, Critically discuss a key question in the migration literature drawing on course material, 55%. Total Effective word limit 3000 words.

### ASS5002 Oceania in the Modern World

**Locations:** Footscray Park, City Flinders.

**Prerequisites:** Nil.

**Description:** Students develop an appreciation of the distinctive social, political and economic features of the Melanesian, Polynesian and Micronesian regions. Through a wide range of source materials, including writings by Pacific islanders, and documentary films, students study a range of issues in the history and development of society in the Pacific islands. Students are able to specialise in applying theory related to their own professional background to the societies of Oceania. These include political, economic, legal, communications and gender theory. Policy issues are examined from within the framework of sustainable development, and the contribution of regional institutions are critically examined.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically examine the salient features of the social, political and economic landscapes of the Melanesian, Polynesian and Micronesian regions;
2. Apply a chosen theory related to their own professional background to the societies of Oceania, justifying the selection and interpretation of that theory;
3. Conceptually map the framework of sustainable development and the contribution of regional institutions to development; and
4. Deconstruct professional judgements and justify conclusions through corroborating evidence or critical thinking.

**Class Contact:** Seminar 2.0 hrs

**Required Reading:** Crocombe, R. 2008 *The South Pacific* The University of South Pacific Kirch, P.V. 2002 *On the Road of the Winds: An Archaeological History of the Pacific Islands before European Contact*, University of California Press. Van Fossen, A. B. 2005 *South Pacific futures : Oceania toward 2050* Brisbane: Foundation for Development Cooperation

**Assessment:** Presentation, Tutorial presentation on a set topic focusing on contemporary issues confronting the region, 30%. Essay, Major research essay, 70%. Minimum effective word limit 7000 words. Item Learning Outcome  
Graduate Capability Presentation 1, 2, 3, 4 1, 2, 3, 4, 5, 6 Essay  
1, 3, 4 1, 2, 3, 4, 6.

### ASS5080 Contemporary Africa and Social Change

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** The presence of African background communities in Australia has been accompanied by the emergence of African studies in the Australian context. This unit engages students in both local and global analysis of development and social change as they relate to contemporary Africa. It situates Africa's 'developmental' trajectory amongst those of other developing world regions. It provides a base to critically explore various dimensions of development in Africa as a whole, particular regional blocs and particular countries. Further, students will critically review changes within the African region in relation to changes in the global power relations, energy and other resources and peace building. The unit also interrogates past and present trends in Africa's socioeconomic affairs, and considers their impact. Students consider the salience of local communities' engagement with socioeconomic empowerment.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Discriminate between complex layers of influence on the past and present African

socioeconomic trends in the context of other developing regions; 2. Commentate on the diversity of African communities and theorise about their implications on peace, security and regional unity; 3. Critically evaluate cases of development and social change planning and implementation through the lens of local community engagement with socioeconomic empowerment; 4. Appraise past and present trends in Australia's engagement with Africa; 5. Hypothesise about Africa's position in the global socioeconomic, environmental, and other aspects of world affairs based upon corroborating evidence; and 6. Elucidate arguments and justify conclusions to a variety of audiences using a range of contemporary online communication vehicles.

**Class Contact:** Lecture 1.0 hr Tutorial 1.0 hr

**Required Reading:** Guy, A 2006, *Africa: a modern history*, London: Atlantic Books UNESCO, 1999 *General History of Africa Vol VIII: Africa since 1935*, Paris: UNESCO

**Assessment:** Presentation, Seminar presentations on one of the selected contemporary issues affecting Africa region., 40%. ICT (Wiki, Web sites), On-line portfolio on set topics on social change in Africa (1000 words), 20%. Essay, Research essay on set topics (3500 words), 40%. Minimum effective word limit 7000 words. Item Learning Outcome Graduate Capability Group presentation 1, 2, 3, 4, 5, 6 1, 2, 3, 4, 5, 6 ICT 5,6 2, 3, 4, 5,6, Essay 1, 2, 3, 4, 5, 6 1, 2, 3, 4, 6.

### ASX3001 International Studies: Professional Learning

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** Through placement in an organisation to contribute to the daily work activities of that organisation, students will have an extended work integrated learning opportunity. The placement may be overseas as part of an exchange program and/or in a local context of cultural and linguistic diversity. In the placement it is anticipated that students will undertake tasks under supervision that reflect a range of work undertaken by employees with similar areas of expertise in that organisation. Depending on the placement that is negotiated (on the basis of personal interest, students' area/s of professional and international studies specialisation and placement availability) students may be placed in an organisation individually or as part of a small team (eg. working as part of a group on a community fieldwork placement). Students are encouraged to be proactively involved in organising and negotiating their own placement with support from the unit co-ordinator. The placement may be focused on community service learning or professional work-based learning, depending on the students' interest and opportunities that are available.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1. Understand the culture of a workplace and/or community fieldwork setting; 2. Apply knowledge and skills they have acquired in their formal studies to a work integrated learning context internationally and/or in a local context of cultural and linguistic diversity; 3. Work independently, co-operatively and as part of a team in a real workplace or community context; 4. Apply their international studies knowledge and intercultural communication and learning skills; and 5. Reflect critically on their experiences and use this reflection to plan how to improve professional presentation and practice.

**Class Contact:** Tutorial 1.0 hr No regular classes, but there is an introductory employment preparation/orientation session and daily contact (usually) with a workplace-based supervisor. Placement will be for a minimum of 15 days.

**Required Reading:** To be developed collaboratively between students and their co-ordinator and employer/mentor. The nature of this unit as an individually negotiated

field placement or work integrated learning normally undertaken overseas, means that it is not appropriate to prescribe reading until the focus of the professional learning experience has been finalised.

**Assessment:** Employer/mentor evaluation 35%; Placement report with supporting portfolio outlining/demonstrating work undertaken 45%; Reflective journal 20%. EWL 3000 words.

### ASX5000 Study Tour

**Locations:** Footscray Nicholson, Footscray Park.

**Prerequisites:** Completion of an Undergraduate degree

**Description:** This unit is designed for students undertaking an approved postgraduate program in the College of Arts. Students participate in an organised short-term or long-term study tour for the purposes of formal study combined with experiential learning in a particular culture and society. Through living, experiencing and engaging in different real-life intercultural interactions, students participate in a series of seminars hosted or organised by agencies, institutions or organisations approved by the students' course coordinator and the College of Arts.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically reflect upon other cultures and societies through experiential learning;
2. Demonstrate specific disciplinary knowledge and skills in areas of the negotiated content related course of study to provide a theoretical framework through which to anticipate and respond to authentic complex intercultural interactions;
3. Demonstrate a good understanding of a particular theoretical framework and/or practical skills through cultural lens;
4. Develop analytical skills to probe, critically review, decode and evaluate culturally significant objects;
5. Critically commentate upon the role of culture in ethical decision making or problem solving; and
6. Persuasively advocate their recommendations in both written and oral form to socially and culturally diverse audiences.

**Class Contact:** Equivalent to a quarter of a semester's load of full-time study. Format of classes and other learning activities and experiences will be negotiated for each specific program.

**Required Reading:** Readings will be dependent on specific Study Tour

**Assessment:** Journal, 4 reflective journals completed during the study tour, 30%. Presentation, 20 minutes seminar presentation at the Community Development Symposium to various stakeholders, 20%. Report, Final report summarizing key learning acquired from study tour, linking community development theories and principles, 50%. Total effective word limit 7000 words. Item Learning Outcome Graduate Capability Research Paper 1, 2, 3, 4, 5, 6 1,2,3,4,5,6 Journal 1, 4, 5, 5, 6, Presentation 1, 2, 3, 4, 5, 6 1, 2, 3, 4, 5, 6.

### AYW2001 Young People with All Abilities

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study is an introduction to disability, and provides an overview of the history of disability in Australia. The predicated lifespan and opportunities of individuals will be explored and the impact that a disability has on the individual young person, family and community. The students will be introduced to a range of topics including disabilities/impairments that are developmental, acquired, genetic or hereditary. This unit then introduces students to the empowerment models of Person Centred Planning and Active Support when working with young people with diverse abilities. The concepts of access and inclusion will be considered from a youth work perspective. The unit will ask the student to examine

their own values and ethics working with young people with diverse abilities. This unit will also deliver a specific public speaking component to empower students to be able to advocate for marginalised young people and to assist them in developing an important skill set in this work.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critique the history of disability in Australia;
2. Analyse how different models of disability have impacted the lives of young people with a disability;
3. Articulate the issues and barriers facing young people with disabilities in their daily lives;
4. Evaluate the impact of how personal values and attitudes impact on the life of a young person with diverse abilities.
5. Develop new skills in public speaking to advocate for young people with all abilities.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Sapin, K (2015), 2nd Essential Skills for Youth Work Practice London: Sage Publications Other readings as suggested by your Lecturer.

**Assessment:** Presentation, Research and present on a disability or impairment and present your work to your peers., 20%. Case Study, Complete a behavioural analysis based on a case study provided., 30%. Report, Written report on a Disability Access and Inclusion policy or plan, 50%. Total effective number of words is 3000.

### ECE2001 Practice in Partnership 1

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** In this unit, pre-service teachers undertake a period of teaching in an early childhood setting with children under three years of age. Pre-service teachers will engage in pedagogical documentation to build curriculum responsive to infant, toddlers, and families. Connections will be made illustrating contexts of caregiving; vision, strategy, and innovation in curriculum planning with infants and toddlers; understanding the power of relationships in working with infants, toddlers, families, and communities; and demonstrating practices and policy development reflective of infants and toddlers as capable and competent.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse the diverse roles and responsibilities undertaken by early childhood educators in a range of contexts.
2. Demonstrate practices and policy development reflective of infants and toddlers as capable and competent.
3. Plan and build curriculum responsive to infant, toddlers, and families using pedagogical documentation.
4. Apply teaching practices grounded in reciprocal relationships with infants, toddlers, families, and communities.

**Class Contact:** Workshop 3.0 hrs 10 days of placement in an infant/toddler classroom.

**Required Reading:** Links to recommended texts for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Journal, In-class activities - 900 word equivalent, 30%. Assignment, Documentation Panel (pedagogical documentation process)- 1050 word equivalent, 35%. Assignment, Planning Cycle- National and Victorian Curriculum Frameworks (VEYLDF/EYLF)- 1050 words equivalent, 35%. Hurdle requirement: A satisfactory partnership (placement) report .

### ECE2002 Practice in Partnership 2

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** Dominant understandings of child development as defined in policy documents and curriculum frameworks view children from a narrow, normalised perspective often with no regard for diversity and context. In this unit, pre-service

teachers will critically engage with major theorists and theories regarding children and childhoods (3-8 years) grounded in meaning-making, complexity, multiplicity, and context. As part of this work, pre-service teachers will analyse and debate related research and contemporary issues including transition. Pre-service teachers will utilise pedagogical documentation to inform curriculum creation based in context, complexity, and meaning-making. This unit includes placements with children 3-8 years (10 days in the 3-5 age group and 5 days in a primary school - F Yr 2).

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Compare major theorists and articulate theories regarding children and childhoods aged 3 to 8 years.
2. Analyse and debate current research and contemporary issues in relation to children 3-8 year olds (including transition).
3. Apply pedagogical documentation as a means to generate curriculum.

**Class Contact:** Workshop 3.0 hrs

**Required Reading:** Links to required texts will be available via VU Collaborate.

**Assessment:** Essay, An essay debating the view of the child as capable and its role in understanding childhood and relationship to teaching and learning- 900 word equivalent, 30%. Exercise, An in class exercise analysing the current debates about readiness and transition- 900 words equivalent, 30%. Project, Create a pedagogical documentation and generate a Planning Cycle informed by (EYLF/VEYLDF) in response to the documentation- 1200 words or equivalent, 40%. Hurdle: A satisfactory partnership (placement) report is required for successful completion of this unit .

### ECE2003 History, Philosophy and Early Childhood Education

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit introduces pre-service teachers to the historical and philosophical structures that shape contemporary life. By focusing on the forces that inform these structures, this unit provides pre-service teachers with the conceptual tools necessary to meaningfully situate themselves within the discourse of the history and philosophy of early childhood education. It introduces students to competing philosophical understandings of what constitutes reality and the 'good life'. Through this, pre-service teachers will gain insights into how such thinking shapes our attitudes to social and natural environments and the challenges these attitudes present for contemporary life. At the heart of this investigation lie the questions of how we should and do learn. Questions regarding education cannot be separated from debates concerning how should we live, thus this questioning must be understood as a fundamentally ethical undertaking. Given this, the unit seeks to raise awareness of the basic philosophical underpinnings of our culture in order to situate the pre-service teacher as a critical member of society.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Demonstrate knowledge and understanding of both the historical and philosophical underpinnings of early childhood education.
2. Discuss the sources of social, political, intellectual and historical change.
3. Debate a range of key historical philosophical problems and perspectives.

**Class Contact:** Workshop 3.0 hrs

**Required Reading:** Reading for this unit will be available via links in VU Collaborate

**Assessment:** Assignment, Exercise demonstrating and applying unit based knowledge- 500 words equivalent, 20%. Essay, Essay drawing on central themes of the unit - 1500 words equivalent, 50%. Presentation, Presentation linking theory to key questions and problems - 900 words equivalent, 30%.

## ECE2004 Engaging with Place through Rethinking Childhoods and Development

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** During this unit of study, preservice teachers are introduced to the ways to support and respond to children. Preservice teachers will recognise children's learning and childhoods (inclusive of a range of developmental, postdevelopmental and caring perspectives). Children's learning, development and caring pathways are integrated, complex, cumulative and subject to change over time. Teaching and learning pedagogies are underpinned by the concepts of critical place inquiry, image of the child and families as capable and reciprocal relationships. Pre-service teachers also undertake a period of teaching in an early childhood setting with children under six years of age. Working with peers, pre-service teachers engage with families and community members to support children's play, development and learning.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Apply teaching and learning practices that foreground Aboriginal standpoints in early childhood teaching and learning contexts.
2. Construct teaching and learning pedagogies that are underpinned by the concepts of critical place inquiry, image of the child and families as capable and reciprocal relationships.
3. Demonstrate their knowledge and understanding of children's learning and childhoods, inclusive of a range of developmental, postdevelopmental and caring perspectives.

**Class Contact:** Workshop 3.0 hrs

**Required Reading:** Links to required texts will be available via VU Collaborate.

**Assessment:** Assignment, Blog Postings- 900 words equivalent, 30%. Essay, Pedagogical Narration- 1200 words equivalent, 40%. Exercise, Professional Conversations- 900 words equivalent, 30%. Hurdle Requirement: A satisfactory Project Partnership report (Ungraded).

## ECE2005 Engaging with Place through Play

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** In this unit pre-service teachers will construct knowledge, skills and attitudes to respectfully foreground Aboriginal perspectives in early childhood education contexts. Drawing on contemporary views of young children's play, pre-service teachers learn how to construct teaching and learning opportunities for young children. In this unit, pre-service teachers undertake a period of teaching in an early childhood setting with children under six years of age. Working with peers, pre-service teachers engage with families and community members to support children's play, development and learning.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Apply Aboriginal standpoints in framing play-based teaching practices in early childhood contexts.
2. Illustrate ordinary events in early childhood contexts to build play-based teaching and learning opportunities for young children.
3. Integrate reciprocal relationships with peers, professionals, children and families in the university and professional experience context.

**Class Contact:** Workshop 3.0 hrs

**Required Reading:** Links to recommended texts for this unit will be provided via VU Collaborate.

**Assessment:** Assignment, Draft Play Event- 900 words equivalent, 30%. Assignment, Final Play event- 900 words equivalent, 30%. Exercise, Blog Postings- 1200 words equivalent, 40%. Hurdle Requirement: Satisfactory Project partnerships report (Ungraded).

## ECE2006 Materiality in Early Childhood: Visual and Creative Arts

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** In this unit of study pre-service teachers explore art materials as a way to reconsider taken-for-granted responses to materials and ideas in early childhood. Using materials as a mode of inquiry, pre-service teachers will investigate what materials do and how materials are joint participants in early childhood pedagogies. Through critical and reflective material inquiry that includes engaging with place from Aboriginal standpoints, pre-service teachers will examine their own attitudes towards visual and creative arts; develop an understanding of, and skills in, a range of early childhood visual and creative arts and technology experiences; and employ these understandings, attitudes and skills to suit the sociomaterial, socio-cultural and aesthetic needs of the young child.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Review visual and creative arts theories in relation to the needs and socio-cultural perspectives of young children.
2. Reflect on their own artistic influences and attitudes and the impact these can have on the implementation of effective visual and creative arts teaching programs that respond to engaging with place from Aboriginal standpoints.
3. Critically inquire about the role of the arts and culture in education and the community.
4. Devise and employ specific teaching strategies that incorporate philosophical inquiry and employ information technologies and concrete materials within co-operative group work in visual and creative arts.

**Class Contact:** Workshop 3.0 hrs

**Required Reading:** Links to required texts will be available via VU Collaborate.

**Assessment:** Assignment, Art in the community: Reflective summary of art/cultural sites in the community- 350 words equivalent, 15.0%. Creative Works, Stop motion animation based on an artwork - 900 words equivalent, 30.0%. Creative Works, Digital Visual Journal: Engaging with materials- 1650 words equivalent, 55.0%.

## ECE2007 Moving with Young Children

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** Dominant understandings of physical activity and health as defined in policy documents, stage development theories, and curriculum frameworks teach about movement through concepts of exercise, fitness, movement skills, and physical literacy. This unit focuses on constructing early childhood pedagogies that think with moving, rather than about movement, as pre-service students consider how moving happens in ways that do not fit pre-existing [or inherited] criteria for teaching, understanding, or describing movement. Intentional working with movement through inquiry and wonder offers students an experience in exploring how children move with/in the world, and how this informs teaching and learning that is complex, ethical, and political.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Examine and understand physical activity and health as defined in policy documents, stage development theories, and curriculum frameworks.
2. Articulate what capable children can do with their bodies across early childhood settings.
3. Design curriculum reflective of moving with children that is complex, ethical, and political.

**Class Contact:** Workshop 3.0 hrs

**Required Reading:** Links to required texts will be available via VU Collaborate.

**Assessment:** Exercise, In-class activities examining policy, stage theories, and curriculum frameworks defining physical activity and health- 900 words equivalent,

30%. Assignment, Read and analyse a specific set of literature assigned focussed on moving with young children- 1050 words equivalent, 35%. Project, Create a curricular experience based in the conceptual idea of moving with young children; present through e-portfolio presentation- 900 words equiv., 35%.

### **ECE2008 Music, Movement and Dramatic Arts**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit focuses on the languages of aesthetics and poetics from a philosophical perspective. These philosophical understandings inform how languages are articulated in early childhood centres of Reggio Emilia, Italy as a means for young children to express themselves as human beings. As part of the unit, pre-service teachers will engage with the languages of dance, music, and dramatic arts, developing an understanding of the structures of each of these languages and how these languages can inspire multidisciplinary experiences for young children to make meaning of their worlds.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Review and articulate aesthetics and poetics from a philosophical perspective.
2. Discuss the language of dance, music, and dramatic arts in general and in the context of early childhood.
3. Apply the language of dance, music, and dramatic arts to build rich, multidisciplinary experiences in early childhood settings.

**Class Contact:** Workshop 3.0 hrs

**Required Reading:** Links to required texts will be available via VU Collaborate.

**Assessment:** Assignment, Short writing assignment discussing the languages of aesthetics and poetics and its implications for early childhood education- 900 words equivalent, 30%. Creative Works, Using one language (music, dance, dramatic arts) create a response to a reading demonstrating an understanding of the language- 900 words equivalent, 30%. Performance, Working across the languages of music, dance, and dramatic arts, create a sequence of early childhood experiences for children 0-5 and exegesis. 1200 w, 40%.

### **ECE3001 Thinking with Young Children: Language and Literacy**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit focuses on making meaning through language and literacy when children (including children with English as an additional language) are viewed as capable. Through this perspective, children's approaches to learning are understood as complex, offering ways to build on children's experiences and understandings. Underpinning this unit is the recognition that language and literacy are a social act, representative of power in navigating life. Meaning making in regard to language and literacy includes experiences that hold purpose in rich, thoughtful environments and which include critical and multi-literacy experiences. Language and literacy does not occur as isolated skills, rather as part of how young children express themselves and they are unique to each child.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Determine that language and literacy is a social act.
2. Articulate the many ways in which multi-literacies are generated by capable young children and contribute to how young children construct their literacy language.
3. Devise a range of curriculum that supports complex meaning making in language and literacy in diverse early childhood contexts.
4. Present an understanding of expressive and receptive language for capable young children, including children with English as an additional language.

**Class Contact:** Workshop 3.0 hrs

**Required Reading:** Links to required texts will be available via VU Collaborate.

**Assessment:** Essay, Essay describing personal literacy language journey- 900 words equivalent, 30%. Essay, Essay discussing current issues/debates/discussions in language and literacy including English as additional language- 900 words equivalent, 30%. Exercise, Using the view of children as capable, build a sequence of language and literacy experiences for a range of ages in early childhood- 1200 words equivalent, 40%.

### **ECE3002 Advocacy in Leadership and Management in Early Childhood Education**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit prepares pre-service teachers to lead and manage in early childhood settings. Through the frame of advocacy and activism, pre-service teachers will develop knowledge and skills to work ethically with staff, families and communities within the operational and compliance systems in early childhood settings.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Justify how relationships contribute to generating an environment and engaging administrative practices.
2. Reflect upon and debate the image of the teacher as administrator and how they utilise advocacy and activism to influence the role and actions of administration.
3. Formulate a vision to frame administrative work in order to build and support community and manage and oversee an early childhood site.

**Class Contact:** Workshop 3.0 hrs

**Required Reading:** Links to the required texts will be available in VU Collaborate.

**Assessment:** Presentation, Presentation of leadership vision underpinned by relationships with peers, families and communities- 750 words equivalent, 25.0%. Assignment, Paper that articulates leadership of an early childhood setting through an activist frame- 1500 words equivalent, 50.0%. Assignment, Video that discusses how the image of the teacher influences the role and actions of administration- 750 words equivalent, 25.0%.

### **ECE3003 Practice in Partnership 3**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** In this unit preservice teachers will undertake a period of professional experience that builds on their professional experience with children and families in Long Day Care settings. Preservice teachers will undertake 15 days professional experience in a funded kindergarten program, working collaboratively with staff, families and the community. Preservice teachers will begin to articulate and connect their philosophical and theoretical standpoints to generate illustrations of practice in the domains of teaching; professional knowledge, professional practice and professional engagement.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically reflect on a personal educational philosophy that informs teaching and learning in early childhood settings.
2. Articulate knowledge of the broad principles of social justice, diversity and inclusion to inform curriculum design.
3. Negotiate with a mentor teacher to design, implement and critically reflect on an educational program that responds to the VEYDF and /or the EYLF.
4. Present an illustration of practice that demonstrates professional knowledge, professional

practice and professional engagement at the Graduate level of the Australian Professional Standards for Teacher

**Class Contact:**Workshop3.0 hrs

**Required Reading:**Links to required texts will be available via VU collaborate.

**Assessment:**Presentation, Presentation of Personal philosophy statement that connects to illustrations of practice- 750 words equivalent , 25.0%. Assignment, Pedagogical narration that responds to a moment of practice that illustrates the broad principles of social justice- 750 words equivalent, 25.0%. Portfolio, Collection of artefacts and objects that begin to illustrate practice at the graduate level of Australian Professional Standards for Teaching.1500 wor, 50.0%. Hurdle requirement: Satisfactory Professional experience report.

### ECE3004 Critical and Contemporary Issues in Early Childhood Education

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**h this unit preservice teachers will engage formally and informally with place as a means of moving towards a reconciled and respectful teaching and learning practices in early childhood settings. Students will formulate an understanding of a diverse range of scholarship and contemporary research paradigms that respond to a range of educational contexts and situations, both locally and globally.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Critically review formal and informal engagements with place, drawing from diverse theoretical scholarship and contemporary research paradigms, towards a reconciled and respectful practice.
2. Formulate critical actions that respond to diverse early childhood contexts and situations, both locally and globally.
3. Recommend strategies and challenges of collaborative engagement with peers, families and communities.

**Class Contact:**Workshop3.0 hrs

**Required Reading:**Links to required texts will be available in VU Collaborate.

**Assessment:**Assignment, Review of critical place inquiry literature- 900 words equivalent, 30.0%. Assignment, Case writing: Development of three critical cases that have unsettled practice 1500 words equivalent, 50.0%. Presentation, Illustrations of Practice that respond to the Australian Standards for Professional Teachers-500 words equivalent, 20.0%.

### ECE3005 Equity, Social Justice and Diversity in Early Childhood Education

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit provides an opportunity for pre-service teachers to critically engage as activist reflective practitioners and extend their view of the child as capable in terms of disability, inclusion, and diversity, offering the perspective of children with special rights. This builds on the understanding and acknowledgement that all children have rights (for example, right to be heard, right to contribute, right to learn). This unit examines the rights of children in terms of diversity, equity, and social justice and engages with responsive teaching practices that support inclusion, equity, and diversity. Reviewing related early childhood policy will also be part of the unit, further contributing to curriculum decision-making and foundational understanding of social justice in terms of teacher identity.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Extrapolate the perspective that all children have rights in terms of diversity, equity, and social justice.
2. Critically examine early childhood policy regarding inclusion and diversity and its implication for curriculum across early childhood

3. Design curriculum based in responsive teaching practices that support inclusion, equity, and diversity.
4. Articulate and integrate standpoints and perspectives that are inclusive of the broad principles in education of justice, inclusion and difference.

**Class Contact:**Workshop3.0 hrs

**Required Reading:**Links to required texts will be available via VU Collaborate.

**Assessment:**Assignment, Writing assignment focussed on the rights of the child-900 words equivalent, 30%. Essay, Articulate an understanding of social justice connecting to early childhood policy and teacher as activist reflective practitioner- 1050 words equival, 35%. Project, Design curriculum based in responsive teaching practices that support inclusion, equity, and diversity- 1050 words equivalent, 35%.

### ECE3006 Thinking with Young Children: Science, Maths and Technology

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**Preservice teachers will continue to build their knowledge of how languages are articulated in early childhood centres of Reggio Emilia, Italy as a means for young children to express themselves as human beings, this unit focuses on the languages of maths, science, and technology. As part of the unit, pre-service teachers will engage with the languages of maths, science, and technology developing an understanding of the structures of each of these languages and how these languages can inspire multidisciplinary experiences for young children to make meaning of their worlds.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Articulate the language of maths, science, and technology in general and in the context of early childhood.
2. Integrate the language of maths, science, and technology to build rich, multidisciplinary experiences in early childhood settings.
3. Contextualise math, science, and technology in relationship to the changing nature of education in an evolving local and global context.

**Class Contact:**Tutorial3.0 hrs

**Required Reading:**Links to required texts will be available via VU Collaborate.

**Assessment:**Assignment, Writing assignment describing teacher identity in terms of the languages of maths, science, and technology - 900 words equivalent, 30%. Creative Works, Create a short film using place to describe one of the languages (maths, science, technology) - 1050 words equivalent, 35%. Project, Integrating languages of maths, science, technology, create a sequence of early childhood experiences reflective of early childhood age span-1050 word, 35%. Effective word limit of 3000 words in total, or equivalent.

### ECE3007 Practice in Partnership 4

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**Preservice teachers will undertake an extended period of professional experience that is the final preparation to enter the teaching profession as activist and critical teachers that enact the broad justice principles of social inclusion and respecting difference. Preservice teachers will undertake 30 days of professional experience in a funded kindergarten program, working collaboratively with staff, families and the community. Preservice teachers will articulate and connect their philosophical and theoretical standpoints to generate illustrations of practice in the domains of teaching; Professional, knowledge, professional practice and professional engagement.

**Credit Points:** 24

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Articulate knowledge, practice and engagement at Graduate level of the Australian Professional Standards for Teachers. 2. Infer and conceptually map philosophical, theoretical and contemporary educational perspectives identifying self-situated practice. 3. Devise curriculum artefacts and objects that illustrate professional practice within the 3 domains of teaching (Professional Knowledge, Professional Practice, Professional Engagement). 4. Design illustrations of practice that demonstrate graduate competencies for employment opportunities.

**Class Contact:**Workshop3.0 hrs

**Required Reading:**Links to relevant texts will be made available via VU Collaborate.

**Assessment:**Assignment, Paper that describes and analyses contemporary educational practices that identify self-situated practice 1500 words equivalent, 30.0%. Portfolio, Illustrations of practice that demonstrate competency at the Graduate level of the Australian Standards for Professional Teachers 4500 words equal, 70.0%. Hurdle Requirement: Satisfactory completion of Professional Experience placement. .

### ECE6001 Early Childhood Development, Learning and Teaching 1

**Locations:**Online.

**Prerequisites:**Nil.

**Description:**Dominant understandings of child development as defined in policy documents and curriculum frameworks view children from a narrow, normalised perspective often with no regard for diversity and context. In this unit, pre-service teachers will critically engage with major theorists and theories regarding children and childhoods (0-8 years) grounded in meaning-making, complexity, multiplicity, and context. As part of this work, pre-service teachers will analyse and debate related research and contemporary issues including transition. Pre-service teachers will utilise pedagogical documentation to build curriculum that is responsive to infant, toddlers, pre-schoolers, school-aged children and families. Connections will be made by illustrating contexts of education and caregiving; vision, strategy, and innovation in curriculum planning with infants and toddlers, pre-schoolers and schoolage children; understanding the power of relationships in working with infants, toddlers, pre-schoolers, school-aged children, families, and communities; and demonstrating practices and policy development reflective of all children as capable and competent. This unit includes professional experience placements with children aged birth-2 (15 days) and 3-8 years (15 days in the 3-5 age group and 5 days in a primary school F-Yr 2).

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Implement Aboriginal standpoints in framing play-based teaching practices in early childhood contexts. 2. Critique major theorists and articulate theories regarding children and childhoods aged birth to 8 years. 3. Analyse and debate current research and contemporary issues, including transition to school, in relation to children birth-8 years (including transition to school). 4. Plan and design curriculum responsive to children aged birth -8 and families, using pedagogical documentation. 5. Formulate and apply teaching practices grounded in reciprocal relationships with children, families, and communities.

**Class Contact:**Online3.0 hrs

**Required Reading:**All readings will be available on VU Collaborate.

**Assessment:**Essay, An essay debating the view of the child as capable and its role in understanding childhood and its relationship to teaching and learning, 30%. Exercise, An on-line exercise analysing the current debates about child development, readiness, and transition. , 20%. Project, Completion of pedagogical documentation and generation of a Planning Cycle informed by EYLF/VEYLDF in response to the documentation., 50%. 5000 words or equivalent. Hurdle requirement: A satisfactory partnership (placement) report. .

### ECE6002 Early Childhood Curriculum and Pedagogy 1: the Sciences

**Locations:**Online.

**Prerequisites:**Nil.

**Description:**Preservice teachers will build their knowledge of how languages are articulated in early childhood centres of Reggio Emilia, Italy as a means for young children to express themselves as human beings. As part of the unit, pre-service teachers will engage with the languages of maths, science, and technology developing an understanding of the structures of each of these languages and how these languages can inspire multidisciplinary experiences for young children to make meaning of their worlds. Additionally, this unit will interrogate dominant understandings of physical activity and health as defined in policy documents, stage development theories, and curriculum frameworks that teach about movement through concepts of exercise, fitness, movement skills, and physical literacy. This unit focuses on constructing early childhood pedagogies that think with moving, rather than about movement, as pre-service students consider how moving happens in ways that do not fit pre-existing [or inherited] criteria for teaching, understanding, or describing movement. Intentional working with movement through inquiry and wonder offers students an experience in exploring how children move with/in the world, and how this informs teaching and learning that is complex, ethical, and political.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Elucidate the language of maths, science, and technology in general and in the context of early childhood. 2. Implement the language of maths, science, and technology to build rich, multidisciplinary experiences in early childhood settings. 3. Contextualise math, science, and technology in relationship to the changing nature of education in an evolving local and global context. 4. Critically review physical activity and health as defined in policy documents, stage development theories, and curriculum frameworks. 5. Design curriculum reflective of moving with children that is complex, ethical, and political, articulating what capable children can do with their bodies across early childhood settings.

**Class Contact:**Online3.0 hrs

**Required Reading:**All reading will be available through VU Collaborate

**Assessment:**Exercise, Create a podcast examining policy, stage theories, and curriculum frameworks defining physical activity and health, 20%. Presentation, Create a curricular experience based in the conceptual idea of moving with young children, 30%. Project, Integrating languages of maths, science, technology, create a sequence of early childhood experiences reflective of early childhood age span, 50%. 5000 words or equivalent.

### ECE6003 Contemporary Issues, Social Contexts of Learning and Social Justice

**Locations:**Online.

**Prerequisites:**Nil.

**Description:**This unit introduces pre-service teachers to the historical and philosophical structures that shape contemporary life. By focusing on the forces that inform these structures, this unit provides pre-service teachers with the conceptual tools necessary to meaningfully situate themselves within the discourse of the history and philosophy of early childhood education. In addition, preservice teachers will engage formally and informally with place as a means of moving towards a reconciled and respectful teaching and learning practices in early childhood settings. Students will formulate an understanding of a diverse range of scholarship and contemporary research paradigms that respond to a range of educational contexts and situations, both locally and globally.



**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Elucidate and implement knowledge and understanding of both the historical and philosophical underpinnings of early childhood education. 2. Critically review formal and informal engagements with place, drawing from diverse theoretical scholarship and contemporary research paradigms, towards a reconciled and respectful practice. 3. Formulate critical actions that respond to diverse early childhood contexts and situations, both locally and globally. 4. Evaluate challenges in collaborative engagement with peers, families and communities and recommend strategies for resolving them.

**Class Contact:** Online 3.0 hrs

**Required Reading:** All readings will be available in VU Collaborate

**Assessment:** Essay, Write an essay drawing upon historical and philosophical perspectives on early childhood education, 30%. Assignment, Engage in case writing: Development of three critical cases that have unsettled practice, 50%. Presentation, Create illustrations of practice that respond to the Australian Standards for Professional Teachers, 20%. 5000 words or equivalent.

### ECE6004 Languages and Literacy in Early Childhood

**Locations:** Online.

**Prerequisites:** Nil.

**Description:** This unit focuses on making meaning through language and literacy when children (including children with English as an additional language) are viewed as capable. Through this perspective, children's approaches to learning are understood as complex, offering ways to build on children's experiences and understandings. Underpinning this unit is the recognition that language and literacy are a social act, representative of power in navigating life. Meaning making in regard to language and literacy includes experiences that hold purpose in rich, thoughtful environments and which include critical and multi-literacy experiences. Language and literacy does not occur as isolated skills, rather as part of how young children express themselves and they are unique to each child.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Determine that language and literacy are social acts. 2. Articulate the many ways in which multi-literacies are generated by capable young children and how they contribute to how young children construct their literacy language. 3. Devise a range of curriculum that supports complex meaning making in language and literacy in diverse early childhood contexts. 4. Present an understanding of expressive and receptive language for capable young children, including children with English as an additional language.

**Class Contact:** Online 3.0 hrs

**Required Reading:** All readings will be available on VU Collaborate.

**Assessment:** Assignment, Create a podcast describing personal literacy language journey, 30%. Essay, Write an essay discussing current issues/debates/discussions in language and literacy including English as additional language, 30%. Exercise, Using the view of children as capable, create a sequence of language and literacy experiences for a range of ages in early childhood, 40%. 5000 words or equivalent.

### ECE6005 Early Childhood Development, Learning and Teaching 2

**Locations:** Online.

**Prerequisites:** ECE6001 - Early Childhood Development, Learning and Teaching 1

**Description:** Preservice teachers will undertake an extended period of professional experience that is the final preparation to enter the teaching profession as activist and critical teachers that enact the broad justice principles of social inclusion and

respecting difference. Preservice teachers will undertake 25 days of professional experience in a funded kindergarten program, working collaboratively with staff, families and the community. Preservice teachers will articulate and connect their philosophical and theoretical standpoints to generate illustrations of practice in the domains of teaching; Professional, Knowledge, Professional Practice and Professional Engagement.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Articulate knowledge, requirements of practice, and engagement at Graduate level of the Australian Professional Standards for Teachers. 2. Infer and conceptually map philosophical, theoretical and contemporary educational perspectives identifying self-situated practice. 3. Devise curriculum artefacts and objects that illustrate professional practice within the 3 domains of teaching (Professional Knowledge, Professional Practice, Professional Engagement). 4. Design illustrations of practice that demonstrate graduate competencies for employment opportunities.

**Class Contact:** Online 3.0 hrs

**Required Reading:** Links to relevant texts will be made available via VU Collaborate.

**Assessment:** Assignment, Create a podcast that describes and analyses contemporary educational practices that identify self-situated practice, 30%. Portfolio, Create illustrations of practice that demonstrate competency at the Graduate level of the Australian Standards for Professional Teachers, 70%. 5000 words or equivalent Hurdle requirement: A satisfactory partnership (placement) report.

### ECE6006 Early Childhood Curriculum and Pedagogy 2: the Arts

**Locations:** Online.

**Prerequisites:** Nil.

**Description:** This unit focuses on the languages of aesthetics and poetics from a philosophical perspective. These philosophical understandings inform how languages are articulated in early childhood centres of Reggio Emilia, Italy as a means for young children to express themselves as human beings. As part of the unit, pre-service teachers will engage with the languages of dance, music, and dramatic arts, developing an understanding of the structures of each of these languages and how these languages can inspire multidisciplinary experiences for young children to make meaning of their worlds. Additionally, this unit will explore art materials as a way to reconsider taken-for-granted responses to materials and ideas in early childhood. Using materials as a mode of inquiry, pre-service teachers will investigate what materials do and how materials are joint participants in early childhood pedagogies. Through critical and reflective material inquiry that includes engaging with place from Aboriginal standpoints, pre-service teachers will examine their own attitudes towards visual and creative arts; develop an understanding of, and skills in, a range of early childhood visual and creative arts and technology experiences; and employ these understandings, attitudes and skills to suit the sociomaterial, sociocultural and aesthetic needs of the young child.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Review and articulate aesthetics and poetics from a philosophical perspective. 2. Discuss the language of dance, music, dramatic, and visual arts in general and in the context of early childhood. 3. Apply the language of dance, music, dramatic, and visual arts to build rich, multidisciplinary experiences in early childhood settings.

**Class Contact:** Online 3.0 hrs

**Required Reading:** All readings will be available through VU Collaborate

**Assessment:** Assignment, Create a podcast discussing the languages of aesthetics and poetics and its implications for early childhood education, 30%. Creative Works, Using one artistic language create a response to a reading demonstrating an

understanding of the language, 30%. Presentation, Working across the languages of music, dance, and dramatic arts, create a sequence of early childhood experiences for children 0-5 and exegesis., 40%. 5000 words or equivalent.

### ECE6007 Professional Issues

**Locations:**Online.

**Prerequisites:**Nil.

**Description:**This unit prepares pre-service teachers to lead and manage in early childhood settings. Through the frame of advocacy and activism, pre-service teachers will develop knowledge and skills to work ethically with staff, families and communities within the operational and compliance systems in early childhood settings.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Justify how relationships contribute to generating an environment and engaging administrative practices.
2. Reflect upon and debate the image of the teacher as administrator and debate how they utilise advocacy and activism to influence the role and actions of administration.
3. Formulate a vision to frame administrative work in order to build and support community and manage and oversee an early childhood site.

**Class Contact:**Online3.0 hrs

**Required Reading:**All readings will be available through VU Collaborate

**Assessment:**Presentation, Develop a presentation describing leadership vision underpinned by relationships with peers, families and communities, 25%. Assignment, Create a podcast articulating leadership practices of an early childhood setting through an activist frame, 50%. Assignment, Develop a short writing description discussing how the image of the teacher influences the role and actions of administration, 25%. 5000 words or equivalent.

### ECE6008 Inclusive Practice in Education

**Locations:**Online.

**Prerequisites:**Nil.

**Description:**This unit provides an opportunity for pre-service teachers to critically engage as activist reflective practitioners and extend their view of the child as capable in terms of disability, inclusion, and diversity, offering the perspective of children with special rights. This builds on the understanding and acknowledgement that all children have rights (for example, right to be heard, right to contribute, right to learn). This unit examines the rights of children in terms of diversity, equity, and social justice and engages with responsive teaching practices that support inclusion, equity, and diversity. Reviewing related early childhood policy will also be part of the unit, further contributing to curriculum decision-making and foundational understanding of social justice in terms of teacher identity.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Extrapolate the perspective that all children have rights in terms of diversity, equity, and social justice.
2. Critically review early childhood policy regarding inclusion and diversity and its implication for curriculum across early childhood settings.
3. Design curriculum based in responsive teaching practices that support inclusion, equity, and diversity.
4. Articulate and implement standpoints and perspectives that are inclusive of the broad principles in education of justice, inclusion and difference.

**Class Contact:**Online3.0 hrs

**Required Reading:**All readings will be available through VU Collaborate

**Assessment:**Assignment, Create a podcast discussing the rights of the child, 30%.

Essay, Articulate through writing an understanding of social justice connecting to early childhood policy and teacher as activist reflective practitioner, 35%. Project, Design curriculum based in responsive teaching practices that support inclusion, equity, and diversity, 35%. 5000 words or equivalent.

### ECP3001 Biology Curriculum and Pedagogy 1

**Locations:**Footscray Park.

**Prerequisites:**Must have passed 2 units from the Biology major (EMABIO) or Biology minor (EMIBIO)

**Description:**This unit provides pre-service teachers [PSTs] with a sound understanding of curriculum and pedagogy in their specialisation discipline area at the 7-10 level. They will investigate and critique a range of existing resources, including Information Communications Technology (ICT), that are used to teach their specialisation area. They will also examine curriculum and pedagogies that practitioners in this discipline area use to facilitate student engagement. This unit supports PSTs to develop capacity to plan for and implement effective teaching and learning sequences for a diverse range of students and to create specific lesson and unit plans. In addition, PSTs will develop their ability to devise and manage the delivery of a wide range of learning activities, in a variety of classroom contexts through the effective use of verbal and non-verbal communication strategies.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Articulate pedagogical principles and practices related to effective education in their area of specialisation
2. Analyse and interpret relevant curriculum and assessment documentation
3. Articulate pedagogical principles and practices related to effective education in their area of specialisation
4. Design a plan for delivering meaningful learning sequences that reflect an understanding of the early adolescent learner
5. Present, one engaging activity from a coherent learning experience in their specialisation area

**Class Contact:**Online1.0 hrTutorial2.0 hrsThe online component is a one hour lecture.

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Project, In class evaluation of pedagogical frameworks for years 7-10 (900 words), 30%. Report, Development of a sequence of lessons, scope and sequence (term or year planner), or unit plan, including assessment (1500 words), 50%. Review, Microteaching of an aspect or activity from your sequence of lessons (600 words), 20%. Hurdle task: Satisfactory completion of mid-year Placement Report.

### ECP3002 Biology Curriculum and Pedagogy 2

**Locations:**Footscray Park.

**Prerequisites:**Must have passed 2 units from the Biology major (EMABIO) or Biology minor (EMIBIO)

**Description:**This unit provides pre-service teachers [PSTs] with a comprehensive knowledge of curriculum and pedagogy in their specialised discipline area for teaching year 11 and 12 students. PSTs will practice the delivery of, and benefit from the modelling of, engaging and innovative pedagogies to facilitate a student-centred learning environment at the senior secondary school level. PSTs will develop their capacity to plan lesson sequences at the senior level, to differentiate learning and to determine students' knowledge using formative and summative assessment. This content will provide PSTs with the skills and capacities to participate as competent and reflective members of the teaching profession.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Critically reflect on the pedagogical principles and practices in senior secondary education in this discipline area 2. Analyse and interpret relevant curriculum and assessment documentation 3. Advocate for strategies that can contribute to inclusive environments for diverse adolescent student learning needs and social and cultural characteristics 4. Appraise, and provide feedback on, student work and engage in moderation of assessment tasks 5. Articulate a reflective approach to continuous professional learning and development as an educator in their area of specialisation area.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Project, Film an example of a warm-up, or key concept activity, and a critique of that activity, that would engage diverse VCE learners. (900 words), 30%. Review, Engage in the assessment, cycle by developing, grading, moderating, and providing feedback on sample assessment tasks (1200 words), 40%. Report, Personal philosophy statement and praxis inquiry to reflect on your learning and identify opportunities for professional development (900 words), 30%. Hurdle task: Satisfactory completion of end-of-year Placement Report.

### ECP3007 English Curriculum and Pedagogy 1

**Locations:** Footscray Park.

**Prerequisites:** Must have passed 2 units from the English major (EMAENG) or Literary Studies minor (EMILIT)

**Description:** This unit provides pre-service teachers [PSTs] with a sound understanding of curriculum and pedagogy in their specialisation discipline area at the 7-10 level. They will investigate and critique a range of existing resources, including Information Communications Technology (ICT), that are used to teach their specialisation area. They will also examine curriculum and pedagogies that practitioners in this discipline area use to facilitate student engagement. This unit supports PSTs to develop capacity to plan for and implement effective teaching and learning sequences for a diverse range of students and to create specific lesson and unit plans. In addition, PSTs will develop their ability to devise and manage the delivery of a wide range of learning activities, in a variety of classroom contexts through the effective use of verbal and non-verbal communication strategies

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1. Articulate pedagogical principles and practices related to effective education in their area of specialisation 2. Analyse and interpret relevant curriculum and assessment documentation 3. Articulate pedagogical principles and practices related to effective education in their area of specialisation 4. Design a plan for delivering meaningful learning sequences that reflect an understanding of the early adolescent learner 5. Present, one engaging activity from a coherent learning experience in their specialisation area

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Project, In class evaluation of pedagogical frameworks for years 7-10 (900 words), 30%. Report, Development of a sequence of lessons, scope and sequence (term or year planner), or unit plan, including assessment (1500 words), 50%. Review, Microteaching of an aspect or activity from your sequence of lessons (600 words), 20%. Hurdle task: Satisfactory completion of mid-year Placement Report.

### ECP3008 English Curriculum and Pedagogy 2

**Locations:** Footscray Park.

**Prerequisites:** Must have passed 2 units from the English major (EMAENG) or Literary Studies minor (EMILIT)

**Description:** This unit provides pre-service teachers [PSTs] with a comprehensive knowledge of curriculum and pedagogy in their specialised discipline area for teaching year 11 and 12 students. PSTs will practice the delivery of, and benefit from the modelling of, engaging and innovative pedagogies to facilitate a student-centred learning environment at the senior secondary school level. PSTs will develop their capacity to plan lesson sequences at the senior level, to differentiate learning and to determine students' knowledge using formative and summative assessment. This content will provide PSTs with the skills and capacities to participate as competent and reflective members of the teaching profession.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically reflect on the pedagogical principles and practices in senior secondary education in this discipline area 2. Analyse and interpret relevant curriculum and assessment documentation 3. Advocate for strategies that can contribute to inclusive environments for diverse adolescent student learning needs and social and cultural characteristics 4. Appraise, and provide feedback on, student work and engage in moderation of assessment tasks 5. Articulate a reflective approach to continuous professional learning and development as an educator in their area of specialisation area.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Project, Film an example of a warm-up, or key concept activity, and a critique of that activity, that would engage diverse VCE learners. (900 words), 30%. Review, Engage in the assessment, cycle by developing, grading, moderating, and providing feedback on sample assessment tasks (1200 words), 40%. Report, Personal philosophy statement and praxis inquiry to reflect on your learning and identify opportunities for professional development (900 words), 30%. Hurdle task: Satisfactory completion of end-of-year Placement Report.

### ECP3009 Environmental Science Curriculum and Pedagogy 1

**Locations:** Footscray Park.

**Prerequisites:** Must have passed 2 units from the Environmental Science major (EMAENV) or Environmental Science minor (EMIENV)

**Description:** This unit provides pre-service teachers [PSTs] with a sound understanding of curriculum and pedagogy in their specialisation discipline area at the 7-10 level. They will investigate and critique a range of existing resources, including Information Communications Technology (ICT), that are used to teach their specialisation area. They will also examine curriculum and pedagogies that practitioners in this discipline area use to facilitate student engagement. This unit supports PSTs to develop capacity to plan for and implement effective teaching and learning sequences for a diverse range of students and to create specific lesson and unit plans. In addition, PSTs will develop their ability to devise and manage the delivery of a wide range of learning activities, in a variety of classroom contexts through the effective use of verbal and non-verbal communication strategies

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Articulate pedagogical principles and practices related to effective education in their area of specialisation 2. Analyse and interpret relevant curriculum and assessment documentation 3. Articulate pedagogical principles and practices

related to effective education in their area of specialisation 4. Design a plan for delivering meaningful learning sequences that reflect an understanding of the early adolescent learner 5. Present, one engaging activity from a coherent learning experience in their specialisation area

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Project, In class evaluation of pedagogical frameworks for years 7-10 (900 words), 30%. Report, Development of a sequence of lessons, scope and sequence (term or year planner), or unit plan, including assessment (1500 words), 50%. Review, Microteaching of an aspect or activity from your sequence of lessons (600 words), 20%. Hurdle task: Satisfactory completion of mid-year Placement Report.

## ECP3010 Environmental Science Curriculum and Pedagogy 2

**Locations:** Footscray Park.

**Prerequisites:** Must have passed 2 units from the Environmental Science major (EMAENV) or Environmental Science minor (EMIENV)

**Description:** This unit provides pre-service teachers [PSTs] with a comprehensive knowledge of curriculum and pedagogy in their specialised discipline area for teaching year 11 and 12 students. PSTs will practice the delivery of, and benefit from the modelling of, engaging and innovative pedagogies to facilitate a student-centred learning environment at the senior secondary school level. PSTs will develop their capacity to plan lesson sequences at the senior level, to differentiate learning and to determine students' knowledge using formative and summative assessment. This content will provide PSTs with the skills and capacities to participate as competent and reflective members of the teaching profession.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1. Critically reflect on the pedagogical principles and practices in senior secondary education in this discipline area 2. Analyse and interpret relevant curriculum and assessment documentation 3. Advocate for strategies that can contribute to inclusive environments for diverse adolescent student learning needs and social and cultural characteristics 4. Appraise, and provide feedback on, student work and engage in moderation of assessment tasks 5. Articulate a reflective approach to continuous professional learning and development as an educator in their area of specialisation area.

**Class Contact:** Online 1.0 hr Workshop 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Project, Film an example of a warm-up, or key concept activity, and a critique of that activity, that would engage diverse VCE learners. (900 words), 30%. Review, Review Engage in the assessment, cycle by developing, grading, moderating, and providing feedback on sample assessment tasks (1200 words), 40%. Report, Personal philosophy statement and praxis inquiry to reflect on your learning and identify opportunities for professional development (900 words), 30%. Hurdle task: Satisfactory completion of end-of-year Placement Report.

## ECP3011 Health Curriculum and Pedagogy 1

**Locations:** Footscray Park.

**Prerequisites:** Must have passed 2 units from the Health major (EMAHEA) or Health minor (EMIHEA)

**Description:** This unit provides pre-service teachers [PSTs] with a sound understanding

of curriculum and pedagogy in their specialisation discipline area at the 7-10 level. They will investigate and critique a range of existing resources, including Information Communications Technology (ICT), that are used to teach their specialisation area. They will also examine curriculum and pedagogies that practitioners in this discipline area use to facilitate student engagement. This unit supports PSTs to develop capacity to plan for and implement effective teaching and learning sequences for a diverse range of students and to create specific lesson and unit plans. In addition, PSTs will develop their ability to devise and manage the delivery of a wide range of learning activities, in a variety of classroom contexts through the effective use of verbal and non-verbal communication strategies

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Articulate pedagogical principles and practices related to effective education in their area of specialisation 2. Analyse and interpret relevant curriculum and assessment documentation 3. Articulate pedagogical principles and practices related to effective education in their area of specialisation 4. Design a plan for delivering meaningful learning sequences that reflect an understanding of the early adolescent learner 5. Present, one engaging activity from a coherent learning experience in their specialisation area

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Project, In class evaluation of pedagogical frameworks for years 7-10 (900 words), 30%. Report, Development of a sequence of lessons, scope and sequence (term or year planner), or unit plan, including assessment (1500 words), 50%. Review, Microteaching of an aspect or activity from your sequence of lessons (600 words), 20%. Hurdle task: Satisfactory completion of mid-year Placement Report.

## ECP3012 Health Curriculum and Pedagogy 2

**Locations:** Footscray Park.

**Prerequisites:** Must have passed 2 units from the Health major (EMAHEA) or Health minor (EMIHEA)

**Description:** This unit provides pre-service teachers [PSTs] with a comprehensive knowledge of curriculum and pedagogy in their specialised discipline area for teaching year 11 and 12 students. PSTs will practice the delivery of, and benefit from the modelling of, engaging and innovative pedagogies to facilitate a student-centred learning environment at the senior secondary school level. PSTs will develop their capacity to plan lesson sequences at the senior level, to differentiate learning and to determine students' knowledge using formative and summative assessment. This content will provide PSTs with the skills and capacities to participate as competent and reflective members of the teaching profession.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically reflect on the pedagogical principles and practices in senior secondary education in this discipline area 2. Analyse and interpret relevant curriculum and assessment documentation 3. Advocate for strategies that can contribute to inclusive environments for diverse adolescent student learning needs and social and cultural characteristics 4. Appraise, and provide feedback on, student work and engage in moderation of assessment tasks 5. Articulate a reflective approach to continuous professional learning and development as an educator in their area of specialisation area.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be

provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Project, Film an example of a warm-up, or key concept activity, and a critique of that activity, that would engage diverse VCE learners. (900 words), 30%. Review, Engage in the assessment, cycle by developing, grading, moderating, and providing feedback on sample assessment tasks (1200 words), 40%. Report, Personal philosophy statement and praxis inquiry to reflect on your learning and identify opportunities for professional development (900 words), 30%. Hurdle task: Satisfactory completion of end-of-year Placement Report.

### ECP3013 History Curriculum and Pedagogy 1

**Locations:**Footscray Park.

**Prerequisites:**Must have passed 2 units from the Humanities major (EMAHUM)

**Description:**This unit provides pre-service teachers [PSTs] with a sound understanding of curriculum and pedagogy in their specialisation discipline area at the 7-10 level. They will investigate and critique a range of existing resources, including Information Communications Technology (ICT), that are used to teach their specialisation area. They will also examine curriculum and pedagogies that practitioners in this discipline area use to facilitate student engagement. This unit supports PSTs to develop capacity to plan for and implement effective teaching and learning sequences for a diverse range of students and to create specific lesson and unit plans. In addition, PSTs will develop their ability to devise and manage the delivery of a wide range of learning activities, in a variety of classroom contexts through the effective use of verbal and non-verbal communication strategies

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Articulate pedagogical principles and practices related to effective education in their area of specialisation
2. Analyse and interpret relevant curriculum and assessment documentation
3. Articulate pedagogical principles and practices related to effective education in their area of specialisation
4. Design a plan for delivering meaningful learning sequences that reflect an understanding of the early adolescent learner
5. Present, one engaging activity from a coherent learning experience in their specialisation area

**Class Contact:**Online1.0 hrTutorial2.0 hrsThe online component is a one hour lecture.

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Project, In class evaluation of pedagogical frameworks for years 7-10 (900 words), 30%. Report, Development of a sequence of lessons, scope and sequence (term or year planner), or unit plan, including assessment (1500 words), 50%. Review, Microteaching of an aspect or activity from your sequence of lessons (600 words), 20%. Hurdle task: Satisfactory completion of mid-year Placement Report.

### ECP3014 History Curriculum and Pedagogy 2

**Locations:**Footscray Park.

**Prerequisites:**Must have passed 2 units from the Humanities major (EMAHUM)

**Description:**This unit provides pre-service teachers [PSTs] with a comprehensive knowledge of curriculum and pedagogy in their specialised discipline area for teaching year 11 and 12 students. PSTs will practice the delivery of, and benefit from the modelling of, engaging and innovative pedagogies to facilitate a student-centred learning environment at the senior secondary school level. PSTs will develop their capacity to plan lesson sequences at the senior level, to differentiate learning and to determine students' knowledge using formative and summative assessment. This content will provide PSTs with the skills and capacities to participate as competent and reflective members of the teaching profession.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Critically reflect on the pedagogical principles and practices in senior secondary education in this discipline area
2. Analyse and interpret relevant curriculum and assessment documentation
3. Advocate for strategies that can contribute to inclusive environments for diverse adolescent student learning needs and social and cultural characteristics
4. Appraise, and provide feedback on, student work and engage in moderation of assessment tasks
5. Articulate a reflective approach to continuous professional learning and development as an educator in their area of specialisation area.

**Class Contact:**Online1.0 hrTutorial2.0 hrsThe online component is a one hour lecture.

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Project, Film an example of a warm-up, or key concept activity, and a critique of that activity, that would engage diverse VCE learners. (900 words), 30%. Review, Engage in the assessment, cycle by developing, grading, moderating, and providing feedback on sample assessment tasks (1200 words), 40%. Report, Personal philosophy statement and praxis inquiry to reflect on your learning and identify opportunities for professional development (900 words), 30%. Hurdle task: Satisfactory completion of end-of-year Placement Report.

### ECP3017 Humanities Curriculum and Pedagogy 1

**Locations:**Footscray Park.

**Prerequisites:**Must have passed 2 units from the Humanities major (EMAHUM) or Sociology minor (EMISOC) or Aboriginal Yulendj (Knowledge) and Community minor (EMIAGL) or Cultural Studies minor (EMICUL) or Sustainability Studies minor (EMISUS)

**Description:**This unit provides pre-service teachers [PSTs] with a sound understanding of curriculum and pedagogy in their specialisation discipline area at the 7-10 level. They will investigate and critique a range of existing resources, including Information Communications Technology (ICT), that are used to teach their specialisation area. They will also examine curriculum and pedagogies that practitioners in this discipline area use to facilitate student engagement. This unit supports PSTs to develop capacity to plan for and implement effective teaching and learning sequences for a diverse range of students and to create specific lesson and unit plans. In addition, PSTs will develop their ability to devise and manage the delivery of a wide range of learning activities, in a variety of classroom contexts through the effective use of verbal and non-verbal communication strategies

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Articulate pedagogical principles and practices related to effective education in their area of specialisation
2. Analyse and interpret relevant curriculum and assessment documentation
3. Articulate pedagogical principles and practices related to effective education in their area of specialisation
4. Design a plan for delivering meaningful learning sequences that reflect an understanding of the early adolescent learner
5. Present, one engaging activity from a coherent learning experience in their specialisation area

**Class Contact:**Online1.0 hrTutorial2.0 hrsThe online component is a one hour lecture.

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Project, In class evaluation of pedagogical frameworks for years 7-10 (900 words), 30%. Report, Development of a sequence of lessons, scope and sequence (term or year planner), or unit plan, including assessment (1500 words), 50%. Review, Microteaching of an aspect or activity from your sequence of lessons (600 words), 20%.

## ECP3018 Humanities Curriculum and Pedagogy 2

**Locations:**Footscray Park.

**Prerequisites:**Must have passed 2 units from the Humanities major (EMAHUM) or Sociology minor (EMISOC) or Aboriginal Yulendj (Knowledge) and Community minor (EMIAGL) or Cultural Studies minor (EMICUL) or Sustainability Studies minor (EMISUS)

**Description:**This unit provides pre-service teachers [PSTs] with a comprehensive knowledge of curriculum and pedagogy in their specialised discipline area for teaching year 11 and 12 students. PSTs will practice the delivery of, and benefit from the modelling of, engaging and innovative pedagogies to facilitate a student-centred learning environment at the senior secondary school level. PSTs will develop their capacity to plan lesson sequences at the senior level, to differentiate learning and to determine students' knowledge using formative and summative assessment. This content will provide PSTs with the skills and capacities to participate as competent and reflective members of the teaching profession.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:  
1. Critically reflect on the pedagogical principles and practices in senior secondary education in this discipline area  
2. Analyse and interpret relevant curriculum and assessment documentation  
3. Advocate for strategies that can contribute to inclusive environments for diverse adolescent student learning needs and social and cultural characteristics  
4. Appraise, and provide feedback on, student work and engage in moderation of assessment tasks  
5. Articulate a reflective approach to continuous professional learning and development as an educator in their area of specialisation area.

**Class Contact:**Online 1.0 hrTutorial2.0 hrsThe online component is a one hour lecture.

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Project, Film an example of a warm-up, or key concept activity, and a critique of that activity, that would engage diverse VCE learners. (900 words), 30%. Review, Engage in the assessment, cycle by developing, grading, moderating, and providing feedback on sample assessment tasks (1200 words), 40%. Report, Personal philosophy statement and praxis inquiry to reflect on your learning and identify opportunities for professional development (900 words), 30%. Hurdle task: Satisfactory completion of end-of-year Placement Report.

## ECP3019 Digital Media Curriculum and Pedagogy 1

**Locations:**Footscray Park.

**Prerequisites:**Must have passed 2 units from the Digital Media major (EMADIG) or Digital Media minor (EMDIG).

**Description:**This unit provides pre-service teachers [PSTs] with a sound understanding of curriculum and pedagogy in their specialisation discipline area at the 7-10 level. They will investigate and critique a range of existing resources, including Information Communications Technology (ICT), that are used to teach their specialisation area. They will also examine curriculum and pedagogies that practitioners in this discipline area use to facilitate student engagement. This unit supports PSTs to develop capacity to plan for and implement effective teaching and learning sequences for a diverse range of students and to create specific lesson and unit plans. In addition, PSTs will develop their ability to devise and manage the delivery of a wide range of learning activities, in a variety of classroom contexts through the effective use of verbal and non-verbal communication strategies

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:  
1. Articulate pedagogical principles and practices related to effective education in

their area of specialisation  
2. Analyse and interpret relevant curriculum and assessment documentation  
3. Articulate pedagogical principles and practices related to effective education in their area of specialisation  
4. Design a plan for delivering meaningful learning sequences that reflect an understanding of the early adolescent learner  
5. Present, one engaging activity from a coherent learning experience in their specialisation area

**Class Contact:**Online 1.0 hrTutorial2.0 hrsThe online component is a one hour lecture.

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Project, In class evaluation of pedagogical frameworks for years 7-10 (900 words), 30%. Report, Development of a sequence of lessons, scope and sequence (term or year planner), or unit plan, including assessment (1500 words), 50%. Review, Microteaching of an aspect or activity from your sequence of lessons (600 words), 20%. Hurdle task: Satisfactory completion of mid-year Placement Report.

## ECP3020 Digital Media Curriculum and Pedagogy 2

**Locations:**Footscray Park.

**Prerequisites:**Must have passed 2 units from the Digital Media major (EMADIG) or Digital Media minor (EMDIG).

**Description:**This unit provides pre-service teachers [PSTs] with a comprehensive knowledge of curriculum and pedagogy in their specialised discipline area for teaching year 11 and 12 students. PSTs will practice the delivery of, and benefit from the modelling of, engaging and innovative pedagogies to facilitate a student-centred learning environment at the senior secondary school level. PSTs will develop their capacity to plan lesson sequences at the senior level, to differentiate learning and to determine students' knowledge using formative and summative assessment. This content will provide PSTs with the skills and capacities to participate as competent and reflective members of the teaching profession.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:  
1. Critically reflect on the pedagogical principles and practices in senior secondary education in this discipline area  
2. Analyse and interpret relevant curriculum and assessment documentation  
3. Advocate for strategies that can contribute to inclusive environments for diverse adolescent student learning needs and social and cultural characteristics  
4. Appraise, and provide feedback on, student work and engage in moderation of assessment tasks  
5. Articulate a reflective approach to continuous professional learning and development as an educator in their area of specialisation area.

**Class Contact:**Online 1.0 hrTutorial2.0 hrsThe online component is a one hour lecture.

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Project, Film an example of a warm-up, or key concept activity, and a critique of that activity, that would engage diverse VCE learners. (900 words), 30%. Review, Engage in the assessment, cycle by developing, grading, moderating, and providing feedback on sample assessment tasks (1200 words), 40%. Report, Personal philosophy statement and praxis inquiry to reflect on your learning and identify opportunities for professional development (900 words), 30%. Hurdle task: Satisfactory completion of end-of-year Placement Report.

## ECP3023 Mathematics Curriculum and Pedagogy 1

**Locations:**Footscray Park.

**Prerequisites:**Must have passed 2 units from the Mathematics major (EMAMTH) or Mathematics minor (EMMTH)

**Description:** This unit provides pre-service teachers [PSTs] with a sound understanding of curriculum and pedagogy in their specialisation discipline area at the 7-10 level. They will investigate and critique a range of existing resources, including Information Communications Technology (ICT), that are used to teach their specialisation area. They will also examine curriculum and pedagogies that practitioners in this discipline area use to facilitate student engagement. This unit supports PSTs to develop capacity to plan for and implement effective teaching and learning sequences for a diverse range of students and to create specific lesson and unit plans. In addition, PSTs will develop their ability to devise and manage the delivery of a wide range of learning activities, in a variety of classroom contexts through the effective use of verbal and non-verbal communication strategies

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Articulate pedagogical principles and practices related to effective education in their area of specialisation
2. Analyse and interpret relevant curriculum and assessment documentation
3. Articulate pedagogical principles and practices related to effective education in their area of specialisation
4. Design a plan for delivering meaningful learning sequences that reflect an understanding of the early adolescent learner
5. Present, one engaging activity from a coherent learning experience in their specialisation area

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Project, In class evaluation of pedagogical frameworks for years 7-10 (900 words), 30%. Report, Development of a sequence of lessons, scope and sequence (term or year planner), or unit plan, including assessment (1500 words), 50%. Review, Microteaching of an aspect or activity from your sequence of lessons (600 words), 20%. Hurdle task: Satisfactory completion of mid-year Placement Report.

## ECP3024 Mathematics Curriculum and Pedagogy 2

**Locations:** Footscray Park.

**Prerequisites:** Must have passed 2 units from the Mathematics major (EMAMTH) or Mathematics minor (EMMTH)

**Description:** This unit provides pre-service teachers [PSTs] with a comprehensive knowledge of curriculum and pedagogy in their specialised discipline area for teaching year 11 and 12 students. PSTs will practice the delivery of, and benefit from the modelling of, engaging and innovative pedagogies to facilitate a student-centred learning environment at the senior secondary school level. PSTs will develop their capacity to plan lesson sequences at the senior level, to differentiate learning and to determine students' knowledge using formative and summative assessment. This content will provide PSTs with the skills and capacities to participate as competent and reflective members of the teaching profession.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically reflect on the pedagogical principles and practices in senior secondary education in this discipline area
2. Analyse and interpret relevant curriculum and assessment documentation
3. Advocate for strategies that can contribute to inclusive environments for diverse adolescent student learning needs and social and cultural characteristics
4. Appraise, and provide feedback on, student work and engage in moderation of assessment tasks
5. Articulate a reflective approach to continuous professional learning and development as an educator in their area of specialisation area

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Project, Film an example of a warm-up, or key concept activity, and a critique of that activity, that would engage diverse VCE learners. (900 words), 30%. Review, Engage in the assessment, cycle by developing, grading, moderating, and providing feedback on sample assessment tasks (1200 words), 40%. Report, Personal philosophy statement and praxis inquiry to reflect on your learning and identify opportunities for professional development (900 words), 30%. Hurdle task: Satisfactory completion of end-of-year Placement Report.

## ECP3025 Media Studies Curriculum and Pedagogy 1

**Locations:** Footscray Park.

**Prerequisites:** Must have passed 2 units from the Media Studies major (EMAMDA) or Media Studies minor (EMIMDA) or Writing minor (EMWRT).

**Description:** This unit provides pre-service teachers [PSTs] with a sound understanding of curriculum and pedagogy in their specialisation discipline area at the 7-10 level. They will investigate and critique a range of existing resources, including Information Communications Technology (ICT), that are used to teach their specialisation area. They will also examine curriculum and pedagogies that practitioners in this discipline area use to facilitate student engagement. This unit supports PSTs to develop capacity to plan for and implement effective teaching and learning sequences for a diverse range of students and to create specific lesson and unit plans. In addition, PSTs will develop their ability to devise and manage the delivery of a wide range of learning activities, in a variety of classroom contexts through the effective use of verbal and non-verbal communication strategies

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Articulate pedagogical principles and practices related to effective education in their area of specialisation
2. Analyse and interpret relevant curriculum and assessment documentation
3. Articulate pedagogical principles and practices related to effective education in their area of specialisation
4. Design a plan for delivering meaningful learning sequences that reflect an understanding of the early adolescent learner
5. Present, one engaging activity from a coherent learning experience in their specialisation area

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Project, In class evaluation of pedagogical frameworks for years 7-10 (900 words), 30%. Report, Development of a sequence of lessons, scope and sequence (term or year planner), or unit plan, including assessment (1500 words), 50%. Review, Microteaching of an aspect or activity from your sequence of lessons (600 words), 20%. Hurdle task: Satisfactory completion of mid-year Placement Report.

## ECP3026 Media Studies Curriculum and Pedagogy 2

**Locations:** Footscray Park.

**Prerequisites:** Must have passed 2 units from the Media Studies major (EMAMDA) or Media Studies minor (EMIMDA) or Writing minor (EMWRT).

**Description:** This unit provides pre-service teachers [PSTs] with a comprehensive knowledge of curriculum and pedagogy in their specialised discipline area for teaching year 11 and 12 students. PSTs will practice the delivery of, and benefit from the modelling of, engaging and innovative pedagogies to facilitate a student-centred learning environment at the senior secondary school level. PSTs will develop their capacity to plan lesson sequences at the senior level, to differentiate learning and to determine students' knowledge using formative and summative assessment.

This content will provide PSTs with the skills and capacities to participate as competent and reflective members of the teaching profession.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically reflect on the pedagogical principles and practices in senior secondary education in this discipline area
2. Analyse and interpret relevant curriculum and assessment documentation
3. Advocate for strategies that can contribute to inclusive environments for diverse adolescent student learning needs and social and cultural characteristics
4. Appraise, and provide feedback on, student work and engage in moderation of assessment tasks
5. Articulate a reflective approach to continuous professional learning and development as an educator in their area of specialisation area

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Project, Film an example of a warm-up, or key concept activity, and a critique of that activity, that would engage diverse VCE learners. (900 words), 30%. Review, Engage in the assessment, cycle by developing, grading, moderating, and providing feedback on sample assessment tasks (1200 words), 40%. Report, Personal philosophy statement and praxis inquiry to reflect on your learning and identify opportunities for professional development (900 words), 30%. Hurdle task: Satisfactory completion of end-of-year Placement Report.

### ECP3027 Music Curriculum and Pedagogy 1

**Locations:** Footscray Park.

**Prerequisites:** Must have passed 2 units from the Music major (EMAMSC)

**Description:** This unit provides pre-service teachers [PSTs] with a sound understanding of curriculum and pedagogy in their specialisation discipline area at the 7-10 level. They will investigate and critique a range of existing resources, including Information Communications Technology (ICT), that are used to teach their specialisation area. They will also examine curriculum and pedagogies that practitioners in this discipline area use to facilitate student engagement. This unit supports PSTs to develop capacity to plan for and implement effective teaching and learning sequences for a diverse range of students and to create specific lesson and unit plans. In addition, PSTs will develop their ability to devise and manage the delivery of a wide range of learning activities, in a variety of classroom contexts through the effective use of verbal and non-verbal communication strategies

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Articulate pedagogical principles and practices related to effective education in their area of specialisation
2. Analyse and interpret relevant curriculum and assessment documentation
3. Articulate pedagogical principles and practices related to effective education in their area of specialisation
4. Design a plan for delivering meaningful learning sequences that reflect an understanding of the early adolescent learner
5. Present, one engaging activity from a coherent learning experience in their specialisation area

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Project, In class evaluation of pedagogical frameworks for years 7-10 (900 words), 30%. Report, Development of a sequence of lessons, scope and sequence (term or year planner), or unit plan, including assessment (1500 words), 50%. Review, Microteaching of an aspect or activity from your sequence of lessons

(600 words), 20%. Hurdle task: Satisfactory completion of mid-year Placement Report.

### ECP3028 Music Curriculum and Pedagogy 2

**Locations:** Footscray Park.

**Prerequisites:** Must have passed 2 units from the Music major (EMAMSC)

**Description:** This unit provides pre-service teachers [PSTs] with a comprehensive knowledge of curriculum and pedagogy in their specialised discipline area for teaching year 11 and 12 students. PSTs will practice the delivery of, and benefit from the modelling of, engaging and innovative pedagogies to facilitate a student-centred learning environment at the senior secondary school level. PSTs will develop their capacity to plan lesson sequences at the senior level, to differentiate learning and to determine students' knowledge using formative and summative assessment. This content will provide PSTs with the skills and capacities to participate as competent and reflective members of the teaching profession.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically reflect on the pedagogical principles and practices in senior secondary education in this discipline area
2. Analyse and interpret relevant curriculum and assessment documentation
3. Advocate for strategies that can contribute to inclusive environments for diverse adolescent student learning needs and social and cultural characteristics
4. Appraise, and provide feedback on, student work and engage in moderation of assessment tasks
5. Articulate a reflective approach to continuous professional learning and development as an educator in their area of specialisation area.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Project, Film an example of a warm-up, or key concept activity, and a critique of that activity, that would engage diverse VCE learners. (900 words), 30%. Review, Engage in the assessment, cycle by developing, grading, moderating, and providing feedback on sample assessment tasks (1200 words), 40%. Report, Personal philosophy statement and praxis inquiry to reflect on your learning and identify opportunities for professional development (900 words), 30%. Hurdle task: Satisfactory completion of end-of-year Placement Report.

### ECP3029 Outdoor Education (Including Environmental Studies) Curriculum and Pedagogy 1

**Locations:** Footscray Park.

**Prerequisites:** Must have passed 2 units from the Outdoor Education major (EMAOUT) or Environmental Science major (EMAENV) or Environmental Science minor (EMIENV)

**Description:** This unit provides pre-service teachers [PSTs] with a sound understanding of curriculum and pedagogy in their specialisation discipline area at the 7-10 level. They will investigate and critique a range of existing resources, including Information Communications Technology (ICT), that are used to teach their specialisation area. They will also examine curriculum and pedagogies that practitioners in this discipline area use to facilitate student engagement. This unit supports PSTs to develop capacity to plan for and implement effective teaching and learning sequences for a diverse range of students and to create specific lesson and unit plans. In addition, PSTs will develop their ability to devise and manage the delivery of a wide range of learning activities, in a variety of classroom contexts through the effective use of verbal and non-verbal communication strategies

**Credit Points:** 12



**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Articulate pedagogical principles and practices related to effective education in their area of specialisation
2. Analyse and interpret relevant curriculum and assessment documentation
3. Articulate pedagogical principles and practices related to effective education in their area of specialisation
4. Design a plan for delivering meaningful learning sequences that reflect an understanding of the early adolescent learner
5. Present, one engaging activity from a coherent learning experience in their specialisation area

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Project, In class evaluation of pedagogical frameworks for years 7-10 (900 words), 30%. Report, Development of a sequence of lessons, scope and sequence (term or year planner), or unit plan, including assessment (1500 words), 50%. Review, Microteaching of an aspect or activity from your sequence of lessons (600 words), 20%. Hurdle task: Satisfactory completion of mid-year Placement Report.

### ECP3030 Outdoor Education (Including Environmental Studies) Curriculum and Pedagogy 2

**Locations:** Footscray Park.

**Prerequisites:** Must have passed 2 units from the Outdoor Education major (EMAOUT) or Environmental Science major (EMAENV) or Environmental Science minor (EMIENV)

**Description:** This unit provides pre-service teachers [PSTs] with a comprehensive knowledge of curriculum and pedagogy in their specialised discipline area for teaching year 11 and 12 students. PSTs will practice the delivery of, and benefit from the modelling of, engaging and innovative pedagogies to facilitate a student-centred learning environment at the senior secondary school level. PSTs will develop their capacity to plan lesson sequences at the senior level, to differentiate learning and to determine students' knowledge using formative and summative assessment. This content will provide PSTs with the skills and capacities to participate as competent and reflective members of the teaching profession.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically reflect on the pedagogical principles and practices in senior secondary education in this discipline area
2. Analyse and interpret relevant curriculum and assessment documentation
3. Advocate for strategies that can contribute to inclusive environments for diverse adolescent student learning needs and social and cultural characteristics
4. Appraise, and provide feedback on, student work and engage in moderation of assessment tasks
5. Articulate a reflective approach to continuous professional learning and development as an educator in their area of specialisation area.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Project, Film an example of a warm-up, or key concept activity, and a critique of that activity, that would engage diverse VCE learners. (900 words), 30%. Review, Engage in the assessment, cycle by developing, grading, moderating, and providing feedback on sample assessment tasks (1200 words), 40%. Report, Personal philosophy statement and praxis inquiry to reflect on your learning and identify opportunities for professional development (900 words), 30%. Hurdle task: Satisfactory completion of end-of-year Placement Report.

### ECP3035 Psychology Curriculum and Pedagogy 1

**Locations:** Footscray Park.

**Prerequisites:** Must have passed 2 units from the Psychology major (EMAPSY) or Psychology minor (EMPSY)

**Description:** This unit provides pre-service teachers [PSTs] with a sound understanding of curriculum and pedagogy in their specialisation discipline area at the 7-10 level. They will investigate and critique a range of existing resources, including Information Communications Technology (ICT), that are used to teach their specialisation area. They will also examine curriculum and pedagogies that practitioners in this discipline area use to facilitate student engagement. This unit supports PSTs to develop capacity to plan for and implement effective teaching and learning sequences for a diverse range of students and to create specific lesson and unit plans. In addition, PSTs will develop their ability to devise and manage the delivery of a wide range of learning activities, in a variety of classroom contexts through the effective use of verbal and non-verbal communication strategies

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Articulate pedagogical principles and practices related to effective education in their area of specialisation
2. Analyse and interpret relevant curriculum and assessment documentation
3. Articulate pedagogical principles and practices related to effective education in their area of specialisation
4. Design a plan for delivering meaningful learning sequences that reflect an understanding of the early adolescent learner
5. Present, one engaging activity from a coherent learning experience in their specialisation area

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Project, In class evaluation of pedagogical frameworks for years 7-10 (900 words), 30%. Report, Development of a sequence of lessons, scope and sequence (term or year planner), or unit plan, including assessment (1500 words), 50%. Review, Microteaching of an aspect or activity from your sequence of lessons (600 words), 20%. Hurdle task: Satisfactory completion of mid-year Placement Report.

### ECP3036 Psychology Curriculum and Pedagogy 2

**Locations:** Footscray Park.

**Prerequisites:** Must have passed 2 units from the Psychology major (EMAPSY) or Psychology minor (EMPSY)

**Description:** This unit provides pre-service teachers [PSTs] with a comprehensive knowledge of curriculum and pedagogy in their specialised discipline area for teaching year 11 and 12 students. PSTs will practice the delivery of, and benefit from the modelling of, engaging and innovative pedagogies to facilitate a student-centred learning environment at the senior secondary school level. PSTs will develop their capacity to plan lesson sequences at the senior level, to differentiate learning and to determine students' knowledge using formative and summative assessment. This content will provide PSTs with the skills and capacities to participate as competent and reflective members of the teaching profession.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically reflect on the pedagogical principles and practices in senior secondary education in this discipline area
2. Analyse and interpret relevant curriculum and assessment documentation
3. Advocate for strategies that can contribute to inclusive environments for diverse adolescent student learning needs and social and cultural characteristics
4. Appraise, and provide feedback on, student work and

engage in moderation of assessment tasks 5. Articulate a reflective approach to continuous professional learning and development as an educator in their area of specialisation area

**Class Contact:**Online 1.0 hrTutorial2.0 hrsThe online component is a one hour lecture.

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Project, Film an example of a warm-up, or key concept activity, and a critique of that activity, that would engage diverse VCE learners. (900 words), 30%. Review, Engage in the assessment, cycle by developing, grading, moderating, and providing feedback on sample assessment tasks (1200 words), 40%. Report, Personal philosophy statement and praxis inquiry to reflect on your learning and identify opportunities for professional development (900 words), 30%. Hurdle task: Satisfactory completion of end-of-year Placement Report.

## ECP3037 Science Curriculum and Pedagogy 1

**Locations:**Footscray Park.

**Prerequisites:**Must have passed 2 units from the Biology major (EMABIO) or Biology minor (EMIBIO) or Chemistry minor (NMCHE) or Physics minor (NMIPHY)

**Description:**This unit provides pre-service teachers [PSTs] with a sound understanding of curriculum and pedagogy in their specialisation discipline area at the 7-10 level. They will investigate and critique a range of existing resources, including Information Communications Technology (ICT), that are used to teach their specialisation area. They will also examine curriculum and pedagogies that practitioners in this discipline area use to facilitate student engagement. This unit supports PSTs to develop capacity to plan for and implement effective teaching and learning sequences for a diverse range of students and to create specific lesson and unit plans. In addition, PSTs will develop their ability to devise and manage the delivery of a wide range of learning activities, in a variety of classroom contexts through the effective use of verbal and non-verbal communication strategies

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to: 1. Articulate pedagogical principles and practices related to effective education in their area of specialisation 2. Analyse and interpret relevant curriculum and assessment documentation 3. Articulate pedagogical principles and practices related to effective education in their area of specialisation 4. Design a plan for delivering meaningful learning sequences that reflect an understanding of the early adolescent learner 5. Present, one engaging activity from a coherent learning experience in their specialisation area

**Class Contact:**Online 1.0 hrTutorial2.0 hrsThe online component is a one hour lecture.

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Project, In class evaluation of pedagogical frameworks for years 7-10 (900 words), 30%. Report, Development of a sequence of lessons, scope and sequence (term or year planner), or unit plan, including assessment (1500 words), 50%. Research Thesis, Microteaching of an aspect or activity from your sequence of lessons (600 words), 20%. Hurdle task: Satisfactory completion of mid-year Placement Report.

## ECP3038 Science Curriculum and Pedagogy 2

**Locations:**Footscray Park.

**Prerequisites:**Must have passed 2 units from the Biology major (EMABIO) or Biology minor (EMIBIO) or Chemistry minor (NMCHE) or Physics minor (NMIPHY)

**Description:**This unit provides pre-service teachers [PSTs] with a comprehensive knowledge of curriculum and pedagogy in their specialised discipline area for

teaching year 11 and 12 students. PSTs will practice the delivery of, and benefit from the modelling of, engaging and innovative pedagogies to facilitate a student-centred learning environment at the senior secondary school level. PSTs will develop their capacity to plan lesson sequences at the senior level, to differentiate learning and to determine students' knowledge using formative and summative assessment. This content will provide PSTs with the skills and capacities to participate as competent and reflective members of the teaching profession.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Critically reflect on the pedagogical principles and practices in senior secondary education in this discipline area 2. Analyse and interpret relevant curriculum and assessment documentation 3. Advocate for strategies that can contribute to inclusive environments for diverse adolescent student learning needs and social and cultural characteristics 4. Appraise, and provide feedback on, student work and engage in moderation of assessment tasks 5. Articulate a reflective approach to continuous professional learning and development as an educator in their area of specialisation area

**Class Contact:**Online 1.0 hrTutorial2.0 hrsThe online component is a one hour lecture.

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Project, Film an example of a warm-up, or key concept activity, and a critique of that activity, that would engage diverse VCE learners. (900 words), 30%. Review, Engage in the assessment, cycle by developing, grading, moderating, and providing feedback on sample assessment tasks (1200 words), 40%. Report, Personal philosophy statement and praxis inquiry to reflect on your learning and identify opportunities for professional development (900 words), 30%. Hurdle task: Satisfactory completion of end-of-year Placement Report.

## ECP3039 Disability Education Curriculum and Pedagogy 1

**Locations:**Footscray Park.

**Prerequisites:**Must have passed 2 units from the Disability Studies in Education major (EMADIS)

**Description:**This unit provides pre-service teachers [PSTs] with a sound understanding of curriculum and pedagogy in their specialisation discipline area at the 7-10 level. They will investigate and critique a range of existing resources, including Information Communications Technology (ICT), that are used to teach their specialisation area. They will also examine curriculum and pedagogies that practitioners in this discipline area use to facilitate student engagement. This unit supports PSTs to develop capacity to plan for and implement effective teaching and learning sequences for a diverse range of students and to create specific lesson and unit plans. In addition, PSTs will develop their ability to devise and manage the delivery of a wide range of learning activities, in a variety of classroom contexts through the effective use of verbal and non-verbal communication strategies

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Articulate pedagogical principles and practices related to effective education in their area of specialisation 2. Analyse and interpret relevant curriculum and assessment documentation 3. Articulate pedagogical principles and practices related to effective education in their area of specialisation 4. Design a plan for delivering meaningful learning sequences that reflect an understanding of the early adolescent learner 5. Present, one engaging activity from a coherent learning experience in their specialisation area

**Class Contact:**Online 1.0 hrTutorial2.0 hrsThe online component is a one hour lecture.

**Required Reading:**Links to recommended readings and resources for this unit will be

provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Project, In class evaluation of pedagogical frameworks for years 7-10 (900 words), 30%. Report, Development of a sequence of lessons, scope and sequence (term or year planner), or unit plan, including assessment (1500 words), 50%. Review, Microteaching of an aspect or activity from your sequence of lessons (600 words), 20%. Hurdle task: Satisfactory completion of mid-year Placement Report.

## ECP3040 Disability Education Curriculum and Pedagogy 2

**Locations:**Footscray Park.

**Prerequisites:**Must have passed 2 units from the Disability Studies in Education major (EMADIS)

**Description:**This unit provides pre-service teachers [PSTs] with a comprehensive knowledge of curriculum and pedagogy in their specialised discipline area for teaching year 11 and 12 students. PSTs will practice the delivery of, and benefit from the modelling of, engaging and innovative pedagogies to facilitate a student-centred learning environment at the senior secondary school level. PSTs will develop their capacity to plan lesson sequences at the senior level, to differentiate learning and to determine students' knowledge using formative and summative assessment. This content will provide PSTs with the skills and capacities to participate as competent and reflective members of the teaching profession.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:  
1. Critically reflect on the pedagogical principles and practices in senior secondary education in this discipline area  
2. Analyse and interpret relevant curriculum and assessment documentation  
3. Advocate for strategies that can contribute to inclusive environments for diverse adolescent student learning needs and social and cultural characteristics  
4. Appraise, and provide feedback on, student work and engage in moderation of assessment tasks  
5. Articulate a reflective approach to continuous professional learning and development as an educator in their area of specialisation area

**Class Contact:**Online 1.0 hrTutorial 2.0 hrsThe online component is a one hour lecture.

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Project, Film an example of a warm-up, or key concept activity, and a critique of that activity, that would engage diverse VCE learners. (900 words), 30%. Review, Engage in the assessment, cycle by developing, grading, moderating, and providing feedback on sample assessment tasks (1200 words), 40%. Report, Personal philosophy statement and praxis inquiry to reflect on your learning and identify opportunities for professional development (900 words), 30%. Hurdle task: Satisfactory completion of end-of-year Placement Report.

## ECP3041 Student Welfare Curriculum and Pedagogy 1

**Locations:**Footscray Park.

**Prerequisites:**Must have passed 2 units from the Student Welfare major (EMASWE) or Student Welfare minor (EMISWE)

**Description:**This unit provides pre-service teachers [PSTs] with a sound understanding of curriculum and pedagogy in their specialisation discipline area at the 7-10 level. They will investigate and critique a range of existing resources, including Information Communications Technology (ICT), that are used to teach their specialisation area. They will also examine curriculum and pedagogies that practitioners in this discipline area use to facilitate student engagement. This unit supports PSTs to develop capacity to plan for and implement effective teaching and learning sequences for a diverse range of students and to create specific lesson and unit plans. In addition, PSTs will develop their ability to devise and manage the delivery of a wide range of

learning activities, in a variety of classroom contexts through the effective use of verbal and non-verbal communication strategies

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Articulate pedagogical principles and practices related to effective education in their area of specialisation  
2. Analyse and interpret relevant curriculum and assessment documentation  
3. Articulate pedagogical principles and practices related to effective education in their area of specialisation  
4. Design a plan for delivering meaningful learning sequences that reflect an understanding of the early adolescent learner  
5. Present, one engaging activity from a coherent learning experience in their specialisation area

**Class Contact:**Online 1.0 hrTutorial 2.0 hrsThe online component is a one hour lecture.

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Project, In class evaluation of pedagogical frameworks for years 7-10 (900 words), 30%. Report, Development of a sequence of lessons, scope and sequence (term or year planner), or unit plan, including assessment (1500 words), 50%. Review, Microteaching of an aspect or activity from your sequence of lessons (600 words), 20%. Hurdle task: Satisfactory completion of mid-year Placement Report.

## ECP3042 Student Welfare Curriculum and Pedagogy 2

**Locations:**Footscray Park.

**Prerequisites:**Must have passed 2 units from the Student Welfare major (EMASWE) or Student Welfare minor (EMISWE)

**Description:**This unit provides pre-service teachers [PSTs] with a comprehensive knowledge of curriculum and pedagogy in their specialised discipline area for teaching year 11 and 12 students. PSTs will practice the delivery of, and benefit from the modelling of, engaging and innovative pedagogies to facilitate a student-centred learning environment at the senior secondary school level. PSTs will develop their capacity to plan lesson sequences at the senior level, to differentiate learning and to determine students' knowledge using formative and summative assessment. This content will provide PSTs with the skills and capacities to participate as competent and reflective members of the teaching profession.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:  
1. Critically reflect on the pedagogical principles and practices in senior secondary education in this discipline area  
2. Analyse and interpret relevant curriculum and assessment documentation  
3. Advocate for strategies that can contribute to inclusive environments for diverse adolescent student learning needs and social and cultural characteristics  
4. Appraise, and provide feedback on, student work and engage in moderation of assessment tasks  
5. Articulate a reflective approach to continuous professional learning and development as an educator in their area of specialisation area

**Class Contact:**Online 1.0 hrTutorial 2.0 hrsThe online component is a one hour lecture.

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Project, Film an example of a warm-up, or key concept activity, and a critique of that activity, that would engage diverse VCE learners. (900 words), 30%. Review, Engage in the assessment, cycle by developing, grading, moderating, and providing feedback on sample assessment tasks (1200 words), 40%. Report, Personal philosophy statement and praxis inquiry to reflect on your learning and identify opportunities for professional development (900 words), 30%. Hurdle task: Satisfactory completion of end-of-year Placement Report.

## ECP3047 Teaching English as An Additional Language (TEAL) Curriculum and Pedagogy 1

**Locations:** Footscray Park.

**Prerequisites:** Must have passed 2 units from the Teaching English as an Additional Language (TEAL) minor (EMIEAL)

**Description:** This unit provides pre-service teachers [PSTs] with a sound understanding of curriculum and pedagogy in their specialisation discipline area at the 7-10 level. They will investigate and critique a range of existing resources, including Information Communications Technology (ICT), that are used to teach their specialisation area. They will also examine curriculum and pedagogies that practitioners in this discipline area use to facilitate student engagement. This unit supports PSTs to develop capacity to plan for and implement effective teaching and learning sequences for a diverse range of students and to create specific lesson and unit plans. In addition, PSTs will develop their ability to devise and manage the delivery of a wide range of learning activities, in a variety of classroom contexts through the effective use of verbal and non-verbal communication strategies

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Articulate pedagogical principles and practices related to effective education in their area of specialisation
2. Analyse and interpret relevant curriculum and assessment documentation
3. Articulate pedagogical principles and practices related to effective education in their area of specialisation
4. Design a plan for delivering meaningful learning sequences that reflect an understanding of the early adolescent learner
5. Present, one engaging activity from a coherent learning experience in their specialisation area

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Project, In class evaluation of pedagogical frameworks for years 7-10 (900 words), 30%. Report, Development of a sequence of lessons, scope and sequence (term or year planner), or unit plan, including assessment (1500 words), 50%. Review, Microteaching of an aspect or activity from your sequence of lessons (600 words), 20%. Hurdle task: Satisfactory completion of mid-year Placement Report.

## ECP3048 Teaching English as An Additional Language (TEAL) Curriculum and Pedagogy 2

**Locations:** Footscray Park.

**Prerequisites:** Must have passed 2 units from the Teaching English as an Additional Language (TEAL) minor (EMIEAL)

**Description:** This unit provides pre-service teachers [PSTs] with a comprehensive knowledge of curriculum and pedagogy in their specialised discipline area for teaching year 11 and 12 students. PSTs will practice the delivery of, and benefit from the modelling of, engaging and innovative pedagogies to facilitate a student-centred learning environment at the senior secondary school level. PSTs will develop their capacity to plan lesson sequences at the senior level, to differentiate learning and to determine students' knowledge using formative and summative assessment. This content will provide PSTs with the skills and capacities to participate as competent and reflective members of the teaching profession.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically reflect on the pedagogical principles and practices in senior secondary education in this discipline area
2. Analyse and interpret relevant curriculum and assessment documentation
3. Advocate for strategies that can contribute to

inclusive environments for diverse adolescent student learning needs and social and cultural characteristics

4. Appraise, and provide feedback on, student work and engage in moderation of assessment tasks
5. Articulate a reflective approach to continuous professional learning and development as an educator in their area of specialisation area

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Project, Film an example of a warm-up, or key concept activity, and a critique of that activity, that would engage diverse VCE learners. (900 words), 30%. Review, Engage in the assessment, cycle by developing, grading, moderating, and providing feedback on sample assessment tasks (1200 words), 40%. Report, Personal philosophy statement and praxis inquiry to reflect on your learning and identify opportunities for professional development (900 words), 30%. Hurdle task: Satisfactory completion of end-of-year Placement Report.

## ECP3049 Art Curriculum and Pedagogy 1

**Locations:** Footscray Park.

**Prerequisites:** Must have passed 2 units from the Art major (EMAEAR)

**Description:** This unit provides pre-service teachers [PSTs] with a sound understanding of curriculum and pedagogy in their specialisation discipline area at the 7-10 level. They will investigate and critique a range of existing resources, including Information Communications Technology (ICT), that are used to teach their specialisation area. They will also examine curriculum and pedagogies that practitioners in this discipline area use to facilitate student engagement. This unit supports PSTs to develop capacity to plan for and implement effective teaching and learning sequences for a diverse range of students and to create specific lesson and unit plans. In addition, PSTs will develop their ability to devise and manage the delivery of a wide range of learning activities, in a variety of classroom contexts through the effective use of verbal and non-verbal communication strategies

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Articulate pedagogical principles and practices related to effective education in their area of specialisation
2. Analyse and interpret relevant curriculum and assessment documentation
3. Articulate pedagogical principles and practices related to effective education in their area of specialisation
4. Design a plan for delivering meaningful learning sequences that reflect an understanding of the early adolescent learner
5. Present, one engaging activity from a coherent learning experience in their specialisation area

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Project, In class evaluation of pedagogical frameworks for years 7-10 (900 words), 30%. Report, Development of a sequence of lessons, scope and sequence (term or year planner), or unit plan, including assessment (1500 words), 50%. Review, Microteaching of an aspect or activity from your sequence of lessons (600 words), 20%. Hurdle task: Satisfactory completion of mid-year Placement Report.

## ECP3050 Art Curriculum and Pedagogy 2

**Locations:** Footscray Park.

**Prerequisites:** Must have passed 2 units from the Art major (EMAEAR)

**Description:** This unit provides pre-service teachers [PSTs] with a comprehensive knowledge of curriculum and pedagogy in their specialised discipline area for

teaching year 11 and 12 students. PSTs will practice the delivery of, and benefit from the modelling of, engaging and innovative pedagogies to facilitate a student-centred learning environment at the senior secondary school level. PSTs will develop their capacity to plan lesson sequences at the senior level, to differentiate learning and to determine students' knowledge using formative and summative assessment. This content will provide PSTs with the skills and capacities to participate as competent and reflective members of the teaching profession.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically reflect on the pedagogical principles and practices in senior secondary education in this discipline area
2. Analyse and interpret relevant curriculum and assessment documentation
3. Advocate for strategies that can contribute to inclusive environments for diverse adolescent student learning needs and social and cultural characteristics
4. Appraise, and provide feedback on, student work and engage in moderation of assessment tasks
5. Articulate a reflective approach to continuous professional learning and development as an educator in their area of specialisation area

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Project, Film an example of a warm-up, or key concept activity, and a critique of that activity, that would engage diverse VCE learners. (900 words), 30%. Review, Engage in the assessment, cycle by developing, grading, moderating, and providing feedback on sample assessment tasks (1200 words), 40%. Report, Personal philosophy statement and praxis inquiry to reflect on your learning and identify opportunities for professional development (900 words), 30%. Hurdle task: Satisfactory completion of end-of-year Placement Report.

## ECP3051 Technology Studies- Food Curriculum and Pedagogy 1

**Locations:** Footscray Park.

**Prerequisites:** Must have passed 2 units from the Food Technology major (EMAFTE) or Food Technology minor (EMIFTE)

**Description:** This unit provides pre-service teachers [PSTs] with a sound understanding of curriculum and pedagogy in their specialisation discipline area at the 7-10 level. They will investigate and critique a range of existing resources, including Information Communications Technology (ICT), that are used to teach their specialisation area. They will also examine curriculum and pedagogies that practitioners in this discipline area use to facilitate student engagement. This unit supports PSTs to develop capacity to plan for and implement effective teaching and learning sequences for a diverse range of students and to create specific lesson and unit plans. In addition, PSTs will develop their ability to devise and manage the delivery of a wide range of learning activities, in a variety of classroom contexts through the effective use of verbal and non-verbal communication strategies

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Articulate pedagogical principles and practices related to effective education in their area of specialisation
2. Analyse and interpret relevant curriculum and assessment documentation
3. Articulate pedagogical principles and practices related to effective education in their area of specialisation
4. Design a plan for delivering meaningful learning sequences that reflect an understanding of the early adolescent learner
5. Present, one engaging activity from a coherent learning experience in their specialisation area

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be

provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Project, In class evaluation of pedagogical frameworks for years 7-10 (900 words), 30%. Report, Development of a sequence of lessons, scope and sequence (term or year planner), or unit plan, including assessment (1500 words), 50%. Review, Microteaching of an aspect or activity from your sequence of lessons (600 words), 20%. Hurdle task: Satisfactory completion of mid-year Placement Report.

## ECP3052 Technology Studies- Food Curriculum and Pedagogy 2

**Locations:** Footscray Park.

**Prerequisites:** Must have passed 2 units from the Food Technology major (EMAFTE) or Food Technology minor (EMIFTE)

**Description:** This unit provides pre-service teachers [PSTs] with a comprehensive knowledge of curriculum and pedagogy in their specialised discipline area for teaching year 11 and 12 students. PSTs will practice the delivery of, and benefit from the modelling of, engaging and innovative pedagogies to facilitate a student-centred learning environment at the senior secondary school level. PSTs will develop their capacity to plan lesson sequences at the senior level, to differentiate learning and to determine students' knowledge using formative and summative assessment. This content will provide PSTs with the skills and capacities to participate as competent and reflective members of the teaching profession.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically reflect on the pedagogical principles and practices in senior secondary education in this discipline area
2. Analyse and interpret relevant curriculum and assessment documentation
3. Advocate for strategies that can contribute to inclusive environments for diverse adolescent student learning needs and social and cultural characteristics
4. Appraise, and provide feedback on, student work and engage in moderation of assessment tasks
5. Articulate a reflective approach to continuous professional learning and development as an educator in their area of specialisation area

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Project, Film an example of a warm-up, or key concept activity, and a critique of that activity, that would engage diverse VCE learners. (900 words), 30%. Review, Engage in the assessment, cycle by developing, grading, moderating, and providing feedback on sample assessment tasks (1200 words), 40%. Report, Personal philosophy statement and praxis inquiry to reflect on your learning and identify opportunities for professional development (900 words), 30%. Hurdle task: Satisfactory completion of end-of-year Placement Report.

## ECP3053 Physical Education (Secondary Teaching) Curriculum and Pedagogy 1

**Locations:** Footscray Park.

**Prerequisites:** Must have passed 2 units from the Physical Education (Secondary) major (EMAPES)

**Description:** This unit provides pre-service teachers [PSTs] with a sound understanding of curriculum and pedagogy in their specialisation discipline area at the 7-10 level. They will investigate and critique a range of existing resources, including Information Communications Technology (ICT), that are used to teach their specialisation area. They will also examine curriculum and pedagogies that practitioners in this discipline area use to facilitate student engagement. This unit supports PSTs to develop capacity to plan for and implement effective teaching and learning sequences for a

diverse range of students and to create specific lesson and unit plans. In addition, PSTs will develop their ability to devise and manage the delivery of a wide range of learning activities, in a variety of classroom contexts through the effective use of verbal and non-verbal communication strategies

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Articulate pedagogical principles and practices related to effective education in their area of specialisation
2. Analyse and interpret relevant curriculum and assessment documentation
3. Articulate pedagogical principles and practices related to effective education in their area of specialisation
4. Design a plan for delivering meaningful learning sequences that reflect an understanding of the early adolescent learner
5. Present, one engaging activity from a coherent learning experience in their specialisation area

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Project, In class evaluation of pedagogical frameworks for years 7-10 (900 words), 30%. Report, Development of a sequence of lessons, scope and sequence (term or year planner), or unit plan, including assessment (1500 words), 50%. Review, Microteaching of an aspect or activity from your sequence of lessons (600 words), 20%. Hurdle task: Satisfactory completion of mid-year Placement Report.

## ECP3054 Physical Education (Secondary Teaching) Curriculum and Pedagogy 2

**Locations:** Footscray Park.

**Prerequisites:** Must have passed 2 units from the Physical Education (Secondary) major (EMAPES)

**Description:** This unit provides pre-service teachers [PSTs] with a comprehensive knowledge of curriculum and pedagogy in their specialised discipline area for teaching year 11 and 12 students. PSTs will practice the delivery of, and benefit from the modelling of, engaging and innovative pedagogies to facilitate a student-centred learning environment at the senior secondary school level. PSTs will develop their capacity to plan lesson sequences at the senior level, to differentiate learning and to determine students' knowledge using formative and summative assessment. This content will provide PSTs with the skills and capacities to participate as competent and reflective members of the teaching profession.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically reflect on the pedagogical principles and practices in senior secondary education in this discipline area
2. Analyse and interpret relevant curriculum and assessment documentation
3. Advocate for strategies that can contribute to inclusive environments for diverse adolescent student learning needs and social and cultural characteristics
4. Appraise, and provide feedback on, student work and engage in moderation of assessment tasks
5. Articulate a reflective approach to continuous professional learning and development as an educator in their area of specialisation area

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Project, Film an example of a warm-up, or key concept activity, and a critique of that activity, that would engage diverse VCE learners. (900 words), 30%. Review, Engage in the assessment, cycle by developing, grading, moderating, and providing feedback on sample assessment tasks (1200 words), 40%. Report,

Personal philosophy statement and praxis inquiry to reflect on your learning and identify opportunities for professional development (900 words), 30%. Hurdle task: Satisfactory completion of end-of-year Placement Report.

## ECY2000 Young People in a Global Community 2

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit will build your knowledge by considering how theoretical frameworks that link to Youth Work can be applied to our understanding of young people as global citizens. The unit will use the context of culture, socio economic status, family, education and employment to build a greater conceptual understanding of why young people are so marginalised, as well as building on our knowledge of community development and globalisation and its impact on young people. Current trends that have been identified in international youth research and the recent global youth participation project will be explored. Youth Work graduates need to be able to develop strong theoretical frameworks that drive their practice and this subject will enable that foundation to be built. It is particularly important that youth workers are working with young people in the context of the rapid economic changes that they are experiencing across the world. The unit will contribute to a better understanding of community development and will also ensure that students understand and embrace a global identity.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Identify and examine the different theories that impact on the local and global community in relation to youth opportunity and aspirations;
2. Analyse current global trends and research work that is focussing on young people and their ability to participate in civil society;
3. Explore strategies that enable youth workers to understand the diversity of young people their marginalisation in a range of global communities;
4. Evidence an understanding of how community development understanding theory and can build Youth Work principles practice to support young people who are now experiencing the impact of a modern globalised society;
5. Establish a cultural understanding that enables them to contribute to their local and global communities.

**Class Contact:** Online 0.5 hrs Tutorial 2.0 hrs The online component is a lecture

**Required Reading:** Sapin, K (2013), 2nd Essential Skills for Youth Work Practice London: Sage Publications

**Assessment:** Case Study, Write a case study that details a marginalised young person or group of young people in a global setting., 30%. Portfolio, What is community development and how can it be applied to global youth work practice?, 70%. Effective total of 3000 words.

## ECY2001 Young People and Substance Use

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit will introduce students to the social, historical and political contexts of young people and substance use. Students will also be provided with the opportunity to build skills in the assessment and planning of appropriate interventions, advocacy and referral when working with young people who use Alcohol and Other Drugs (AOD). An overview of community-based youth specific AOD services will be provided with consideration of evidence based practice models. Students will also explore and analyse drug policy and the impact those policies have on young people in the Alcohol and Other Drugs (AOD) sector.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Contextualise the use of AOD by young people within their social, political and historical settings. 2. Examine theoretical models of effective work with young people who are using AOD, 3. Exemplify primary knowledge and skills related to young people with problematic AOD use including practice in AOD settings, methods of effective communication with young people who are substance affected, the impact of cultural differences in effective AOD work, and, workplace protocols and procedures; 4. Identify methods of Youth Work practice that are appropriate to be used in a range of AOD settings including educational settings, community settings and legal environments because they are evidence informed, align with the Youth Work Professions Code of Ethical Practice and respect the views of key stakeholders.

**Class Contact:**Online 1.0 hrTutorial2.0 hrsThe online component is a one hour lecture.

**Required Reading:**Sapin, K ( 2013) 2nd edition Essential Skills for Youth Work Practice London: Sage Publications Texts as suggested by the Lecturer, links will be provided on VU Collaborate

**Assessment:**Case Study, Select one drug, either legal or illegal, and research contemporary and historic use, and investigate current issues within a youth work context., 30%. Presentation, Group presentation on a class of drug., 20%. Essay, What are the key benefits, challenges, risks and opportunities inherent in a Harm minimisation model of professional practice?, 50%. Effective total of 3000 words.

### ECY3000 Supporting Young People in Dual Diagnosis Settings

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit introduces the knowledge and skills required by workers encountering young people with dual diagnosis - mental health and alcohol and other drugs (AOD) issues. This unit will reflect on the historical context of the sector and consider the essential values and philosophies that guide effective work with young people who are experiencing AOD and mental health issues.. A range of different models of AOD work, and an understanding of mental health diagnoses and youth appropriate interventions will be theoretically and practically taught. This unit will also identify personal values and attitudes regarding Mental Health and AOD use including the views of key stakeholders and official representatives. This unit will develop knowledge of the range of settings supporting young people with dual diagnosis including; ethical guidelines, methods of effective communication, cultural differences, resolution of conflict, issues of access and equity and workplace protocols and procedures.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to: 1. Contextualise the evolution of Dual Diagnosis within the history and changing social, political and economical developments in the youth sector; 2. Determine associated models of mental health and/or AOD work, guided by an understanding of the risks, philosophies, and the views of key stakeholders; 3. Exemplify primary knowledge and skills related to Dual Diagnosis issues including ethical guidelines, methods of effective communication, cultural differences, resolution of conflict and addressing organisation standards and workplace protocols and procedures; 4. Identify personal and community values and attitudes regarding Dual Diagnosis 5. Understand and be able to work towards effective public health responses that support young people with Dual Diagnoses within a local and global community context.

**Class Contact:**Online 1.0 hrTutorial2.0 hrsThe online component is a one hour lecture.

**Required Reading:**Texts as suggested by the Lecturer, links will be provided on VU Collaborate

**Assessment:**Report, Discuss a specific mental health diagnosis and demonstrate an understanding of how it may be impacted on by any co-occurring substance use or

misuse., 25%. Test, This quiz aims to consolidate factual knowledge around mental health and alcohol and other drugs practices., 25%. Case Study, A report demonstrating understanding of how the principles of the Victorian Code of Ethical Practice should be applied to youth with a dual diagnosis., 50%. Effective total of 3000 words.

### ECY3001 Working with Young People with Complex Issues

**Locations:**Footscray Park, Online.

**Prerequisites:**Nil.

**Description:**This unit introduces the knowledge and skills required by workers encountering young people with complex issues - particularly young people in residential care settings. This unit will reflect on the historical context of the residential care sector and consider the essential values and philosophies that guide this work. A range of different models of youth work, along with essential understandings of personal safety risks will be theoretically and practically taught. This unit will identify the particular context in which these young people live to inform good youth work practice and will develop knowledge of the range of settings supporting young people with complex needs, including; ethical guidelines, methods of effective communication, cultural differences, resolution of conflict, access and equity and addressing workplace protocols and procedures.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Contextualise the evolution of residential care work in the changing social, political and economic developments of the youth sector; 2. Critically review theoretical models of effective work with young people with complex needs, 3. Exemplify primary knowledge and skills related to young people with complex issues including ethical guidelines, methods of effective communication, cultural differences, resolution of conflict and addressing organisation standards, workplace protocols and procedures; 4. Critically review methods of Youth Work practice that are appropriate to be used in residential care settings because they are evidence informed, align with the Professions Code of Ethical Practice and respect the views of key stakeholders

**Class Contact:**Online 1.0 hrTutorial2.0 hrsThe online component is a one hour lecture.

**Required Reading:**Texts as suggested by the Lecturer, links will be provided on VU Collaborate

**Assessment:**Report, Respond professionally to a young person presenting with one or more complex issues using a role play or presentation., 30%. Case Study, Respond to a case study of a young person with complex issues living in a residential care setting utilising evidence informed Youth Work practice., 70%. Effective total of 3000 words.

### ECY3002 Professional Practice 2

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**In this unit students will engage and collaborate with youth work practitioners and industry professionals to practice and apply their knowledge and skills in authentic contexts. Students will gain practical experiences of working in partnership with an agency that focuses on a range of youth issues that can also lead to critical reflection and theorising on their practice. The practical components provided in this unit helps prepare students make the transition from university to employment. Each placement is unique; students are required to use their initiative and negotiate their tasks, responsibilities and timelines with their agency supervisor and undertake regular supervision to reflect on their practice. Specifically students are expected to negotiate a project/program in collaboration with the agency that benefits the agency but also allows the opportunities for professional development

that meet the students learning needs. Students need to evidence that they can operate as an ethical practitioner whilst undertaking their professional placement. An essential component of Professional Practice is the ability for students to engage with young people and reflect on their practice. Professional placements also prepare students for their careers.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Consolidate and synthesise their skills and knowledge of Youth Work in a variety of youth, education and community settings;
2. Extend and expand Youth Work knowledge and experience by connecting theory to practice to industry standard;
3. Apply a theoretical and analytical framework that underpins their capacity to undertake ethical practice in the Youth Work sector;
4. Demonstrate their professional growth, development and intercultural understandings as a graduate Youth Worker; and
5. Articulate a personal philosophy of Youth Work that demonstrates a compelling justification of contemporary theory and practice in the professional youth work context.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture. Professional placement to be undertaken in a flexible mode usually between January and November on the basis of completing 200 hours of placement in a professional workplace.

**Required Reading:** Sapin K, 2013 2nd Edition Essential skills for Youth Work practice Sage Publications Other readings as recommended by the lecturer.

**Assessment:** Report, A learning plan, outlining timeframes and intended learning outcomes for the placement., 30%. Portfolio, A professional e-portfolio demonstrating readiness to enter the youth work sector., 70%. In addition to the graded tasks, students are expected to complete the following three reports satisfactorily: 1. Learning in the Workplace Agreement 2. Interim Supervisors Report & attendance of hours. 3. Final Supervisor report & attendance of hours. Total effective word limit for all three tasks is 5,500 words.

## EDC1000 Academic and Professional Learning

**Locations:** Footscray Nicholson.

**Prerequisites:** Nil.

**Description:** In this unit you are introduced to the concepts of academic discourse and professional learning and you will question, investigate and actively reflect on your learning experiences in relation to these concepts. In addition, you will theorise your own and others' learning experiences in the light of your study of contemporary learning theories. You are encouraged to connect your own experiences with recent developments in education, and within a global context, and ask questions such as: Who am I and how do I learn? What is it like to be a learner? What is happening in the world and how does this influence learning? You will engage in blended learning activities designed to stimulate descriptions of, and reflection on, how to successfully engage in academic writing for university settings. You will also learn about academic discourse techniques, written forms of theoretical discussion, and will familiarise yourselves with library resources.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Participate in an academic community of discourse through reflective and critical engagement in academic texts;
2. Elucidate knowledge and understanding of theories in relation to how students learn and examine the implications of this for teaching;
3. Articulate academic, professional and personal learning needs with a focus on evaluating their own learning needs;
4. Critically review and reflect on cases of learners from diverse cultural, economic and religious backgrounds including those from Aboriginal and Torres Strait Islander backgrounds.

**Class Contact:** Tutorial 4.0 hrs Classes run for 14 weeks.

**Required Reading:** Churchill, R., Ferguson, P., Godhino, S., Johnson, N., Keddie, A. M., Letts, W., & Vick, M. (2011). 2nd edition. Teaching: Making a difference. Wiley Publishers, Australia.

**Assessment:** Creative Works, Digital presentation with VLOG (900 words), 30%. Project, Planning, participating in and reflecting on class production (900 words), 30%. Essay, Case and commentary essay (1200 words), 40%.

## EDC1001 Sociological Orientation to Education

**Locations:** Footscray Nicholson.

**Prerequisites:** Nil.

**Description:** This unit is designed both to introduce you to key issues and concepts in the sociology of education and to build the academic reading and writing skills that will enable you to describe and analyse aspects of the social world from competing theoretical perspectives. In this unit you will examine a range of social factors, including socio-economic status, gender and ethnicity, which impact on students' learning and development, on their access to educational opportunities and on their life chances. You will apply the concept of "sociological imagination" in educational contexts, analyse and interpret a range of sociological texts, and investigate the above mentioned social factors through the "lenses" of competing sociological theories. You will compare and contrast a range of responses to the social factors mentioned above, and examine competing ideological orientations to curriculum and teaching and learning practices; and in this context you will investigate the concepts of learning spaces and learning communities. Just as importantly, in this unit you will also develop competencies in various forms of academic writing - including exposition, analysis, comparison and contrast, and argument; these competencies will be developed in a sequenced way through a series of writing tasks, each of which is designed to be progressively more complex and to incorporate skills introduced in the previous task.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Identify and analyse key themes and problems in the sociology of education and key sociological concepts applied in the field of education;
2. Apply the concept of "sociological imagination" to a range of educational issues;
3. Identify and analyse relationships between ideology, curriculum and pedagogy;
4. Describe and analyse social factors impacting on students' learning and development from contrasting theoretical perspectives;
5. Analyse and critically evaluate two theoretical accounts of the role of education in society and social factors impacting on education.

**Class Contact:** Tutorial 4.0 hrs Classes run for 14 weeks.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Assignment, Compare and contrast two sociological theories (600 words), 20%. Exercise, Photo commentary (450 words), 20%. Essay, Argumentative essay (1250 words), 40%. Presentation, Oral presentation of community placement report, 20%.

## EDC1002 Literacy and Numeracy A

**Locations:** Footscray Nicholson.

**Prerequisites:** Nil.

**Description:** The literacy component of this unit is designed to develop reflective practice in academic literacy through contextualised academic writing, critical thinking tasks and autonomous study habits. The skills and attitudes development occurs in activities and assignments that scaffold learner self-awareness, collaborative learning and discourse identification and use. The numeracy component introduces the



principles of Mathematical understanding and mathematical concepts and processes. The unit takes a praxis inquiry approach to developing academic and personal literacy and mathematics with self-reflection and self-assessment linked to reading, writing and discussion around the key disciplinary concepts in the academic environment and in mathematics in Australian educational contexts. The unit embeds the development of your personal literacies and numeracy, and addresses your skills, knowledge and understandings of the concepts, substance and structure of literacy and numeracy in the Australian curriculum.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Identify and construct academic discourse in written and spoken modes;
2. Use and critique reflective, analytical and critical language with a focus on the technical aspects of academic text construction;
3. Critically reflect on research of how students learn, common conceptions and misconceptions and suggested approaches for teaching mathematics at the early and middle years of childhood;
4. Reflect and critically evaluate a repertoire of learning and teaching strategies relevant to early and middle years numeracy curriculum and develop cross-curricular connections;
5. Elucidate knowledge about and evaluate literacy demands of mathematics during the early and middle years of childhood.

**Class Contact:** Tutorial 5.0 hrs Classes run for 16 weeks.

**Required Reading:** Seely Flint, A, Kitson, L, Lowe, K & Shaw, K 2014, *Literacy in Australia. Pedagogies for Engagement*, John Wiley & Sons, Milton, Queensland. Booker, G., Bond, D., Briggs, J., Sparrow, L. & Swan, P. (2014). 5th edn, *Teaching Primary Mathematics*. French's Forest, NSW: Pearson.

**Assessment:** Assessment in numeracy and literacy is evidenced separately via project based assignments and through portfolio open book tasks in Maths. In this unit 50% assessment is based on literacy components and 50% assessment is based on numeracy components. A minimum pass grade is required in both literacy and numeracy components separately to achieve an overall pass in this unit. Project, Literacy Artifact collection and analysis, 30%. Journal, Literacy - Written Entries of Literacy language development, 20%. Journal, Numeracy - Digital log of discourse development in numeracy, 20%. Portfolio, Open book tasks in Maths, 30%.

## EDC1003 Literacy and Numeracy B

**Locations:** Footscray Nicholson.

**Prerequisites:** EDC1002 - Literacy and Numeracy A

**Description:** The definition of literacy and numeracy in the Australian curriculum is informed by a social view of literacies including mathematical language to construct meaning in different social and cultural contexts. This unit articulates the intrinsic and interdependent relationship between social context, meaning and language and developing pedagogic knowledge and skills across the Literacy continuum of language, literacy and numeracy. You will learn the pedagogies, practices and principles for literacy teaching and assessing including listening, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts. You will also learn the principles of Mathematical understanding and mathematical concepts and processes. The unit takes a praxis inquiry approach to developing literacy and mathematics with experiences linked to readings and reflections and problem solving on the key concepts for literacy and mathematics in Australian educational contexts. The unit embeds the development of your personal literacies and numeracy, and addresses your skills, knowledge and understandings of the concepts, substance and structure of literacy and numeracy in the Australian curriculum. This unit also connects with the course learning outcome of demonstrating understanding of a broad and coherent body of knowledge of content, pedagogy, curriculum and assessment in

relation to the changing nature of education in a rapidly-evolving global context.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Articulate understanding of the English and Mathematics Curriculum and critically reflect on observations of the learning and teaching of literacy and numeracy across the continuum of educational contexts;
2. Critically assess current practices for teaching and assessing, including the use of ICT and responsive pedagogies linked to learning strengths of diverse cohorts of learners;
3. Connect literacy and numeracy to different dimensions of communication and social action in educational settings;
4. Apply a critical approach to the exploration of diverse issues and contrasting beliefs relating to literacy and numeracy education;
5. Elucidate an emerging understanding of the core competencies in numeracy and literacy pedagogies; and
6. Document skills, knowledge and understanding of the English and Mathematical content to support the ongoing development of their personal literacies and numeracy.

**Class Contact:** Tutorial 5.0 hrs Classes run for 16 weeks.

**Required Reading:** Seely Flint, A, Kitson, L, Lowe, K & Shaw, K 2014, *Literacy in Australia. Pedagogies for Engagement*, John Wiley & Sons, Milton, Queensland. Booker, G, Bond, D, Briggs, J, Sparrow, L & Swan, P 2014, 5th edn *Teaching Primary Mathematics*, Pearson, French's Forest NSW. Students will be provided with an up-to-date reading list via the VU Collaborate system.

**Assessment:** Assessment in numeracy and literacy is evidenced separately via case study assignments and through literacy and numeracy review assignments. In this unit 50% assessment is based on literacy components and 50% assessment is based on numeracy components. A minimum pass grade is required in both literacy and numeracy components separately to achieve an overall pass in this unit. Case Study, Literacy - Commentary on your observations of students who successfully engage in literacy and numeracy practices., 20%. Review, Literacy - Prepare a review of the English content knowledge required to support teaching English at the early and middle years of childhood., 30%. Review, Numeracy - Prepare a review of the Mathematics content knowledge required to support teaching numeracy at the early and middle years of childhood., 30%. Case Study, Numeracy - Presentation on an aspect/topic of numeracy learning and teaching in an educational settings., 20%.

## EDC1004 Investigating STEM Education

**Locations:** Footscray Nicholson.

**Prerequisites:** Nil.

**Description:** The US National Research Council (NRC) in its 2012 publication entitled 'A Framework for K-12 science education: Practices, cross-cutting concepts, and core Ideas' put forward the following overarching goals for science education: The 'framework for K-12 science education is to ensure that by the end of 12th grade, all students have some appreciation of the beauty and wonder of science; possess sufficient knowledge of science and engineering to engage in public discussions on related issues; are careful consumers of scientific and technological information related to their everyday lives; are able to continue to learn about science outside school and have the skills to enter careers of their choice, including (but not limited to) careers in science, engineering, and technology' (NRC, 2012, p. 1). This visionary outlook regarding the role of school science education informs the structure and contents of this unit. The overall aim of the unit is to prepare students to become successful primary science teachers. In doing so, two objectives are set forward. The first is enhancing students' scientific literacy. The second is developing skills and knowledge in teaching primary science confidently. Throughout the unit students will be provided with many opportunities to develop their understanding regarding core scientific ideas, the practices that scientists use in creating knowledge

about the world and appreciation of the role of science in everyday life. By participating in hands-on and minds-on teaching pedagogies, students will learn how to apply their acquired knowledge, to teaching Primary Science in effective and engaging ways.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Appreciate the role of science in everyday life;
2. Demonstrate STEM knowledge at appropriate level for teaching primary science;
3. Identify a range of effective pedagogies for teaching primary science;
4. Plan and carry out simple scientific investigations;
5. Continue their development as primary science teachers independently and as life-long-learners;
6. Participate in scientific discussions, reason scientifically by applying evidence-based argumentation.

**Class Contact:** Tutorial 4.0 hrs Classes run for 14 weeks.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Presentation, Primary teaching assessment, 30%. Portfolio, Core scientific ideas, practices and cross-cutting concepts assessment, 70%. Total effective word limit 3000 words.

### EDC1005 Health, Physical Activity and Wellbeing Education

**Locations:** Footscray Nicholson.

**Prerequisites:** Nil.

**Description:** This unit provides you with content knowledge for teaching and leading health, wellbeing, social/emotional learning and Physical Education activities at the early and middle years of childhood. The unit facilitates the development of health literacy skills and knowledge required to make educational settings and communities healthy, safe and active places through building children's health-related skills and understandings. A series of individual, small group and whole group activities will assist students to build confidence in developing positive learning environments and engaging learning activities. You will develop skills and knowledge to engage in critical inquiry and determine how best to support and facilitate young people's learning about health, wellbeing and activity; enhance your own and others' health and physical activity practices; and recognise, respect and connect with the social values and identities of individuals from diverse social and cultural contexts.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Review curriculum materials and resources in order to identify approaches and strategies that support children's learning in the areas of health, physical activity and psychosocial well-being.
2. Design health education focused activities that draw on a range of teaching strategies to cater for the diversity of children's interests and capabilities;
3. Collaboratively examine a range of frameworks for health promotion at the early and middle years of childhood;
4. Appraise community-based approaches to health and wellbeing and potential partnerships between educational settings and the community; and
5. Develop activities that foster children's engagement in physical activity

**Class Contact:** Seminar 3.0 hrs Classes run for 14 weeks.

**Required Reading:** Callcott D, Miller J and Wilson-Gahan S. 2015 2nd Health and physical education. preparing educators for the future. Cambridge : Cambridge University Press.

**Assessment:** Report, Develop a plan for health promotion in an educational setting that links to community programs and resources. (900 word limit)., 30%. Presentation, Utilise a range of pedagogies to engage in micro-teaching of movement skills to children. (1200 word limit)., 40%. Portfolio, Compilation of personal and professional learning resources and evaluations. (900 word limit)., 30%.

### EDC1006 Investigating Australian Humanities

**Locations:** Footscray Nicholson.

**Prerequisites:** Nil.

**Description:** The overall goal of this unit is the inclusion of Aboriginal and Torres Strait Islander peoples, places and perspectives in early and middle years education through the acknowledgement of the past and present in order to value the wealth and diversity of our shared future. This unit aims to develop understanding for the cultures, histories and languages of Aboriginal and Torres Strait Islanders and to use this knowledge in the promotion of reconciliation. You will develop an understanding of the long history of Aboriginal and Torres Strait Islander societies and cultures as well as their more recent history over the past 200 years. This includes developing an awareness of Aboriginal and Torres Strait Islander knowledge and knowledge sources. A second perspective is to examine current issues in Australian society for Aboriginal and Torres Strait Islanders such as cultural identities, contemporary cultures, linguistic backgrounds and education. Thirdly, you will consider the teaching and learning implications of these, examining ways to include Aboriginal and Torres Strait Islander perspectives in education across the early and middle years, and develop strategies for inclusion to effectively meet the needs of Aboriginal and Torres Strait Islanders children. This unit will increase your awareness of relevant international, national and local jurisdictional educational priorities and policies that impact upon Aboriginal and Torres Strait Islander children's education and the support that is available.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Investigate traditional views of Humanities in order to understand Aboriginal and Torres Strait Islander perspectives;
2. Explain the professional complexities in including Indigenous perspectives when educating children and articulate a standpoint of practice that negotiates these complexities;
3. Review curriculum materials and resources in order to identify approaches and strategies that support the inclusion of Aboriginal and Torres Strait Islander perspectives in education with a view to promoting reconciliation in today's society; and
4. Develop an understanding of the literacy and numeracy demands of education in the Humanities.

**Class Contact:** Lecture 1.0 hr Tutorial 2.0 hrs Classes run for 14 weeks.

**Required Reading:** University students will be provided with an up-to-date reading list via the VU Collaborate system. Price, K. (Ed.). (2012). Aboriginal and Torres Strait Islander Education: An Introduction for the Teaching Profession. Cambridge University Press.

**Assessment:** Review, Summarise state and national Humanities curriculum agendas to produce a teaching statement (600 words), 20%. Project, Plan of action for the inclusion of Aboriginal and Torres Strait Islander perspectives in learning and teaching (900 words), 30%. Essay, Integration of Aboriginal and Torres Strait Islander perspectives across the curriculum and develop strategies to inform children (1500 words), 50%.

### EDC1007 ICT in Education and Learning

**Locations:** Footscray Nicholson.

**Prerequisites:** Nil.

**Description:** Digital technologies are ubiquitous in media, government, commerce and education. Educators need to be knowledgeable and critical users and creators of digital technologies. This unit introduces you to a range of digital technologies currently in use in education, discusses critically the ways such technologies can enhance learning, and examines in detail the limitations of Information and Communication Technologies (ICT). It focuses on the role of the digital world for children and emphasises the critical knowledge and skills necessary for safe,

responsible and ethical use of ICTs in learning and teaching. The unit also supports student to select and use digital technologies to enhance their own learning.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Explain, explore and theorise the ways children learn through ICTs in the educational settings, including developing awareness of technology enabled learning for disability education;
2. Investigate and analyse issues of safety, ethics and responsibility when using ICTs;
3. Employ a range of ICTs to create digital artefacts that engage and enhance learning;
4. Engage in reflections, both individually and collaboratively, on the uses of ICTs in learning environments and in the wider world; and
5. Demonstrate an understanding of the literacy and numeracy demands of ICT.

**Class Contact:** Seminar 3.0 hrs Classes run for 14 weeks.

**Required Reading:** Churchill, R., Ferguson, P., Godhino, S., Johnson, N., Keddie, A. M., Letts, W., & Vick, M. (2016) 3rd Teaching: Making a difference. Wiley Publishers, Australia Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Assignment, Write and illustrate a Digital Timeline. (300 words or equivalent), 10%. Portfolio, Develop an ePortfolio of quality ICT resources that demonstrates a critical understanding of ICT. (1200 words or equivalent), 40%. Creative Works, Create a digital artefact. (1500 words or equivalent), 50%.

### EDC1008 Learning Through Literacy

**Locations:** Footscray Nicholson.

**Prerequisites:** Nil.

**Description:** This unit considers how language and literacy are learned and taught in a range of educational and cultural settings. The unit is informed by diverse theoretical perspectives in order to consider and interrogate the development of language and literacy in childhood across different social and cultural contexts. This unit articulates the intrinsic relationship between social context, meaning, and language and literacy development. Students will examine how children and adults, as readers and writers, speakers and listeners, use and modify language and literacy for different purposes in a range of contexts. The unit embeds the development of students' personal literacies, and addresses skills, knowledge and understandings of the concepts, substance and structure of English. In this unit students will develop knowledge of the language and literacy continuum in Early Childhood and Primary years, and more generally, to adulthood. They will learn about the pedagogies, practices and principles for teaching and assessing speaking and listening, reading, writing across print and multimodal texts. The unit links with the course intentions of strengthening the connection between theory and practice and guaranteeing deep and connected understandings of professional content knowledge and pedagogical approaches for implementing curriculum. Through the unit students will demonstrate an understanding of a broad and coherent body of knowledge of content connected to pedagogy, curriculum and assessment in relation to the changing nature of language and literacy education.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Articulate understanding of the literacy curriculum and critically reflect on the learning and teaching of language literacy across the continuum from early childhood to adulthood
2. Explain how literacy relates to different dimensions of communication and social action in educational and community settings;
3. Analyse and assess diverse issues and contrasting beliefs relating to language and literacy education;
4. Articulate an emerging understanding of the core

competencies in language and literacy pedagogies; and

5. Review skills, knowledge and understanding of the English and literacy content, substance and structure required for teaching of English and develop a self-assessment plan to address the ongoing development of their personal literacies throughout the course

**Class Contact:** Seminar 4.0 hrs Classes run for 14 weeks.

**Required Reading:** Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Exercise, Assessment of personal literacy in the context of language and literacy education (500 words), 10%. Project, Development of a Literacy artefact for personal or professional use (1250 words), 45%. Project, Folio representing work done in a literacy-based project to initiate change in the community. This includes a public speaking task (1250 words), 45%.

### EDC1009 Learning Through Numeracy

**Locations:** Footscray Nicholson.

**Prerequisites:** Nil.

**Description:** The focus in this unit is number processes (addition, subtraction, multiplication and division) measurement and geometry, statistics and probability, and fractions and ratios. Through an applied focus students will assess and develop their own numeracy skills. Key concepts in each area will be covered. In addition students will engage in mathematical problem solving involving rich tasks, open questions and cross curricular contexts.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Review the research on how learners learn, common conceptions and misconceptions aligned with mathematical concepts such as measurement, geometry, statistics and probability
2. Create a repertoire of learning, teaching and assessment strategies relevant to the measurement and geometry, statistics and probability curriculum and develop cross curricular connections;
3. Evaluate their own experience of learning mathematics
4. Demonstrate an understanding of the literacy demands of personal and professional mathematics.

**Class Contact:** Tutorial 4.0 hrs Classes run for 14 weeks.

**Required Reading:** Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Review, Review of personal strengths and areas for improvements in personal and professional numeracy and the development of an action plan (500 words), 25%. Report, Report on the implementation of high quality mathematical activities and resources relevant to a range of settings (1250 words), 35%. Laboratory Work, Complete open book tasks on mathematical content knowledge (1250 words), 40%.

### EDI3001 Rights, Advocacy and Discrimination

**Locations:** Footscray Park, Online.

**Prerequisites:** Nil.

**Description:** This unit will provide students with an understanding of the current Local, State and Federal Government policy and legislation regarding young people with diverse abilities and their families. Service delivery, advocacy and inter professional collaboration models will be examined in order to analyse the benefits and limitations of the current legal/court system regarding young people. Students will be given the opportunity to critically examine case studies outlining ethical issues around duty of care vs dignity of risk when working with young people who have diverse abilities. Other legal issues such as guardianship and power of attorney, consent and capacity, and justice plans all have significant impacts on a young person's life and the need for youth worker advocacy will be identified.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Understand and critically analyse the benefits and limitations of Local, State and Federal Government policy and human rights legislation regarding young people with diverse abilities and their families;
2. Link strategic thinking in terms of policy with operational action in procedures and youth work practices;
3. Articulate the role of youth work and youth workers and the roles of advocacy within a framework of discrimination and human rights;
4. Identify and collaborate with aligned professional organisations to maximise inclusion opportunities for young people of all abilities;
5. Identify and resolve issues or professional, ethics and discrimination that may arise when working with young people of all abilities within the justice system.

**Class Contact:** Online with drop-in sessions (not timetabled) at the Footscray Park campus.

**Required Reading:** Sapin, K (2013), *2nd Essential Skills for Youth Work Practice* London: Sage Publications Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Case Study, Complete a case study outlining the three main concepts of the unit content., 30%. Report, Prepare a report on an issue impacting on human rights., 50%. Test, Test based on the unit content., 20%. For students from courses other than youth work, the assessment task will focus on their discipline area eg. Education. Effective total number of words for assessments is 3000.

### EDS1001 Critical Contexts in Disability

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study is the first core unit undertaken in the Dis/Ability specialisation. In this unit students will be introduced to the origins and meanings of the terms 'disability', 'dis/ability', 'inclusion', 'impairment' and 'handicap'. Through the adoption of a critical lens students will be asked to evaluate key assumptions and language embodying these assumptions is associated with people with disabilities. Historical, cultural, political and social factors that influence contemporary issues of how people with disability belong in society will also be explored. This unit gives university students an opportunity to also reflect upon and assess their own personal biases related to the nature of disability. They will be required to reflect on their educational experiences with people with disabilities in schools and in the broader community. University students will develop an understanding of the history of the biomedical and social model of disability and how both these and other models shape notions of 'disablement'. Drawing on their personal understanding of disability and inclusive practice in society, students will examine the following key questions. What does it mean to have a disability? What are some critical assumptions made about people with disabilities? What are positive community assumptions made about people with disabilities? How does the social, medical, psychological and political agencies define, confer and construct the life experiences of people with disabilities? Through their connection to professional experiences, students will begin to identify how their own personal biases associated with disability may have unknowingly impacted on their encounters with disabled people.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Articulate the origins and meaning of the concepts of impairment, disability, and handicap;
2. Interrogate biomedical, social and other approaches to the 'classification' of disability;
3. Critically analyse their assumptions (negative and positive) made in the community about people with disabilities; and
4. Elucidate their personal notion of 'disAbility'.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Students will be provided with an up-to-date reading list via the VU Collaborate system. Slee, R. 2010. *The Irregular School* Routledge Press Oliver, M & Bames, C, 2012 *The New Politics of Disablement* Macmillan Press

**Assessment:** Review, Weekly Reading Response for a total of 8 weeks., 20%.

Presentation, Group Presentation: In small groups students will be required to present one theoretical paradigm associated with disAbility., 20%. Case Study, Recount a real life story of an individual's journey of learning and achievement., 60%. Minimum effective word limit of 3000 words in total, or equivalent.

### EDS1002 Arts and Performance - Addressing Disability

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit will explore the intersection between the Arts and special education. In this unit university students will inquire into the fields of visual art, music, drama, media and dance and how these fields can encourage multiple learning possibilities for learners who have a dis/ability. University students will also experience a range of arts based practices to support their interpersonal and pedagogic knowledge. In addition they will be encouraged to understand how all Arts based approaches to learning within the inclusive spectrum can assist and facilitate in affective and cognitive advancement. This unit will also promote an understanding of how Arts based practice can promote wellbeing, self-efficacy and agency for students who have physical and cognitive challenges. University students will utilize practical approaches that engage the Arts to develop opportunities for learning that is based on expressive and performance modalities. This unit will also provide university students with an introduction to AUSLAN. Knowledge of AUSLAN will assist university students to use diverse modes of communication when negotiating arts-based practices. University students learning AUSLAN will use Arts education as a basis for consolidating their sign language skills.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Explore arts based pedagogies to facilitate learning opportunities for individuals with dis/abilities;
2. Assess theoretical debates linked to the Arts, dis/ability and learning;
3. Critically review and engage in concepts of disability, inclusion through an Arts-based learning and;
4. Establish alternative communication skills using AUSLAN.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Students will be provided with an up-to-date reading list via the VU Collaborate system.

**Assessment:** Review, Written Reflection on the trialling of the arts based product., 25%. Creative Works, Art work product., 50%. Test, AUSLAN Test, 25%. Effective word limit of 3000 words in total, or equivalent.

### EDS2003 Social Justice and Catering for Diversity

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study is the third core unit undertaken in the Inclusive Education specialisation. It further develops the themes introduced in Critical Contexts in Dis/Ability. Social justice and inclusion are important themes that underpin the Dis/Ability Studies Specialization stream. This unit of study will provide students with an opportunity to examine disability and inclusion in educational settings through a social justice lens. Students will also inquire into teaching and learning strategies that can assist in catering for learner diversity. In this unit students will engage with a key set of questions that include: What is my personal philosophy of social justice? What are the conditions for equity and social justice in educational contexts? How do

teachers establish safe learning and teaching environments? What is the connection between theory and practice when reflecting upon those factors that facilitate a socially just learning classroom climate? The use of socially just language, assessment and pedagogical practices that cater for diverse learning needs will also be closely examined.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically evaluate concepts of social justice, dis/ability and inclusive practice and how they relate to educational settings;
2. Analyse and interpret effective teaching and learning strategies when working with children with a disability;
3. Synthesise knowledge of how teachers create safe and supportive learning environments; and
4. Investigate the incidence of exclusionary language and its impact on students with a disability, and promote the use of socially inclusive language.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Students will be provided with an up-to-date reading list via the VU Collaborate system.

**Assessment:** Presentation, Students to present their personal philosophy statement tied to their understanding of social justice., 20%. Assignment, Draw on the individual stories and collaborative activities to write a critical reflection on socially just teaching and learning strategies, 50%. Literature Review, Related to academic research in the area of social justice and inclusive education, 30%. Effective word limit of 3000 words in total, or equivalent.

## EDS2004 Professional Partnerships With Families

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** In this unit university students will be introduced to the nature of complex communication requirements associated with families who have a child with a dis/ability. University students will explore a range of student support services and communication models offered by schools and community organizations that intend to support the needs of families who have a child with a dis/ability. University students will also develop knowledge of the development of Individual Learning Plans (ILPs) that assist parents and allied professionals to work in collaborative communicative spaces. Professional Partnerships that build positive relationships, community connectedness and that maximize positive experiences of learning will be examined and critiqued. This unit will also provide university students with knowledge of the role of integration aides in special education and mainstream classroom settings.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Inquire into the concept of families and the value of a social ecological model in relation to how families deal with dis/ability;
2. Articulate an understanding of communication protocols between families and school systems that support the needs of families who have a child with a disability;
3. Critique and inquire into how professional partnerships involving support services, including integration aides, support families who have a child with a dis/ability; and
4. Investigate the development of Individual Learning Plans (ILPs) and their role in supporting students and their families in disability contexts.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Students will be provided with an up-to-date reading list via the VU Collaborate system.

**Assessment:** Literature Review, Review on Professional Partnerships in connection to families who have a child with a disability., 30%. Presentation, Based on

professional partnership experience with families who have a child with a disability, 30%. Case Study, Develop a case study., 40%. Effective word limit of 3000 words in total, or equivalent.

## EDS3005 Assessing and Reporting On Students With Diverse Abilities

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** In this unit university students will examine past and current assessment and reporting standards for individuals with diverse abilities. They will investigate educational theories of learning as well as evaluative practices for assessing learning. Consideration will be given to how teachers and professional staff use formal and informal assessments tasks to cater for the needs of learners from diverse backgrounds, including students who are 'gifted'. Assessment and reporting tools commonly used in educational settings that are aligned with early intervention will also be explored. Historical approaches to assessment and 'testing' of children with special needs will be critiqued. This unit will also investigate how teachers use diagnostic, formative and summative assessment tools and how they report on the personal, social, psychological and physical needs of learners with diverse abilities.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically analyse diagnostic, formative and summative assessment tasks that are used by teachers and professional teams to report on the learning outcomes of students with diverse abilities;
2. Critically review assessment methods including standardised tests, student work samples and teacher observation tools and their impact on learners;
3. Evaluate how teachers and professional staff make reasonable adjustments on assessment tasks to accommodate the specialised needs of individuals who have a disability; and
4. Create an innovative assessment strategy.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Students will be provided with an up to date reading list via the VU Collaborate system

**Assessment:** Case Study, Case and commentary., 30%. Report, Propose an assessment approach and its impact on a student/s with a disability, 60%. Review, Peer review of case study, 10%. Effective word limit of 3000 words in total, or equivalent.

## EDT1001 The Second Language Curriculum and Assessment

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit will enable you to develop understanding of the development, implementation and evaluation of the Teaching English as an Additional Language (TEAL) curriculum. It will include the origins of second language curriculum development, curriculum development, needs analysis, overall aims and learning outcomes. It also covers course planning and syllabus design, the role and design of instructional materials, student assessment and learning program evaluation. This unit will address teaching approaches, resources and materials, and assessment and evaluation as well as considering the challenges and issues in 21st century TEAL education. The scope of the unit includes the development of your ability to work with students, in a range of settings, on their key investigative, communication and TEAL skills and understandings. The unit connects with your professional experiences and supports you to articulate and reflect on important questions by investigating personal, school-based, theoretical and socio-cultural explanations of experiences in educational settings, including the principles underpinning the creation safe and secure classroom environments.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse and articulate the underlying principles of the second language curriculum and assessment practices;
2. Appraise and reflect on key theoretical and practical issues and debates around contemporary TEAL curriculum design and assessment;
3. Design, trial and assess a second language learning program for a specific audience and context; and
4. Evaluate a learning program.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Students will be provided with an up-to-date reading list via the VU Collaborate system.

**Assessment:** Presentation, Group presentation and discussion about contemporary principles and practices in Teaching English as an Additional Language., 30%. Assignment, Design an English as an Additional Language learning program., 70%. Minimum effective word limit of 3000 words in total, or equivalent.

## EDT1002 Grammar and Linguistics for Language Teachers

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit aims to help you develop better understanding of the grammar and linguistics needed to effectively teach English. The unit introduces you to discourse level features of language, and functional and descriptive grammars. It also covers such areas as word classes, tense and aspects of various sentence structures. The unit connects with your professional experiences and supports you to articulate and reflect on important questions by investigating personal, school-based, theoretical and socio-cultural explanations of experiences in educational settings, including the principles underpinning the creation safe and secure classroom environments.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse, appraise and reflect on theories of language construction from a linguistic perspective including descriptive grammar and systematic functional grammar;
2. Articulate the foundations of discourse analysis;
3. Adapt appropriate meta language to discuss the linguistic features of a range of texts (oral and written); and
4. Apply this knowledge in language teaching and learning practice.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Students will be provided with an up-to-date reading list via the VU Collaborate system.

**Assessment:** Presentation, Individual presentation of an article and discussion., 30%. Portfolio, Create an annotated portfolio., 70%. Total effective word limit of 3000 words or equivalent.

## EDT2001 Second Language Literacies

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** In this unit you will explore the development of literacy skills by second language learners. The nature of literacy and language practices associated with written language in different target languages will be considered. Issues faced by second language learners in learning to read and write effectively in a second language, and the ways in which teachers can assist the development of second language literacy will be explored. This unit provides an introduction to the theoretical debate surrounding the concept of literacy in Australia and in other societies, and its implication for appropriate curriculum design. Profiles of typical youth and adult literacy students in education and workplace training sites will be developed and consequent learner variables analysed, including the needs of groups with both English speaking and non-English speaking background students. The

relationship among theory, method and appropriate teaching practices will then be discussed with due attention paid to a variety of influences over choice and effectiveness of particular strategies that can be used. Opportunities will be available for practical experience in online participation within the unit. This experience in turn contributes to understanding ways to develop literacy programs and teaching materials that utilise computer-mediated communication systems.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Abstract the key theoretical frameworks related to the teaching of literacy skills in the 21st century;
2. Analyse the variety of literacy settings and learner groups;
3. Investigate and critically reflect on the relationship between current literacy theories and methods; and
4. Articulate understanding of the changing demands for social, personal and vocational literacy skills and repertoires and the impacts of these on lives of individuals and communities.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Students will be provided with an up-to-date reading list via the VU Collaborate system.

**Assessment:** Essay, Academic essay., 30%. Project, Design a unit of literacy focused on a specific group of learners., 70%. Total effective word limit of 3000 words or equivalent.

## EDT2002 Teaching English as An Additional Language in Bilingual and Multicultural Settings

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit focuses on teaching in bilingual and multilingual and multicultural settings. You will investigate the cognitive, cultural, psycholinguistic and social issues involved in bilingualism and multilingualism in senior secondary school. The unit connects with your professional experiences and supports you to articulate and reflect on important questions by investigating personal, school-based, theoretical and socio-cultural explanations of experiences in educational settings, including the principles underpinning the creation safe and secure classroom environments.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Exhibit and implement knowledge of key concepts of the English language and the learning of English including formal systems, spoken and written discourse, language and social context, and bi/multilingual language and literacy development;
2. Critically review and evaluate current research on the language learning phases and special needs of a multilingual and multicultural student;
3. Analysing and assessing the linguistic and communicative requirement of teaching in a multilingual and multicultural classroom;
4. Interpret and articulate special features of instructing, guiding and assessing students in heterogeneous classroom; and
5. Initiate ESL students' evaluations of their own strengths and weaknesses as a second language learner.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Students will be provided with an up-to-date reading list via the VU Collaborate system.

**Assessment:** Presentation, Individual presentation., 30%. Report, A research report., 70%. Total effective word limit of 3000 words or equivalent.

## EEC2101 Engaging Students: High Expectations for All

**Locations:** Footscray Park.

**Prerequisites:** EEC1101 - Personal and Professional Learning AND successful

completion of the Literacy and Numeracy Test for Initial Education students.

**Description:** This unit is designed to develop university students' skills, knowledge and understanding of how to create and maintain learning environments that are responsive to the learning, emotional and social needs of students with differing interests, abilities and backgrounds across the spectrum from foundation to year 12. You will examine approaches for differentiating teaching to meet the specific learning needs of students across the full range of abilities, including those who are gifted and those with disabilities. You will also investigate teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds. You will explore programs, resources and policy documents, which enable and support teachers to develop practices that cater to the specific, but differing learning needs of students so that all can participate fully within the classroom and school. This exploration will include a focus on the legislative requirements and the teaching practices that support the participation and learning of students with a disability. This unit builds on your primary school professional experiences and supports you to articulate and reflect on important questions regarding the impact of teachers' work. In particular you will reflect on students' experiences of, and learning in, primary schools by investigating personal, school-based, theoretical and socio-cultural explanations of your experiences in educational settings, including the principles underpinning the creation of safe and secure classroom environments. This is a praxis inquiry unit in which you undertake professional experience in a primary school and have the opportunity to develop and trial a range of teaching strategies. For example you will use both verbal and non-verbal communication strategies to support student engagement. You will seek and apply constructive feedback from your teachers in order to improve your teaching practice.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Explore approaches to the documentation of lesson and curriculum planning which facilitate a positive classroom climate that supports and encourages all students to achieve at their optimal level;
2. Differentiate between the learning need and interests needs of students who are of different abilities, including catering for gifted students and those with disabilities, as well as those who come from diverse linguistic, cultural, religious and socioeconomic backgrounds;
3. Identify practical approaches to use in managing challenging behaviour which includes physical and emotional bullying; and
4. Articulate contextual understandings of contemporary life in the school and wider community including ethical conduct, and legislative requirements that take into account the rights of all.

**Class Contact:** Online 1.0 hr Seminar 2.0 hrs The online component is a one hour lecture.

**Required Reading:** University students will be provided with an up-to-date reading list via the VU Collaborate system. Groundwater-Smith, S., Ewing, R & Le Comu, R (2006). Teaching: challenges & dilemmas South Melbourne, Vic, Thomson.

**Assessment:** Exercise, Interview a primary school teacher and discuss his or her approaches to creating a safe classroom environment., 25%. Journal, Investigate a strategy or strategies that you have observed in your primary placement which create supportive and safe learning environments., 25%. Review, Critically reflect on the student welfare/discipline approaches to classroom and student management, which have been adopted by your mentor and school, 50%. Hurdle tasks: Satisfactory completion of year 2 Applied Curriculum Project Plan and satisfactory year 2 Project Partnerships Mid-Practicum Progress Report. Effective word limit of 3000 words in total, or equivalent.

## EEC2102 Teaching Primary Mathematics 2

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit focuses on mathematical knowledge for teaching and pedagogical content and will also develop your confidence, creativity, and communication skills for teaching mathematics to primary school children. The content focus in this unit is number and algebra and further develops your skills, knowledge and understandings of the concepts and connections in mathematical content for teaching the number and algebra strand. You will engage in mathematical problem solving including rich tasks, open questions and cross curricular contexts as you develop your knowledge of the content for mathematics teaching. You will develop practices and strategies used by primary teachers to enhance student learning in understanding number, additive, multiplicative, relational and proportional thinking, as well as exploring the patterns of algebra. You will develop understanding, fluency, problem solving and reasoning skills and consider pedagogical approaches enabling primary students to develop proficiency in these areas. This unit will incorporate the development and trialling of strategies for planning, implementing and evaluating a 4 or 5 lesson sequence in a primary school.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse the curriculum and review and explain approaches for teaching number and algebra to primary and middle school students;
2. Investigate and develop a repertoire of learning and teaching strategies relevant to the number and algebra curriculum and develop cross curricular connections;
3. Assess students and subsequently plan, apply and evaluate a sequence of lessons that cater for the individual needs of the primary students in the group;
4. Discuss the mathematical content knowledge required for teaching number and algebra in primary and middle school; and
5. Articulate the demands for literacy in learning mathematics.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to relevant texts will be provided on VU Collaborate

**Assessment:** Assignment, Plan a multi-lesson unit of small-group teaching in a primary school setting, 25%. Presentation, Prepare, present a lesson plan and peer review others' presentations., 35%. Exercise, Demonstrate conceptual understanding of numeration, additive and multiplicative thinking relevant to primary school education., 20%. Laboratory Work, Open book task on Mathematical content knowledge of number and algebra., 20%. Effective word limit of 3000 words in total, or equivalent.

## EEC2103 Teaching Primary Science

**Locations:** Footscray Park.

**Prerequisites:** EEC1101 - Personal and Professional Learning

**Description:** This unit emphasises teaching primary science within the context of socio-scientific issues. University students will become aware of the importance of science in their every-day life developing an understanding of the concepts, substance, safety and structure of scientific inquiry. They will develop capacity to collaboratively design education units in which primary students engage with the science of the world surrounding them. The unit connects with their primary school professional experience and utilises feedback from both colleagues and supervisor to enhance and improve teaching practice and to articulate and reflect on important questions regarding the impact of science teaching on students' experiences of, and learning in, primary school. In addition this course aims to build confidence in planning, structuring and implementing learning programs that richly embrace a varied curriculum, and are responsive to students' diverse physical, social, cultural and intellectual characteristics. It also integrates a focus on science, technology,

engineering and mathematics (STEM) and developing abilities, to work in partnership with schools, and to interrogate and critically analyse the role and practice of education, for the purpose of continuous improvement.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Articulate basic scientific concepts;
2. Critically investigate and evaluate science education pedagogies and resources;
3. Engage with colleagues to collaboratively plan, design and improve the efficiency of primary science learning units that correspond to student learning needs and interests;
4. Use Information and Communication Technologies that support the teaching and learning of science; and

**Class Contact:** Online 1.0 hr Seminar 2.0 hrs The online component is a one hour lecture.

**Required Reading:** University students will be provided with an up-to-date reading list via the VU Collaborate system. Skamp, K.R. (Ed.) (2004). 2nd ed. Teaching Primary science constructively Melbourne: Thomson Learning

**Assessment:** Report, Group analysis and report comparing two science site visits., 20%. Portfolio, Develop a portfolio of science in every-day life., 30%. Assignment, Design a unit of work that includes effective use of Information and Communication Technologies, 50%. Hurdle tasks: Satisfactory completion of year 2 Applied Curriculum Project Report and satisfactory year 2 Project Partnerships End of Practicum Report. Effective word limit of 3000 words in total, or equivalent.

## EEC2104 Creativity and the Arts

**Locations:** Footscray Park, St Albans.

**Prerequisites:** Nil.

**Description:** This unit introduces you to Arts education and the practice of teaching with and through creative approaches in primary education. These approaches include an introduction to curriculum, planning, pedagogies and assessment that promote effective learning and teaching of the Arts, with a focus on the areas of music, drama, dance, visual arts design, technology and media. You will also consider how these Arts areas can productively intersect with other curriculum areas. Students will explore meaningful self-expression and communication through the Arts through a range of creative approaches.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Adapt understanding of how children learn in diverse ways in the Arts (visual arts, drama, dance, computer mediated art, design, technology, music and performance);
2. Articulate the Arts and Technology curricula in relation to teaching and learning in primary schools including awareness of the relevant guidelines, assessment, procedures and resources that support differentiated teaching strategies;
3. Plan, design, resource (including ICT), teach and evaluate lessons that engage and challenge students, foster their creativity and imagination in learning in the Arts, design and technology, and in connecting with and deepening understandings in other curriculum areas;
4. Exemplify diverse ways of knowing in areas of artistic expression, and how participation in the Arts (including the creation of an arts-rich learning environment) can engage a diverse range of student needs in learning; and
5. Examine literacy and numeracy demands in Arts education.

**Class Contact:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Recommended readings for this unit will be provided to students via the Learning Management System (VU Collaborate) Roy, Baker & Hamilton/2015 2nd Teaching the Arts: Early Childhood and Primary Education Melbourne/Cambridge

**Assessment:** Project, Arts journey plan, 30%. Report, Arts unit of work, 30%. Presentation, Arts Journey project, 40%. Project: This collaborative task is designed

to provide students with an opportunity (working with their peers and individually) to integrate Arts and Technology knowledge gained during the semester's activities into the development of teaching activities and strategies that are differentiated to meet the specific learning needs of students across the full range of abilities. Presentation: Students explore and develop their own Arts practice and understanding of creative processes, culminating in an oral presentation, performance or exhibition at the end of the unit. Effective word limit of 3000 words in total, or equivalent.

## EEC4101 Curriculum, Assessment and Reporting

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** In this unit you will engage in a self-directed exploration of curriculum, assessment and reporting. This exploration will be framed within the paradigm of 21st century understandings and practices of powerful learning and teaching. The unit will enable you to enhance your awareness of historical, political and global influences on curriculum, assessment and reporting as well as developing an ability to apply current assessment and reporting practices. Through reflective practices and self-analysis, you will develop an individualised, personal action plan that is responsive to your own needs and strengths leading into and during the final placement. In this context you will engage in professional experience in Primary or Secondary school, where you will demonstrate your ability to organise content into effective teaching sequences and manage classroom activities to showcase your ability to differentiate teaching to meet the specific learning needs of students across the full range of abilities, as well as catering for students with disabilities. You will develop your ability to respond to assessment data, set achievable goals for students, provide clear instructions and effective and timely feedback on their work using a variety of strategies. Your work in this unit will provide you with the opportunity to choose and use range of resources in planning implementing and evaluating appropriately in order to cater for the diverse backgrounds, intellectual needs and interests of students. You will also develop your skills in keeping accurate and reliable records of students' work and progress. In this unit you will articulate a broad range of strategies for involving parents/carers in the educative process, demonstrate understanding approaches for reporting to parents/carers and show your familiarity with a range of strategies for working effectively, sensitively and confidentially with parents/carers. Further to this you will consider ways in which the broader community can be involved in student learning. Your professional acumen will further be demonstrated by your broad knowledge and understanding of legislative requirements in education including those for students with disabilities. You will demonstrate your ability to access for professional development and use in your work in education relevant and appropriate sources of professional learning for teachers. This unit links with the course intentions of strengthening the connection between theory and practice, and the inclusion of outcomes that focus on the development and performance of students in schools, with an emphasis on effectively assessing, reporting and providing of feedback to school students, as well as engaging professionally with colleagues, parents, carers and the community. The unit also connects with the course learning outcomes of demonstrating an understanding of a broad and coherent body of knowledge of content, pedagogy, curriculum and assessment in relation to the changing nature of education in a rapidly-evolving global context. It also focuses on the learning outcomes related to the development of abilities to work in partnerships with schools to interrogate and critically analyse the role and practice of education, for the purpose of continuous improvement.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:



1. Assess how the curriculum is expressed and organised in terms of expected student learning outcomes, and the different types and functions of assessments that teachers use in order to effectively inform teaching and learning decisions and actions, interpret assessment data, evaluate student learning and modify and improve teaching practice across the range of levels from Prep to Year 12, 2. Critically analyse the dilemmas and debates in regard to the issues of curriculum, which may be influenced by historical, socio-cultural and political factors on a local to global scale and demonstrate the ability to access appropriate sources of professional learning for teachers and use these in planning teaching and evaluating learning across the range of levels from Prep to Year 12, and show your familiarity with the legislative requirements for your work in education, including those for students with disabilities. 3. Provide evidence of the ability to organise classroom activities, in response to assessment data, set achievable goals for students, taking into account their levels and interests, provide clear instructions, effective and timely feedback on their work using a variety of strategies that show the ability to differentiate teaching to meet the specific learning needs of students across the full range of abilities and across the range of levels from Prep to Year 12, as well as catering for students with disabilities. 4. Defend the purposes of various approaches to assessment and reporting, with particular reference to providing timely and appropriate feedback to students about their learning, demonstrate understanding of a range of strategies for reporting to parents/carers and show your familiarity with a range of strategies for involving parents/carers in the education process of their children, working effectively, sensitively and confidentially with parents/carers, and justify her/his position with specific examples of different approaches to assessment; and 5. Articulate how choices about curriculum, assessment and reporting, with particular reference to how assessment moderation and its application can support consistent and comparable judgments of student learning, is linked to issues of equity and social justice in education.

**Class Contact:**Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:**University students will be provided with an up-to-date reading list via the VU Collaborate system. Ewing, R 2013 2nd edn Curriculum and assessment storylines Oxford University Press, Australia. Groundwater-Smith, S, Ewing, R & Le Cornu, R 2011 4th edn, Ch. 11, pp.268-296. Teaching challenges and dilemmas Cengage Learning, Australia

**Assessment:**Review, Review of Curriculum, assessment and reporting., 50%. Report, Conduct a critical analysis of a curriculum., 50%. Review: Curriculum, assessment and reporting: Review of Readiness & action plan related to curriculum, assessment & reporting, which includes understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning. Address effective communication with carers and legislative, ethical and safety requirements. Report: Conduct a critical analysis of a curriculum area other than Mathematics or English, with a particular focus on a range of relevant assessment practices that enable teachers to provide timely feedback to students, and structure differentiated learning programs to cater for individual differences. Hurdle tasks: Satisfactory completion of year 4 Applied Curriculum Project Plan and satisfactory year 4 Project Partnerships Mid-Practicum Progress Report. Minimum effective word limit of 3000 words in total, or equivalent.

## EEC4102 Literacy Across the Continuum 2

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**The definition of literacy in the Australian Curriculum is informed by a social view of learning that considers how language works to construct meaning in different social and cultural contexts. This unit articulates the intrinsic and

interdependent relationship between social context, meaning and language and developing pedagogic knowledge and skills across the literacy continuum of language, literature and literacy. Through this unit, you will demonstrate broad understanding of content, and a solid understanding of teaching practices to integrate theory and practice. This unit will prepare graduates with the knowledge of a diverse range of students, including Aboriginal and Torres Strait Islander students, and a range of appropriate literacy pedagogies and teaching practices needed to be classroom ready. The unit continues the development of personal literacies, and addresses understandings of the concepts, substance and structure of English language. The pedagogies underpinning teaching listening, reading, viewing, speaking, writing and will be evidenced across a range of contexts: oracy, print, visual and digital texts, using and modifying language for different purposes in a range of contexts. The unit will familiarise you with a range of informal and formal diagnostic, formative and summative approaches to assessing student learning in literacy across the continuum in primary settings. This unit links with the course intentions of guaranteeing that graduate teachers have deep and connected understandings of the content they are teaching and the pedagogical approaches for implementing the curriculum, and certifying that graduates from the Bachelor of Education (P-12) have personal levels of literacy and numeracy broadly equivalent to the top 30% of the population. This unit also connects with the course learning outcome of demonstrating an understanding of a broad and coherent body of knowledge of content, pedagogy, curriculum and assessment in relation to the changing nature of education in a rapidly-evolving global context.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Interrogate the knowledge and capability in the planning and teaching of a range of literacies, including mathematical literacy to diverse learners across the continuum in the primary curriculum areas; 2. Adopt differing forms of assessment to evaluate and plan effective learning and teaching of knowledge and skills across the literacy continuum, including providing forms of appropriate feedback to students about their literacy learning; 3. Identify key debates and principles in literacy education applied in practice as they relate to 21st century learning; 4. Identify their own future professional learning needs related to the teaching of literacy to culturally and academically diverse learners including those from Aboriginal and Torres Strait Islander backgrounds; and 5. Elucidate the skills, knowledge and understanding of the English and literacy content, substance and structure required for teaching English in primary school and evaluate their own: content knowledge, pedagogic skills, ability to use evidence based assessment data to meet student needs. 6. Develop and present a self-assessment plan, which charts the ongoing development of their personal literacies throughout the course.

**Class Contact:**Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:**University students will be provided with an up-to-date reading list via the VU Collaborate system. Lankshear, C & Knobel, M 2011 Ch 1: 'From 'reading' to 'new literacies' pp.3-31 New literacies: everyday practices and social learning McGraw Hill, New York Pahl, K & Rowsell, J 2005 Literacy & Education Sage, Los Angeles

**Assessment:**Examination, Test based assessment of personal and professional literacy content knowledge and high-quality pedagogical skills required for the effective teaching., 50%. Project, Plan, resource, and reflect on the delivery of a scheme of work to include a sequence of lessons differentiated for learners of different abilities., 50%. Examination: Test based assessment of personal and professional literacy content knowledge and high-quality pedagogical skills required for the effective teaching of English and literacy for Primary and Secondary school students. Project: Plan, resource, and reflect on the delivery of a scheme of work to include a sequence

of lessons differentiated for learners of different abilities that show depth of subject knowledge and range of pedagogical approaches for teaching the English language and literacy curriculum. Effective word limit of 3000 words in total, or equivalent.

### EEC4103 Entering the Profession

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This capstone unit enables you to encapsulate your work in the Bachelor of Education (P-12) course. The unit enables you as Year 4 students to work with colleagues, principals, other school leaders and teachers in meeting National Standards in order to comply with registration requirements. You will undertake a critical overview of teachers' professional roles and responsibilities, including professional ethics and responsibilities. You will develop an awareness of the organisational and legal conditions of teachers' work, informing relationships with and teaching students, planning and managing curriculum and pedagogy, working with colleagues in leadership teams, and engaging with the school and wider community. You will develop skills needed to secure employment, these include preparing job applications, responding to selection criteria, interview techniques and awareness of professional networks and professional learning opportunities. There will be a developing awareness of the transferable skills that are gained through completing a Bachelor of Education, and how these can be applied to a range of other professions, which includes engaging with professional teaching and broader networks. You will engage in professional experience in Primary or Secondary school, where you will demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning by refining your ability to organise content into effective teaching sequences, set achievable goals for students and demonstrate your ability to effectively use a range of resources. You will also demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. You will engage in professional experience in Primary or Secondary school, where you will refine your ability to organise content into effective teaching sequences, set achievable goals for students and demonstrate your ability to effectively use a range of resources. This unit connects with the course intentions of guaranteeing that graduate teachers have deep and connected understandings of the content they are teaching and the pedagogical approaches for implementing the curriculum, in addition to engaging professionally with colleagues, parents, carers and the community. This unit also connects to the course learning outcomes of displaying competence and sophistication in a range of oral and written communication techniques, including in the use of Information and Communication Technologies, to engage and connect with students, their parents/carers and the wider community, as well as recognition of the importance of fostering students' creative skills, and problem solving strategies to prepare them to confront and pro-actively solve 21st Century challenges, and the application of critical understandings of the changing nature of society to the development of educational policies, curriculum, pedagogy and assessment processes relevant to students' needs.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Articulate their understandings of the legislative, administrative and organisational requirements of teachers' work, including policies and processes required for teachers according to school stage, and the key principles described in codes of ethics and conduct for the teaching profession, including seeking and applying constructive feedback from mentors and teachers to improve teaching practices;
2. Document a personal definition of active and collaborative teacher professionalism containing a personal and social commitment to students and the enhancement of education;

3. Articulate a broad knowledge of educational practices, including the ability to organise content into an effective learning and teaching sequences, manage curriculum and pedagogy, and demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice, including understand strategies for working effectively, sensitively and confidentially with parents/carers;
4. Confidently and competently participate in the process of seeking and gaining employment in educational or other relevant professional settings, which requires understanding the role of external professionals and community representatives in broadening teachers' professional knowledge and practice; and
5. Complete and present a comprehensive, professional e-portfolio that provides evidence of the graduating teacher's readiness to join the profession within the context of the Australian Professional Standards for Teachers - Graduate Career Stage including evidence of knowledge of curriculum, content and teaching strategies.

**Class Contact:**Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:**University students will be provided with an up-to-date reading list via the VU Collaborate system. Groundwater-Smith, S. Ewing, R & Le Cornu, R. 2011 Teaching challenges and dilemmas. Cengage Learning; Australia

**Assessment:**Portfolio, Capstone Project - professional e-portfolio., 100%. Portfolio: Capstone Project: The professional e-portfolio is a record of students' understandings and practical experiences of the course, especially 4th year, to be prompted by the domains of the Australian Professional Standards for Teachers - Graduate Career Stage. It will provide systematic evidence of students' competence, reflection on practice and considered philosophical position of teaching and learning. The e-portfolio will include specific knowledge and reflection on the literacy and numeracy demands of the curriculum. Hurdle tasks: Satisfactory completion of year 4 Applied Curriculum Project Report and satisfactory year 4 Project Partnerships End of Practicum Report. Effective word limit of 3000 words in total, or equivalent.

### EEC4104 Teaching Primary Mathematics 3

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit will be structured around your questions about teaching and learning mathematics in school classrooms. At the same time, you will focus on developing and refining understanding, knowledge and skills in mathematics and mathematics education to enable the implementation of interesting and integrated approaches to mathematics learning that value the diversity of school student.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Elucidate knowledge and ability in the planning and teaching of mathematics to diverse learners;
2. Design opportunities for developing mathematical ideas across the curriculum;
3. Evaluate and plan effective learning and teaching relevant to the mathematics curriculum;
4. Articulate understanding of current research on teaching and learning mathematics; and
5. Evaluate sources of professional learning and resources in Mathematics and Mathematics Education.

**Class Contact:**Tutorial 2.5 hrs

**Required Reading:**University students will be provided with an up-to-date reading list via the VU Collaborate system. Booker, G, Bond, D, Briggs, J, Sparrow, L & Swan, P (2014). Teaching primary mathematics French's Forest NSW: Pearson

**Assessment:**Assignment, Plan a unit of work on an aspect of primary mathematics in collaboration with a small group of peers., 20%. Portfolio, Develop and implement a set of lessons related to the plan including relevant assessment tasks., 35%. Portfolio, Compile a reflective portfolio of artefacts including samples of school students' work., 25%. Presentation, Present their reflection on the success of their

lessons including reference to research., 20%. Effective word limit of 3000 words in total, or equivalent.

## EEC4105 On Becoming a Teacher

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** In this unit, you will undertake an extended and continuous period of teaching in a school. You will take increasing responsibility for the classroom program, and as professional competence develops, manage your progress towards professional competence and recognition (in conjunction with the classroom mentor teacher(s), the school partnership coordinator and the partnership support coordinator where necessary). You will also meet regularly with mentors to monitor your developing competence and confidence. This unit links with the course intentions of strengthening the connection between theory and practice (praxis inquiry) and ensuring that graduate teachers have deep and connected understandings of the content they are teaching and the pedagogical approaches for implementing the curriculum; and engaging professionally with colleagues, parents, carers and the community. This unit also connects with the course learning outcomes of engaging with the profession in order to advance understandings and practices and heighten professional satisfaction thus ultimately leading to the enrichment of educational opportunities and contexts for students. Finally, the application of critical understandings of the changing nature of society to the development of educational policies, curriculum, pedagogy and assessment processes relevant to students' needs, and the ability to work in partnerships with schools to interrogate and critically analyse the role and practice of education are considered to be key elements of continuous improvement.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students will be able to:  
1. Meet the professional requirements of the graduating teacher as indicated by the Australian Professional Standards for Teachers - Graduate Career Stage from learning-focused relationships with students.

**Required Reading:** University students will be provided with an up-to-date reading list via the VU Collaborate system.

**Assessment:** Portfolio, Portfolio of Evidence: demonstration of competence to teach., 100%. To pass this unit, the graduating university student must have: Hurdle task: Satisfactory project partnership report confirming readiness to teach. Effective word limit of 6000 words in total, or equivalent.

## EEC4106 Practice in Partnership

**Locations:** Footscray Park, St Albans.

**Prerequisites:** AEB3252 - Orientation to Primary Schools/AEB3167 - Language and Literacy in Primary/AEB4169 - Mathematics and Numeracy in Primary

**Description:** In this unit, pre-service teachers undertake an extended and continuous period of teaching in a primary school. They take increasing responsibility for the classroom program, as professional competence develops and manage their progress towards professional competence and recognition (in conjunction with the classroom mentor teacher(s), the school partnership coordinator and the assigned university colleague). They also meet regularly with mentors to monitor their developing competence and confidence as a pre-service teacher. Through this unit and while on placement, pre-service teachers will contribute to school and student learning by demonstrating collaboration and professionalism, perform the teaching and other duties of a graduating teacher to demonstrate their readiness to meet the requirements of the graduating teacher as indicated by the Victorian Institute of Teaching (VIT).

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Devise and evaluate teaching practices in a primary school setting where pre-service teachers can demonstrate their capabilities as graduate teachers  
2. Critically reflect on their teaching practices and the practices they observe in schools as public intellectuals and from a social justice viewpoint  
3. Compose a personal and professional philosophy that demonstrates their beliefs, values and their application of contemporary theory

**Class Contact:** 7 weeks, 1 hour lecture and 2 hours tutorial for ABEC students = 21 hours in total.

**Required Reading:** Links to required texts will be provided in the VU Collaborate space of this unit.

**Assessment:** Assignment, Professional Philosophy, 30%. Portfolio, Professional portfolio addressing the graduate standards, 70%. To pass this unit, the graduating student must have: 1. A 'Satisfactory' project partnership report confirming their readiness to teach, and 2. At least a pass grade in the professional portfolio. Total effective word limit 5,500 words.

## EED2000 Curriculum Development and Implementation

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** In this unit students are introduced to approaches to curriculum theory, design, development and implementation for a variety of educational contexts. Students are encouraged to consider their own emerging understanding of education and apply it to the development and implementation of a nominated curriculum. Students in this unit critique issues including the nature of knowledge and how it might be represented in the curriculum; global, local and contextual demands on the knowledge, skills, values and beliefs in a curriculum; curriculum as a contested space; constructing and sequencing of teaching components and resource materials to be inclusive of all learners, and evaluation of teaching content, student learning and program design.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:  
1. Interrogate theories and models of curriculum development  
2. Critically review programs for students in a variety of educational contexts against a model of curriculum development  
3. Analyse factors that may explain differences between the intended and the attained curriculum  
4. Propose and justify a change to an aspect of a nominated curriculum

**Class Contact:** Seminar 2.5 hrs

**Required Reading:** Students will be provided with links to readings via VU Collaborate.

**Assessment:** Other, Quiz: The main features of models of curriculum development, 10%. Presentation, An appraisal of a curriculum planning model undertaken in small groups, 30%. Essay, Relative to your context, conceptualise at least three actions for developing a curriculum that ensures you meet the needs of all learners., 60%. Assessment tasks are equivalent to 3,000 words in total.

## EED5101 Epistemologies of Practice

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** In this unit pre-service teachers investigate the key themes and practices that constitute teacher education, that is social justice for all; commitment to the excluded; practice, partnership and praxis learning and researchfulness. The unit centres on the major debates and controversies of education some of which have extended over centuries of social change and human action. It focuses on the education 'commonplaces' of learners, teachers, milieu, subject matter and

curriculum making as pre-service teachers explore the philosophy and possibilities of education including student learning, classroom arrangements, classroom unit and lesson planning and implementation. Pre-service teachers consider how curriculum, pedagogy and assessment strategies are enacted. They develop in-depth knowledge of schooling and teaching within the context of professional guidelines. Emphasis is placed on the development of supportive learning environments through collaborative learning circles whereby generative themes are realised through portfolio dialogue and rich task practice.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Generate key themes of educational, teaching and learning practice that provides explanations for managing student behaviour and attending to the complex issues that characterise diverse learning environments;
2. Articulate their understanding of student physical, social and intellectual development and characteristics of student learning as related to curriculum, pedagogy, assessment and classroom practice;
3. Engage and communicate their knowledge and understanding of educational practice to meet the specific learning needs of all students through development of teaching plans and learning sequences that include clear learning goals, a range of verbal and non-verbal communication strategies, and assessment practices that engage all students; and
4. Demonstrate their knowledge and understanding of research into how students learn through designing and implementing curriculum, lesson planning, learning sequences and associated assessment of student learning.

**Class Contact:** Online 1.0 hr Seminar 2.0 hrs Plus 15 days of supervised teaching practice. The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Assignment, Conceptualise the influences of teaching, 20%.

Presentation, Presentation that demonstrates curriculum design, planning and implementation, 30%. Essay, Investigation of the themes of teaching practice, 50%. Exercise, Applied Curriculum Plan End semester mentor teaching practice report, 0%. Satisfactory completion of 15 days of teaching placement and mentor teacher report, plus the collection of teaching and learning artefacts to support demonstrated teaching practice. All assessments are mandatory requirements to satisfactorily complete the unit and are equivalent to 5000 words of written assessment.

## EED5102 Curriculum and Multi-modal Learning

**Locations:** Footscray Park.

**Prerequisites:** EED5101 - Epistemologies of Practice

**Description:** This unit of study is designed to extend and supplement the range of knowledge and practices developed in Epistemologies of Practice. Pre-service teachers will continue to study and experience the philosophy, theories and possibilities of classroom arrangements, classroom unit and lesson planning and implementation, and consider how curriculum, pedagogy and assessment strategies are enacted and reported to support students' needs. Additional aspects will include legal and safety concerns of teaching and student welfare issues. Continuing application of the Praxis Inquiry Protocol will support investigations and theorising of curriculum, teaching, learning, social justice and researchfulness, as well as the practice of praxis learning itself. Questions involving key features of classroom situations will be explored such as how different cultural backgrounds are respected, how are new student understandings formed and how do we know what has been learned? Multi-modal learning will be explored to develop an understanding of different teaching practices support students' learning and understanding in key areas such as literacy and numeracy. This will involve the application of information technology into teaching that includes such approaches as, inquiry learning, personal

learning plans, experiential learning and cooperative learning.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Generate key themes of educational, teaching and learning practice that inform approaches to multi-modal learning demonstrating a range of teaching strategies for using ICT to expand curriculum opportunities for students from diverse backgrounds
2. Critique legislative and system requirements for students living and learning with a disability
3. Incorporate social justice principles and legislative requirements in relation to inclusion and diversity into planning and assessment
4. Articulate a sound understanding of assessment strategies and practices, including moderation, formal and informal, diagnostic and formative and summative approaches to assess students learning
5. Demonstrate their knowledge of teaching strategies and resources including ICT through designing and implementing multi-modal learning focused curriculum, lesson planning and associated assessment of student learning
6. Analyse professional responsibility of teachers in supporting the safe, responsible and ethical use of ICT information technology to support classroom practice
7. Use assessment data to set learning goals that provide achievable challenges for students of varying abilities and characteristics.

**Class Contact:** Online 1.0 hr Seminar 2.0 hrs Plus 15 days of supervised teaching practice. The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Assignment, Review of curriculum pedagogy and assessments strategies, 20%. Presentation, Presentation that demonstrates teaching practice for diverse students and students with a disability including legislative requirements, 40%. Project, Investigation of multi-modal learning in the classroom, 40%. Satisfactory completion of 15 days of teaching placement and mentor teacher report, plus the collection of teaching and learning artefacts to support demonstrated teaching practice. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

## EED6001 Contemporary Issues in Education and Training

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This introductory unit will assist students to address a range of contemporary issues in education and training, emerging from diverse sources - from classroom and locally-nominated questions to state, national and global policy matters. Questions of educational purposes in contemporary society and approaches to educational research will be raised as part of discussions of social justice and sustainability, helping to map the broad terrain of education, care and training sectors. It is possible for the unit coordinator to specify prior to the unit offering particular issues for focus or to negotiate with a group to cover particular interests. A range of readings will contribute to building a digital archive that reflects a range of sources, media and perspectives. A discussion board, wiki or blog for the unit will be used to encourage critical discussion among participants. This is a compulsory commencing core unit for students in the Masters of Education.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Articulate a broad knowledge of education issues in the contemporary context;
2. Exhibit comprehensive knowledge and understanding of debates on one major issue in relation to one or more education and training sectors;
3. Analyse and position themselves in relation to global and local professional and scholarly educational debates; and
4. Critically relate the current formulations of issues with arenas for educational action, including their own professional sphere of education.

**Class Contact:**Seminar3.0 hrs

**Required Reading:**Connell, R., Campbell, C., Vickers, M., Welch, A., Foley, D., Bagnall, N., & Hayes, D. (2010). (3rd ed.). *Education, change and society*, Sydney: Oxford.

**Assessment:**Presentation, Active participation in group discussion and class presentations, identification of journal articles and grey literature for the class (2,800 words), 30%. Review, Critically analysis an issue; usually in the form of extended writing (5,200 words) the specific genre of which will be negotiated with the lecturer, 70%. Total assessment for this unit will be 8,000 words or equivalent.

## EED6002 Curriculum & Pedagogy

**Locations:**Footscray Park, Off-campus (school sites).

**Prerequisites:**EED6001 - Contemporary Issues in Education and TrainingUnit EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

**Description:**This unit of study will include consideration of the social and cultural contexts that influence curriculum and pedagogy in education and training settings. Theoretical and practical considerations will be drawn upon to investigate and critique how political, economic, social and cultural factors surround and infuse curriculum and pedagogy. Ways to develop socially just curriculum and pedagogy, and the grounds for doing so, will be explored with specific reference to how the intended is not necessarily the actual curriculum in settings of practice. Pedagogical practices to engage students across a range of social contexts, including active participation by teachers, students and parents in curriculum review and development processes, will be an integral component in considering both the theory and practice of education for social justice.

**Credit Points:** 24

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Investigate contemporary debates about curriculum and pedagogy;
2. Critically analyse the social, cultural, political and economic factors that influence curriculum and pedagogy in education and/or training;
3. Compare and contrast influences that shape curriculum and pedagogy within socio-cultural and political-economic contexts;
4. Consider theories, along with analysis of trends and patterns, offer explanatory power for understanding how power works through curriculum and pedagogy in education and training settings;
5. Critically engage with literature relevant to the student's professional practice; and
6. Develop curriculum that is flexible and responsive to the experiences of learners, considering how curriculum can be put to work to further social justice.

**Class Contact:**Seminar3.0 hrs

**Required Reading:**Flinders, D & Thornton, S., (eds) 2012 (4th Edition). *The Curriculum Studies Reader* New York: Routledge.

**Assessment:**Presentation, Oral presentation that is a critical analysis of an academic artefact with a focus on curriculum and pedagogy. (equivalent to 1200 words), 15%. Literature Review, An analysis and critique of two or three selected texts (equivalent to 2000 words), 25%. Essay, A critical exploration of key issues in this unit, as negotiated with the lecturer (equivalent to 4800 words), 60%. Total assessment for this unit will be 8000 words or equivalent.

## EED6003 Educational Leadership for Social Justice

**Locations:**Footscray Park.

**Prerequisites:**EED6001 - Contemporary Issues in Education and TrainingUnit EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma

in Education, ETED Graduate Certificate in Education.

**Description:**In this unit students explore educational leadership by foregrounding socially-just outcomes for learners in a range of educational and training contexts. Students are assisted to develop a critical lens through which they consider the social justice implications for education systems and for individuals who lead learning - whether they be designated leaders or not. Students are exposed to theoretical frameworks and a variety of models through which they consider dimensions of educational leadership. Educational leaders are considered in the context of professional learning communities and students practise protocols for interacting in these communities. Personal leadership narratives guide students' inquiries as they critically analyse the potential they have for their own and others' transformations. Throughout the unit, leading for learning is scrutinized and international leadership perspectives and research are considered.

**Credit Points:** 24

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Critically review ways of understanding social justice in education;
2. Investigate educational leadership so that it is flexible and responsive to the experiences of learners in diverse organisations and communities;
3. Analyse theoretical understandings of socially-just educational leadership in education and training settings;
4. Trial and critically reflect on protocols to communicate with peers in a professional learning community; and
5. Propose personal and professional actions for transforming outcomes for learners.

**Class Contact:**Seminar3.0 hrs

**Required Reading:**Links to readings and resources will be provided on the VU Collaborate space for this unit.

**Assessment:**Review, Summary and critique of one scholarly artefact in which the focus is on social justice in education (1,600 words), 20%. Other, Annotated concept map of evolving understanding of educational leadership. (1,200 words), 15%. Essay, Reflective, critical exploration of educational leadership for social justice and personal narrative for change (5,200 words), 65%. Total assessment for this unit will be 8,000 words or equivalent.

## EED6004 Capstone Research Investigation

**Locations:**Footscray Park.

**Prerequisites:**AED5001 - Education Research Design and MethodsStudents enrolled in EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education must also have completed EED6001 Contemporary Issues in Education and Training.

**Description:**Students draw on theory, knowledge and skills developed through their degree. They explore a nominated field of education and/or training that they regard as directly related to their own interests. Through negotiation with a mentor, students undertake a theoretical study, a research or workplace investigation within the scope of the unit's word limit. Students independently conduct research which demonstrates their ability to define a problem and review relevant theoretical and practical literature. Students develop a methodology and apply it to their defined problem or situation. They also demonstrate data selection, collection and analysis skills and have flexibility in how they construct and present their findings. There is a strong focus on peer learning in this unit so that students are able to contribute to each other's learning.

**Credit Points:** 24

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Articulate their understanding of how to ethically conducting research or a workplace investigation;
2. Critically review relevant and current scholarly literature/s relating to the investigation;
3. Analyse and synthesise a range of

conceptual and empirical materials to draw defensible conclusions; 4. Demonstrate their research-fulness through the effective communication of ideas and concepts developed from the critical evaluation of research data.

**Class Contact:**Seminar3.0 hrs

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Exercise, Presentation of the research question and how it is informed by relevant literature, 10%. Presentation, Oral presentation to report the findings of the capstone investigation, 20%. Research Paper, Submission of research task as per negotiation with the nominated mentor, 70%. Total assessment for this unit will be 8,000 words or equivalent. .

### EED6006 Learning Programs: Design and Implementation

**Locations:**Footscray Park.

**Prerequisites:**EED6001 - Contemporary Issues in Education and TrainingUnit

EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

**Description:**This unit of study will encompass the theoretical and practical foundations of learning program development for teachers and trainers so that students are able to engage with, and experience success in, education and training. In the unit, students will explore a range of collaborative learning program design models and will be introduced to skills and knowledge required to undertake situational analyses and learning needs assessments in order to develop course and program learning goals and a variety of teaching strategies to achieve them. The efficacy of personalised approaches, including the use of learning technologies, and how the program contributes to learning outcomes of recognised curriculum frameworks, is considered in light of social justice and sustainability. The role of assessment is a key focus of this unit, as is the need for ongoing program monitoring and reflection on the part of teachers and trainers to ensure that there are high expectations of student achievement.

**Credit Points:** 24

**Learning Outcomes:**On successful completion of this unit, students will be able to: 1. Critically evaluate theoretical approaches and models of collaborative learning program design and implementation in institutional contexts; 2. Critically review the personalisation that learning programs in institutional contexts offer, and in particular, the efficacy and appropriateness of learning technologies; 3. Articulate an evidence-based and ethically-principled stance on learning program design and implementation; 4. Investigate and critique assessment processes and approaches; 5. Critically reflect upon approaches and practices of program evaluation in institutions and systems.

**Class Contact:**Seminar3.0 hrs

**Required Reading:**Flinders, D. & Thomas, S. (eds) 2012 4th edn The curriculum studies reader New York: Routledge

**Assessment:**Review, A critique of a nominated learning program., 30%. Poster, Develop a learning program that is accessible, relevant and challenging for all students in a nominated context, 70%. Total assessment for this unit will be 8000 words or equivalent.

### EED6008 Developing Professional Practice

**Locations:**Footscray Park.

**Prerequisites:**EED6001 - Contemporary Issues in Education and TrainingUnit

EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma

in Education, ETED Graduate Certificate in Education.

**Description:**This unit of study will include an exploration of: adult learning theory and individual learning styles, preferences and processes; workplace learning theory and practice; and theories and practices of mentoring and coaching in workplaces. Participants critically analyse the educational practices in which they participate. Issues of institutional context, culture, identity and ethical principles of educational practice are examined. The format of the unit is negotiated with the participants to facilitate inclusion of their professional and ethical concerns and issues.

**Credit Points:** 24

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Analyse institutional contexts, cultures, identities and challenges for the development of professional practice in the workplace;
2. Interrogate and critically evaluate theoretical approaches for the educational practice under consideration;
3. Analyse models of mentoring and coaching in the workplace with regard to their attention to adult learning theory and individual learning styles;
4. Articulate an evidence-based and ethically-principled stance on an aspect of their mentoring and coaching in the workplace; and
5. Conceptually map their own personal and professional needs and strengths based on institutional strategic directions.

**Class Contact:**Seminar3.0 hrs

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Presentation, Conceptual map of professional practice and the student's own position within it, 30%. Portfolio, Annotated portfolio which includes evidence of interrogation of professional practice, 70%. Total assessment for this unit will be 8,000 words or equivalent.

### EED6010 Facilitating Learning in Organisations

**Locations:**Footscray Park.

**Prerequisites:**EED6001 - Contemporary Issues in Education and TrainingUnit

EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

**Description:**In this unit students will investigate the facilitation of learning within organisations, as well as apply established theories in relation to managing sites for teaching and learning. The inquiry will explore policies and protocols appropriate for the learning setting, including aspects of the site, the learner, the organisation. Theories of learning organisations, processes and outcomes, including managing and facilitating transformative change processes will be deconstructed and examined. The evaluation of processes in the delivery of programs, establishment of good practice in occupational health and safety, work health and safety, human resources, and policy development for crisis management will also be critically reflected upon.

**Credit Points:** 24

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Analyse and synthesise complex issues related to the facilitation of learning within organisations, and the management of learning sites;
2. Demonstrate creative and innovative approaches to enhance appropriate and professional learning within a range of organisational structures;
3. Interrogate and validate models and experiences of managing sites for teaching and learning to justify and deepen understandings of professional practice;
4. Critically review changing social, economic and political contexts to facilitated learning to reflect the vision and educational agenda of the organisation; and
5. Investigate personal and professional needs and strengths in terms of the scholarship of facilitating learning and managing organisational sites.

**Class Contact:**Seminar3.0 hrs

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Report, Scoping document in which the intention, rationale, milestones and timelines for the negotiated final assessment are submitted (2400 words or equiv), 30%. Case Study, Project-based that could be based on effecting change in their workplace, or design a simulated idealised learning organisation. (5600 words or equiv), 70%. Total assessment for this unit will be 8000 words or equivalent.

## EED6011 Enhancing Skills and Knowledge

**Locations:** Footscray Park.

**Prerequisites:** EED6001 - Contemporary Issues in Education and Training Unit EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

**Description:** In this unit of study students enhance their skills and knowledge by exploring a particular field of education and/or training that they regard as directly related to their own interests. Through negotiation with a mentor, students identify a particular theoretical and/or professional interest they have and then embark on a guided, largely independent in-depth critical study related to their interest. Students have a level of independence and flexibility in how they construct and present their learning. The study may stem from material introduced in other coursework units, professional contexts or link to the students' intended research topic depending on what stage they are up to in their course of study. Aspects of social justice, sustainability and/or communities of learning that underpin the Master of Education should inform the study.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Evaluate core issues related to their topic of inquiry;
2. Critically examined multiple perspectives related to the topic of inquiry;
3. Formulate a conceptual and theoretical overview of contemporary issues related to their topic of inquiry;
4. Compose an artefact that represents their new ideas or ways of considering the topic of inquiry.

**Class Contact:** Seminar 3.0 hrs

**Required Reading:** A range of texts and materials will be made available through the university library and VU Collaborate.

**Assessment:** Presentation, Group presentation - Learning Circle presentation (2200 words or equivalent), 30%. Report, Written report as negotiated (2200 words), 30%. Other, Submission of final assessment task as per negotiation with the nominated mentor (3600 words or equivalent), 40%. Total assessment for this unit will be 8,000 words or equivalent.

## EED6012 Sustainability Education: from Theory to Practice

**Locations:** Footscray Park.

**Prerequisites:** EED6001 - Contemporary Issues in Education and Training Unit EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

**Description:** The aim of the unit is to provide students with a broad understanding of the multi-disciplinary context of sustainability education. Students will investigate theoretical and empirical underpinnings of sustainability education; whilst analysing institutional documentation; and evaluating implemented programs locally and globally.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Investigate the theoretical frameworks that inform pedagogical and other

2. Identify and Evaluate local community sustainability education initiatives;
3. Analyse and evaluate sustainability education policies, strategies and action plans of government and non-government organisations with regards to their scope of applicability, feasibility and achievability; and
4. Critique the curriculum development and implementation of Sustainability Education in formal and informal education settings.

**Class Contact:** Seminar 3.0 hrs

**Required Reading:** Henderson, K., & Tilbury, D. (2004). Whole-school approaches to sustainability: An international review of sustainable school programs. Report prepared by the Australian Research Institute in Education for Sustainability (ARIES) for the Department of the Environment and Heritage. Sydney: Macquarie University, ARIES.

**Assessment:** Literature Review, Critical analysis of relevant sustainability education scholarly literature, 30%. Project, An enquiry based project within a selected environment of sustainability education, as negotiated with the lecturer, 70%. Total assessment for this unit will be 8,000 words or equivalent.

## EED6013 Post-Colonial and Indigenous Approaches to Learning and Teaching in the 21 Century

**Locations:** Footscray Park.

**Prerequisites:** EED6001 - Contemporary Issues in Education and Training Unit EED6001 is a pre-requisite or co-requisite requirement that applies only for students studying the following courses: EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education.

**Description:** In this unit, theoretical concepts behind post-colonial, decolonising and Indigenous responses to formalised teaching and learning. A historical overview of colonial education provides students with critical language and concepts to make connections to national empire building and the production of colonial identities in compulsory schooling, early childhood education, vocational, adult and higher education. Students investigate how previous colonies of the European empires have sought independence, with focus on post-colonial and Indigenous theorists' descriptions of challenges in decolonising teaching and learning. Considering the key issues of self-determination, sovereignty and the rights of colonised and Indigenous peoples in education, students explore the production of pedagogical and curriculum materials that have embedded Indigenous and post-colonial ways of knowing and knowledge. The contribution of Indigenous and Post-Colonial theorists provides alternative standpoints and critiques of learning and teaching in a 'global' 21st century.

**Credit Points:** 24

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically review social and educational philosophies in regard to Indigenous and post-colonial theory;
2. Appraise definitions and complexities of colonialism, decolonised, and post-colonial education;
3. Elucidate a post-colonial and/or Indigenous professional practice in teaching and learning;
4. Explicate and evaluate the complexities of turning policy into local practice;
5. Critique historical and current Indigenous Education policies at a local, national and international level; and
6. Elucidate a social justice philosophy that considers post-colonial educational theories.

**Class Contact:** Seminar 3.0 hrs

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Literature Review, Prepare a detailed literature review of key readings within one of the following: self-determination, curriculum methods or knowing and knowledge., 30%. Essay, A theoretical essay that critically frames colonialism, post-

colonial education and the student's own professional practice., 70%. Total assessment for this unit will be 8,000 words or equivalent.

### EED6017 Early Childhood Development, Learning and Teaching 3

**Locations:**St Abans.

**Prerequisites:**AEG5115 - Early Childhood Development, Learning and Teaching  
1AEG5116 - Early Childhood Development, Learning and Teaching 2

**Description:**This praxis inquiry unit provides an opportunity for pre-service teachers to work with mentor teachers in kindergartens to build on the experience of investigating the systematic processes by which teachers work together to engage children in learning. It also provides an opportunity for pre-service teachers to commence the final stage of their preparation to enter the early childhood teacher profession by orienting themselves to the practices of the activist, reflective practitioner. With a focus on the changing nature of education, learning, curriculum, early childhood services and teaching, students systematically explore how teachers can express commitment to social justice in education as they take increased responsibility for facilitating the child learning program during their final year project partnership. At the end of this unit, pre-service teachers are required to demonstrate that they are ready to enter the early childhood teaching profession.

**Credit Points:** 24

**Learning Outcomes:**On successful completion of this unit, students will be able to:  
1. Compose and refine a personal educational and child learning philosophy and discuss how it informs their teaching identity, pedagogy and curriculum design as they enter the profession; 2. Establish a successful relationship, based on a professional discourse about teaching and learning, with a mentor teacher; 3. Evaluate and critically reflect upon the planning and implementation of the full educational program, using the VEYDF for both the whole group and small groups of 0-6 year old children; 4. Identify, interpret, analyse and evaluate specific teaching strategies for a range of individual children's learning styles and abilities, such as giftedness and additional needs, including the investigation of practical approaches to managing challenging behaviour with reference to specific theories of learning and development and the Australian learning frameworks; and 5. Demonstrate, to the satisfaction of the assigned mentor teacher(s) and designated university personnel, their readiness to teach by meeting the Graduate Standards of the Preschool Teacher Validation System as articulated by the Department of Education and Early childhood Development.

**Class Contact:**Workshop3.0 hrsProject Partnerships: 25 days supervised teaching practice.

**Required Reading:**Raban, B, Nolan, A, Waniganayake, M, Ure, C, Brown R, Deans, J 2007, Building capacity: strategic professional development for early childhood practitioners, Cengage Learning, South Melbourne, VIC. Further links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Journal, Praxis Inquiry Logs (equivalent to 2400 words), 30%. Other, Practical demonstration of implementing an experience (equivalent to 800 words), 10%. Portfolio, Professional Portfolio (equivalent to 4800 words), 60%. Total effective word limit 8000 words for the graded assessment. .

### EED6031 Minor Thesis A (Part-Time)

**Locations:**Footscray Park.

**Prerequisites:**AED5001 - Education Research Design and MethodsStudents enrolled in EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education must also have completed EED6001 Contemporary Issues in Education and Training. Students enrolled in AMEB must have completed 96 credit points prior to enrolling in EED6031 Students enrolled in EMED must have completed 200

144 credit points prior to enrolling in EED6031

**Description:**In this unit, the first of two units in which part-time minor thesis students enrol, students independently conduct research which demonstrates their ability to define a problem, undertake a detailed literature search and review the relevant theoretical and practical literature. Students develop a methodology and apply it to an appropriate problem or situation. They also demonstrate good data selection, collection and analysis skills. The written minor thesis involves a high standard of written communication skills. A supervisor is allocated to each student.

**Credit Points:** 24

**Learning Outcomes:**On successful completion of this unit, students will be able to:  
1. Exemplify collaborative and ethical conduct in research and communicating research outcomes; 2. Conduct a substantial independent research project under supervision with a high level of personal autonomy and accountability; 3. Critically review relevant and current principal scholarly literature/s relating to the thesis topic;  
4. Interrogate and challenge complex information, and synthesise a range of conceptual and empirical materials to draw defensible conclusions; and 5. Authoritatively and effectively elucidate structured, coherent ideas in a sustained written composition (or a negotiated alternative if choosing a creative work option) at a standard acceptable for academic peer review.

**Class Contact:**Independent research in addition to regular meetings with the supervisor.

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Report, Submission of a research proposal to the supervisor and receiving approval, Pass/Fail. Other, Submission of progress report, Pass/Fail. Hurdle: Where applicable submission of ethics application and receipt ethics approval.

### EED6032 Minor Thesis B (Part-Time)

**Locations:**Footscray Park.

**Prerequisites:**AED5001 - Education Research Design and MethodsEED6031 - Minor Thesis A (Part-Time)Students enrolled in EMED Master of Education, EGED Graduate Diploma in Education, ETED Graduate Certificate in Education must also have completed EED6001 Contemporary Issues in Education and Training.

**Description:**In this unit, the second of two units in which part-time minor thesis students enrol, students independently conduct research which demonstrates their ability to define a problem, undertake a detailed literature search and review the relevant theoretical and practical literature. Students develop a methodology and apply it to an appropriate problem or situation. They also demonstrate good data selection, collection and analysis skills. The written minor thesis involves a high standard of written communication skills. A supervisor is allocated to each student.

**Credit Points:** 24

**Learning Outcomes:**On successful completion of this unit, students will be able to:  
1. Work collaboratively and ethically in conducting research and communicating research outcomes; 2. Conduct a substantial independent research project under supervision with a high level of personal autonomy and accountability 3. Critically review relevant and current principal scholarly literature/s relating to the thesis topic;  
4. Interrogate and challenge complex information, and synthesise a range of conceptual and empirical materials to draw defensible conclusions; and 5. Authoritatively and effectively communicate structured, coherent ideas in a sustained written composition (or a negotiated alternative if choosing a creative work option) at a standard acceptable for academic peer review.

**Class Contact:**Independent research in addition to regular meetings with the supervisor.

**Required Reading:**Required texts to be advised by the minor thesis supervisor.



**Assessment:**Thesis, Minor thesis (15,000 - 20,000 words), Pass/Fail. The minor thesis will be no less than 15,000 or more than 20,000 words (or a negotiated alternative if choosing a creative work option). Examination of the minor thesis will be conducted by one external examiner and one internal examiner at the completion of this unit. The supervisor will not be the examiner. The examiners will recommend one of four outcomes for the minor thesis: (a) passed; (b) passed unit to specified minor amendments being made; (c) deferred for resubmission subsequent to major revision; or (d) failed.

## EED6101 Indigenous Perspectives and Standpoints in Education

**Locations:**Footscray Park.

**Prerequisites:**EED5101 - Epistemologies of Practice AND successful completion of the Literacy and Numeracy Test for Initial Education students

**Description:**The overall goal of this unit is the inclusion of Aboriginal and Torres Strait Islander peoples, places and perspectives in compulsory schooling through the acknowledgement of the past and present in order to value the wealth and diversity of our shared future. This unit aims to develop understanding for the cultures, histories and languages of Aboriginal and Torres Strait Islanders and to use this knowledge in the promotion of reconciliation. You will develop an understanding of the long history of Aboriginal and Torres Strait Islander societies and cultures as well as their more recent history over the past 200 years. This includes developing an awareness of Aboriginal and Torres Strait Islander knowledge and knowledge sources. Pre-service teachers will also investigate how previous colonies of the European empires have sought independence, with a focus on post-colonial and Indigenous theorists' descriptions of challenges in decolonising teaching and learning. Considering the key issues of self-determination, sovereignty and the rights pedagogical and curriculum materials that have embedded Indigenous and post-colonial ways of knowing and knowledge. A second perspective is to examine current issues in Australian society for Aboriginal and Torres Strait Islanders such as cultural identities, contemporary cultures, linguistic backgrounds and education. Thirdly, you will consider the teaching and learning implications of these, examining ways to include Aboriginal and Torres Strait Islander perspectives in teaching across the curriculum, as well as to develop strategies for inclusion to effectively meet the needs of Aboriginal and Torres Strait Islander students in school. This unit also connects with the course learning outcomes of articulating and embodying the ideologies of socially just education through awareness, inclusion, equity and access, as well as critically applying knowledge of educational issues to improve classroom practice and strengthen students' relations with their local community.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:  
1. Critically review historical and current indigenous education policies and practices in order to understand Aboriginal and Torres Strait Islander perspectives;  
2. Elucidate the professional complexities in including indigenous perspectives when teaching students and articulate a standpoint of practice that can negotiate these complexities;  
3. Critically review curriculum materials and resources in order to identify approaches and strategies that support the inclusion of Aboriginal and Torres Strait Islander perspectives across the curriculum in schools with a view to promoting reconciliation in today's society.

**Class Contact:**Online 1.0 hrSeminar2.0 hrsPlus 10 days of supervised teaching practice. The online component is a one hour lecture.

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Assignment, Critical review of curriculum for Aboriginal content in response to Respect, Reconciliation and Relationship, 30%. Presentation,

Presentation of teaching practice that integrates Aboriginal and Torres Strait Islander perspectives., 70%. Satisfactory completion of 10 days of teaching placement and mentor teacher report, plus the collection of teaching and learning artefacts to support demonstrated teaching practice. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

## EED6102 Entering the Profession and Becoming Critical

**Locations:**Footscray Park.

**Prerequisites:**EED6101 - Indigenous Perspectives and Standpoints in Education

**Description:**This unit is the culmination of three Approaches to Teaching and Learning units that establish a critical perspective of formal education, schooling, teaching and learning. The notion of 'critical' is taken to mean a self-determining, all-sided and comprehensive engagement with and understanding of social and educational issues that enable appropriate strategies to be implemented for improvement. For teaching, this denotes recognition of economic and cultural factors that impinge on families and classrooms and how the personal learning of students can proceed with integrity. This process requires engagement with parents / carers and the broader community to understand the factors surrounding student's lives. It involves collaboration with teaching peers to evaluate and improve practice. Critical perspectives emerge from continuing experience with significant complex issues, with colleagues monitoring their functions and procedures and observing the impact of actions taken to achieve particular outcomes. The enactment of curriculum, pedagogy, assessment and research strategies is consolidated through this process.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:  
1. Articulate their understanding of a range of curriculum, pedagogy and assessment practices from a critical perspective;  
2. Critically engage and communicate their experience of educational practice and praxis through, portfolio dialogue and rich task investigation;  
3. Analyse the role of economic and cultural factors that impinge on families and classrooms and how parents/ carers and the wider community influence students' education; and  
4. Demonstrate their educational researchfulness through the critical design and implementation of curriculum, lesson planning and associated assessment of student learning

**Class Contact:**Online 1.0 hrSeminar2.0 hrsPlus 20 days of supervised teaching practice. The online component is a one hour lecture.

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Assignment, Critical review of professional understanding through a response to a case of education practice, 30%. Portfolio, Presentation of teaching artefacts that demonstrate a readiness to teach as summarised in the Australian Professional Teacher Standards – Graduate., 70%. Satisfactory completion of 20 days of teaching placement and mentor teacher report, plus the collection of teaching and learning artefacts to support demonstrated teaching practice. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

## EEE1100 English and Literacy

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit will require university students to develop their own literacy and understanding of language to Australian Core Skills Framework level 4. Topics will include: oral language - formal and informal speech; introductory linguistics; written language including grammar, syntax, semantics; language and culture; language and

communication; language and technology; critical literacy and language in academic discourse. University students will be expected to produce practical demonstrations of literacy competence through an e-portfolio.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Understand and articulate the functions of formal and informal written and spoken language and their underlying systems;
2. Demonstrate an understanding of the relationship between language, culture and personal identification;
3. Investigate and exercise critical thinking and judgment on concepts of change, including critical literacy, technology and language; and
4. Practically apply Literacy principles to demonstrate competence at Australian Core Skills Framework level 4 and ASC academic Literacy framework.

**Class Contact:** Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:** University students will be provided with an up-to-date reading list via the VU Collaborate system.

**Assessment:** Examination, Self assessment of knowledge about language and literacy, 15%. Exercise, A series of self-study activities/exercises that address, identify and develop skills and knowledge, 50%. Journal, A synoptic e-portfolio of learning, 35%. Effective word limit of 3000 words in total, or equivalent.

## EEE1200 Mathematics and Numeracy

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit focuses on the University student as a learner of Mathematics and on their known mathematical knowledge to support the teaching of Mathematics in a primary school. They will appraise the level of their own understanding of the mathematical content required for teaching, and design an inquiry plan to improve their mathematical skills, knowledge and understandings. They will participate in a range of mathematical investigations designed to deepen their understanding of the Mathematics content for the primary school and beyond, in order to provide a sound foundation for the teaching of Mathematics.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Assess their own understanding of the Mathematics that underpins the teaching and learning of primary school Mathematics curriculum and identify aspects of their own mathematical knowledge, understanding and confidence they would like to develop;
2. Plan an appropriate course of study to address the mathematical ideas they would like to develop;
3. Successfully complete tasks and activities relevant to the content and proficiencies of the Mathematics curriculum in the primary school;
4. Apply aspects of Mathematics to everyday life, including work and study;
5. Communicate mathematical ideas orally and in writing, demonstrate mathematical ideas visually and connect mathematical concepts and understanding across the Mathematics curriculum, other curriculum areas and in real life contexts; and
6. Use ICT to investigate, model and demonstrate mathematical concepts and solve problems.

**Class Contact:** Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:** University students will be provided with an up-to-date reading list via the VU Collaborate system. Suggate, J., Davis, A., & Goulding, M. (2010).

Mathematical knowledge for primary teachers. Routledge

**Assessment:** Portfolio, Professional Mathematics portfolio demonstrating understanding of mathematical concepts, 50%. Project, Completion of a range of in-class mathematical investigations and activities, 50%. Effective word limit of 3000 words, or equivalent.

## EEE3004 Middle Years of Schooling 1

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** The Middle Years of Schooling is generally accepted as covering Years 5 to 8 in schools. These are the last years of primary and the first years of secondary education. It is also a period when students' lives undergo significant physical, emotional and cognitive changes. This unit provides the university student with a sound understanding of approaches to middle schooling that are underpinned by research. They will develop approaches to teaching students in their middle years based on the content knowledge of the university student's major specialist area. Using this specialist area they will focus on theories and learning of middle schooling and development of middle year students' literacy and numeracy.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Critically review the developmental needs associated with adolescence;
2. Analyse the principles and practices of curriculum and pedagogy for teaching students in the middle years of schooling;
3. Interrogate the curriculum, teaching and learning requirements of students in their middle years of schooling;
4. Conceptually map the guidelines, procedures and resources which support the implementation of a middle schooling curriculum; and
5. Devise middle schooling learning activities which draw on social constructivist approaches to learning, including group work, student negotiated learning, independent and small group inquiry and experiential learning relevant to students' major specialist area.

**Class Contact:** Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:** University students will be provided with an up-to-date reading list via the VU Collaborate system. Krause, K.-L., Bohner, S., Duchesne, S., & McMaugh, A. (2010). (3rd ed.). Educational psychology for learning and teaching South Melbourne: Cengage Learning Latham, G., Blaise, M., Dole, S., Faulkner, J., Lang, J., & Malone, K. (2006). Learning to teach: New times, new practices South Melbourne: Oxford University Press

**Assessment:** Poster, In small groups, create a digital poster to illustrate developmental considerations for students in their middle years of schooling, 50%. Report, Develop a plan for a sequence of lessons from your specialist area in which a big idea could be explored, 50%. Explanatory notes: The above assessment items are to be developed as sections within the e-portfolio that students are developing during their course of study. Effective word limit of 3000 words, or equivalent.

## EEE3005 Middle Years of Schooling 2

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** The Middle Years of Schooling is generally accepted as covering Years 5 to 8 in schools. These are the last years of primary and the first years of secondary education. It is also a period when students' lives undergo significant physical, emotional and cognitive changes. This unit provides university students with an opportunity to extend their awareness of the diverse learning needs of students who are in the middle years of schooling, and the demands of these learning needs on teachers, critically analysing these needs and developing innovative solutions to address the middle year demands. They will consider their approaches to teaching students in their middle years based on the content knowledge of their major specialist area. Using this specialist area, the university student will focus on issues such as the particular needs of diverse groups of students, assessment and reporting, and parental participation.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Recommend and justify teaching approaches relevant for students in their middle years of schooling;
2. Evaluate units of work based on middle years curriculum, which are underpinned by social constructivist approaches to learning, such as inquiry learning, experiential learning, problem based learning and student negotiated learning;
3. Collaborate with colleagues to develop a suite of appropriate formative and summative assessment strategies for students in their middle years of schooling;
4. Advocate on behalf of students in their middle years of schooling and plan activities that encourage the development of productive relationships with parents; and
5. Critically reflect upon the curriculum and teaching approaches for students in the middle years of schooling.

**Class Contact:**Lecture1.0 hrTutorial2.0 hrs

**Required Reading:**University students will be provided with an up-to-date reading list via the VU Collaborate system.Groundwater-Smith, S., Mitchell, J., & Mockler, N. (2007). Learning in the middle years: More than a transition. South Melbourne: Thomson. Killen, R. (2009). 5th ed. Effective teaching strategies: Lessons from research and practice South Melbourne: Cengage Learning.

**Assessment:**ICT (Wiki, Web sites), Engage in a series of provocations to extend understanding of social constructivist approaches to learning that could be used in the middle years., 50%. Case Study, Devise a secondary school scenario, with links to programs/resources, on relationship-building with students and their parents/carers., 50%. ICT (Wiki,Web sites): Students engage in a series of provocations framed to extend their understanding of social constructivist approaches to learning that could be used in the middle years of schooling. Provocations should be in the context of students' major specialist area. Case study: Students devise a secondary school scenario, with links to programs and resources, which focuses on relationship-building with middle years students and their parents/carers. Also consider international approaches to middle year students. Explanatory notes: Assessment tasks to be developed as sections within the e-portfolio. Effective word limit of 3000 words, or equivalent.

### EEE3006 Social Context of Teaching and Learning in Secondary Schools

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit will analyse the premise that schools do not exist in isolation from the society which surrounds them, and that they are part of a complex socio-ecological system. The study will examine social diversity in the wider community and how this is reflected in schools and the classroom. The ways in which teachers can cater for the needs of particular students due to gender differences, Aboriginal and Torres Strait Islander backgrounds, cultural heritage and socio-economic environments will be explored. In the unit you will examine the social, cultural, economic and political trends which impact upon schooling and which contribute to its complexity.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Articulate their knowledge and understanding of the social, political and economic factors impacting on young people in the secondary years of schooling and identify strategies to support inclusive participation;
2. Justify the purposes of developing relationships with the wider school community and present approaches for facilitating community connections; and
3. Articulate the ways in which students' gender, family and cultural backgrounds can influence their schooling experience and identify pedagogical approaches to address these.

**Class Contact:**Lecture1.0 hrTutorial2.0 hrs

**Required Reading:**University students will be provided with an up-to-date reading list via the VU Collaborate system.

**Assessment:**Essay, Essay., 50%. Other, Peer teaching & review., 50%. Effective word limit of 3000 words, or equivalent.

### EEE3007 Wellbeing in Schools

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit addresses pedagogical approaches for developing academic, social and emotional wellbeing in school students. The focus of the unit is on the factors that contribute to the ability of individuals, groups and organisations to flourish in school settings working from a strengths perspective. In this unit you will explore the pedagogy involved in working with school students on approaches to developing positive emotions. Areas covered include learned optimism, character strengths, resilience, flow, positive relationships, positive communication, mindfulness, self-efficacy, confidence, goal setting, as well as social and emotional development approaches such as circle solutions. You will explore these themes in practical ways related to your own school-based experiences.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Investigate, document and critically analyse the approaches used by schools to foster the academic, social and emotional wellbeing of students in schools;
2. Develop and trial pedagogical approaches for promoting the wellbeing of school students; and
3. Critically review research based approaches to the development of academic, social and emotional wellbeing in schools.

**Class Contact:**Lecture1.0 hrTutorial2.0 hrs

**Required Reading:**University students will be provided with an up-to-date reading list via the VU Collaborate system.Peterson, C (2006) A Primer in Positive psychology New York: Oxford University Press. Seligman, Martin E. P. (2011). Flourish: A Visionary New Understanding of Happiness and Well-being. New York: Free Press.

**Assessment:**Portfolio, Portfolio of reflections and research on pedagogical approaches for developing wellbeing and flourishing in school settings., 50%. Report, Report on reflections and research on pedagogical approaches for developing wellbeing and flourishing in school settings., 50%. Effective word limit of 3000 words in total, or equivalent.

### EEE3008 Sustainability in the Primary Curriculum

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**Sustainability, including its leading theme of climate change, is currently considered the world's most urgent threat to the resilience of societies, economies, cultures and the environment. It is now widely agreed that, "if humanity does not urgently change its ways, several critical thresholds may be exceeded, beyond which abrupt and generally irreversible changes to the life-support functions of the planet could occur" (UNEP GEO5, 2012). The field of Sustainability Education evolved with the aim of providing appropriate educational responses to the world's pressing need to move towards sustainable ways of living. This unit will provide you with the basic knowledge and skills required for critically analysing environmental, socio-cultural and economic aspects of world issues. These foundational attributes will be further developed to foster competence in designing and implementing locally relevant programs that are adaptive and responsive to the needs of school communities. In this unit you will develop an understanding of the major Sustainability issues for the Earth and consider the integration of Sustainability Education across the curriculum with a focus on teaching and learning in the Primary School. This unit connects the university student with their professional experiences and supports them to articulate and reflect on important questions by investigating personal, school-based, theoretical and socio-cultural explanations of experiences in educational settings,

including the principles underpinning the creation of safe and secure classroom environments.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Develop and articulate their environmental and sustainability literacy and understand and discuss major world sustainability issues; 2. Conceptually map diverse communities' sustainability issues; 3. Investigate and evaluate Sustainability Education initiatives; 4. Devise, implement and assess a local Sustainability Education program within a range of educational settings and age groups; and 5. Design and integrate a technology based educational module in sustainability.

**Class Contact:** Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:** University students will be provided with an up-to-date reading list via the VU Collaborate system.

**Assessment:** Report, Write a critical assessment of a local Sustainability Education program., 30%. Assignment, Design a computer based Sustainability Education module for school students., 70%. Effective word limit of 3000 words in total, or equivalent.

### EEE3009 Sustainability in the Secondary Curriculum

**Locations:** Footscray Park.

**Prerequisites:** EEE3008 - Sustainability in the Primary Curriculum

**Description:** Sustainability, including its leading theme of climate change, is currently considered the world's most urgent threat to the resilience of societies, economies, cultures and the environment. The United Nations Educational, Scientific and Cultural Organisation (UNESCO) was nominated in 2002 as the lead agency for implementing Sustainability Education worldwide. UNESCO describes this global endeavour as a process, which allows "every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future". The United Nations Implementation Scheme (2004) directs that teaching and learning of Sustainability addresses 15 key issues and the interactions between them. These issues include topics such as climate change, sustainable urbanisation, market economy, poverty reduction, natural resources, biodiversity, sustainable consumption, cultural diversity, and human rights. This unit has a focus on the teaching of Environmental and Sustainability Education across curriculum areas in secondary schools and will allow you to: (a) develop a broad understanding of major Sustainability issues; (b) develop a deep understanding of systems' interdependence and complexity; and, (c) develop the required skills to teach Sustainability through diverse pedagogies, including involving school students in active participation in their local community sustainability issues. University students will build upon their abilities to document, reflect, analyse and critique their contribution to a collaborating team of teachers, focusing on participation in, and evaluation of, the professional discourses which enable teachers to respond constructively to students and their learning needs.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Debate major world sustainability issues; 2. Articulate complexity and system approaches for dealing with sustainability issues; 3. Design environmental education units for secondary school students, including teaching modules; 4. Integrate Sustainability Education into various disciplines and contexts, across school curriculum; and 5. Plan and exhibit diverse approaches and pedagogies for teaching sustainability.

**Class Contact:** Lecture 1.0 hr Tutorial 2.0 hrs

**Required Reading:** University students will be provided with an up-to-date reading list

via the VU Collaborate system.

**Assessment:** Report, A critical assessment of a local Sustainability Education program., 30%. Project, Design and trial of a Sustainability Education activity for secondary school students., 70%. Effective word limit of 3000 words in total, or equivalent.

### EEE3011 Digital Life & Learning

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** The rise of digital media has changed the way young people discover, use and share information. This unit will analyse the impact that social media and other forms of new technology have on the social, cultural and educational development of young people. Social media refers to social network sites, video sharing sites, blogging and micro blogging platforms, and related tools that allow young people to create and share their own content. Issues such as digital identity, safety and play in the context of social media and games will be central to this unit of study. Through a combination of hands-on workshops, critical analysis and projects the university student will be encouraged to build their understanding of, and familiarity with, these emergent technologies.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Articulate the major impact that digital media and new technologies have on a young person's learning and identity development; 2. Integrate an understanding of Australian legislation regarding new technologies and the ethical implications of social digital interactions; 3. Evaluate and integrate new technologies and digital media into learning environments; 4. Explain how online social interactions and currency can play a role in modern society.

**Class Contact:** Online 0.5 hrs Seminar 2.0 hrs The online component is a lecture Classes run for 10 weeks

**Required Reading:** Students will be provided with an up-to-date reading list via the VU Collaborate system.

**Assessment:** Assignment, Digital Artefact., 30%. Project, Research Project or as negotiated., 70%. Effective word limit of 3000 words, or equivalent.

### EEE3012 International Teaching and Learning Contexts 1

**Locations:** Footscray Park.

**Prerequisites:** College permission required

**Description:** This unit adopts a Praxis Inquiry approach to teaching and learning and is designed for university students to undertake an approved international opportunity as part of their course. This may be through participation in an organised short-term study tour to a specified country for the purpose of completing a placement, or completing an exchange (or a short course) at an overseas institution where they engage in a unit of study about education in that country. The focus of this unit is for the university student to begin to gain an understanding of their own cultural values and then explore the language, culture, and education system of the country that they are visiting, by engaging in reflection about a series of real-life intercultural teaching and learning experiences. The university student will therefore begin to develop an awareness of diverse cultures, and the relationship between culture and education. They will return to Australia with skills, knowledge and resources for teaching about the country that they have visited. This will support and enable the university student to teach learners with diverse cultural, linguistic, and religious backgrounds. All applications to undertake this unit must first be approved by the course coordinator at Victoria University. Where a preservice teacher has received funding to undertake a study tour, there is a requirement that funding assistance must be reimbursed to the university if the preservice teacher does not pass the unit.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Apply an understanding of other cultures and societies, and the impact of culture and history on teaching and learning contexts; and 2. Critically evaluate skills in the implementation of pedagogical approaches for diverse cultural classrooms and within an international context. 3. Actively participate in an international Project Partnership experience and engagement in reflexive practices.

**Class Contact:**Study tour delivered in burst mode in an off-shore setting

**Required Reading:**University students will be provided with an up-to-date reading list via the VU Collaborate system.

**Assessment:**Report, Lesson Plans: University students will prepare a series of lesson plans for teaching in their host country., 30%. Journal, Journal: University students will complete a Praxis Inquiry journal to reflect on their experiences., 60%. Presentation, Presentation of a report which is peer assessed., 10%. Effective word limit of 3000 words, or equivalent.

### EEE3013 International Teaching and Learning Contexts 2

**Locations:**Footscray Park.

**Prerequisites:**College permission required

**Description:**This unit is designed for pre-service teachers undertaking approved international opportunities as part of their course. This may be through participation in an organised short-term study tour to a specified country for the purpose of completing a placement; or completing an exchange (or a short course) at an overseas institution where the university student will engage in a unit of study about education in that country. The focus of this unit is for the university student to engage in more sophisticated reflection about a series of real-life intercultural teaching and learning experiences, and to mentor their peers in diverse cultural and pedagogical settings. They will develop a broader awareness of diverse cultures, and the relationship between culture and education. They will return to Australia with skills, knowledge and resources for teaching about the country that they have visited. These skills will enable them to teach learners with diverse cultural, linguistic, and religious backgrounds, as well as developing intercultural skills and knowledge amongst Australian students. All applications to undertake this unit must first be approved by your course coordinator at Victoria University. Where a preservice teacher has received funding to undertake a study tour, there is a requirement that funding assistance must be reimbursed to the university if the preservice teacher does not pass the unit.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Apply an understanding of other cultures and societies, and the impact of culture and history on teaching and learning contexts; 2. Critically evaluate the implementation of pedagogical approaches for diverse cultural classrooms within an international context; and 3. Actively participate in an international Project Partnership experience and engage in reflexive practices.

**Class Contact:**Study tour delivered in burst mode in an off-shore setting

**Required Reading:**University students will be provided with an up-to-date reading list via the VU Collaborate system.

**Assessment:**Report, Lesson Plans: Students will prepare a series of lesson plans for teaching in their host country., 30%. Journal, Journal: Students will complete a Praxis Inquiry journal to reflect on their experiences., 60%. Presentation, Presentation of a report which is peer assessed., 10%. Effective word limit of 3000 words, or equivalent.

### EEE3014 Working with Students with Special Needs

**Locations:**Footscray Park, In some instances this unit may be offered as a site-based unit and delivered in a school or other learning setting..

**Prerequisites:**Nil.

**Description:**This unit will focus on developing knowledge and skills to teach students with special learning needs who are in mainstream schools and classrooms. Key themes that will be explored in this unit include; the evolution of special education in Victorian Schools, inclusive diversity in special education settings and positive behavioural support interventions when working with young learners with special needs. The unit also includes: (1) an examination of a general model for teaching learners with special learning needs; (2) an investigation into learning characteristics of students with special learning needs to identify the most appropriate instructional and pedagogic procedures; (3) provision of a safe and secure classroom environment and the development of in-class relationships that support learning; (4) classroom environment procedures likely to facilitate learning (eg. appropriate grouping strategies, classroom management, peer and teacher/student relationships, individualised programs; and (5) the use of technology to facilitate learning for students with special learning needs.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Identify, interpret and evaluate specific teaching strategies related to the special needs of students in a classroom setting; 2. Trial approaches to the documentation of lesson and curriculum planning associated with students with special learning needs in a classroom setting; 3. Critically evaluate assessment approaches commonly used for students with special learning needs in a classroom setting; 4. Demonstrate an integrated approach to working with students with special learning needs in a classroom setting; and 5. Use a range of approaches to reflect on and improve personal teaching practice associated with the special learning needs of students in a classroom setting.

**Class Contact:**Online 1.0 hrTutorial2.0 hrsThe online component is a one hour lecture.

**Required Reading:**Foreman, P 2008, 2nd edn, Inclusion in action South Melbourne: Thomson Learning Australia

**Assessment:**Where an assessment task is based on a site-based experience preservice teachers are required to attend all site-based sessions for satisfactory completion of the assessment task. Presentation, Presentation of an in class debate including a reflection of the arguments presented around the issue of inclusion in schools. 15 minutes, 20%. Essay, A critical review of the literature in relation to an issue that impacts on the teaching of students with special needs. 1000 words, 40%. Case Study, A documented reflective case and critical commentary into the practice/observations in an appropriate special needs learning environment. 1200 words, 40%.

### EFT2001 Food Science and Technology Education

**Locations:**Footscray Nicholson.

**Prerequisites:**ABB 1502 - Learning the Service of Food and Beverage

**Description:**In this unit university students participate in experiences to understand changes in food and investigate the concepts of palatable food through sensory evaluation. University students will develop an understanding about the science of food and related technologies to inform delivery within school contexts and the key learning area of Technology. There is a focus on physical and chemical changes to food such as the impact of cold and heat; aeration; pH and specific preparation techniques; and how proteins, carbohydrates and fats both change and develop specific products and dishes.

**Credit Points:** 12



## ESP3002 Understanding Processes of Innovation

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit provides students with an understanding of innovation, its theory and practice in community and human services, in educational settings. Through examination of models and processes of innovation in research and case studies, students develop their knowledge of change and enhance their capacity to engage with innovation as leaders and collaborators. The unit builds understanding of innovation in local and global contexts as processes of everyday praxis, learning organisations, social and professional networks and social movements. The unit examines the role of learning environments, action learning and the uses of media for social innovation and change management in community education contexts. Students examine the development and application of criteria for sustainable change as situated in the broader political ecology and policy environment.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Articulate how existing research may be used in informing practice;
2. Interrogate processes and criteria of educational innovation in community and human service contexts;
3. Critically review attributes and skills for leadership and collaboration; and
4. Critically evaluate the impact of the educational and social policy environment, and statutory and professional regulatory frameworks on communities, human services and processes of innovation.

**Class Contact:**Tutorial2.5 hrs

**Required Reading:**Links to recommended texts for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Literature Review, Examine current models and criteria of educational innovation in community and human service contexts., 30%. Project, Outline of innovation project, 30%. Essay, Discuss the role of the educator in leading and collaborating for social innovation in community and human service contexts, 40%. Total word equivalence is 3000 words.

## ETP5001 Language and Literacy in the Primary Years 1

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit consists of two interrelated components of study. In part one of their study, preservice teachers investigate language and literacy conventions as they correspond to the development of reading, writing, listening, speaking, viewing, and creating texts. Preservice teachers will develop a strong disciplinary understanding of language comprehension, grammatical and vocabulary conventions and language / communications use and function to develop their pedagogical knowledge and skills across the English curriculum strands of language and literacy in social contexts. The study of literacy education in the primary years is framed by praxis inquiry that enables preservice teachers to reflect on their personal literacies, skills, knowledge and understanding of theoretical, philosophical, and practical approaches to the teaching of language and literacy and the concepts, conventions and structures of English to be taught to students.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Design and construct a self-assessment plan for assessing personal literacy skills and implement a personal plan of remedial action for improvement;
2. Critically reflect on pedagogic knowledge of Language and Literacy conventions required in Literacy Education in the Primary Years;
3. Evaluate models of language and literacy development and the types of teaching and learning practices and activities that are successful in improving students' literacy; and
4. Design and construct a

digital 'class ready' portfolio to assist students in developing mastery and use of language conventions, techniques, modes of communication and forms of representation in virtual and traditional text contexts and situations. 5.

Demonstrate capacity in engaging parents in the reporting of student learning and achievement process.

**Class Contact:**Online 1.0 hrSeminar2.0 hrsThe online component is a one hour lecture.

**Required Reading:**Seely Flint, A., Kitson, L., Lowe, K., & Shaw, K. (2014). Literacy in Australia. Pedagogies for Engagement. Milton, Queensland: John Wiley & Sons. Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Exercise, Diagnostic assessment of personal and professional literacy content knowledge., 10%. Project, Professional knowledge project that demonstrates content development for effective teaching of literacy including strategies that involve parents, 50%. Journal, Critically reflect on models of language and literacy development in the primary years., 40%. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

## ETP5002 Language and Literacy in the Primary Years 2

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**In this unit of study pre-service teachers will explore multidimensional aspects of literacy education and the acquisition of literacy skills by critically investigating the organisation of print literacy and digital/virtual texts. The unit aims to develop a pedagogical understanding of how to teach: compositional techniques, forms of print based and digital representation for receiving and communicating meaning to different audiences and for differing purposes and contexts. Pre-service teachers will be guided to build their repertoire of knowledge of literacy pedagogies and concepts to enable them to integrate theory and practice when planning to teach literacy across the curriculum. Through the unit pre-service teachers will investigate models for developing and responding to pupils reading, writing, and listening to texts and oral communication. Pre-service teachers will also investigate curriculum and assessment rationale to include informal, formal diagnostic, formative, and summative approaches to assessing student learning across the literacy continuum. Pre-service teachers will be introduced to theoretical models of language and literacy to appraise literacy/language learning in the early and middle years of schooling when responding to diverse learners' needs and abilities.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Critically review current practices for teaching and assessing Language and Literacy in the Primary Years;
2. Evaluate and design effective teaching and learning strategies to develop students' confidence and abilities to use language effectively and efficiently across the literacy continuum, including literacies required of 21st century learning;
3. Design and evaluate assessment strategies that will be used to provide appropriate feedback to students about their literacy learning; including Aboriginal and Torres Strait Islander backgrounds;
4. Appraise and critique key debates, principles, theories, approaches to literacy teaching and learning for culturally and academically diverse learners, needs and abilities, including students of Aboriginal and Torres Strait and different cultural and language backgrounds;
5. Compose and authenticate evidence of personal and professional literacy content knowledge and high-quality pedagogical skills for effective teaching; and
6. Design and evaluate effective learning and teaching of knowledge and skills across the literacy continuum, including providing forms of appropriate feedback to students

about their literacy learning.

**Class Contact:** Online 1.0 hr Seminar 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Seely Flint, A., Kitson, L., Lowe, K., & Shaw, K., Vicars, M 1 Literacy in Australia: Pedagogies for Engagement John Wiley and Sons Publishers.

Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Presentation, Give an oral (15 minutes) presentation on an aspect of the Language and Literacy curriculum in the Primary Years (reading, writing, oracy)., 20%. Assignment, Plan a series of differentiated literacy-based lessons with reference to Vic Curriculum standards and teaching strategies for diverse learners, 50%. Poster, Poster presentation of professional learning based on professional reflection and linked to the development of literacy pedagogy., 30%. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

### ETP5003 Teaching and Learning Primary Mathematics 1

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** Preservice teachers are introduced to effective mathematical teaching approaches, models and strategies used by primary teachers to enhance student learning of mathematical content, concepts and reasoning. The mathematical content focus in this unit relates to measurement and geometry, statistics and probability. Preservice teachers reflect on their mathematics and numeracy knowledge to develop personal levels of proficiency when planning, structuring and implementing learning programs that correspond with students' diverse learning needs and abilities and curriculum content strands. This unit of study provides students with the opportunity to further develop their skills and knowledge to engage in associated problems and communicate through reviewing curriculum and planning documents to inform the designing of learning activities and assessment tools for primary school students. This will include taking into account the needs of different learners from a range of cultural backgrounds. Students will have the opportunity to engage in lectures, be involved in tutorial discussions and activities and receive feedback through informal and formal assessments.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1. Critique and analyse the principles and practices of curriculum and pedagogy for teaching mathematics to primary school students; 2. Construct a plan of teaching and learning designed to develop students' mathematical and numeracy confidence which will counter misconceptions about mathematics and numeracy abilities; 3. Evaluate a range of teaching and learning approaches used by primary teachers to enhance mathematical and numeracy fluency, logical reasoning, analytical thought and problem-solving skills; and 4. Critically review and evaluate a selection of learning and teaching theories, processes and activities that assist the development of students' mathematical and numeracy capabilities in order to teach number and algebra to primary school age students.

**Class Contact:** Online 1.0 hr Seminar 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Reys, R.E., Lindquist, M.L., Lambdin, D.V., Smith, N.L., Rogers, A., Falle, J., Frid, S., & Bennett, S. (2012). 1st Australian edn. Helping Children Learn Mathematics. Melbourne: John Wiley. Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Assignment, Respond to how you would implement teaching and

learning strategies that assist students to develop confidence in mathematics and numeracy., 20%. Presentation, Plan, evaluate and present a multi-lesson unit for teaching mathematical literacy in a primary school setting., 40%. Review, Review gathered information to respond to questions relevant to Mathematical content knowledge., 40%. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

### ETP5004 Teaching and Learning Primary Mathematics 2

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** Preservice teachers develop their knowledge of effective teaching of mathematics curriculum and pedagogy in the primary years of schooling. They explore their knowledge of the content and proficiency strands of Number and Algebra, Measurement and Geometry and Statistics and Probability to design and produce creative teaching and learning strategies that enhance students' confidence in using mathematics in everyday life. Preservice teachers also investigate interdisciplinary priority areas of environment and sustainability, Asian-Pacific and Aboriginal and Torres Strait Island perspectives when implementing twenty first century mathematics / numeracy across the curriculum. They review curriculum and national testing requirements for assessing students' mathematics literacy and proficiency in the primary years, including NAPLAN in learning how formative and summative assessment can productively improve student learning.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Analyse and evaluate a range of approaches to twenty first century mathematics / numeracy education in the primary years including digital learning and teaching with digital technologies;
2. Design and implement strategies that motivate and develop students' mathematical reasoning, problem solving, and understanding of mathematical concepts, conventions and applications in real world situations;
3. Exhibit an understanding of mathematics / numeracy content strands when planning to implement and teach purposeful lessons and activities that enhance students' mathematical / numeracy proficiency and support diverse learners;
4. Assess the learning and development students have achieved through the teaching approaches and learning activities conducted in the mathematics curriculum; and
5. Analyse and implement appropriate learning and teaching strategies that take account of sustainability, environmental, Aboriginal and Torres Strait Island perspectives to develop students' mathematical, social and cultural understanding.

**Class Contact:** Online 1.0 hr Seminar 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Reys, R.E., Lindquist, D.V., Lambdin, D.V., Smith, N.L., Rogers, A., Falle, J., Frid, S., & Bennett, S. 2nd edn, Helping children learn mathematics John Wiley Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Exercise, Investigate and report how real life experiences of mathematics enhance students' understanding, confidence and development., 20%. Review, Curriculum activity: (how to prepare and manage a differentiated classroom), 40%. Assignment, Design and produce a learning plan using a range of digital technologies and activities to develop students' mathematics learning, 40%. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

### ETP5005 Primary Health and Physical Education

**Locations:** Footscray Park.

**Prerequisites:** Nil.



**Description:** Focusing on teaching Health and Physical Education in the Primary Years, this unit provides preservice teachers with pedagogical content knowledge and health literacy skills to facilitate primary school students' development of knowledge, skills and behaviours necessary for the pursuit of lifelong physical activity, and strengthening of their physical, mental and social health and wellbeing. Preservice teachers will investigate trends and approaches to health and physical education and personal and social learning and will become aware of the significance of a 'strengths-based approach' in health and physical education theory and practice. The unit content will focus on understanding the current curriculum for Health and Physical Education and Personal and Social Capability in Victorian Primary Schools, strengths-based pedagogy and assessment, how this is enacted in schools and classrooms, and whole-school approaches for promoting health and wellbeing.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Interpret and implement the Health & Physical Education and Personal and Social Capabilities curriculum using appropriate teaching and learning principles, procedures and resources;
2. Create individually tailored and appropriate programs that draw upon a range of teaching and learning strategies (including ICT) to cater for the diversity of assessment and reporting of young people's interests and capabilities;
3. Scrutinise and evaluate a range of resources and frameworks designed to enhance health and educational outcomes in schools and broader community;
4. Analyse a range of approaches to health literacy and social and personal capability when planning for teaching health and wellbeing learning, and whole school health promotion; and
5. Integrate curriculum requirements for literacy and numeracy, social, personal and digital learning and health, wellbeing, personal and social capabilities in Health and Physical Education.

**Class Contact:** Online 1.0 hr Seminar 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Presentation, Investigate, present and evaluate two activities for building students' physical and social skills in primary schools settings., 20%. Assignment, Analyse and evaluate inter-curriculum connections between Health and Physical Education and core curriculum., 40%. Portfolio, Design and create a 'whole of school' strategic plan targeting a contemporary health challenge., 40%. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

### ETP5006 Humanities in Primary Education

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** Preservice teachers develop an understanding of curriculum and pedagogy required for the teaching of the primary humanities curriculum. They investigate, analyse and evaluate a range of approaches to the teaching of humanities to enable them to design and implement teaching and learning strategies that promote knowledge and skills required by students for life-long learning, social development and active and informed citizenship. Preservice teachers develop their teaching practice in the areas of History, Geography, Economics and Business, Civics and Citizenship together with cross curriculum priorities relating to Aboriginal and Torres Strait cultures and engagement with the Asian-Pacific region. They develop knowledge, capacities and multiliteracy skills appropriate to twenty-first century learning and teaching contexts.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Exhibit an understanding of curriculum and pedagogy, and assessment and reporting requirements to successfully teach the primary school humanities curriculum;
2. Implement elements of the curriculum design in order to create learning programs appropriate for diverse learners, student needs and abilities;
3. Evaluate and design humanities learning activities which include the use of technology, acknowledge globalisation and sustainability, Aboriginal and Torres Strait Islander perspectives;
4. Analyse the principles and practices of curriculum and pedagogy that are effective in humanities teaching; and
5. Evaluate and implement a range of approaches to teaching humanities in primary school settings.

**Class Contact:** Online 1.0 hr Seminar 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Krough. S. & Morehouse. P. The Early Childhood Curriculum - Inquiry learning through integration. Routledge, New York Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Exercise, Visit a humanities related field site, evaluate and review resources to integrate when teaching humanities. Need to address legislative requirements., 20%. Assignment, Design a humanities unit of work that includes effective use of Information and Communication Technologies., 40%. Portfolio, Design a webfolio of humanities in everyday life., 40%. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

### ETP5007 Science in Primary Education

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** Preservice teachers develop a personal and pedagogical awareness of the importance of science in their every-day life and their understanding of curriculum and science concepts. They develop their capacities, knowledge and skills to collaboratively design science education units and learning plans that enable primary students to engage with science in the world around them. The study of Science in Primary Education is designed to strengthen connections between theory and practice so that preservice teachers can confidently plan, structure and implement learning that is responsive to students' diverse physical, social, cultural and intellectual characteristics. In addition preservice teachers are required to demonstrate a coherent body of knowledge of curriculum and assessment for the purpose of continuous improvement and development of primary students' scientific knowledge and capacities.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Elucidate basic scientific concepts relevant to primary science education and understand the literacy and numeracy demands of teaching and learning science;
2. Investigate and evaluate primary science education pedagogies and resources;
3. Plan, design and adapt the efficiency of primary science learning in response to student learning needs, interests, assessment and reporting;
4. Integrate and devise Information and Communication Technologies that support the teaching and learning of science; and
5. Exhibit safe conduct practices when conducting science investigations in classrooms, school, community, and field work settings.

**Class Contact:** Online 1.0 hr Seminar 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Cherednichenko. B. & Kruger. T. Restructuring teaching for learning: A praxis inquiry approach to teacher education. Pearson Australia Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Review, Visit a science-related field site to evaluate the science-related resources, and justify how to integrate these resources in teaching., 20%. Portfolio, Develop a resource of science in every-day life., 40%. Assignment, Design a science unit of work that includes effective use of digital technology resources and caters for the full range of student diversity., 40%. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

## ETP5008 The Arts and Design in Primary Education

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** Preservice teachers are introduced to theoretical, philosophical, pragmatic and practical perspectives related to contemporary arts and design education for primary school students. These perspectives include an introduction to arts and design curriculum, planning and pedagogies that promote quality learning and teaching of the arts and design, with a focus on the areas of music, drama, dance, visual arts and media arts. Preservice teachers also consider how these arts and design areas can productively intersect with other subject areas for effective teaching and learning.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Exemplify pedagogical principles, and assessment and reporting practices, related to teaching both quality and effective arts and design education in primary school contexts;
2. Interpret perspectives related to arts and design education including relevant curriculum and assessment guidelines related to primary arts education;
3. Devise and formulate strategies to consider diverse student learning in and through the arts and design in primary schools; and
4. Assess and develop their own arts skills and creative practices in the arts and design as an element of their professional learning and development as a teacher.

**Class Contact:** Online 1.0 hr Seminar 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Presentation, Students to reflect on aspects of their own teaching and learning related to arts and design education., 30%. Project, Consider curriculum and identify pedagogical approaches for teaching the arts learning areas and design for primary school students., 70%. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

## ETP6001 Primary Curriculum Specialisation 1

**Locations:** Footscray Park.

**Prerequisites:** ETP6001 is a coreq or prereq to ETP6002

**Description:** Preservice teachers deepen their professional knowledge, skills and abilities to teach in an approved primary school specialisation. In the selected specialisation area preservice teachers undertake in-depth studies and research into primary curriculum, pedagogy and assessment. They research aspects of twenty first century teaching and learning in rapidly changing global, social, economic, environmental and technological contexts that inform content, pedagogy, curriculum and assessment of students' learning, skills, capacities and cultural understandings. Preservice teachers investigate the research-teaching-practice triangle in learning about the importance of research for teacher preparation and professional practice aimed at improving school students' learning outcomes.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Derive their own questions about students' learning and teaching approaches that

relate to their chosen specialisation; 2. Investigate approaches to teaching and learning through systematic analysis of theories, research, data bases, teaching and school practices and by reflecting on their own teaching experiences; 3. Substantiate pedagogical approaches to teaching and learning in the specialisation discipline; 4. Compose research-informed and ethically appropriate methods for gathering data that can be used in classrooms for assessing and responding to students' learning needs, skills and abilities; and 5. Justify a professional understanding of the specific-discipline pedagogy, curriculum and assessment and reporting requirements.

**Class Contact:** Online 1.0 hr Seminar 2.0 hrs The online component is a one hour lecture.

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Literature Review, Construct a literature review of evidence-informed research of the specific discipline area under investigation., 30%. Creative Works, Present via digital story-telling (online) a specific topic of the discipline pedagogy under investigation., 20%. Research Paper, Research a teaching and/or learning question from knowledge of specific-discipline pedagogy., 50%. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

## ETP6002 Primary Curriculum Specialisation 2

**Locations:** Footscray Park.

**Prerequisites:** ETP6001 is a coreq or prereq for ETP6002

**Description:** Preservice teachers further develop their knowledge of their teaching specialisation by implementing the teaching and learning plan they developed in Primary Curriculum Specialisation 1. The students will develop lesson sequences in their specialisation that create safe and supportive learning environments that cater for challenging behaviours and meet child protection legislation, duty of care, and workplace health and safety requirements. Students will incorporate mentor feedback of their practice during an additional 10 day teaching experience. In this time, preservice teachers develop ethically appropriate methods for collecting data through classroom observations, teacher feedback, assessment of students' learning and knowledge. They also collate and analyse data, expand on and refine their research skills and techniques of self-reflection and critically evaluate their own teaching and further build their professional competence, creativity, critical analysis, and problem solving ability

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to:

1. Source and reflect on professional organisations and utilise the information gained to adjust subsequent planning as a subject specialist
2. Identify the core components of a school program to design, implement and evaluate a teaching and learning program or unit of work for their subject domain specialisation
3. Elucidate strengths and weaknesses of the teaching and learning plan (and act on this advice to modify teaching practice) in light of evidence-informed research, data on student learning and mentor feedback.
4. Collate and analyse classroom and evidence-informed research, and apply ethically appropriate methods for collecting and reporting data (e.g. to parents)
5. Create a safe and supportive learning environment that caters for challenging behaviours and meets child protection legislation, duty of care, and workplace health and safety requirements
6. Engage productively in the teacher profession and apply competently the Australian Professional Standards for Graduate Teachers

**Class Contact:** Online 1.0 hr 10 days of supervised teaching practice.

**Required Reading:** Links to recommended readings and resources for this unit will be

provided to students via the Learning Management System (VU Collaborate)  
**Assessment:**Workshop, Attend, review and annotate relevant workshop/s for selected specialisation domain., 20%. Journal, Collate and analyse artefacts aligned to the Australian Professional Standards for teachers collected during their teaching experience., 30%. Assignment, Submit and teach a unit or program of work in response to issues, processes and procedures related to the selected specialisation., 50%. Other, Mentor report - 10 day specialisation placement., 0%. All assessments, equivalent to 5000 words of written assessment in total, must be satisfactorily completed in order to complete the unit.

### ETS5001 Critical Literacy for Diverse Communities

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**All teachers, regardless of their discipline area, are responsible for the teaching of literacy and numeracy. Literacy and numeracy can be considered as language formats that enable users to understand, investigate and change their social worlds. While accepted structural conventions and grammars of literacy and numeracy are important, this unit explores what it means to be literate and numerate and engages with a range of discourses to re-consider what is meant by effective pedagogy from different standpoints and perspectives. The unit will consider the challenges and barriers experienced by students from the non-hegemonic mainstream. It will focus on the support and inclusion of students from diverse backgrounds across areas such as socio-economic background, cultural heritage, religious orientation, race, gender and students with additional needs. Pre-service teachers will identify and document evidence of innovative pedagogical practices to support literacy and numeracy education across the curriculum within schools and other settings. In particular pre-service teachers will plan for and implement literacy and numeracy curriculum which caters for the learning of all students.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:  
1. Analyse the learning needs of students across the full range of abilities to identify teaching strategies that are responsive to learning strengths and needs of student from diverse linguistic, cultural, religious and economic backgrounds, including students with disabilities and special learning needs;  
2. Critically evaluate and discuss literacy and numeracy teaching strategies and the integration of these strategies into the secondary school curriculum;  
3. Demonstrate their legislative, curriculum, assessment and reporting knowledge to develop teaching plans that promote student well-being, safety and inclusion catering for diversity of students including those with a disability,  
4. Demonstrate their knowledge and application of a range of practices to promote inclusion including students with a disability,

**Class Contact:**Seminar2.5 hrs

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Review, Autobiographical narrative on how you became literate and numerate, 30%. Project, Development and presentation of critical literacy and numeracy learning activities as a unit of work., 70%. A pass in all assessments is mandatory to satisfactorily complete the unit and are equivalent to 5000 words of written assessment.

### ETS5002 Teacher as Practitioner and Researcher

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:** In this unit of study pre-service teachers will develop their skills as reflective practitioners, collecting and analysing data to monitor the effectiveness of teaching practices and student learning. Pre-service teachers will engage in research

activities that investigate, understand and critique how the world of education is, beginning with an understanding of the historical development of the Australian education systems. It will involve consideration of 'big educational ideas' facing humanity and how local ideas interrelate, respond and change and how they compare with education systems in other countries. Through the examination and interpretation of both quantitative and qualitative data, pre-service teachers will consider the effectiveness of school structures and policy, curriculum, lesson planning, pedagogy, assessment practices and standardised testing in providing support for students from different social contexts, including students with disabilities, students from diverse socio-cultural backgrounds, and Aboriginal and Torres Strait Islander students. Pre-service teachers will reflect on different approaches to enact change, communicating findings to colleagues, students, parents and interested members of the community.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Critically engage and examine educational and social data to evaluate the effectiveness of teaching programs and improvement of school systems and teaching practices to improve student learning;
2. Analyse the role and potential of educational data in respect to relevant legislative, administrative and organisational policies and practices to support the development of educational structures, policy and curriculum that encourage young people to become successful learners, confident and creative individuals and informed citizens;
3. Demonstrate their understanding of educational issues through monitoring and evaluating student assessment data to explore curriculum development and lesson planning to modify teaching strategies to support the learning of students from diverse backgrounds.
4. Explore the influence of parents and carers in supporting student learning and what teaching strategies can be used to bring them into the educative process
5. Demonstrate understanding of professional learning and how it can support the development of teachers' knowledge and skill to modify teaching strategies and

**Class Contact:**Seminar2.5 hrs

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Case Study, Interview and Reflection, 20%. Project, Exploration and presentation of education related data, 25%. Assignment, Examination of an educational issue related to student learning and supporting a more equitable society of informed citizens, 55%. All assessments are mandatory requirements to satisfactorily complete the unit and are equivalent to 5000 words of written assessment.

### ETS5003 Specialisation Curriculum and Pedagogy A

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit provides pre-service teachers (PSTs) with a sound understanding of curriculum and pedagogy in their specialisation discipline areas at the 7-10 level. They will critique and investigate a range of existing resources to teach their specialisation areas, including ICT. Specific information regarding curriculum and the teaching styles that practitioners in this discipline area use to facilitate student engagement will be examined. This unit supports students' capacity to plan for and implement effective teaching and learning sequences, and create specific lesson and unit plans. In addition, students will develop their capacity to differentiate learning activities and manage classroom activities and environments through the effective use of verbal and non-verbal communication strategies.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Articulate an understanding of key content in the year 7-10 Victorian Curriculum in their specialisation areas, and concepts and content in their specialisation areas, and apply this to develop a sequence of lessons. 2. Analyse the principles and practices of pedagogy in their specialisation areas for teaching Years 7 - 10 with a focus on engaging and differentiating learning for diverse student cohorts in safe and challenging learning environments. 3. Critique a range of pedagogical approaches and resources, including ICT, that engages school students in their learning. 4. Construct, develop, and manage the implementation of classroom activities that use both verbal and non-verbal communication strategies to manage classroom environments

**Class Contact:**Seminar2.0 hrs

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Report, Teaching Pedagogies assignment, 30%. Project, Unit plans, 50%. Review, Microteaching, 20%.

### ETS5004 Specialisation Curriculum and Pedagogy B

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit provides pre-service teachers (PSTs) with a comprehensive knowledge of curriculum and pedagogy in their specialised discipline areas for teaching year 11 and 12 students. PST's will focus on engaging their peers in engaging and innovative pedagogies to facilitate a student-centred learning environment at the senior secondary school level in order to practice innovative and engaging pedagogies for senior secondary students. PST's will develop their capacity to plan lesson sequences at the senior level, to differentiate learning and to determine student's knowledge using formative and summative assessment. This content will provide graduates with the skills and capacities to participate as competent and reflective members of the teaching profession.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to: 1. Derive innovative and engaging lessons and lesson sequences from the VCE specialisation area curriculum and study guide. 2. Distinguish the pedagogies, principles and practices of teaching senior students in their specialisation areas in comparison to year 7-10. 3. Articulate knowledge of how students learn in at senior secondary levels in their specialisation area, and the role of differentiation in developing effective teaching plans. 4. Design, trial and evaluate a senior unit of work that includes a sequence of lesson plans which employ a range of teaching resources, strategies, and approaches to assessment that support inclusive student participation and engagement. 5. Evaluate the range of assessment strategies including, informal and formal, diagnostic, formative and summative and how these approaches can be applied to assess senior secondary students learning.

**Class Contact:**Tutorial2.0 hrs

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Review, Senior Secondary pedagogies, 30%. Report, Unit plans including relevant assessment, 50%. Project, Microteaching, 20%. Minimum effective word limit of 5000 words in total. .

### ETS5005 Specialisation Assessment and Reporting

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit provides pre-service teachers (PSTs) with a comprehensive knowledge of assessment in their specialised discipline areas for teaching secondary

school students in years 7-12 with a focus on their minor method area. PST's will develop their skills and understanding by engaging in the complete cycle of assessment within the class. They will develop assessment tasks for year 7-10, and year 11-12 students, and then they will pass these on to other PST's to complete the assessments, and on to others to grade the assessments and engage in feedback and reporting. PST's will also engage in moderation procedures of sample assessments in their specialisation area. This content will provide graduates with the skills and capacities to participate as competent and reflective members of the teaching profession.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Design formative and summative assessment tasks that can be used to assess students' learning in years 7-12 2. Analyse student achievement against rubrics and standards and construct high quality feedback. 3. Collaborate with colleagues to facilitate moderation to enable consistent and comparable judgements of student achievement. 4. Articulate student achievement and learning in reporting to parents and carers, and contribute to accurate and reliable records of student achievement.

**Class Contact:**Seminar2.0 hrs

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Project, Senior Secondary assessment task, 40%. Project, Junior Secondary assessment task, 40%. Report, Moderation task, 20%. Minimum effective word limit of 5000 words in total.

### ETS5006 Specialisation Innovations in Curriculum and Pedagogy

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit provides pre-service teachers (PSTs) with the opportunity to expand their knowledge of curriculum, pedagogy, and assessment in their specialised discipline areas for teaching secondary school students in years 7-12, with a focus on their major method area. PST's will collaborate with their peers to determine major challenges within their specialisation areas, and identify potential innovative solutions to these. PST's will seek input from end users (school students, teachers), experts, and entrepreneurs to assist them in developing a prototype of an innovative educational product or other curriculum innovation which can be applied in their specialist areas to improve student learning outcomes. They will engage in a 'Build, Measure, Learn' feedback loop to engage in reflection to continually enhance their ideas and their product or curriculum innovation. PST's will present their ideas to the class and the broader community and may implement their innovation in schools. This process will provide graduates who operate with an innovation mindset, so that they can teach the next generation of students who will need entrepreneurial skills, and also enhance their own opportunities for employment through traditional and non-traditional paths.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:

1. Investigate the major challenges in education in their specialisation area 2. Collaborate with peers, experts, entrepreneurs and end users to facilitate the development of an innovative educational product. 3. Design and develop their innovative educational product, and develop the appropriate ICT, communication, and other skills that are required to engage in this process. 4. Experiment and revise their product through pilot testing and conversations with experts, entrepreneurs and end users. 5. Convince their peers, community members, and a panel of experts of the need, value, and contribution of their innovative educational product.

**Class Contact:**Tutorial2.0 hrs

**Required Reading:**Links to recommended texts for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Project, Description of educational challenge and brief literature review, 20%. Project, Innovative Educational Product, 60%. Presentation, Project Pitch Competition, 20%. Minimum effective word limit of 5000 words in total.

