

**COLLEGE OF ARTS  
AND EDUCATION  
HANDBOOK 2020**

## **DISCLAIMER**

The information contained in Victoria University's 2020 College of Arts and Education was current at 03 December 2019

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 2020 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 2020.

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 2020.

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 2020.

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

1. Critically review theory, research and practice in the humanities, social sciences and creative arts;
2. Critically reflect on the patterns of social, cultural, historical and political experience of society;
3. Plan, execute and communicate research and critical inquiry into the lives of communities of diverse places, experiences, discourses and time;
4. Exhibit a high degree of proficiency in active reading of complex texts, including collection and analysis of resource materials including the

5. Demonstrate independence, self-reflection and creativity to meet goals and challenges in professional and academic pursuits
6. Employ advanced interpersonal and collaborative skills, consistent with professional and ethical practice, when working with people of diverse cultural backgrounds.

**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:** 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) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score of 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

**Admission Requirements Mature Age:** Five years (minimum) work/life experience in Humanities, Social Sciences, Creative Arts or similar. OR: Completion of an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

**Admission Requirements VET:** Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

## 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
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

AMIPOL Political Science

AMIPCO Professional Communication

AMISLY Sociology

AMIVSU Visual Art

AMICOM Communication Studies

EMIAGL Aboriginal Yulendj (Knowledge) and Community

AMITEM The Entrepreneurial Mindset

### Bachelor of Creative Arts Industries

Course Code: ABAI

Campus: Footscray Nicholson, Footscray Park.

This course is for Continuing students only.

**About this course:** The Bachelor of Creative Arts Industries is a three-year undergraduate degree which develops artistic talent and knowledge, skills and experience in the Creative Arts Industries. Students study eight core units, and choose to specialise in two major areas of study (specialisations) in creative arts. Creative arts specialisations include: Creative Writing, Digital Media, Music, Performance Studies and Visual Arts. Students also choose four electives, to construct a course which meets their individual artistic interests and career aspirations. Students are able to apply their specialisations through Learning in the Workplace and Community assessment tasks, culminating in two third-year units in Professional Engagement. Students also acquire skills in business management and digital technology, required for participation in the contemporary Creative Arts Industries. An international perspective runs through the subjects within the course, in order for students to gain a global perspective. For instance, case studies from around the world are included in the curriculum and the culture of different creative industries from around the world are compared. In addition, students are encouraged to take a study abroad placement or to take advantage of overseas study tours available to students. The course allows advanced standing for students who have undertaken

Diploma or Advanced Diploma level study in a creative arts field, or who have experience as a creative arts practitioner.

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

1. Utilise in-depth knowledge and judgement across multiple creative arts disciplines to engage in the diversity of fields required for contemporary creative arts practitioners;
2. Apply cognitive and creative skills in industry, community engagement and partnership contexts;
3. Apply high level communication skills that enable the clear presentation of knowledge and ideas;
4. Connect specific knowledge and skills in creative arts with the cultural, technological and entrepreneurial acumen required for successful participation and employment in the creative arts industries;
5. Demonstrate critical awareness and understanding of theory, practice and research in the creative arts;
6. Utilise a broad range of problem-solving and decision-making skills to implement emerging technologies and practices in the creative arts industries.

**Careers:** The course equips students to pursue diverse career paths in the Creative Arts Industries, utilising their specialised areas of study. Careers include: Community Arts Director, Digital Art Director, Advertising Copywriter, Creative Writer, Festival Director, Editor, Event Manager, Flash Developer, Freelance Designer, Interactive Art Director, Musician, Online Designer, Performance Artist, Project Manager, Publications Officer, Publisher, Scriptwriter, Sound Artist, Visual Artist, Web Designer.

**Course Duration:** 3 years

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

**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 also be considered

## COURSE STRUCTURE

To qualify for the award of Bachelor of Creative Arts Industries, students must complete two (2) from the following list of five specialisations:

- Creative Writing;
- Digital Media;
- Music;
- Performance Studies;
- Visual Arts.

Students must complete the following to be awarded the degree:

- 288 credit points in total (equivalent to 24 units)
- 96 credit points (equivalent to 8 units) core units;
- 72 credit points (equivalent to 6 units) specialisation 1 units;
- 72 credit points (equivalent to 6 units) specialisation 2 units;
- 48 credit points (equivalent to 4 units) elective units chosen from any College of Arts Undergraduate unit. Students, please check any pre-requisite requirements prior to enrolling.

Full-time students study 48 credit points (equivalent to 4 units) each semester. Students must not complete more than ten first-year units.

Year 1, Semester 1

ACI1007 Creativity and Innovation

AFX1102 Debates in Contemporary Australia

Specialisation 1, unit 1

Specialisation 2, unit 1

Year 1, Semester 2

ACI1009 Arts Industries: the Inside Story

ACM2004 Digital Service Design and Analytics 12

Specialisation 1, unit 2

Specialisation 2, unit 2

Year 2, Semester 1

ASN2005 From Concept to Production 12

Specialisation 1, unit 3

Specialisation 2, unit 3

One elective unit (12 credit points)

Year 2, Semester 2

BHO2000 Event Operations 12

Specialisation 1, unit 4

Specialisation 2, unit 4

One elective unit (12 credit points)

Year 3, Semester 1

ACX3005 Graduating Project 1 12

Specialisation 1, unit 5

Specialisation 2, unit 5

One elective unit (12 credit points)

Year 3, Semester 2

ACX3006 Graduating Project 2 12

Specialisation 1, unit 6

Specialisation 2, unit 6

One elective unit (12 credit points)

Specialisations

ASPMUS Music

ASPVIS Visual Arts

## Bachelor of Arts

**Course Code:** ABBA

**Campus:** Footscray Nicholson, Footscray Park, Option A is offered at Footscray Nicholson campus only..

This course is for Continuing students only.

**About this course:** The Bachelor of Arts is a three-year degree, which provides a general education in the humanities and social sciences. Students choose to specialise in two or more major areas of study (specialisations) and also choose from a range of electives or options to construct a course, which meets their individual interests and career aspirations. Students are able to apply their specialisations through Learning in the Workplace and Community assessment tasks culminating in a third year graduating project. The course is designed with recognition that graduates live and work in internationalised and multicultural communities in Australia and overseas. Specialisations include Advanced English for Speakers of Other Languages (AESOL), Asian Studies, Communication Studies, Gender Studies, History, Literary Studies, Media Studies, Performance Studies, Political Science, Professional Writing, Psychology, Social Research Methods, Sociology, Visual Arts and Vietnamese.

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

1. Demonstrate critical awareness and understanding of theory and research in chosen areas of study;
2. Gain insights into their own lives and the patterns of social, cultural and political experience of society in general;
3. Generate, organise and undertake research into the life of their community;
4. Apply academic skills in reading, note-taking and collection and organisation of resource materials including the presentation of oral and written material;
5. Employ skill and confidence in group discussion and activity;
6. Apply interpersonal skills consistent with professional practice.

**Careers:** A VU general Arts degree provides students with a broad range of skills and experiences, which will open the door to a wide range of careers. The skills developed as an Arts student are a foundation that will enable graduates to move into and across quite different careers and further studies, over a lifetime. The BA degree also provides a platform for students entering into postgraduate programs either by coursework or research. Graduates often move straight into positions in the public service, corporate, community and non-government organisations utilising their generalist skills and applying their specialist knowledge of their specialisations. Others move onto graduate studies to become teachers, social workers and the many other courses and careers that require a generalist first degree.

**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 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

The Bachelor of Arts course has two versions within Year 1 to meet more explicitly the learning needs of Year 1 students in terms of their readiness to choose their final areas of specialisation. Option A is designed as a career orientated course that focuses on providing students with a sense of engagement, support and belonging. This option offers students individualised academic support and guidance to provide them with the skills and confidence they need to become a successful university student, help them to choose their specialisation areas and career focus and realise their education and career goals. Students upon completion of Option A will be able to choose any specialisation other than Psychology in their Second Year. Students in Option A will have the opportunity to study their chosen specialisations to the same depth as students in Option B. Option B is designed for students who have already decided on a career path and have chosen their areas of specialisation. Both Options A and B will lead to the completion of 96 credit points for the First Year of the Bachelor of Arts degree (refer to Course map for more details). To be awarded the degree of Bachelor of Arts students must have successfully completed a total of 288 credit points. Students are also encouraged to undertake a semester overseas taking advantage of the University's Study Abroad program, where students undertake an approved study plan, which still enables them to satisfy the requirements of the degree. Students must satisfy the following requirements:

- 24 semester-length units;
- No more than ten first-year units
- No more than eight units from outside the College of Arts. In place of 48 credit point elective units, students may choose one of the two new Global Challenge capstone minors. These two minors offer a unique opportunity to further appreciate global issues while developing important personal skills.

### Year 1, Semester 1

Students who commenced prior to 2015 must select units from Option B. Students who commenced from 2015 may select either option based on Course Coordinator's advice.

### OPTION A

#### Year 1, Semester 1

ABA1000	Academic Discourse and Experience	12
ACU1002	Creativity, Communication and the Digital Age	12
ABA1001	Reason and Revolution	12
ABA1003	Introduction to Sociology	12

#### Year 1, Semester 2

ABA1002	Knowledge, Inquiry and Research	12
ABA1004	Text and Representation	12
ABA1005	The Era of Controversy	12

ACU1008 Nature, Culture, Society

Year 2, Semester 1

Specialisation 1 - Unit 1

Specialisation 2 - Unit 1

ACX3003 Professional and Career Development

\*Plus 12 credit point (equivalent to 1) Elective unit

Year 2, Semester 2

Specialisation 1 - Unit 2

Specialisation 2 - Unit 2

\*Plus 24 credit points (equivalent to 2) Elective Units (OR 12 credit points (equivalent to 1) Elective unit and ACX3003 if the latter not completed in Semester 1)

Year 3, Semester 1

Specialisation 1 - Unit 3

Specialisation 2 - Unit 3

ACX3007 Studio Project 1 12

\*Plus 12 credit point (equivalent to 1) Elective unit

Year 3, Semester 2

Specialisation 1 - Unit 4

Specialisation 2 - Unit 4

ACX3006 Graduating Project 2 12

\*Plus 12 credit point (equivalent to 1) Elective unit

\* Electives may be selected from the following: any unit from College of Arts OR any unit from outside the College of Arts with Coordinators approval

#### OPTION B

#### COURSE STRUCTURE FOR STUDENTS WHO DO NOT SELECT PSYCHOLOGY AS A SPECIALISATION

Year 1, Semester 1

Specialisation 1 - Unit 1

Specialisation 2 - Unit 1

AFX1 102 Debates in Contemporary Australia

Elective- one 12 credit point unit selected from 1000 coded units

Year 1, Semester 2

Specialisation 1 - Unit 2

Specialisation 2 - Unit 2

TWO Elective units - ACX1002 Knowing and Knowledge B is recommended as one of these plus one 12 credit point unit selected from 1000 coded units

Year 2, Semester 1

Specialisation 1 - Unit 3

Specialisation 2 - Unit 3

ACX3003 Professional and Career Development

\*Plus one elective

Year 2, Semester 2

Specialisation 1 - Unit 4

Specialisation 2 - Unit 4

\*Plus two Elective Units (OR one elective unit and ACX3003 if the latter not completed in Semester 1)

Year 3, Semester 1

Specialisation 1 - Unit 5

Specialisation 2 - Unit 5

ACX3007 Studio Project 1 12

\*Plus one Elective Unit

Year 3, Semester 2

Specialisation 1 - Unit 6

Specialisation 2 - Unit 6

ACX3006 Graduating Project 2 12

\*Plus one Elective Unit

\* Electives may be selected from the following: any unit from College of Arts OR any unit from outside the College of Arts with Coordinators approval

#### OPTION B

#### COURSE STRUCTURE FOR STUDENTS WHO SELECT PSYCHOLOGY AS A SPECIALISATION

Psychology is Specialisation 1 in this structure - units already listed. Students select specialisation 2)

Year 1, Semester 1

APP1012 Psychology 1A 12

AFX1 102 Debates in Contemporary Australia

Specialisation 2 - Unit 1		
Elective- one 12 credit point unit selected from 1000 coded units		
Year 1, Semester 2		
APP1013	Psychology 1B	12
Specialisation 2 - Unit 2		
TWO Elective units - APP1016 Foundations of Psychological Research is recommended as one of these plus one 12 credit point unit selected from 1000 coded units		
Year 2, Semester 1		
APP2013	Psychology 2A	12
HPP2001	Developmental Psychology	12
Specialisation 2 - Unit 3		
*Plus one Elective Unit		
Year 2, Semester 2		
APP2014	Psychology 2B	12
Psychology Elective 1		
Specialisation 2 - Unit 4		
*Plus one Elective Unit		
Year 3, Semester 1		
APP3034	History, Theories and Practice of Psychology	12
APP3035	Research Methods in Psychology	12
Specialisation 2 - Unit 5		
*Plus one Elective Unit - APP3028 Fieldwork is recommended		
Year 3, Semester 2		
APP3037	Clinical Aspects of Psychology	12
Psychology Elective 2		
Specialisation 2 - Unit 6		
ACX3007	Studio Project 1	12
* Electives may be selected from the following: any unit from College of Arts OR any unit from outside the College of Arts with Coordinators approval		
Minors		
ESPIDG	Global Indigenous Challenge	

ASPPRW	Professional Writing
ASPHIS	History
ASPLIT	Literary Studies
ASPCOM	Communication Studies
ASPVIS	Visual Arts
ASPPOL	Political Science
ASPSOC	Sociology
ASPGEN	Gender Studies
ASPMED	Media Studies
ASPPSY	Psychology

### 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

Specialisations

**Admission Requirements:** 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) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score or 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

**Admission Requirements Mature Age:** Five years (minimum) work/life experience in Human Services or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

**Admission Requirements VET:** Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

## 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
ASW1000	Working in Human Services Organisations	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
AEB3803	Professional Practice 1	12
ASA2033	Management in Non-Government Organisations	12
ASA2034	Project Design and Implementation	12

ASC2005	Change and Community Justice	12
ASL2002	Criminal Justice Systems 2	12

Plus

24 credit points from one Minor studies

Year 3

#### Professional Core Units

AEB3802	Professional Culture and Collaboration	12
ASC3007	Research in the Community	12
ASC3095	Conflict Resolution in Groups and Communities	12
EDI3001	Rights, Advocacy and Discrimination	12

Plus

#### Capstone Unit

ECY3002	Professional Practice 2	24
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Plus

24 credit points from one Minor studies

#### Minors

AMIGEN	Gender Studies
AMIINT	International Development
AMIPOL	Political Science
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 becoming 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:**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) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score or 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

**Admission Requirements Mature Age:** Five years (minimum) work/life experience in Justice or Police Administration, Corrections, Legal support or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

**Admission Requirements VET:** Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

## 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
ASA2034	Project Design and Implementation	12
ASC2005	Change and Community Justice	12
ASL2002	Criminal Justice Systems 2	12
ASL2003	Ethics	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
ASC3007	Research in the Community	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 Communication

**Course Code:**ABCO

**Campus:**Footscray Nicholson, Footscray Park.

This course is for Continuing students only.

**About this course:**The course is a three-year Bachelor of Communication degree, providing core studies in contemporary communication theories and applications. Students choose to specialise in Professional Writing, Public Relations or Digital Media. The focus is necessarily global, providing education in professional communication for graduates seeking to pursue careers in Australia and internationally. The Professional Writing specialisation is for students with a particular interest in the principles and practice of writing to develop their knowledge and skills in writing practice, analysis of written texts and elements of professional practice in writing, including creative and media applications, editing, publication, design and publishing. The Public Relations specialisation provides an opportunity for students interested in a career in the broad and expanding field of public relations. Students acquire knowledge and skills in principles and practices of public relations, including professional presentation, media management, research, campaigns and

management skills. The Digital Media specialisation is for students seeking to combine theoretical understandings of digital and other new media with advanced practical skills in the design and production of digital media materials. All students undertake studies in career development for communication professionals and have an opportunity for professional practice. In the final year all students undertake a major graduating project. This up-to-date course is taught by expert academics with current industry knowledge.

**Course Objectives:** This course provides high quality and up-to-date theoretical and applied learning in Communication Studies that is responsive to industry demand and trends and will enable students to work in an international environment. Graduates are qualified to practise in an area of communication specialisation in digital media, professional writing or public relations. Learning is provided in up-to-date facilities with access to people, equipment and software that provide for student entry and success in the graduate employment market. Partnerships with companies, governments and the third sector, locally and internationally, facilitate effective opportunities for learning and career development and progression.

**Careers:** Graduates from this degree have a variety of career options. Employment in all facets of the Communication and Media Industries can be as diverse as policy writing, content development, human resource training and development, publications, or research and development. Communications graduates are employed in government, commercial and not-for-profit organisations – making this degree one of the most applicable and flexible across a range of industries. Specific specialisations allow graduates to target particular career options. Graduates with the Public Relations specialisation may gain employment in a broad range of positions in the public relations and communication fields, including public relations consultant, communications manager, media relations officer, publicist, reputation manager, publicity officer, community relations officer, corporate affairs manager, information officer, events coordinator, fundraising and marketing manager and political adviser. The course is seeking accreditation with the Public Relations Institute of Australia (PRIA). Graduates with Professional Writing may gain employment in diverse fields involving the knowledge and practice of professional writing, including journalism, media and communications, editing and publishing, media liaison, scriptwriting, fiction writing and English or communication teaching. Graduates will be able to apply for membership in writing-related associations such as the Australian Society of Editors, the Australian Society of Technical Communicators and the Fellowship of Australian Writers, depending upon their areas of specialisation and ongoing professional practice. Graduates with the Digital Media specialisation will have collated a marketable folio that displays their ability to work in the fields of digital media production and development, instructional design, interactive design, usability design, professional writing, editing and desktop publishing, public relations and event management, advertising, media liaison, radio and television production.

**Course Duration:** 3 years

**Admission Requirements:** Units 3 and 4 - a study score of at least 25 in English (ESL) 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) or equivalent.

**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 also be considered.

## COURSE STRUCTURE

To be awarded the degree of Bachelor of Communication (with a specialisation in Professional Writing, Public Relations or Digital Media) students must have successfully completed a total of 288 credit points (24 units with no more than ten at first year level). Students must complete the following requirements:

- 108 credit points (equivalent to 9 units) Core studies
- 12 credit point (equivalent to 1 unit) Communication Elective selected from a prescribed list;
- 48 credit points (equivalent to 4 units) Elective units;
- 120 credit points (equivalent to 10 units) Specialisation in either Professional Writing, Public Relations or Digital Media;
- Professional Writing students must complete six Professional Writing units and four units from the Public Relations specialisation or the Digital Media specialisation in any combination, providing students have the relevant prerequisites;
- Digital Media students must complete seven Digital Media units and three units from the Public Relations specialisation or the Professional Writing specialisation in any combination, providing students have the relevant prerequisites;
- Public Relations students must complete ten units from the Public Relations specialisation to meet industry accreditation requirements, and are not required to complete units from another specialisation.

## CORE UNITS

ASX1003	Foundations of Social Science Research	12
ACC2004	Culture and Communication	12
ACX3007	Studio Project 1	12
ACY3007	Student-Led Communication Agency	
ACC3003	Ethical and Legal Issues in Communication	
ACC3004	Social Media	
ACC2003	Communicating in Organisations	
ACY2007	Client Relationship Management	
ACY3005	Communication Professional Practice	
Plus ONE Communication Elective chosen from the following list:		
ACC2010	Television Production	12
ACC2011	Radio Production	12
ACC3006	Media Audiences	
ACC3041	Language and Society	

ACC3052 Communication and Cultural Diversity

ACP2005 Writing the Documentary

Students not undertaking the Professional Writing specialisation may study the following unit:

ACP2082 Script and Screen 12

Plus FOUR electives

Students may select a 12 credit point undergraduate unit offered as electives in the College of Arts for which pre-requisites have been satisfactorily completed.

Plus ONE of the following three specialisations:

PROFESSIONAL WRITING

Six units professional writing

Four additional units selected from either the public relations or digital media specialisations

DIGITAL MEDIA

Seven units digital media

Three additional units selected from either the public relations or professional writing specialisations

PUBLIC RELATIONS

Ten units public relations

PROFESSIONAL WRITING SPECIALISATION

ACP1055 Story: Transforming the Blank Page 12

ACP1003 Emerging Technology Design

ACP1004 Editing and Publishing

Plus one of the following two:

ACP3008 Crossing Borders: Between Fact and Fiction 12

ACP2087 News and Social Media 12

Plus one of the following three:

ACP2086 Impossible Worlds: Fiction and Genre 12

ACP2082 Script and Screen 12

ACP2081 Writing from the Edge: Narrative Non-Fiction 12

DIGITAL MEDIA SPECIALISATION

ACM1006 Digital Sound and Video 12

ACM1010 Introduction to Web Technologies

ACM2003 Interactive Programming

ACM2008 Dynamic Web Development

ACM2012 Emerging Technology Design

ACM2014 Visual and Interactive Design for Digital Media 12

ASN1003 Motion Graphics 12

Specialisations

ASPPRE Public Relations

## Bachelor of Creative Industries

Course Code:ABCR

Campus:Footscray Nicholson, Footscray Park.

This course is for Continuing students only.

**About this course:**The Bachelor of Creative Industries is an exciting and dynamic course that supports engagement with diverse creative arts industries. Through engagement with the course, students reflect upon and develop skills in contemporary practices, languages, materials and technologies. The Bachelor of Creative Industries is designed to enable students to investigate, develop and express their professional identities with reference to contemporary interdisciplinary creative arts practices of local and international industries. A central focus of the course is the development of scholarly practices of relevance for the creative arts. Students engage with methodologies that enable them to reflect upon and critique practices and to develop original ideas, concepts and processes. Students work both independently and collaboratively. As they engage in these activities, they consider diverse social, cultural and ethical issues that can impact on practice. Students take twelve core units of study that include practical studio-based creative incubators, theoretically-oriented units and professional practice units. Students also select one major or two minor areas of study from Creative Writing, Digital Media, Music, Visual Art, Kynindoo Arts and related fields. Through production of a graduating project, students have opportunity to extend and showcase their creative practices through public presentations, performances, publications or exhibitions to engage diverse arts audiences.

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

1. Articulate and exemplify skills and knowledge of the practices, languages, forms, materials, technologies and techniques in the Creative Arts.
2. Research and evaluate ideas, concepts and processes through creative, critical and reflective thinking and practice.
3. Exemplify and apply relevant skills and knowledge to produce and realise works, artefacts and forms of creative expression.
4. Interpret, adapt and present ideas, problems and arguments in modes suited to a range of audiences.
5. Exemplify independence and collaboration working in the Creative Industries in response to project demands.
6. Reflect upon social, cultural and ethical issues, and adapt to local and international perspectives in the practice of the Creative Industries.

**Careers:**The course equips students to pursue diverse career paths in the Creative Industries, utilising their specialised areas of study. Careers include: Creative Producer, Community Arts Director, Art Director, Arts Administrator, Cultural Policy Worker, Community and Cultural Development worker, Creative Entrepreneur, Creative Writer, Festival Director, Editor, Freelance Designer, Interactive Art Director, Musician, Designer, Cultural/Arts Project Manager, Publisher, Scriptwriter, Sound

Artist, Visual Artist, Curator, Animator, Filmmaker, Video Producer, Broadcaster, Radio Producer, Television Producer, Web Designer, Advertising Creative, Marketing Creative, Content Developer.

**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 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 Creative Industries 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;
- 144 credit points (equivalent to 12 units) Professional Core studies including 24 credit points (equivalent to 2 units) of Capstone studies;
- 96 credit points (equivalent to 8 units) from Major studies listed below; OR
- 2 x 48 credit points from Minor studies.

### Year 1

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

ACI1000 The Creative Process

ACI1002 Creative Industries

ACI1007 Creativity and Innovation

ACI1009 Arts Industries: the Inside Story

### Year 2

ACC2010	Television Production	12
ACC2011	Radio Production	12
ACI3104	The Creative Producer	
ASN2005	From Concept to Production	12

Plus

48 credit points (equivalent to 4 units) from Minor 1 studies listed

### Year 3

ACC3061	World Cinemas	12
ACI3103	The Global Creative	12

Plus

### Capstone Units

ACX3007	Studio Project 1	12
ACX3008	Studio Project 2	12

Plus

48 credit points (equivalent to 4 units) to complete a Major or Minor 2 studies listed

### Majors

AMAMUS	Music
AMAFIN	Fine Art
AMACRE	Creative Writing

### Minors

AMIWRI	Writing
AMIDIG	Digital Media
AMMUS	Music
AMIPOP	Popular Music Studies
AMIKYI	Kyinandoo in the Arts
AMIFIN	Fine Art

## 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:** 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) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score of 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

**Admission Requirements Mature Age:** Five years (minimum) work/life experience in Justice or Police Administration, Corrections, Legal support, Human Services or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

**Admission Requirements VET:** Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (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
ASA2034	Project Design and Implementation	12
ASL2002	Criminal Justice Systems 2	12
ASL2003	Ethics	12
HPP2001	Developmental Psychology	12
LCR2002	History of Criminal Law and Trials	12

Plus

12 credit points of Psychology Electives from the list below

### Year 3

APP3034	History, Theories and Practice of Psychology	12
APP3035	Research Methods 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

## Bachelor of Education (Early Childhood/Primary)

**Course Code:** ABEC

**Campus:** Footscray Park, St Albans.

This course is for Continuing students only.

**About this course:** Teaching and Learning in the Bachelor of Education (Early Childhood/Primary) Pre-service teachers will prepare to teach in both primary and Early Childhood (EC) services. Pre-service teachers undertake core education units that cover all the strands and domains of the Victorian Curriculum F-10 requirements and those of the National Early Years Learning Framework. Partnerships provide the authentic context for pre-service teachers, their school/EC service mentors and teacher educators to collaboratively understand and enhance teaching competence. The practical experiences of pre-service teachers in partnerships are also the basis of their critical reflection and theorising of practice which leads to sustainable improvement and change for both pre-service teachers and educational institutions involved in partnerships. Practice-Theory Victoria University has an ongoing commitment to teacher education which connects practice and theory. The course is framed within an intention to project education as a 'practical social science'. Other similar concepts highlighted throughout the course are action research, reflective practice, teacher as researcher, social philosophy and practical theorising. Teaching in the course will require teacher educators to make explicit links between pre-service teachers' experiences in partnerships and the development of understanding in university tutorials and through the completion of assessment tasks. Practice-theory develops when pre-service teachers:

- Describe Practice - the practices of teaching and learning described with particular emphasis on recording how young people's learning is an outcome of teaching;
- Interpret Practice - the practices of teaching and learning understood through the application of appropriate educational theory;
- Theorise Practice - understanding used to generate explanations for practical teaching and learning experiences which become the basis for changed and improved practice;
- Change Practice - the trialling of new practice.

Thus, teaching in all stages in the course is developed so that pre-service teachers become researchers of their own practice. In all units, teacher educators, even when directly proposing curriculum methodology and teaching strategies, should locate their own classroom practice within a spirit of mutual respect, inquiry and research. The focus for such research is the connection between teaching and learning. In accordance with Department of Education and Training Policy pre-service teachers are required to complete a "Working with Children Check" prior to being placed in a school. 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 commencement of the second full-time year of the course. Those students commencing the course in year two with advanced standing from a Diploma of Early Childhood Education and Care will need to have satisfactorily completed the National Literacy and Numeracy Test for Initial Teacher Education on entry.

**Course Objectives:** Graduates of this course will be able to integrate theoretical and practical knowledge that includes:

- the diversity of human growth and development, the likely impact of culture, family, genetic inheritance and life experiences on children's learning and development;
- young children as capable, confident citizens with rights and responsibilities;
- the changing nature of society (technological, economic, environmental and cultural) and its implications for education, with particular emphasis on the global knowledge economy and society;
- social justice and democratic participation in education through partnership-based teacher education;
- children's rights and an ethics of care.

Graduates of this course will have:

- cognitive skills to review, critically, analyse, consolidate and synthesise knowledge relating to learning and teaching in early childhood and primary school contexts;
- cognitive and practical skills to demonstrate a broad understanding of knowledge with depth in regards to responsive curriculum, effective teaching, organisation of learning spaces; and of current and innovative teaching and learning strategies to engage young children in both children's services and primary schools; skills necessary to be reflective and reflexive practitioners, to think critically, understand the ethical dimensions of practice and to teach children in diverse contexts;
- communication skills to present a clear, coherent and independent exposition of knowledge and ideas in relation to reciprocal, respectful and responsive partnerships with children, families, colleagues and the wider community, to maximise the learning potential of each child.

Graduates of this course will demonstrate the application of knowledge and skills by:

- being mindful, respectful and critical of the professional standards;
- critically applying theoretical and practical knowledge, skills and dispositions of learning and teaching in early childhood and primary school settings;
- responding in ethical ways to diverse and changing learning and teaching contexts;
- acting on and in accordance with democratic principles;
- developing dialogic and reflective practice in order to become lifelong learners.

**Careers:** The course provides a community and school-based approach to teacher education with substantial opportunities for students to pursue studies and future employment in early childhood education and primary school education. Graduates will be qualified to teach in early childhood services and primary schools on successful completion of the course.

**Course Duration:** 4 years

**Admission Requirements:** Units 3 and 4 - a study score for English as an Additional Language (EAL) 30 and any other English 25 AND completion of Units 1 and 2 - two units of general mathematics or mathematical methods (any).

**Admission Requirements International:** International students from non-English speaking countries are required to demonstrate a minimum IELTS (Academic) of 7.5 overall (Speaking & Listening 8.0, Reading & Writing 7.0), or equivalent.

**Admission Requirements Mature Age:** Applicants who do not meet the normal admission requirements but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission.

**Admission Requirements Other:** Entry to the Bachelor of Education (Early Childhood/Primary) 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 7.5, with no score below 7 in any of the four skills areas and a score of no less than 8 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 the second full-time year of the course. A satisfactory achievement of the benchmark of the test is required before course completion for teacher registration can be approved.

#### COURSE STRUCTURE

To attain the Bachelor of Education (Early Childhood/Primary) students will be required to complete:

- 372 credit points (30 units) of Core studies
- 12 credit points (1 unit) of Elective studies

Students also undertake practical experience: a minimum of 110 supervised placement days across the course, with a minimum of 45 days in primary schools.

#### Additional Notes

- Students are required to pass the Literacy and Numeracy Test for Initial Teacher Education (LANTITE) in order to be eligible to apply for teacher registration.
- 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

ECE2003	History, Philosophy and Early Childhood Education	12
ECE2005	Engaging with Place through Play	12
EEC1101	Personal and Professional Learning	12
EEC1106	Teaching Primary Mathematics 1	12

#### Year 1, Semester 2

AEB1261 Language and Literacy in Early Childhood

AEB1262 Music Movement and Dramatic Arts

ECE2004 Engaging with Place through Rethinking Childhoods and Development 12

EEE1200 Mathematics and Numeracy

#### Year 2, Semester 1

ECE2001 Practice in Partnership 1 12

ECE2007 Moving with Young Children 12

ECE3006 Thinking with Young Children: Science, Maths and Technology 12

Plus 12 credit point undergraduate unit selected from across the university

#### Year 2, Semester 2

ECE2006 Materiality in Early Childhood: Visual and Creative Arts 12

EEC2103 Teaching Primary Science 12

ECE2002 Practice in Partnership 2 12

EEC1105 Reconciling Australian Humanities Education 12

#### Year 3, Semester 1

AEB3167 Language and Literacy in Primary 12

AEB4169 Mathematics and Numeracy in Primary 12

AEB3252 Orientation to Primary Schools 12

AEB3285 Inclusive Practice in Education 12

#### Year 3, Semester 2

AEB3100 Student Diversity in Early Years Education 12

AEB3172 Management, Advocacy and Leadership 12

AEB3184 Curriculum Theory 12

AEB3268 Practice in Partnership 1 (ECE 3-6 Years) 12

#### Year 4, Semester 1

AEB3173 Critical Contemporary Issues in Early Childhood 12

AEB3174 Change and Social Justice in Early Childhood 12

AEB4171 Humanities in Primary 12

AEB4268 Practice in Partnership 2 (ECE 0-6 Years) 12

#### Year 4, Semester 2

AEB4212	Joining the Teaching Profession	12
AEB4251	Understanding the Teaching Profession	12
EEC4106	Practice in Partnership	24

#### ADDITIONAL INFORMATION

AEB1103 Learning Teaching and Praxis Inquiry

\* This elective provides extra support for students who are identified as needing additional mathematical grounding

AEB2303 International Teaching and Learning Context 12

^Students enrol in this unit as their elective if they undertake an approved study tour

### Bachelor of Education

**Course Code:** ABED

**Campus:** Footscray Park, St Albans.

This course is for Continuing students only.

**About this course:** The Bachelor of Education P-12 is a four-year, full-time teacher education course which may be studied in part-time mode. This course examines the continuum of education and provides students 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 substantial opportunities for preservice teachers to pursue a range of teaching methods. Throughout the course, preservice teachers work in primary and secondary settings to complete 80-120 days of supervised teaching practice. This partnership between schools and the university provides the context through which preservice teachers engage in a praxis inquiry model that links practice and theory. In Year 4 of the course, preservice teachers participate in an extended placement in either a primary or secondary school. In accordance with Department of Education and Training (DE&T) Policy preservice teachers are required to complete a "Working with Children Check" prior to being placed in a school. The Bachelor of Education P-12 is offered with two different course structures and VTAC codes. Prospective students should note the different specified English admission requirements for both Footscray Park and St Albans campus sites. Those entering the first year of the Bachelor of Education P-12 "Enhanced Learning Program" (offered at St Albans) will enrol in a number of units that provide extended in-class support, with a particular focus to improve literacy and numeracy. An exit qualification may be available for students who do not to complete the full requirements of the four year degree.

**Course Objectives:** The aims of the course are to:

- offer a four-year pre-service teacher education program for students from diverse educational backgrounds;
- graduate teachers who are competent to teach in both primary and secondary schools;
- graduate competent teachers who participate actively in the teaching, curriculum, administrative and community life of schools;
- graduate teachers with social commitment and critical understanding of the changing nature of society; and
- establish close partnership relations with schools and other community, industry and welfare institutions with similar educational commitments.

**Careers:** Graduates from the Bachelor of Education are qualified for registration to teach in primary and secondary school settings.

**Course Duration:** 4 years

**Admission Requirements:** Bachelor of Education - Footscray Park campus 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 (CAS). Bachelor of Education - St Albans campus - Enhanced Learning Program Units 3 and 4 - a study score for English as an Additional Language (EAL) 25 or any other English 20 AND successful completion of Units 1 and 2 - two units of general mathematics or mathematical methods (CAS).

**Admission Requirements Mature Age:** Applicants who do not meet the normal admission requirements but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission.

#### COURSE STRUCTURE

To complete the Bachelor of Education students will be required to complete 384 credit points in total. Students are enrolled into one of two study options within Year 1:

- Bachelor of Education (Footscray Park campus) - designed for a student who is already confident in English and meets the minimum teacher registration standard (at least 25 in VCE English).
- Bachelor of Education (St Albans campus) - Enhanced Learning Program - designed to enable a student to reach teacher registration skills of at least 25 in VCE English by the end of the first year, through the provision of additional support in the areas of literacy and numeracy.

Bachelor of Education (Footscray Park campus) Students must complete:

- 228 credit points of Core studies;
- 24 credit points (equivalent to 2 units) consisting of either: 2 Pedagogical Content Knowledge (PCK) units or 1 PCK unit and 1 Education elective;
- 132 credit points (equivalent to 11 units) of Specialisation Studies and Education electives comprising either:

One major (6 units) and one sub-major (4 units) and 1 additional unit of Specialisation Study or an Education elective; One major (6 units) and 5 units of Specialisation Studies and/or Education electives; Two sub-majors (2 x 4 units) and 3 units of Specialisation Studies and/or Education electives; One sub-major (4 units) and 7 units of Specialisation Studies and/or Education electives (not advised except in exceptional circumstances as approved by coordinator). Bachelor of Education (St Albans campus) - Enhanced Learning Program Students must complete:

- 288 credit points of Core studies

This includes 24 credit points (2 units) History and 24 credit points (2 units) Sociology;

- 24 credit points (equivalent to 2 units) consisting of either: 2 Pedagogical Content Knowledge (PCK) units or 1 Pedagogical Content Knowledge (PCK) unit and one Education elective;

- 72 credit points (equivalent to 6 units) of additional Specialisation units and Education electives comprising either:

One secondary major of choice (6 units); Two additional units of History to complete a major in Humanities (4 units of major already completed in year one) and 4 units of either a sub-major of choice or additional Specialisation units and/or Education electives; Two additional units of Sociology to complete a major in SOSE (4 units of major already completed in year one) and 4 units of either a sub-major of choice or additional Specialisation units and/or Education electives; One sub-major of choice (4 units) and two additional Specialisation units and/or Education electives.

Additional Notes Effective from July 1, 2016, students in this Victorian Institute of Teaching-accredited program are required to pass an approved literacy and numeracy test in order to be eligible to apply for teacher registration. 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, and the arrangements in place for provisional registration should the test not be passed prior to obtaining teacher registration. Refer to [www.vit.vic.edu.au](http://www.vit.vic.edu.au) Students also complete a minimum of 80 days supervised teaching practice (Project Partnerships – Learning in the Workplace); As part of the course all students complete a major in primary teacher education; Students undertaking PE Primary as a specialisation area must also complete an additional sub-major (4 units) and the related PCK unit in a different area of study; To be eligible to graduate students must complete a minimum of 4 units in a secondary Specialisation Study and one secondary PCK unit; Students should be aiming to complete studies in 2 Specialisation Study areas together with the two PCK units.

Year 1, Semester 1

Footscray Park

EEC1106 Teaching Primary Mathematics 1 12

EEC1101 Personal and Professional Learning 12

24 credit points (2 units) of Specialisation Studies

St Albans - Enhanced Learning Program

ADE1000 Mathematics for Education A

ADE1004 Tradition and Modernity A

ADE1002 Researching Literacies and Learning A

EEC1101 Personal and Professional Learning 12

Select 12 credit points from:

ADE1006 Analyse Sociological Understandings of Human Relationships

ADE1007 Analyse Urban Form and Culture

Year 1, Semester 2

Footscray Park

EEC1102 Orientation to Education and Human Development 12

EEC1108 Literacy Across the Continuum 1 12

EEE1200 Mathematics and Numeracy

12 credit points (1 unit) of Specialisation Studies

St Albans - Enhanced Learning Program

ADE1001 Mathematics for Education B

ADE1003 Researching Literacies and Learning B

ADE1005 Tradition and Modernity B

EEC1105 Reconciling Australian Humanities Education 12

Plus one of the following two units:

ADE1008 Analyse Theories of Self

ADE1009 Analyse Literary Texts and Genres

\*\*On completion of 96 credit points of approved study, students who choose to exit this course may be eligible to receive the Diploma of Education Studies.\*\*

Year 2, Semester 1

Footscray Park

EEC2102 Teaching Primary Mathematics 2 12

EEC4104 Teaching Primary Mathematics 3 12

24 credit points (2 units) of Specialisation Studies

St Albans - Enhanced Learning Program

EEC1102 Orientation to Education and Human Development 12

EEC1108 Literacy Across the Continuum 1 12

EEE1200 Mathematics and Numeracy

12 credit points (1 unit) of Specialisation Studies

Year 2, Semester 2

Footscray Park

EEC2101 Engaging Students: High Expectations for All 12

EEC2103 Teaching Primary Science 12

24 credit points (2 units) of Specialisation Studies (one of these may be replaced by an elective unit)

St Albans - Enhanced Learning Program

EEC2101 Engaging Students: High Expectations for All 12

EEC2102 Teaching Primary Mathematics 2 12

EEC4104	Teaching Primary Mathematics 3	12	Secondary PCK unit or Education and Pedagogy elective unit
12 credit points (1 unit) of Specialisation Studies			Year 4, Semester 2
Year 3, Semester 1			All students
Footscray Park			EEC4102 Literacy Across the Continuum 2 12
ECP3102	Secondary Specialisation Assessment and Reporting	12	EEC4103 Entering the Profession 12
Secondary PCK			EEC4107 Teaching Practicum 12
24 credit points (2 units) of Specialisation Studies (one of these may be replaced by an elective unit)			EEC4201 Implementation of Primary Specialisation 12
St Albans - Enhanced Learning Program			EDUCATION ELECTIVE UNITS These units provide additional opportunities for students to deepen their discipline content knowledge for teaching in primary settings or to enrich their pedagogical knowledge for teaching diverse students in complex learning settings. Students may elect these units in Year 3 and in semester one of Year 4.
ECP3102	Secondary Specialisation Assessment and Reporting	12	EEE1100 English and Literacy
EEC2103	Teaching Primary Science	12	EEE1200 Mathematics and Numeracy
24 credit points (2 units) of Specialisation Studies			EEE3004 Middle Years of Schooling 1
Year 3, Semester 2			EEE3005 Middle Years of Schooling 2
Footscray Park			EEE3006 Social Context of Teaching and Learning in Secondary Schools 12
ECP3104	Innovations in Secondary Curriculum and Pedagogy	12	EEE3007 Wellbeing in Schools 12
Secondary PCK unit or Education and Pedagogy elective unit			EEE3008 Sustainability in the Primary Curriculum 12
24 credit points (2 units) of Specialisation Studies (one of these may be replaced by an elective unit)			EEE3009 Sustainability in the Secondary Curriculum 12
St Albans - Enhanced Learning Program			EEE3011 Digital Life & Learning 12
ECP3104	Innovations in Secondary Curriculum and Pedagogy	12	EEE3012 International Teaching and Learning Contexts 1 12
Secondary PCK unit			EEE3013 International Teaching and Learning Contexts 2 12
24 credit points (2 units) of Specialisation Studies			EEE3014 Working with Students with Special Needs 12
Year 4, Semester 1			YEAR 3 SECONDARY PCK UNITS
Footscray Park			ECP3101 Junior Secondary Curriculum and Pedagogy 12
EEC1104	Healthy, Active Individuals and Communities	12	ECP3103 Senior Secondary Curriculum and Pedagogy 12
EEC1105	Reconciling Australian Humanities Education	12	Specialisations
EEC2104	Creativity and the Arts	12	ESPMAT Education - Mathematics
EEC4108	Curriculum, Assessment and Primary Specialisation	12	ESPHTE Education - Home Economics and Food Technology
St Albans - Enhanced Learning Program			ESPINF Education - Information Technology
EEC1104	Healthy, Active Individuals and Communities	12	ESPBUS Education - Business Studies
EEC2104	Creativity and the Arts	12	ESPHUM Education - Humanities / SOSE
EEC4108	Curriculum, Assessment and Primary Specialisation	12	

ESPART	Education- Art
ESPENG	Education- English
ESPHEA	Education- Health
ESPMED	Education- Media Studies
ESPMUS	Education- Music
ESPOUT	Education- Outdoor Education
ESPPEP	Education- Physical Education For Primary Teaching
ESPPSY	Education- Psychology
ESPSCI	Education- Science
ESPSTW	Education- Student Welfare
ESPTES	Education- TESOL

## Bachelor of Interactive Media

**Course Code:** ABIM

**Campus:** Footscray Nicholson, Footscray Park.

This course is for Continuing students only.

**About this course:** The Bachelor of Interactive Media is a three-year degree, which provides students with a pathway to participate in a variety of fields within the digital technology industries. The convergence of traditional disciplines, including communication and information technology, requires new knowledge and skills for effective participation in the growing digital technology industries. Students undertaking this degree are able to specialise in interactive media and to develop the advanced skills necessary for careers in the digital technology industries.

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

1. Develop critical awareness and understanding of theory and research in the fields of interactive multimedia and multimedia systems,
2. Developed skills to plan and implement multimedia products and systems,
3. Develop capacity to research and implement new emerging technologies
4. Develop skills and ability to participate effectively in production processes and teams.
5. Develop advanced level communication skills and
6. Develop interpersonal skills consistent with professional practice.

**Careers:** Multimedia producer and developer, instructional designer, multimedia scriptwriter, designer, web designer, web script language developer, usability designer, digital film and sound producer.

**Course Duration:** 3 years

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

**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.

**Admission Requirements Other:** Applicants may also apply on an Alternative Category Entry basis.

## COURSE STRUCTURE

To be awarded the degree of Bachelor of Interactive Media students must successfully complete 288 credit points in total (equivalent to 24 units).

- 228 credit points (equivalent to 19 units) core units;
- 60 credit points (equivalent to 5 units) elective units chosen from any College of Arts Undergraduate unit.

Students, please check any pre-requisite requirements prior to enrolling.

### Year 1, Semester 1

ACC2004	Culture and Communication	12
ACM2004	Digital Service Design and Analytics	12
ACM2014	Visual and Interactive Design for Digital Media	12

Plus elective 1 (12 credit points)

Any 1000 series undergraduate unit from the College of Arts

### Year 1, Semester 2

ACC2002	Media, Culture and Society	12
ACM1006	Digital Sound and Video	12
ASN1003	Motion Graphics	12

Plus elective 2 (12 credit points)

Any 1000 or 2000 series undergraduate unit from the College of Arts

### Year 2, Semester 1

ACM2003	Interactive Programming	
ACM2009	International Design	12
ASN2002	Visual Effects	12

Plus elective 3 (12 credit points)

Any 2000 series undergraduate unit from the College of Arts

### Year 2, Semester 2

ACC3004	Social Media	
ACM2008	Dynamic Web Development	
ACM2012	Emerging Technology Design	

ACM3013	Mobile User Experience	12
Year 3, Semester 1		
ACF2001	Introduction to Digital Art	
ASN2003	Screen Media Careers	12
ACX3005	Graduating Project 1	12
Plus elective 4 (12 credit points)		
Any 2000 or 3000 series undergraduate unit from the College of Arts		
Year 3, Semester 2		
ACF3003	Digital Fine Art Photography	12
ACP2005	Writing the Documentary	
ACX3006	Graduating Project 2	12
Plus elective 5 (12 credit points)		
Any 3000 series undergraduate unit from the College of Arts		

## Bachelor of International Studies

**Course Code:**ABIS

**Campus:**Footscray Park.

This course is for Continuing students only.

**About this course:**The Bachelor of International Studies is designed to produce graduates with excellent social science research skills and with a keen understanding of international affairs. As well as developing technical skills associated with social science research, graduates will develop the generic skills that employers demand: interpersonal, communication, and critical reasoning and analytical skills. The development of these skills, and of the ability to articulate and market these skills, make our graduates competitive in a broad range of graduate employment contexts. In addition, a keen knowledge of international affairs - understood here as the interaction of people across political, national and cultural boundaries - enhances our graduates' potential to gain employment with the diverse government, corporate and non-governmental organisations involved in international affairs. Our graduates pursue careers with government bodies engaged in international policy development and implementation, with corporations engaged in international trade, and with non-governmental organisations engaged in transnational and global issues. We work hard to help our students imagine, identify and pursue their desired career pathways, and we ensure that students have opportunities to gain practical experience using their skills in workplace and community settings.

**Course Objectives:**On successful completion of this course, students will be able to: 1. Demonstrate a broad knowledge of international affairs - understood as human interaction across national, political, and cultural boundaries - as well as in-depth knowledge in a chosen specialised field; 2. Apply advanced social science research skills in order to analyse, consolidate and synthesise knowledge and the cognitive and technical skills needed to identify and solve problems in the context of international affairs; 3. Demonstrate practical knowledge of the policies and practices of government, non-government and corporate organisations as they engage in international affairs; 4. Evaluate the diverse career pathways open to

International Studies graduates; 5. Communicate clearly and effectively and in an environmentally, socially and culturally responsible manner; and 6. Reflect upon and articulate the general skills developed during your studies of international affairs, including those associated with problem solving, information management and analysis, effective communication and collaborative and team work.

**Careers:**Our graduates develop technical skills associated with the conduct of social science research as well as generic skills that employers increasingly demand. Thus, our students learn to excel at interpersonal communication and at critical reasoning and problem solving. Our graduates pursue careers with a broad range of actors engaged in international affairs. These include government bodies and departments, especially those engaged in international policy development and implementation; corporations engaged with international trade, and; non-governmental and charitable organisations engaged in transnational and global issues. This breadth of opportunity is empowering, but it can also be overwhelming, which is why this degree is explicitly designed to help students identify career pathways that suit their interests and skills, and to take the practical steps needed in order to pursue those pathways.

**Course Duration:**3 years

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

**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 also be considered.

### COURSE STRUCTURE

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

- 120 credit points (equivalent to 10 units) Core units, 48 credit points of which are drawn from the Political Science specialisation.
- 48 credit points (equivalent to 4 units) from the Political Science specialisation;
- 72 credit points (equivalent to 6 units) a second Specialisation chosen from the following options: Advanced English for Speakers of Other Languages (AESOL); Asian Studies; History; Sociology, or; Vietnamese. (Note that students may also choose to complete a three-year language stream from another university with the course coordinator's consent.)
- 48 credit points (equivalent to 4 units) Elective units (undergraduate level).
- In place of 48 credit point elective units, students may choose one of the two new Global Challenge capstone minors. These two minors offer a unique opportunity to further appreciate global issues while developing important personal skills.

### Year 1, Semester 1

ASP2011	Foundations of Political Science	12
AFX1101	Place, Time, Experience	12

Specialisation 2, Unit 1

Elective 1

Year 1, Semester 2

ASX1003 Foundations of Social Science Research 12

ASP2010 Origins of International Politics 12

Specialisation 2, Unit 2

Elective 2

Year 2, Semester 1

ACX3003 Professional and Career Development

ASP3004 Theory and Research in International Politics 12

Politics Specialisation, Advanced Unit (4) \*

Specialisation 2, Unit 3

Year 2, Semester 2

ACC3052 Communication and Cultural Diversity

ASP2005 Policy and Practice in International Politics

Politics Specialisation, Advanced Unit (6) \*

Specialisation 2, Unit 4

Year 3, Semester 1

ASX3001 International Studies: Professional Learning

Politics Specialisation, Advanced Unit (7) \*

Specialisation 2, Unit 5

Elective 3

Year 3, Semester 2

ACX3005 Graduating Project 1 12

Politics Specialisation, Advanced Unit (8) \*

Specialisation 2, Unit 6

Elective 4

\* Students complete eight politics units

Students interested in undertaking a study tour as one of their electives in second or third year should enrol in:

ASX2000 Study Tour

ELECTIVES

\*\*Students may select a 12 credit point undergraduate unit offered as electives in the College of Arts for which pre-requisites have been satisfactorily completed. Students may also select any unit from outside the College with Coordinators approval.

Minors

ESPIDG Global Indigenous Challenge

AMITEM The Entrepreneurial Mindset

Specialisations

ASPHIS History

ASPPOL Political Science

ASPSOC Sociology

**Bachelor of Music**

**Course Code:**AB/MC

**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:** 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. An interview and/or audition is required as part of the application process.

**Admission Requirements International:** 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 (or equivalent). OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score or 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

**Admission Requirements Mature Age:** Five years (minimum) work/life experience in Creative Arts or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

**Admission Requirements VET:** Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

## COURSE STRUCTURE

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

- 48 credit points College Core studies;
- 192 credit points Professional Core studies including 24 credit points of Capstone studies;
- 48 credit points 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		
AC03010	Arranging for Popular Music	12
AC03011	Practical Music 3A	12
AC03012	Practical Music 3B	12
AC03014	Music Theory 3	12
Plus		
Capstone Units		
ACX3007	Studio Project 1	12
ACX3008	Studio Project 2	12
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 Marketing Communication

**Course Code:** ABMM

**Campus:** Footscray Nicholson, Footscray Park.

This course is for Continuing students only.

**About this course:** The Bachelor of Marketing Communication equips graduates for roles as early career professionals within the diverse and dynamic marketing communication industry. This degree puts marketing communication theory into practice by working on real projects for real clients, including managing client projects in Victoria University's Student-led Communication Agency and undertaking a professional placement in a chosen career path. Students experience and learn how to develop integrated marketing communication campaigns. This includes the importance of strategic planning, understanding consumer behaviour, public relations outcomes, media management, writing for public relations and advertising, digital engagement, web design and online publishing, how to pitch messages, the importance of communication research in reaching the target audience, measuring campaign messages and analytics, and client relationship management. Students work on communication campaigns at international, national and local levels with a focus on emerging trends in the marketing communication industry, including digital engagement strategies and social marketing for social enterprises, not-for-profit and Government communications. Students gain broad experience in corporate and brand communications. Through the Student-led Communication Agency, students pitch for communication jobs and gain valuable experience in managing client briefs and working to client deadlines. It complements other practice-based learning such as professional placements, industry mentoring and working on real client projects within a classroom. It offers a unique real world experience of working in a communication agency within a supported, managed learning environment. Students are also encouraged to internationalise their skills by participating in VU's Study Abroad and Exchange program. Students have the opportunity to complete their professional placements overseas in international organisations, and undertake a semester or year in a related program at a VU International Partner. This course is taught out of VU's Footscray Park or Footscray Nicholson campus. The Student-led Communication Agency is based at Footscray Park. The Bachelor of Marketing Communication is seeking accreditation with the Public Relations Institute of Australia and Australian Marketing Institute. It is supported by the International Advertising Association, and as such is recognised by industry around the world.

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

1. Exhibit sound understanding of the principles and practice which support creative development of Marketing Communication practices.
2. Analyse, evaluate and synthesise ideas and concepts of Marketing Communications through creative, critical and reflective practice.
3. Pitch knowledge, ideas and opinions verbally and in writing, both independently and collaboratively.
4. Interpret, communicate and present ideas and solutions in response to client and interpersonal challenges.
5. Exemplify entrepreneurial skills including creativity, initiative, adaptability, leadership and resourcefulness.
6. Critically reflect on social, cultural and ethical issues by applying local and international perspectives to practices in Marketing Communications.

**Careers:** VU's Marketing Communication graduates work in communications agencies, corporate communications, public affairs, media agencies, PR and advertising consultancies, government communications, event management, digital production houses, and many have successfully established their own creative agencies. This means graduates from this degree have the opportunity to work in a varied and diverse industry that spans government, corporate, small business and not-for-profit – be it local, national and / or global. Graduates are job ready for work as a communication coordinator, account coordinator, advertising planner, public relations officer, engagement coordinator, strategy planner, media relations officer, reputation manager, publicity officer, community relations officer, corporate affairs officer, events coordinator, fundraiser and marketing coordinator. The course is seeking accreditation with the Public Relations Institute of Australia (PRIA) and Australian Marketing Institute (AMI).

**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 English other than EAL.

**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.

**Admission Requirements Other:** Students opting to transfer from a VU General Degree to ABMM Bachelor of Marketing Communication Professional Degree can transfer without required Distinction GPA. Students interested in transferring into ABMM are encouraged to discuss this with the ABMM Course Coordinator.

### COURSE STRUCTURE

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

- 48 credit points (equivalent to 4 units) of College Core units.
- 192 credit points (equivalent to 16 Units) of Marketing Communication Professional Core units.
- 48 credit points (equivalent to 4 units) of Minor studies from the list below

### COLLEGE CORE

ABA1000	Academic Discourse and Experience	12
ABA1002	Knowledge, Inquiry and Research	12
ABA1003	Introduction to Sociology	12
ACU1002	Creativity, Communication and the Digital Age	12

### PROFESSIONAL CORE

ACM2004	Digital Service Design and Analytics	12
ACY1002	Public Speaking and Communication	
ACY1003	Principles and Practice of IMC	
BHO1171	Introduction to Marketing	12
ACY2005	Communication Studies	
ACY2006	Media Management	
ACY2007	Client Relationship Management	
ACY2008	Writing for Public Relations and Advertising	
BHO2434	Consumer Behaviour	12
BHO2265	Integrated Marketing Communications	12
ACC3003	Ethical and Legal Issues in Communication	
ACY3005	Communication Professional Practice	
ACY3006	Marketing Communication	
ACY3007	Student-LED Communication Agency	
ACY3008	Campaign Management	
BHO3435	Marketing Planning and Strategy	12
Minors		
AMWRI	Writing	
AMIGEN	Gender Studies	
AMICON	Contemporary Society and Social Change	
AMIINT	International Development	
AMKYYI	Kyinandoo in the Arts	
AMISCR	Screen Media	

## 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:**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) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score or 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

**Admission Requirements Mature Age:** Five years (minimum) work/life experience in Humanities, Social Sciences, Creative Arts or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

**Admission Requirements VET:** Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

## 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.

AMIWRI	Writing
AMIDIG	Digital Media
AMVSU	Visual Art

#### 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
ASN2001	Cross Media Practice	12
ASN2002	Visual Effects	12
ASN2003	Screen Media Careers	12
ASN2004	Post-Production	12
ASN2005	From Concept to Production	12
ASN2006	Cinematography	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

#### Minors

### Bachelor of Professional and Creative Writing

**Course Code:**ABWR

**Campus:**Footscray Nicholson, Footscray Park.

This course is for Continuing students only.

**About this course:**The course is a three-year Bachelor of Professional and Creative Writing degree, providing core studies in contemporary writing and communication theories and applications. The focus is necessarily broad, but there is also much room for students to specialise, providing in depth education across the spectrum of writing genres and forms for graduates seeking to pursue careers in Australia and internationally. Students will develop skills in: the principles and practice of creative and professional writing and gain expertise and knowledge in the analysis of journalistic and non-fiction texts; professional writing and content provision in print and online environments, editing, and page and publication design for digital and print media. Equally as importantly, students will also gain expertise and practical experience across a range of creative genres, styles and forms including: fiction, autobiography, memoir, literary nonfiction, and writing for film and television and digital media. There is a strong emphasis on writing practice and working towards creating texts that meet industry standards appropriate for publication. Students are also schooled in elements of freelancing, industry awareness and engagement, and career planning. All units in the degree use an integrated range of learning and teaching strategies and approaches including workshops, tutorials, lectures (and guest lecturers), case studies, and collaborative and reflective learning. Students will learn to employ their imagination and creativity and build their writing skills and experience so that they develop into confident and adaptable writers able to critically respond to and communicate ideas in a global context. This is accompanied by a thorough grounding in critical theory and its application in understanding the cultural and societal place and function of Professional and Creative Writing. All students undertake studies in career development for writing professionals and have an opportunity to practice in simulated workplace environments. In the final year all students undertake a major graduating project which prepares them for honours, postgraduate study and or entry into industry. This up-to-date course is taught by expert academics with current industry knowledge and by visiting professionals in the field via guest lectures and workshops.

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

1. Exhibit skills and knowledge in the practices, languages, forms, materials, technologies and techniques of the Professional and Creative Writing disciplines;
2. Research and evaluate ideas, concepts and processes through creative, critical and reflective thinking and practice;
3. Interpret, communicate and present ideas, problems and arguments in various modes suited to a range of audiences;
4. Exemplify working independently and collaboratively in the Professional and Creative Writing disciplines in response to project demands;
5. Apply initiative and critical and creative judgement in planning, problem solving and decision making in your professional practice; and
6. Recognise and critically reflect on social, cultural and ethical issues, and apply local and international perspectives to practice in the Professional and Creative Writing Disciplines.

**Careers:** Graduates from this degree will have collated a marketable folio that displays their ability to pursue a variety of career options. Employment for writers in all facets of the Communication, Publications and Media Industries can be as diverse as policy writing, content development, creative writing (including but not limited to: novel writing, poetry, script writing), journalism, digital publishing, editing, publications management, media management, human resource training and development, teaching, and research and development. Graduates of this degree are agile and are employable in government, commercial and not-for-profit organisations on contract, full-time, part-time and freelance bases making this degree one of the most applicable and flexible across a range of industries. Graduates will be able to apply for membership in writing-related associations such as the Australian Society of Editors, the Australian Society of Technical Communicators, the Fellowship of Australian Writers, The Media Entertainment and Arts Alliance and the Australasian Association of Writing Programs depending upon their areas of specialisation and ongoing professional practice.

**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 English other than EAL.

**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 Professional and Creative Writing students will be required to complete 288 credit points (equivalent to 24 units) consisting of:

- 48 credit points (equivalent to 4 units) of Core College studies
- 144 credit points (equivalent to 12 Units) of Professional and Creative Writing Core studies including 24 credit points (equivalent to 2 units) of Capstone units.
- 2 x 48 credit points (equivalent to 4 units) of Minor studies from the list below

### Year 1

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

ACP1003 Copy: Targeting Audiences

ACP1004 Editing and Publishing

ACP1005 Memoir: Secrets and Lies

ACP1055 Story: Transforming the Blank Page 12

### Year 2

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

Plus

24 credit points (equivalent to 2 units) from Minor (1) studies listed

Plus

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

### Year 3

ACY3005 Communication Professional Practice

ACP3008 Crossing Borders: Between Fact and Fiction 12

ACX3007 Studio Project 1 12

ACX3008 Studio Project 2 12

Plus

24 credit points (equivalent to 2 units) from Minor (1) studies listed

Plus

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

Minors

AMIGEN Gender Studies

AMIDIG Digital Media

AMILIT Literary Studies

AMIHIS History

AMIKYI Kyinandoo in the Arts

AMIMC Integrated Marketing Communication

## 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:** 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) including Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score of 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

**Admission Requirements Mature Age:** Five years (minimum) work/life experience in Human Services or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

**Admission Requirements VET:** Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent). For NSW applicants only Completion of the Diploma of Youth Work PLUS: Applicants with five years (minimum) supervisory or coordinating experience in a relevant industry.

**Admission Requirements 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 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
AEB3805	Youth Policy, Civics and Culture	12
ASC2005	Change and Community Justice	12
AYW2001	Young People with All Abilities	12
ECY2001	Young People and Substance Use	12
EDI3001	Rights, Advocacy and Discrimination	12

### Year Three

AEB3801	Youth Policy and Civics	12
AEB3802	Professional Culture and Collaboration	12
ASC3007	Research in the Community	12
ECY3000	Supporting Young People in Dual Diagnosis Settings	12
ECY3001	Working with Young People with Complex Issues	12
ECY3002	Professional Practice 2	24
EEE3011	Digital Life & Learning	12

## Graduate Diploma in Communication

**Course Code:**AGCN

**Campus:**City Flinders.

This course is for Continuing students only.

**About this course:**The Graduate Diploma in Communication combines knowledge and skill development for professionals in Communication roles, or seeking to enter this field (career conversion). The course blends campus-based burst mode and conventional delivery with some online components to present flexible study options, along with fostering supportive peer networks. This course develops advanced knowledge and skills in contemporary communication theory, case study analysis and cross platform professional practice in the context of a rapidly changing and expanding global communication environment. Graduates will understand global trends and issues that impact on professional practice in diverse workplaces, and will have advanced knowledge and skills for professional work in the communication field. On successful completion of the program graduates will be able to: 1. Critically review advanced communication knowledge and theories and apply them to decision making in contemporary professional contexts; 2. Inquire into complex organisational challenges, and employ creative and evidence-based approaches to their resolution; 3. Analyse contemporary trends and cultural shifts, and their impact on organisational and communication management practice; 4. Critically and ethically assess communication practices and principles; 5. Exhibit creativity, innovation and strategic thinking to communicate effectively in written and oral modes to diverse cohorts (such as peers, scholars and industry professionals)

**Course Objectives:**On successful completion of this course, students will be able to: 1. Critically review advanced communication knowledge and theories and apply them to decision making in contemporary professional contexts; 2. Inquire into complex organisational challenges, and employ creative and evidence-based approaches to their resolution; 3. Analyse contemporary trends and cultural shifts, and their impact on organisational and communication management practice; 4. Critically and ethically assess communication practices and principles; 5. Exhibit creativity, innovation and strategic thinking to communicate effectively in written and oral modes to diverse cohorts (such as peers, scholars and industry professionals).

**Careers:**Communication professionals work in a growing range of roles in organisations and consultancies. They are increasingly working in inter-professional teams responsible for managing internal and external stakeholders and partnerships, co-ordinating media engagements and social media channels, creating cross platform content in relation to organisational events and activities, providing strategic crisis and risk management advice, policy communicating policy and managing in-house communication during organisational change processes.

**Course Duration:** 1 year

**Admission Requirements:** Domestic applicants with a Bachelor Degree in Communication or similar discipline.

### COURSE STRUCTURE

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

- 48 credit points (equivalent to 4 units) of Core Communication studies
- 48 credit points (equivalent to 4 units) of Elective studies

Core

ACG5200 Approaches to Research

ACG5097 Professional Public Relations for the 21st Century

ACG5214 Media 2.0

ADM5004 Analysing the Web and Social Networks 12

Plus

48 credit points (equivalent to 4 units) of Electives from the list

Elective List

Note: Not all units are offered every semester

ADM5003 Web Technologies 12

ADM6002 Digital Media for Sport and Health 12

ADM6003 Cross-Platform Media Production 12

ADM6005 Design Management 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:** Completion of an Australian Bachelor degree (or equivalent) in any discipline OR Completion of an Australian Graduate Certificate (or equivalent) in a similar discipline OR Applicants with a minimum three (3) years approved work experience will be considered for admission to this course.

**Admission Requirements International:** Completion of an Australian Bachelor degree (or equivalent) in any discipline OR Completion of an Australian Graduate Certificate (or equivalent) in a similar discipline PLUS IELTS (or equivalent): Overall score of 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking)

#### COURSE STRUCTURE

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

- 96 credit points of Core studies

AAA5002	Research Methods	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
ADM6005	Design 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:** Completion of an Australian Bachelor degree (or equivalent) in any discipline OR Completion of an Australian Graduate Certificate (or equivalent) in a similar discipline OR Applicants with a minimum three (3) years approved work experience will be considered for admission to this course.

**Admission Requirements International:** Completion of an Australian Bachelor degree (or equivalent) in any discipline OR Completion of an Australian Graduate Certificate (or equivalent) in a similar discipline PLUS IELTS (or equivalent): Overall score of 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking)

#### 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
ASA5012	Migration, Culture and Identity	12
ASA5024	Management in Non-Government Organisations	12
ASA5055	Regional and International Organisations and Policy	12
ASX5000	Study Tour	12
EED6013	Post-Colonial and Indigenous Approaches to Learning and Teaching in the 21 Century	24

### Graduate Diploma in Primary Teaching

**Course Code:**AGTP

**Campus:**Footscray Park.

This course is for Continuing students only.

**About this course:** Graduate Diploma in Teaching (Primary) is a one year full time postgraduate program designed to prepare students for registration as primary teachers. The course involves significant learning in the workplace through Project Partnerships. The course prepares teachers to become generalist primary school teachers.

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

1. Critically reflect upon teaching competence, knowledge and attitudes to teach children in primary education appropriate to the 21st century;
2. Critically analyse the changing nature of society (technological, economic, environmental and cultural) and its implications for education;
3. Assess, evaluate and implement a range of educational approaches that enable the development of personal teaching practices suitable for teaching in primary education in economically and culturally diverse communities;
4. Identify existing and emerging patterns of the cultural and political relations in which primary education services are located, with particular reference to education in economically and culturally diverse communities;
5. Justify their teaching in the interests of themselves, young people, primary education and the communities in which they teach;
6. Implement advanced cognitive, communication and problem-solving skills to successfully study at a postgraduate level.

**Careers:** Graduates of the Graduate Diploma in Teaching (Primary) are eligible for registration as Primary teachers and in learning and teaching associated career opportunities.

**Course Duration:** 1 year

**Admission Requirements Other:** Applicants must hold an approved Bachelor degree or equivalent Diploma from a recognised tertiary institution. Applicants who do not meet the English language requirement may fulfil this requirement via the IELTS

(Academic) test, with an average score of 7.5 across all four bands, with no score below 7.0 in any band and no score less than 8 in speaking and listening. Alternatively, applicants may meet the English language requirement with an internet-based TOEFL result of 104 with no individual score less than 26.

### COURSE STRUCTURE

Students in the Graduate Diploma in Teaching (Primary) must complete eight core units of study.

Year 1, Semester 1

AEG5108 Social Context of teaching and Learning

AEG5135 Teaching and Learning 1 (Primary)

AEG5111 Literacy in Education

AEG5112 Numeracy in Education

Year 1, Semester 2

AEG5107 New Learning

AEG5136 Teaching and Learning 2 (Primary)

AEG5113 Integrated Studies 1

AEG5114 Integrated Studies 2

### Bachelor of Arts (Honours)

**Course Code:**AHBA

**Campus:**Footscray Park.

This course is for Continuing students only.

**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

#### COURSE STRUCTURE

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

- 48 credit points of Core studies
- 48 credit points of Thesis studies

AHA5001	Research Methodologies	24
AHA5002	Theories and Debates in Research	24
AHA5003	Honours Thesis Part A	24
AHA5004	Honours Thesis Part B	24

#### Bachelor of Creative Arts (Honours)

**Course Code:** AHCA

**Campus:** Footscray Park.

This course is for Continuing students only.

**About this course:** The Bachelor of Creative Arts (Honours) is a one-year program, which allows students to specialise in their chosen Creative Arts discipline. This degree provides the opportunity for students to acquire and demonstrate the knowledge and skills required to independently conceptualise, design, complete and evaluate a research-based creative work in creative writing, digital media, music, performance studies, and visual art. The Bachelor of Creative Arts (Honours) extends the undergraduate program in Creative Arts Industries at VU, and provides a pathway for outstanding undergraduate students into higher degrees by research in Creative Arts. The program provides students with the knowledge and understanding necessary for the transition from undergraduate to postgraduate level study, developing their analytical and critical thinking, their understanding of practice-based and industry-applied research methodology and processes, and their potential to undertake prolonged independent research.

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

1. Provide high quality and contemporary theoretical and applied learning in industry and practice-based research in Creative Arts, that responds to professional and industry trends and demands, and that enables students to work in an internationalised environment;
2. Promote student development in Creative Arts-based research and professional expertise beyond the undergraduate degree level, and prepare students for entry into higher degrees by research;
3. Prepare students to practice as honours graduates, with interdisciplinary expertise, in one or more Creative Arts specialisations in creative writing, digital media, performance and visual art;
4. Provide effective learning in up-to-date facilities with industry-

standard equipment and digital technology resources, to facilitate student entry and success in the graduate employment market and in higher degrees by research in Creative Arts;

5. Develop independent and innovative Creative Arts professionals, with an understanding of socially inclusive and environmentally sustainable practices, for local and global professional careers.

**Careers:** The Creative Arts Honours degree offers graduates various pathways as researchers, as professionals and as academically enriched graduates. The degree provides eligibility for postgraduate study in either the Master of Arts (Research) or Doctor of Philosophy (PhD) degrees, both at Victoria University and universities worldwide. An Honours degree gives professionally oriented students an advantage over graduates with an undergraduate degree, when applying for employment in the highly competitive Creative Arts sector. The completion of a substantial individual Creative Arts project at Honours level also provides a foundation for entry into a career as an independent artistic practitioner.

**Course Duration:** 1 year

**Admission Requirements Mature Age:** Normally, to be considered for entry into the Honours year, students must have: completed a three-year undergraduate course with results at the level of Distinction or above in their chosen creative arts specialisation (or equivalent studies); and obtained results at a level of Credit or above (or equivalent grades) in at least 60% of the total number of undergraduate units attempted.

**Admission Requirements Other:** Students should contact the Honours Coordinator prior to application, in order to discuss the research proposal and availability of supervision. To apply for the Honours year, students must complete and submit a direct application form.

#### COURSE STRUCTURE

There are two core units of coursework and two units comprising an individual creative arts research project. Each student will be allocated an academic supervisor to mentor, oversee and consolidate their independent practice.

#### CORE UNITS

ACI4001 Practice-LED Research Methodology

ACI4002 Honours Individual Creative Project A

ACI4003 Honours Individual Creative Project B

ACI4004 Honour Special Study Research Project

#### 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 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 environmentally sustainable development. Other related studies can be selected from a range of elective units. Applicants with a four year undergraduate degree can apply directly for the Masters course. Alternatively, if you have a three year undergraduate degree or equivalent you can apply for the Graduate Certificate or Diploma 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 rights and advocacy, housing advocacy, human rights, adult education, workers' rights, conflict resolution, policy development and research in government and non-government organisations, and international organisations. Graduates have pursued careers such as community engagement officers, journalists, community educators, advocates, organisers, researchers, policy officers and even politicians.

**Course Duration:** 2 years

**Admission Requirements:** Completion of an Australian Bachelor degree (or equivalent) in any discipline OR Completion of an Australian Graduate Diploma (or equivalent) in a similar discipline OR Applicants without an undergraduate qualification may be admitted to the Graduate Diploma based on approved work experience. Upon completion of the Graduate Diploma, graduates will be eligible for admission to this course with credit granted for completed units.

**Admission Requirements International:** Completion of an Australian Bachelor degree (or equivalent) in any discipline OR Completion of an Australian Graduate Diploma (or equivalent) in a similar discipline PLUS IELTS (or equivalent): Overall score of 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking)

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

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 Elective studies

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 of Elective studies

OR

OPTION B - Research Thesis

ASA6003	Research Thesis (Part 1)	24
ASA6004	Research Thesis (Part 2)	24

Plus 48 credit points of Elective studies

ELECTIVES

AAA5011	Interpreting 'Asia' and the 'Pacific'	12
ASA5004	Engaging Communities for Sustainability	12
ASA5012	Migration, Culture and Identity	12
ASA5024	Management in Non-Government Organisations	12
ASA5055	Regional and International Organisations and Policy	12
ASX5000	Study Tour	12
EED6013	Post-Colonial and Indigenous Approaches to Learning and Teaching in the 21 Century	24

COURSE STRUCTURE

EED6101	Indigenous Perspectives and Standpoints in Education	12
HMG7100	Foundations of Public Health	12
HMG7230	Global Food Systems and Food Security	12
HMG7410	Concepts in Humanitarian Assistance	12

## Master of Communication

**Course Code:**AMCN

**Campus:**City Flinders.

This course is for Continuing students only.

**About this course:** This fully articulated course has been developed to provide a comprehensive postgraduate education in communication for communication practitioners, educators, trainers, managers, advocacy specialists and others wishing to pursue postgraduate level study, research and practice in communication. The course is designed for Australian-based and international students seeking careers in local and international markets. An important feature of the course is its flexible structure, allowing exit from the course at different levels, and, if desired, later readmission to undertake further study. Students are able to design their own pathways through the course to correspond with their interests and needs. This course provides a comprehensive foundation in communication theory, research methodology and relevant practice enabling the application of study to a range of interrelated vocational areas. Depending on their particular orientation to communication, students have the opportunity to combine a range of elective units of study to make up the coursework component of the course. Some units of study focus more on communication in organisational contexts and the management of communication, while others deal with forms of media communication, reception and production with a particular emphasis on issues of construction, textuality and interpretation. Throughout the course there is a foregrounding of the social, cultural and personal impacts of new communication technologies as well as an exploration and assessment of the logics of globalisation on communication processes. Priority is given to communication and communication research skills development as well as analytical applications.

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

1. Critically apply specialist communication knowledge and theories to decision making in contemporary professional contexts;
2. Evaluate appropriate theories, principles and methodologies for communication research, plan and conduct research in groups and/or individually, that contributes to the professional evidence base;
3. Investigate complex organisational challenges, and employ creative and evidence-based approaches to their resolution;
4. Investigate and analyse contemporary trends and cultural shifts, and their impact on organisational and communication management practice;
5. Critically and ethically assess public relations and communication practices and principles;
6. Demonstrate creativity, innovation and strategic thinking to communicate effectively in written and oral forms to diverse cohorts (such as peers, scholars and industry professionals).

**Careers:** Access to senior Communication Officer, Advisor and Manager positions in all types of organisations across the corporate, government, non-government and not-for-profit sectors. Depending upon the area of interest and focus of the Communication studies, specialist positions in media writing and production or in public relations could be pursued. Public Relations graduates are eligible for membership of the Public Relations Institute of Australia (PRIA). Graduates will be able to seek roles requiring sector or genre specific communication expertise such as

that in public health, risk, cross-cultural or organisational communication. With a focus on writing in these studies, graduates could also be well prepared for pursuing professional and creative writing career opportunities.

**Course Duration:** 2 years

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

### COURSE STRUCTURE

To attain the Master of Communication students will be required to complete 192 credit points in total consisting of the following. Students can either follow a Communication stream or a Public Relations stream.

**COMMUNICATION STREAM** 192 credit points in total 48 credit points (equivalent to 4 units) of Core Communications studies 48 credit points (equivalent to 4 units) of Elective studies Plus one of the following options below: Option A (This option is recommended for students who wish to develop applied Research skills) 36 credit points (equivalent to 3 units) of Research studies 60 credit points (equivalent to 5 units) of Elective studies OR Option B (This option is recommended for students who wish to undertake Higher Degrees by Research studies) 60 credit points (equivalent to 5 units) of Research studies 36 credit points (equivalent to 3 units) of Elective studies

**PUBLIC RELATIONS STREAM** 192 credit points in total 72 credit points (equivalent to 6 units) of Core Public Relations studies 24 credit points (equivalent to 2 units) of Elective studies Plus one of the following options below: Option A (This option is recommended for students who wish to develop applied Research skills) 36 credit points (equivalent to 3 units) of Research studies 60 credit points (equivalent to 5 units) of Elective studies OR Option B (This option is recommended for students who wish to undertake Higher Degrees by Research studies) 60 credit points (equivalent to 5 units) of Research studies 36 credit points (equivalent to 3 units) of Elective studies

### COMMUNICATION STREAM

#### Year 1

ACG5097 Professional Public Relations for the 21st Century

ACG5200 Approaches to Research

ACG5214 Media 2.0

ADM5004 Analysing the Web and Social Networks 12

Plus

48 credit points (equivalent to 4 units) of Electives from the list below

#### Year 2

##### Option A

ACG6021 Research Methodologies

ACG6022 Research Project 12

ACG6023 Communicating Research 12

Plus

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

Year 2

Option B

ACG6021 Research Methodologies

ASA6003	Research Thesis (Part 1)	24
ASA6004	Research Thesis (Part 2)	24

Plus

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

Elective List (Years 1 and 2)

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

ADM5001	Visuals, Digital Media and a Global World	12
ADM6003	Cross-Platform Media Production	12
BH05505 Business to Business Marketing		
ADM5003	Web Technologies	12
ADM6002	Digital Media for Sport and Health	12
ADM6005	Design Management	12
ASA5024	Management in Non-Government Organisations	12
ASA5050	Conflict Resolution in Groups and Communities	12

Pre-semester approval and planning is required for ACG5215 and for students selecting OPTION B in the second year

**PUBLIC RELATIONS STREAM**

Year 1

ACG5097 Professional Public Relations for the 21st Century

ACG5098 Managing Public Relations Campaigns

ACG5099 Public Relations Writing

ACG5100 Ethics and Regulations in Communications Practice

ACG5200 Approaches to Research

Plus

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

Year 2

Option A

ACG6021	Research Methodologies	
ACG6022	Research Project	12
ACG6023	Communicating Research	12

Plus

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

Year 2

Option B

ACG6021	Research Methodologies	
ASA6003	Research Thesis (Part 1)	24
ASA6004	Research Thesis (Part 2)	24

Plus

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

Elective List (Years 1 and 2)

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

ACG5203	Print and Web Journalism	
ADM5001	Visuals, Digital Media and a Global World	12
ADM5004	Analysing the Web and Social Networks	12
ADM6003	Cross-Platform Media Production	12
BH05503	Marketing Communication	12
ADM5003	Web Technologies	12
ADM6002	Digital Media for Sport and Health	12
ADM6005	Design Management	12
ASA5024	Management in Non-Government Organisations	12
ASA5050	Conflict Resolution in Groups and Communities	12

Pre-semester approval and planning is required for ACG5215 and for students selecting OPTION B in the second year.

**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 post-production.

**Course Duration:** 2 years

**Admission Requirements:** Completion of an Australian Bachelor degree (or equivalent) in any discipline OR Completion of an Australian Graduate Diploma (or equivalent) in a similar discipline OR Applicants without an undergraduate qualification may be admitted to the Graduate Diploma based on approved work experience. Upon completion of the Graduate Diploma, graduates will be eligible for admission to this course with credit granted for completed units.

**Admission Requirements International:** Completion of an Australian Bachelor degree (or equivalent) in any discipline OR Completion of an Australian Graduate Diploma (or equivalent) in a similar discipline PLUS IELTS (or equivalent): Overall score of 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking)

#### COURSE STRUCTURE

To attain the Master of Digital Media students will be required to complete 192 credit points in total consisting of: Option A 180 credit points of Core Studies 12 credit points of Elective Studies. OR Option B 156 credit points of Core Studies 36 credit points of Elective Studies.

#### Year 1

AAA5002	Research Methods	12
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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
ADM6005	Design Management	12

#### Year 2

##### Option A

ACG6022	Research Project	12
ACG6023	Communicating Research	12
BCO6604	Customer Relationship Management	12
BHO5574	Consumer Behaviour	12
BHO6001	Digital Marketing	12
BMO5501	Business Ethics and Sustainability	12
BMO6050	Art and Practice of Leadership	12
BMO6622	Managing Innovation and Entrepreneurship	12

##### OR

##### Option B

ACG6023	Communicating Research	12
ASA6003	Research Thesis (Part 1)	24
ASA6004	Research Thesis (Part 2)	24

##### PLUS

36 credit points of Elective studies

##### Elective Studies

ACG5215	Professional Internship	12
BCO6007	Business Analytics	12
BCO6604	Customer Relationship Management	12
BHO5525	Marketing Strategy	12
BHO5574	Consumer Behaviour	12
BHO6001	Digital Marketing	12

BMO5501	Business Ethics and Sustainability	12
BMO6622	Managing Innovation and Entrepreneurship	12

## Master of Education

**Course Code:** AMEB

**Campus:** Footscray Park, St Albans, Some units may be delivered offshore This course is also delivered at Hume Global Learning Centre - Broadmeadows as part of Hume Multiversity..

This course is for Continuing students only.

**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:** This course aims to develop within graduates the following attributes: advanced knowledge about theories of learning and teaching and the application of these theories in their professional work; skills and knowledge to lead educational innovation and professional learning in their workplace; a strong theoretical perspective and critical literacy in education for lifelong learning informed by current research; an understanding of the contemporary context of education, training and professional leadership; an international perspective on education, change and leadership related to their professional field; skills to develop and manage learning sites and programs in their professional field; creativity and flexibility in the application of knowledge of new situations, to solve complex problems and to think rigorously and independently; a high order of skill in analysis, critical evaluation and professional application in designing, conducting and reporting educational inquiry/research into professional practice; a commitment to ethical action and social responsibility as an educator, professional and researcher.

**Careers:** This course is designed to support the professional learning of educational practitioners.

**Course Duration:** 1.5 years

**Admission Requirements Other:** All 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

Students completing this course in full-time mode must complete 144 credit points over three semesters.

Year 1

AED5001	Education Research Design and Methods	24
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Plus

TWO units selected from the CORE unit list

Plus

ONE additional unit selected from either the CORE unit list or the elective list

Year 2, Semester 1

In the final semester students have two options.

Option 1: Complete TWO units

Option 2: Complete a Minor Thesis (either full-time or part-time)

OPTION 1:

TWO units selected from units offered in the core unit list and elective list

OPTION 2:

AED6001	Minor Thesis (Full-Time)	48
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Or if part-time enrol in the following two units (one per semester):

EED6031	Minor Thesis A (Part-Time)	24
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EED6032	Minor Thesis B (Part-Time)	24
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### CORE UNITS

Students must complete at least TWO of these:

AED5009	Innovation	24
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AED5011	Approaches to Learning	24
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EED6002	Curriculum & Pedagogy	24
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### ELECTIVES UNITS

AED5008	Evaluation	24
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AED5023	E-Learning	24
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AED5030	Positive Education	24
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EED6001	Contemporary Issues in Education and Training	24
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EED6004	Capstone Research Investigation	24
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EED6011	Enhancing Skills and Knowledge	24
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EED6013	Post-Colonial and Indigenous Approaches to Learning and Teaching in the 21 Century	24
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Students can exit after Semester 1 with the Graduate Certificate in Educational Learning and Leadership (ATEB). Students can exit after Semester 2 with the Graduate Diploma in Educational Learning and Leadership (AGEB).

## Master of TESOL

**Course Code:** AMTL

This course is for Continuing students only.

**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

**Admission Requirements 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

ACG5216 Public and Interpersonal Spoken Communication

AEG5123 TESOL Methodology 24

AEG5125 Literacy Methodology

AEG5126 Techniques in TESOL

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:** Completion of an Australian Bachelor degree (or equivalent) in a similar discipline OR Applicants with a minimum five (5) years approved work experience will be considered for admission to this course.

**Admission Requirements International:** Completion of an Australian Bachelor degree (or equivalent) in a similar discipline OR Applicants with a minimum five (5) years approved work experience will be considered for admission to this course PLUS IELTS (or equivalent): Overall score of 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking)

#### COURSE STRUCTURE

To attain the Graduate Certificate in Digital Media students will be required to complete 48 credit points of Core studies.

ADM5001	Visuals, Digital Media and a Global World	12
ADM5003	Web Technologies	12
ADM5004	Analysing the Web and Social Networks	12
ADM6005	Design Management	12

#### Graduate Certificate in Tertiary Education

**Course Code:** ATHE

**Campus:** Footscray Park.

**About this course:** This course is only available to Victoria University staff. The Graduate Certificate in Tertiary Education is a theory-informed but practice-oriented course designed for teachers in higher, further and vocational education. The course is delivered using a flexible blended approach, with a combination of face-to-face workshops and online activities in each unit. Core and elective units provide participants with opportunities to develop skills and knowledge across a range of approaches to learning, teaching and assessment. The course has a strong focus on scholarly and practical research-based approaches to tertiary education and is designed to develop skills in context, with strong inquiry-led approach to learning and options for elective studies in supervisory practice as well as independent investigations of topics relevant to the individual teaching context. The course also meets the requirements for TAFE teachers to progress to the top of the TAFE teacher salary structure and prepares graduates to progress to further post-graduate study.

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

1. Demonstrate knowledge of educational theories and practices in tertiary education;
2. Plan and design a structured and aligned learning and teaching programme to meet the needs of the different student cohorts;
3. Use a mix of theoretical knowledge, peer observation, student feedback, student work and self-reflection to critically evaluate a wide range of learning and teaching activities and outcomes;
4. Design assessment that identifies and strengthens student learning, provides feedback and informs future planning; and
5. Systematically investigate educational practice and/or contextual issue and report on findings, recommendations and implications for practice.

**Careers:** This course is designed to support the professional learning of educational practitioners.

**Course Duration:** 0.5 years

**Admission Requirements:** Applicants are expected to have recent or current teaching experience in a tertiary institution. Relevant work experience must be supported by documentary evidence and includes, but is not limited to: Tertiary Education; Adult Education; Educational/Learning Design and Development; Vocational Education and Training; and Workplace Training. Completion of an Australian Bachelor degree (or equivalent) in a similar discipline.

#### COURSE STRUCTURE

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

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

AET4001	Foundations of Learning and Teaching in Tertiary Education	12
AET4002	Curriculum Design and Student Assessment	12
Select 24 credit points from the following:		
AET4003	Improving Practice	12
AET4005	Supervision of Student Research	12
AET4010	Blended Learning Design and Development	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:** Completion of an Australian Bachelor degree (or equivalent) in a similar discipline OR Applicants with a minimum five (5) years approved work experience will be considered for admission to this course.

**Admission Requirements International:** Completion of an Australian Bachelor degree (or equivalent) in a similar discipline OR Applicants with a minimum five (5) years approved work experience will be considered for admission to this course PLUS IELTS (or equivalent): Overall score of 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking)

#### 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
ASA5012	Migration, Culture and Identity	12
ASA5024	Management in Non-Government Organisations	12
ASA5055	Regional and International Organisations and Policy	12
ASX5000	Study Tour	12

## Graduate Certificate in TESOL

**Course Code:** ATTL

**Campus:** Footscray Park.

**About this course:** The Graduate Certificate in TESOL is a professionally-oriented course enabling language teachers to improve their practice by:

- Gaining insights informed by recent theory and pedagogical research
- Reflecting on their past and present practice as teaching practitioners and applying it to future contexts
- Considering how methodological issues impact on their work as language teaching professionals and practitioners.

The Graduate Certificate in TESOL attracts a range of students throughout Melbourne. In particular, it appeals to:

- Busy working qualified EAL teachers seeking a short but impactful and accredited PD program
- Qualified ESL/EAL teachers who need to meet changing employment requirements
- Registered VIT teacher seeking to expand their professional engagement into TESOL context
- CELTA graduates seeking to work locally and internationally in TESOL context.

The Graduate Certificate in TESOL 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 offers a part-time option of 6 months (Semester 1 and Winter School or Semester 2 and Summer School) or 2 semesters (Semester 1 and Semester 2). 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. Synthesise and critically review 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. Exhibit competence in a range of key knowledge areas in second language acquisition including curriculum development, learning approaches and assessment;
4. Interrogate 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;
5. Analyse research findings applicable to TESOL practitioners, and communicate and transmit these ideas to peers;
6. Apply and critique the theoretical and practical learning opportunities provided in each unit of study to become accomplished and autonomous TESOL practitioners;
7. Implement their enhanced teaching skills and critically reflect on theory and professional practice in second language contexts.

**Careers:** There are many career opportunities available for graduates, including

- work with migrants or indigenous students at the primary and secondary level if they entered the course with teaching qualifications, or work with adults
- work with international students in ELICOS centres
- teachers looking for a change in career direction
- teaching English abroad

**Course Duration:** 0.5 years

**Admission Requirements:** Completion of an Australian Bachelor degree (or equivalent) in a similar discipline OR Applicants with a minimum two years approved work experience will be considered for admission to this course.

**Admission Requirements Other:** In addition, applicants are required to have a current or recent working experience as a teacher of English as a second/international/additional language locally or internationally.

#### COURSE STRUCTURE

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

- 48 credit points (equivalent to 2 units) of Core studies

Please note:

- AEG5123 is offered in semesters 1, 2
- AEG5124 is offered in semesters 1, 2, 3 and 4
- AEG5123 is a pre-requisite for AEG5124

AEG5123	TESOL Methodology	24
AEG5124	Professional Practice - TESOL	24

### Bachelor of Early Childhood Education

**Course Code:** EBEC

**Campus:** Werribee, Footscray Park, First Year units of this course will be offered at Werribee campus for domestic students only..

**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:** 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) including Units 3 and 4: a study score of at least 30 in English (EAL) or 25 in any other English (or equivalent). OR: Completion of an Australian Advanced Diploma or Diploma (or equivalent). PLUS: IELTS (or equivalent): Overall score or 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

**Admission Requirements Mature Age:** Five years (minimum) work/life experience in Training & Development, Education, Child Care or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 30 in English (EAL) or 25 in any other English (or equivalent).

**Admission Requirements VET:** Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent) OR: 22451VIC Diploma of Teacher Education Preparation.

#### 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:**Footscray 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:** Completion of an Australian Senior Secondary Certificate (VCE or equivalent) with an ATAR of 70 or above (after adjustments) including Units 3 and 4: a study score of at least 30 in English (EAL) or 25 in any other English other than EAL. PLUS: Units 1 and 2: satisfactory completion in two units (any study combination) of Maths: General Mathematics, Maths: Mathematical Methods or Maths: Specialist Mathematics or Units 3 and 4: any Mathematics. Successful completion of a non-academic attributes assessment, for example, the CASPer test or equivalent. CASPer is an online test designed to assess an applicant's personal and professional attributes and is a requirement for all initial teacher training courses in Victoria.

**Admission Requirements International:** 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 (or equivalent) other than EAL. PLUS: Units 1 and 2: satisfactory completion in two units (any study combination) of Maths: General Mathematics, Maths: Mathematical Methods or Maths: Specialist Mathematics or Units 3 and 4: any Mathematics. PLUS: IELTS (or equivalent): Overall score of 7.0 (with no band less than 7.5 in Speaking and Listening, and 6.5 in Reading and Writing).

**Admission Requirements Mature Age:** Completion of an Australian Senior Secondary Certificate with an ATAR of 70 or above (after adjustments) more than two years ago. PLUS: Completion of Units 3 and 4: a study score of at least 30 in English (EAL) or 25 in any other English (or equivalent) other than EAL. AND: Units 1 and 2: satisfactory completion in two units (any study combination) of Maths: General Mathematics, Maths: Mathematical Methods or Maths: Specialist Mathematics or Units 3 and 4: any Mathematics.

**Admission Requirements VET:** Completion of 22451VIC Diploma of Teacher Education Preparation.

**Admission Requirements Other:** 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:

- 240 credit points of Core studies
- 96 credit points of Major studies
- 48 credit points (either Option A, B or C 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

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
- 24 credit points of Elective units

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

- 48 credit points of any Minors or Elective units.

## 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	EEE3005	Middle Years of Schooling 2	
EEC1106	Teaching Primary Mathematics 1	12	EEE3006	Social Context of Teaching and Learning in Secondary Schools	12
EEC1107	Educating for STEM	12	EEE3007	Wellbeing in Schools	12
EEC1108	Literacy Across the Continuum 1	12	EEE3008	Sustainability in the Primary Curriculum	12
Year 2			EEE3009	Sustainability in the Secondary Curriculum	12
EEC2101	Engaging Students: High Expectations for All	12	EEE3011	Digital Life & Learning	12
EEC2102	Teaching Primary Mathematics 2	12	EEE3012	International Teaching and Learning Contexts 1	12
EEC2103	Teaching Primary Science	12	EEE3013	International Teaching and Learning Contexts 2	12
EEC2104	Creativity and the Arts	12	EEE3014	Working with Students with Special Needs	12
AND			PART STUDIES IN HUMANITIES AND SCIENCE		
24 credit points Major units			BIOLOGY		
24 credit points Option A, B or C			HBM2105	Medical Microbiology and Immunity	12
Year 3			RBM2133	Cell and Molecular Biology	12
ECP3102	Secondary Specialisation Assessment and Reporting	12	CHEMISTRY		
ECP3104	Innovations in Secondary Curriculum and Pedagogy	12	RCS1601	Chemistry 1A	12
AND			RCS1602	Chemistry 1B	12
48 credit points Major units			CULTURAL STUDIES		
24 credit points Option A, B or C			ACW2020	Sex and Gender	12
Year 4			ACW2026	Gender in Popular Culture	12
EEC4102	Literacy Across the Continuum 2	12	ENVIRONMENTAL SCIENCE		
EEC4103	Entering the Profession	12	RBF2620	Australian Plants	12
EEC4104	Teaching Primary Mathematics 3	12	RBF2640	Australian Animals	12
EEC4107	Teaching Practicum	12	INDIGENOUS STUDIES		
EEC4108	Curriculum, Assessment and Primary Specialisation	12	AEK1105	Aboriginal Traditions and Policy	12
EEC4201	Implementation of Primary Specialisation	12	AEK1204	Aboriginal History and Political Movements	12
AND			PHYSICS		
24 credit points Major units			NEF1102	Engineering Physics 1	12
ELECTIVE UNITS			NEF1202	Engineering Physics 2	12
EEE1100	English and Literacy		POLITICAL SCIENCE		
EEE1200	Mathematics and Numeracy		ASP2011	Foundations of Political Science	12
EEE3004	Middle Years of Schooling 1		ASP2010	Origins of International Politics	12

SOCIOLOGY		
ABA1003	Introduction to Sociology	12
ASS2004	Sociology of Social Control	12

#### Majors

EMAEAR	Art (Education)
EMADIG	Digital Media (Education)
EMAENG	English (Literary Studies) (Education)
EMAFTE	Food Technology (Education)
EMAHUM	Humanities (Education)
EMAMTH	Mathematics (Education)
EMAMDA	Media Studies (Education)
EMAMSC	Music (Education)
EMAPSY	Psychology (Education)
EMABIO	Biology (Education)
EMAENV	Environmental Science (Education)
EMAPES	Physical Education (Secondary) (Education)
EMADIS	Disability Studies in Education (Education)
EMASWE	Student Welfare (Education)
EMAHEA	Health (Education)
EMAOUT	Outdoor Education (Education)

#### Minors

ESPIDG	Global Indigenous Challenge
EMIBIO	Biology (Education Minor)
EMILIT	Literary Studies (Education Minor)
EMIWRT	Writing (Education Minor)
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)
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:** Werribee, Footscray Park, First Year units of this course will be offered at Werribee campus for domestic students only..

**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:** 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) including Units 3 and 4: a study score of at least 30 in English (EAL) or 25 in any other English (or equivalent). PLUS: IELTS (or equivalent): Overall score or 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking). OR: Completion of a Foundation course or equivalent.

**Admission Requirements Mature Age:** Five years (minimum) work/life experience in Training & Development, Education, Child Care or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 30 in English (EAL) or 25 in any other English (or equivalent).

**Admission Requirements VET:** Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

#### 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

#### Core Studies

EDS1002	Arts and Performance - Addressing Disability	12
EEC3003	Professional Contexts	12
EED2000	Curriculum Development and Implementation	12
ESP2001	Making the Conditions for Learning: Ethical and Reflexive Practice	12

48 credit points of Minor Studies

96 credit points of Major Studies

#### 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)
EMAFOO	Food Technology
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)
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
EMIFOO	Food Technology

## 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:** 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 Mature Age:** Five years (minimum) work/life experience in Human Services, Sports, Training & Development or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent).

**Admission Requirements VET:** Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent).

**Admission Requirements 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
BH01171	Introduction to Marketing	12
SOL1000	Introduction to Adventure Environments	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
AEB3805	Youth Policy, Civics and Culture	12
AYW2001	Young People with All Abilities	12
EDI3001	Rights, Advocacy and Discrimination	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
ASC2005	Change and Community Justice	12
ECY3000	Supporting Young People in Dual Diagnosis Settings	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

## Bachelor of Science/Master of Teaching (Secondary Education)

Course Code:ECST

Campus:Double Qualification, sourced from single degrees.

**About this course:**The Bachelor of Science/Master of Teaching (Secondary Education) is a double qualification that allows students to undertake an initial program in Science and to then complete an accredited Master's program in secondary teaching. This combination provides the student with a science degree incorporating intensive hands-on laboratory and fieldwork experience in the core major studies of biotechnology, chemistry and ecology and environmental management with a postgraduate qualification in secondary teaching in their chosen areas. Students will need to choose their undergraduate studies in conjunction with an adviser to ensure that their subject choices are compatible with the teaching subject methods offered within the Master of Teaching (Secondary Education). The Bachelor of Science provides students with access to modern laboratories with state of the art equipment and also offers opportunities for industry projects to allow students to experience scientific theory in practice. The Master of Teaching (Secondary Education) component of the combined program prepares students for registration as teachers in a wide range of discipline areas and involves significant learning in the workplace through Project Partnerships. During the final year of the Bachelor of Science, students will be required to meet the threshold requirements of the Literacy and Numeracy Test externally administered by ACER. This test is a requirement of teacher accreditation and must be successfully completed prior to starting the Master of Teaching (Secondary Education) component of this course. Students who do not achieve the required threshold in this test will exit the program with their completed undergraduate degree. For further information regarding the test, which is a requirement for all students undertaking a teaching qualification, is available on the ACER website <https://teacheredtest.acer.edu.au/>.

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

1. Locate, evaluate and apply scientific information efficiently and effectively;
2. Identify and solve problems with intellectual independence using scientific principles in a range of situations taking into consideration social, cultural, economic and environmental factors;
3. Exhibit high levels of numeracy skills in the analysis and interpretation of quantitative scientific data;
4. Communicate effectively in spoken and written forms on a range of scientific and mathematical topics to peers, professional and community groups;
5. Apply an evidence-based research approach, formulate and test hypotheses in a chosen scientific discipline;
6. Respond with social and cultural awareness within local and global environments;
7. Devise and apply scientific methodology, individually and with peers, to undertake laboratory exercises, scientific research and practical investigations, employing ethical principles and practice and industry and research protocols;
8. Critically examine historical and contemporary issues in post-primary education at a local, national and international level;
9. Review different pedagogical theories and academic concepts of teaching that support the diversity of learners found in post primary educational settings;
10. 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;
11. Analyse the literacy and numeracy learning needs of students across the full range of abilities including students with disabilities and special learning needs;
12. Plan, implement and evaluate a range of educational practices that support the diversity of students in post primary education;
13. Analyse the efficacy of classroom teaching practices through reflective discussion that draws upon pedagogical theories;
14. Employ advanced skills in research to work with

educational stakeholders in educational settings; 15. Design, conduct and report educational inquiry / research; 16. Apply knowledge and skills within classrooms and the school community to develop inclusive cultures of learning where all school students are supported to achieve; 17. Communicate clearly and effectively through presentations and interactive activities, key concepts that related to the graduate's specialist teaching area.

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

**Course Duration:** 5 years

**Admission Requirements:** 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. PLUS: A study score of at least 20 in Mathematics (any).

**Admission Requirements Mature Age:** Five years (minimum) work/life experience in the Health Sciences or similar. OR: Applicants that completed an Australian Senior Secondary Certificate more than two years ago. PLUS: Units 3 and 4: a study score of at least 25 in English (EAL) or 20 in any other English (or equivalent). PLUS: A study score of at least 20 in Mathematics (any).

**Admission Requirements VET:** Completion of an Australian Advanced Diploma or Diploma (or equivalent). OR: Completion of the Certificate IV in Tertiary Preparation (or equivalent). OR: Completion of a Certificate IV in a related Science/Health discipline.

**Admission Requirements Other:** 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 Master of Teaching (Secondary Education) or within the first year of the program. Selection will also include completion and results of a non-academic attributes assessment CASPer (or equivalent) test. CASPer is an online test designed to assess and applicant's personal and professional attributes and is a requirement for many initial teacher training courses in Victoria. 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.

## Diploma of Education Studies

**Course Code:** EDES

**Campus:** Werribee, Footscray Nicholson, This course will be offered at Werribee campus for domestic students only..

**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 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:** 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 6.0 (with no band less than 6.0 in Listening, Reading, Writing and Speaking).

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

**Admission Requirements VET:** Certificate IV in Liberal Arts (or equivalent). OR Certificate IV in Tertiary Preparation (or equivalent).

**Admission Requirements 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:**Footscray Nicholson, Online.

**About this course:**The Graduate Diploma 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 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.

**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 (or equivalent) in any discipline.

**Admission Requirements Other:**Working with Children Check: Applicants must complete a Working with Children Check prior to undertaking placement. This course is ACECQA accredited and is recognised by the Victorian Institute of Teaching (VIT) for teaching registration in Victoria. It is not necessarily recognised in other states and territories in Australia.

### 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:** Completion of an Australian Bachelor degree (or equivalent) in any discipline OR Completion of an Australian Graduate Diploma (or equivalent) in a similar discipline OR Applicants without an undergraduate qualification may be admitted to the Graduate Diploma based on approved work experience. Upon completion of the Graduate Diploma, graduates will be eligible for admission to this course with credit granted for completed units.

**Admission Requirements International:** Completion of an Australian Bachelor degree (or equivalent) in any discipline OR Completion of an Australian Graduate Diploma (or equivalent) in a similar discipline PLUS IELTS (or equivalent): Overall score of 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking)

**Admission Requirements Other:** All 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:

AED5008 Evaluation 24

AED5009 Innovation 24

AED5011	Approaches to Learning	24
AED5023	E-Learning	24
AED5030	Positive Education	24
EED6002	Curriculum & Pedagogy	24
EED6011	Enhancing Skills and Knowledge	24
EED6013	Post-Colonial and Indigenous Approaches to Learning and Teaching in the 21 Century	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:** Completion of an Australian Bachelor degree (or equivalent) in a similar discipline OR Completion of an Australian Graduate Certificate (or equivalent) in a similar discipline.

**Admission Requirements International:** Completion of an Australian Bachelor degree (or equivalent) in a similar discipline OR Completion of an Australian Graduate Certificate (or equivalent) in a similar discipline PLUS IELTS (or equivalent): Overall score of 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking)

**Admission Requirements Other:** All 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:

EED6001	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:		
AED5008	Evaluation	24
AED5009	Innovation	24
AED5011	Approaches to Learning	24
AED5023	E-Learning	24
AED5030	Positive Education	24
EED6002	Curriculum & Pedagogy	24
EED6011	Enhancing Skills and Knowledge	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 Nicholson.

**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:** Completion of an Australian Bachelor degree (or equivalent) in a discipline that meets VIT specialisation requirements available at: [https://www.vit.vic.edu.au/media/documents/publications-and-forms/forms/Specialist\\_Area\\_Guidelines\\_2015.pdf](https://www.vit.vic.edu.au/media/documents/publications-and-forms/forms/Specialist_Area_Guidelines_2015.pdf) Applicants will also be asked to complete an assessment of their non-academic attributes. Applicants with a Bachelor's degree from countries other than Australia, New Zealand, the United Kingdom, United States of America, Canada or the Republic of Ireland will be required to complete IELTS (or equivalent): Overall 7.0 with Listening 7.5, Reading 6.5, Writing 6.5, Speaking 7.5.

**Admission Requirements International:** Completion of an Australian Bachelor degree (or equivalent) in a discipline that meets VIT specialised requirements available at: [https://www.vit.vic.edu.au/media/documents/publications-and-forms/forms/Specialist\\_Area\\_Guidelines\\_2015.pdf](https://www.vit.vic.edu.au/media/documents/publications-and-forms/forms/Specialist_Area_Guidelines_2015.pdf) Applicants will also be asked to complete an assessment of their non-academic attributes. Applicants with a Bachelor's degree from countries other than Australia, New Zealand, the United Kingdom, United States of America, Canada or the Republic of Ireland will be required to complete IELTS (or equivalent): Overall 7.0 with Listening 7.5, Reading 6.5, Writing 6.5, Speaking 7.5.

**Admission Requirements Other:** Applicants will be assessed on academic performance. Prior to entry into the third semester of full time study, students in this course will have to sit the LANTITE test in order to demonstrate that their literacy and numeracy skills are within that expected of the top 30% of the population in Australia, as per Victorian government requirements for initial teacher education. Students should note that they will be subject to a Working With Children Check 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 (Minor Thesis A (Part-Time) and Minor Thesis B (Part-Time)).
- 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

Plus the following four Discipline Studies Units

ETS5003	Specialisation Curriculum and Pedagogy A	12
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
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24 credit points (1 unit) chosen from the Elective units listed below

Option B

EED6031	Minor Thesis A (Part-Time)	24
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EED6032	Minor Thesis B (Part-Time)	24
Elective units		
AED5008	Evaluation	24
AED5009	Innovation	24
AED5011	Approaches to Learning	24
AED5023	E-Learning	24
AED5030	Positive Education	24
EED6001	Contemporary Issues in Education and Training	24
EED6002	Curriculum & Pedagogy	24
EED6011	Enhancing Skills and Knowledge	24
EED6013	Post-Colonial and Indigenous Approaches to Learning and Teaching in the 21 Century	24

## Master of Teaching (Primary Education)

**Course Code:**EMPE

**Campus:**Footscray Nicholson.

**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. The standard duration of the Master of Teaching (Primary Education) is 24 months however, it is possible to complete the course in 18 months as a full time enrolled student, 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. 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:**Completion of an Australian Bachelor degree (or equivalent). Applicants will also be asked to complete an assessment of their non-academic attributes. Applicants with a Bachelor's degree from countries other than Australia, New Zealand, the United Kingdom, United States of America, Canada or the Republic of Ireland will be required to complete IELTS (or equivalent): Overall 7.0 with Listening 7.5, Reading 6.5, Writing 6.5, Speaking 7.5.

**Admission Requirements International:**Completion of an Australian Bachelor degree (or equivalent). Applicants will also be asked to complete an assessment of their non-academic attributes. Applicants with a Bachelor's degree from countries other than Australia, New Zealand, the United Kingdom, United States of America, Canada or the Republic of Ireland will be required to complete IELTS (or equivalent): Overall 7.0 with Listening 7.5, Reading 6.5, Writing 6.5, Speaking 7.5.

**Admission Requirements Other:**Applicants will be assessed on academic performance. Prior to entry into the third semester of full time study, students in this course will have to sit the LANTITE test in order to demonstrate that their literacy and numeracy skills are within that expected of the top 30% of the population in Australia, as per Victorian government requirements for initial teacher education. Students should note that they will be subject to a Working With Children Check 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

## Master of Teaching (Early Childhood)

**Course Code:**EMTC

**Campus:**St Albans.

This course is for Continuing students only.

**About this course:**The Master of Teaching (Early Childhood) allows graduates with an approved 3 or 4-year Bachelor Degree in any discipline to be accredited as an early childhood teacher approved by The Australian Children's Education and Care Quality Authority (ACECQA) under the Education and Care Services National Law. The Master of Teaching (Early Childhood) has a strong emphasis on mentoring and support for Preservice teachers and you will develop extensive knowledge and understanding of teaching and learning processes in early childhood education, and undertake extensive teaching practice in early childhood services. Graduates will exhibit qualities and attributes of active and reflective practitioners, equipped with the critical awareness, teaching competence, knowledge and attitudes to teach children aged 0-6 years in a range of early childhood services in Australia. You will be qualified to teach in early childhood services and gain recognition by The Australian Children's Education and Care Quality Authority (ACECQA) the accreditation and registration authority for all early childhood services and courses.

**Course Objectives:**On successful completion of this course, students will be able to:  
1. Exhibit qualities of an active and reflective practitioner, equipped with the critical awareness, teaching competence, knowledge and attitudes to teach young people, those in early childhood education and the communities in which they teach; 2. Critically review the changing nature of society (technological, economic,

environmental and cultural) and its implications for education; 3. Evaluate and introduce teachers to a range of approaches for the education of children in the 21st century, enabling the development of personal teaching practices which are suitable for teaching within early childhood education in economically and culturally diverse communities; 4. Investigate patterns of the cultural and political relations in which early childhood services are located, with particular reference to education in economically and culturally diverse communities; 5. Design and implement research skills which can be applied by teachers to inform, evaluate and improve their teaching practice. 6. Exhibit knowledge and skills in educational leadership applicable for beginning teachers. 7. Critically examine curriculum and pedagogical approaches appropriate to the 21st century in order to enhance the learning of all students.

**Careers:**Graduates will have the opportunity to work in a diverse range of services for the education and care of children from birth to six years and in learning and teaching associated career opportunities

**Course Duration:** 2 years

**Admission Requirements Other:**Overseas qualifications must be deemed by the Australian Education International – National Office of Overseas Skills Recognition (AEI-NOOSR) to be equivalent to Australian qualifications. English language competency to achieve an International English Language Testing System (IELTS) (academic) test score of a minimum 7.5 overall (Speaking and Listening 8.0, Reading & Writing 7.0) or equivalent. 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. A satisfactory achievement of the benchmark of the test is required before course completion for teacher registration can be approved. Applicants are strongly advised to complete the Personal Information form to support their application. The Personal Information form should provide information in relation to the following personal attributes: motivation to teach; interpersonal and communication skills; personal strengths; and learning goals. Working with Children Check Before undertaking project partnerships – supervised teaching practice, students are required to undergo the Working with Children Check which must be presented to the mentor/co-ordinator/director at each placement.

### COURSE STRUCTURE

To attain the Master of Teaching (Early Childhood) students will be required to complete:

- 192 credit points (equivalent to 12 units) of Core studies.

Students undertake project partnership placements comprising of 60 days in total.

Year 1, Semester 1

AEG5115 Early Childhood Development, Learning and Teaching 1

AEG5119 Contemporary Issues, Social Contexts of Learning and Social Justice

AEG5121 Languages and Literacy in Early Childhood

ECE6002 Early Childhood Curriculum and Pedagogy 1: the Sciences 12

Year 1, Semester 2

AEG5118 Early Childhood Curriculum and Pedagogy 2: the Arts

ECE6007	Professional Issues	12
ECE6008	Inclusive Practice in Education	12
ECE6005	Early Childhood Development, Learning and Teaching 2	12

Year 2, Semester 1

AED5001	Education Research Design and Methods	24
EED6002	Curriculum & Pedagogy	24

Year 2, Semester 2

EED6017	Early Childhood Development, Learning and Teaching 3	24
EED6004	Capstone Research Investigation	24

### Master of Teaching (Primary)

**Course Code:**EMTP

**Campus:**Footscray Park.

This course is for Continuing students only.

**About this course:**The Masters of Teaching (Primary) prepare students for registration as generalist primary school teachers and involves significant learning in the workplace through Project Partnerships. In 2016, there is an option to exit after one year with a Graduate Diploma that fulfils the current Victorian Institute of Teaching registration requirements.

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

1. Stimulate 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. Employ 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;
4. Investigate and report 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;
5. Demonstrate 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.
6. Design, conduct, and report educational inquiry/research which can be applied by teachers to inform, evaluate and improve their teaching practice.
7. Develop knowledge and skills in educational leadership applicable for beginning teachers.
8. Critically examine curriculum and pedagogical approaches in order to enhance the learning of all students.

**Careers:**Graduates of the Masters of Teaching (Primary) are eligible for registration as teachers and in learning and teaching associated career opportunities.

**Course Duration:** 2 years

**Admission Requirements Other:** Applicants must hold an approved Bachelor degree or equivalent Diploma from a recognised tertiary institution. Applicants who do not meet the English language requirement may fulfil this requirement via the IELTS (Academic) test, with an average score of 7.5 across all four bands, with no score below 7.0 in any band and no score less than 8 in speaking and listening. Alternatively, applicants may meet the English language requirement with an internet-based TOEFL result of 104 with no individual score less than 26.

### COURSE STRUCTURE

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

- 120 credit points Core units
- 24 credit point Elective unit to be selected from the list below
- 48 credit points Thesis unit/s OR Capstone unit and Elective unit

### Additional Notes

- All units are subject to availability.
- AED5001 must be taken prior to, and not concurrent with, thesis or capstone unit.
- Thesis and capstone units can only be taken at the end of your course.
- To be eligible to apply for doctoral study, it is recommended that students choose to complete Minor Thesis (AED6001 (F/T) or EED6031 and EED6032 (P/T)) option, or complete the unit EED6011 along with EED6004.
- Effective from July 1, 2016, students in this Victorian Institute of Teaching-accredited program are required to pass an approved literacy and numeracy test in order to be eligible to apply for teacher registration. 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, and the arrangements in place for provisional registration should the test not be passed prior to obtaining teacher registration. 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

And ONE of the following:

EED5102	Curriculum and Multi-modal Learning	12
EED6101	Indigenous Perspectives and Standpoints in Education	12

Year 1, Semester 2

AEG5136 Teaching and Primary 2 (Primary)

ETP5005	Primary Health and Physical Education	12
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ETP5008	The Arts and Design in Primary Education	12
And ONE of the following:		
EED5102	Curriculum and Multi-modal Learning	12
EED6101	Indigenous Perspectives and Standpoints in Education	12
Year 2, Semester 1		
AED5001	Education Research Design and Methods	24
Plus 24 credit points (1 unit) chosen from Elective units list below		
Year 2, Semester 2		
Choose ONE of the following three options:		
Option A		
EED6004	Capstone Research Investigation	24
Plus 24 credit points (1 unit) chosen from Elective units list below		
* To be eligible to apply for doctoral studies students undertaking this option should also complete EED6011		
Option B		
AED6001	Minor Thesis (Full-Time)	48
Option C		
EED6031	Minor Thesis A (Part-Time)	24
EED6032	Minor Thesis B (Part-Time)	24
Elective units		
AED5008	Evaluation	24
AED5009	Innovation	24
AED5023	E-Learning	24
AED5030	Positive Education	24
EED6001	Contemporary Issues in Education and Training	24
EED6002	Curriculum & Pedagogy	24
EED6011	Enhancing Skills and Knowledge	24

## Master of Teaching (Secondary)

**Course Code:**EMTS

**Campus:**Footscray Park.

This course is for Continuing students only.

**About this course:**The Master of Teaching (Secondary) prepares students for registration as secondary teachers in a wide range of discipline areas and involves significant learning in the workplace through Project Partnerships. In 2016, there is

an option to exit after one year with a Graduate Diploma that fulfils the current Victorian Institute of Teaching registration requirements.

**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. Plan, implement and evaluate a range of educational practices;
4. Analyse the efficacy of classroom teaching practices through reflective discussion that draws upon pedagogical theories;
5. Employ advanced skills in research to work with educational stakeholders in educational settings;
6. Design, conduct and report educational inquiry / research;
7. Apply knowledge and skills within classrooms and the school community to develop inclusive cultures of learning where all school students are supported to achieve;
8. 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) are eligible for registration as teachers. Graduates also pursue careers in a range of educational related industries and organisations.

**Course Duration:**2 years

**Admission Requirements Other:**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. This generally involves completion of at least one sub-major in that subject area, except in the case of LOTE which requires completion of a major. Sub-major constitutes half a year of full time study with no more the two units at first year and a major is a total of three quarters of a year of study with sequential units taken over three years. 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) (follow the Teacher Education Program link for information about the 'Standards for initial teacher education'.) 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 7.5 (with no score below 7 in any of the four skills areas, and a score of no less than 8 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 should note that they will be subject to safety screenings (police checks) before practice placements, in accordance with Department of Education and Early Childhood Development policy.

## COURSE STRUCTURE

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

- 72 credit points Core units
- 48 credit points Discipline Studies
- 24 credit points Elective unit to be selected from the list below
- 48 credit points Thesis unit/s OR Capstone unit and Elective unit

## Additional Notes

- All units are subject to availability.

- AED5001 must be taken prior to, and not concurrent with, thesis or capstone unit.
- Thesis and capstone units can only be taken at the end of your course.
- To be eligible to apply for doctoral study, it is recommended that students choose to complete Minor Thesis (AED6001 (F/T) or EED6031 and EED6032 (P/T)) option, or complete the unit EED6011 along with EED6004.
- Effective from July 1, 2016, students in this Victorian Institute of Teaching-accredited program are required to pass an approved literacy and numeracy test in order to be eligible to apply for teacher registration. 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, and the arrangements in place for provisional registration should the test not be passed prior to obtaining teacher registration. Refer to [www.vit.vic.edu.au](http://www.vit.vic.edu.au)

#### Year 1, Semester 1

EED5101 Epistemologies of Practice 12

ETS5002 Teacher as Practitioner and Researcher 12

Plus 24 credit points (2 units) Discipline Studies units

#### Year 1, Semester 2

EED5102 Curriculum and Multi-modal Learning 12

EED6102 Entering the Profession and Becoming Critical 12

Plus 24 credit points (2 units) Discipline Studies units

#### Year 2, Semester 1

AED5001 Education Research Design and Methods 24

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

#### Year 2, Semester 2

Choose ONE of the following three options:

##### Option A

EED6004 Capstone Research Investigation 24

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

\* To be eligible to apply for doctoral studies students undertaking this option should also complete EED6011

##### Option B

AED6001 Minor Thesis (Full-Time) 48

##### Option C

EED6031 Minor Thesis A (Part-Time) 24

EED6032 Minor Thesis B (Part-Time) 24

#### Discipline Studies units

ETS5001 Critical Literacy for Diverse Communities 12

ETS5002 Teacher as Practitioner and Researcher 12

ETS5003 Specialisation Curriculum and Pedagogy A 12

ETS5004 Specialisation Curriculum and Pedagogy B 12

#### Elective units

AED5008 Evaluation 24

AED5009 Innovation 24

AED5011 Approaches to Learning 24

AED5023 E-Learning 24

AED5030 Positive Education 24

EED6001 Contemporary Issues in Education and Training 24

EED6002 Curriculum & Pedagogy 24

EED6011 Enhancing Skills and Knowledge 24

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

### 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:** Completion of an Australian Bachelor degree (or equivalent) in a similar discipline OR Applicants with a minimum five (5) years approved work experience will be considered for admission to this course.

**Admission Requirements International:** Completion of an Australian Bachelor degree (or equivalent) in a similar discipline OR Applicants with a minimum five (5) years approved work experience will be considered for admission to this course PLUS IELTS (or equivalent): Overall score of 6.5 (with no band less than 6.0 in Listening, Reading, Writing and Speaking)

**Admission Requirements Other:** All 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

EED6001 Contemporary Issues in Education and Training 24

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

AED5008 Evaluation 24

AED5009 Innovation 24

AED5011 Approaches to Learning 24

AED5023 E-Learning 24

AED5030 Positive Education 24

EED6002 Curriculum & Pedagogy 24

EED6011 Enhancing Skills and Knowledge 24

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

#### Bachelor of Education

**Course Code:** HBED

**Campus:** Footscray Park, St Albans.

This course is for Continuing students only.

**About this course:** The Bachelor of Education is a Partnership-based Teacher Education course. Partnerships between schools and the University provide the context in which students will learn the practice and theory of education. Normally student teachers

will work in schools and other educational settings for part of each week throughout the course. In Year 4 of the course, students will have an extended placement in a school. This course provides a community and school-based approach to teacher education with substantial opportunities for students to pursue their general education. PRACTICAL EXPERIENCE A minimum of 80 days supervised teaching practice in both primary and secondary schools during the course. Students should note that they will be subject to safety screenings (police checks) before practice placements, in accordance with Department of Education and Training Policy.

**Course Objectives:** The aims of the course are to:

- offer a four-year pre-service teacher education program for students from diverse educational backgrounds;
- graduate teachers who are competent to teach in both primary and secondary schools;
- graduate competent teachers who participate actively in the teaching, curriculum, administrative and community life of schools;
- graduate teachers with social commitment and critical understanding of the changing nature of society; and
- establish close partnership relations with schools and other community, industry and welfare institutions with similar educational commitments.

**Careers:** Primary or Secondary Year School Teacher.

**Course Duration:** 4 years

**Admission Requirements:** To qualify for admission to the course, applicants must have successfully completed the Victorian Certificate of Education (VCE), or its equivalent, with Units 3 and 4 and a study score of at least 20 for English. Applicants without satisfactory VCE mathematics study will be required to demonstrate competence in mathematics, and may be required to complete additional mathematics study. Applicants who do not meet the normal admission requirements but who possess appropriate educational qualifications, work or life experiences which would enable them to successfully undertake the course, will be considered for admission. Articulation Pathways The design of the course accommodates those students who seek transfer to or from the course after establishing a need for change of course or career orientation. While the course is designed as a four-year concurrent program, it can accommodate students who have already completed a first degree, for example a Bachelor of Arts or a Bachelor of Applied Science.

#### COURSE STRUCTURE

To complete the Bachelor of Education students will be required to complete 384 credit points in total. Students must complete:

- 180 credit points (equivalent to 14 units) of Core studies;
- 36 credit points (equivalent to 3 units) of Primary Pedagogical Content Knowledge (PCK) units;
- 24 credit points (equivalent to 2 units) consisting of either: 2 Secondary PCK units or 1 Secondary PCK units and 1 additional elective unit;
- 144 credit points (equivalent to 12 units) of Specialisation Studies and Education electives comprising either:

Two majors (2 x 6 units); One major (6 units) and one sub-major (4 units) and 2 additional units of Specialisation Studies or Education electives; One major (6 units) and 6 units of Specialisation Studies and/or Education electives; Two sub-majors (2

x 4 units) and 4 units of Specialisation Studies and/or Education electives; One sub-major (4 units) and 8 units of Specialisation Studies and/or Education electives (not advised except in exceptional circumstances as approved by coordinator). Additional Notes

- Students also complete a minimum of 80 days supervised teaching practice (Project Partnerships – Learning in the Workplace);
- As part of the course all students complete a major in primary teacher education;
- Students undertaking PE Primary as a specialisation area must also complete an additional sub-major (4 units) and the related PCK unit in a different area of study;
- To be eligible to graduate students must complete a minimum of 4 units in a secondary specialisation area and the related secondary PCK unit;
- Students should aim to complete studies in 2 specialisation areas together with the PCK units offered for those specialisations.

Year 1, Semester 1

EEC1101 Personal and Professional Learning 12

EEE1200 Mathematics and Numeracy

Elective General Studies Unit 1

Elective General Studies Unit 2

Year 1, Semester 2

EEC1102 Orientation to Education and Human Development 12

EEC1108 Literacy Across the Continuum 1 12

Elective General Studies Unit 3

Elective General Studies Unit 4

Year 2, Semester 1

EEC2102 Teaching Primary Mathematics 2 12

EEC4104 Teaching Primary Mathematics 3 12

Discipline Specialisation A 3

Discipline Specialisation B 3

Year 2, Semester 2

EEC2101 Engaging Students: High Expectations for All 12

Year 2 Primary PCK Unit

Discipline Specialisation A 4

Discipline Specialisation B 4

Year 3, Semester 1

ECP3102 Secondary Specialisation Assessment and Reporting 12

Secondary PCK A: Choose from Secondary units

Elective: Choose from Education Electives or Discipline Specialisation units

Discipline Specialisation B 5 or Discipline Specialisation C 1

Year 3, Semester 2

ECP3104 Innovations in Secondary Curriculum and Pedagogy 12

Secondary PCK unit

Elective: Choose from Year 3 Primary PCK units, Education Electives and Discipline Specialisations

Discipline Specialisation B 6 or Discipline Specialisation C 2

Year 4, Semester 1

EEC4108 Curriculum, Assessment and Primary Specialisation 12

EEC1103 ICT in Education for the 21st Century 12

Primary PCK Unit: Choose from Year 4 Primary PCK units

Elective: Choose from Year 4 Primary PCK units and Education Electives

Year 4, Semester 2

EEC4102 Literacy Across the Continuum 2 12

EEC4103 Entering the Profession 12

EEC4107 Teaching Practicum 12

EEC4201 Implementation of Primary Specialisation 12

PRIMARY PCK UNITS

EEC1104 Healthy, Active Individuals and Communities 12

EEC2104 Creativity and the Arts 12

EEC2103 Teaching Primary Science 12

SECONDARY PCK UNITS

ECP3101 Junior Secondary Curriculum and Pedagogy 12

ECP3103 Senior Secondary Curriculum and Pedagogy 12

EDUCATION ELECTIVES These units provide additional opportunities for students to deepen their discipline content knowledge for teaching in primary settings or to enrich their pedagogical knowledge for teaching diverse students in complex learning settings. Students may elect these units in Year 3 and in semester one of Year 4. Students may also take these units in Semester 3 and 4 from Year 2 when they are offered in these semesters.

EEE1100 English and Literacy

EEE1200	Mathematics and Numeracy	
EEE3004	Middle Years of Schooling 1	
EEE3005	Middle Years of Schooling 2	
EEE3006	Social Context of Teaching and Learning in Secondary Schools	12
EEE3007	Wellbeing in Schools	12
EEE3008	Sustainability in the Primary Curriculum	12
EEE3009	Sustainability in the Secondary Curriculum	12
EEE3011	Digital Life & Learning	12
EEE3012	International Teaching and Learning Contexts 1	12
EEE3013	International Teaching and Learning Contexts 2	12
EEE3014	Working with Students with Special Needs	12

#### Specialisations

ESPMAT	Education- Mathematics
ESPHE	Education- Home Economics and Food Technology
ESPINF	Education- Information Technology
ESPBUS	Education- Business Studies
ESPART	Education- Art
ESPENG	Education- English
ESPHEA	Education- Health
ESPMED	Education- Media Studies
ESPMUS	Education- Music
ESPOUT	Education- Outdoor Education
ESPPEP	Education- Physical Education For Primary Teaching
ESPPSY	Education- Psychology
ESPSCI	Education- Science
ESPSTW	Education- Student Welfare
ESPTES	Education- TESOL

### Graduate Diploma in Secondary Education

**Course Code:** HGES

**Campus:** Footscray Park.

This course is for Continuing students only.

**About this course:** The Graduate Diploma in Secondary Education is a one year full time postgraduate program designed to prepare students for registration as secondary teachers. The course involves significant learning in the workplace through Project Partnerships. The course prepares teachers in a wide range of discipline areas.

**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 practices that support the diversity of learners found in post primary educational settings;
3. Plan, implement and evaluate a range of educational practices;
4. Use critical analytical and communication skills to evaluate, discuss and debate key theories and academic concepts of teaching and learning;
5. Produce written reports and essays which demonstrate evidence of independent thought and wider research;
6. Apply knowledge and skills within classrooms and the school community to develop inclusive cultures of learning where all school students are supported to achieve;
7. Communicate clearly and effectively through presentations and interactive activities, key concepts that related to the graduate's specialist teaching area.

**Careers:** Graduates of the Graduate Diploma in Secondary Education are eligible for registration as teachers.

**Course Duration:** 1 year

**Admission Requirements Other:** Applicants must hold an approved Bachelor degree or equivalent Diploma from a recognised tertiary institution and have completed the pre-requisite studies for their chosen teaching methods which generally involved completion of at least one sub-major in that subject area, except in the case of LOTE which requires completion of a major. 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) (follow the Teacher Education Program link for information about the 'Standards for initial teacher education'.) Applicants who do not meet the English language requirement may fulfil this requirement via the IELTS (Academic) test, with an average score of 7.5 across all four bands, with no score below 7.0 in any band and no score less than 7.5 in speaking and listening. Alternatively, applicants may meet the English language requirement with an internet-based TOEFL result of 104 with no individual score less than 26. **PRACTICAL PLACEMENT:** Students should note that they will be subject to safety screenings (police checks) before practice placements, in accordance with Department of Education and Early Childhood Development policy.

#### COURSE STRUCTURE

Students in the Graduate Diploma in Secondary Education must complete four core units of study (48 credit points), consisting of two teaching and learning units and two praxis inquiry units, and four discipline studies units (48 credit points). All units are subject to availability.

##### Year 1, Semester 1

EED5101	Epistemologies of Practice	12
ETS5002	Teacher as Practitioner and Researcher	12

Plus 2 (two) Discipline Studies units (24 credit points) chosen from list below

##### Year 1, Semester 2

EED6102	Entering the Profession and Becoming Critical	12
EED5102	Curriculum and Multi-modal Learning	12
Plus 2 (two) Discipline Studies units (24 credit points) chosen from list below		
Discipline Studies units		
ETS5003	Specialisation Curriculum and Pedagogy A	12
ETS5004	Specialisation Curriculum and Pedagogy B	12
ETS5005	Specialisation Assessment and Reporting	12
ETS5006	Specialisation Innovations in Curriculum and Pedagogy	12

# 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.

## AMACRE Creative 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. The approach to the field of creative writing utilises a combination of face-to-face, blended learning and creative based practicum; students are encouraged to take up an industry-focused 'work-ready' approach to writing.

ACL2001	Reading Contemporary Fiction	12
ACL3016	Working Class Writing	12

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

## 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
Students selecting this as Major 1 must choose:		
ACX3005	Graduating Project 1	12
ACX3006	Graduating Project 2	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.

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

### AMAGEN Gender Studies

**Locations:** Footscray Park

This Gender Studies major provides an integrated set of units that builds on the minor by broadening student experience and understanding of gender in society and gendered approaches across disciplines. Students are introduced to feminist and gendered approaches to sociology, anthropology, history, political science, philosophy, media and cultural studies. The major provides extended learning on gendered debates and theories in understanding gender in society. Assessment tasks in the major include individual and groups tasks, class exercises, oral presentations, group projects, and formal essays. The major includes capstone units that give students with the opportunity to draw on their learning in the major, and develop the capacity to apply learning in a variety of contexts.

ACW2020	Sex and Gender	12
ACW2024	Gender in Public Life	12
ACW2026	Gender in Popular Culture	12

ACW3001 Gender History and Memory

ACW3022 Rethinking the Family

ACW3028	Gender, Community and Social Change	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.

### 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
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ACX3006	Graduating Project 2	12
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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 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 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
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ASP3003	The Politics of the United States of America	12
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ASP3004	Theory and Research in International Politics	12
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Students selecting this as Major 1 must choose:

ACX3005	Graduating Project 1	12
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ACX3006	Graduating Project 2	12
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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
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ACP2081	Writing from the Edge: Narrative Non-Fiction	12
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ACP2082	Script and Screen	12
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ACP2086	Impossible Worlds: Fiction and Genre	12
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ACP2087	News and Social Media	12
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ACP3008	Crossing Borders: Between Fact and Fiction	12
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Students selecting this as Major 1 must choose:

ACX3007	Studio Project 1	12
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ACX3008	Studio Project 2	12
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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.

### AMAVSU 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	AAH2002	The World before 1770	12
ACM2009	International Design	12	AAH2003	European Revolution and War	12
ACM2004	Digital Service Design and Analytics	12	AAH2004	Divided Europe	12
ACM3013	Mobile User Experience	12	AAH3001	Histories of Immigrant Australia	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.

### AMIMC 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

ACY2005 Communication Research

ACY2007 Client Relationship Management

ACY2008 Writing for Public Relations and Advertising

### 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

### AMIKYI Kyanandoo in the Arts

**Locations:** Footscray Park

This minor provides an integrated set of units in Aboriginal Australia. It covers disciplinary knowledge in Aboriginal Australia with a focus on Aboriginal politics and self-determination from a historical to contemporary focus through the eyes of Aboriginal activists and artists that will challenge worldviews and introduce critical Aboriginal knowledge and understandings. Students will develop their skills in oral communication, critical analysis and different forms of writing for audiences. Assessment tasks across the minor include 'yarning', Aboriginal site visits, oral

presentations, group projects that include presentation of information via theatre, and essays.

AEK1204 Aboriginal History and Political Movements 12

AEK2105 Oral Traditions and Storytelling

AEK2205 Politics of Aboriginal Art 12

AEK3103 Aboriginal Literacies

### 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

### AMIMAR Marketing Communication

**Locations:** Footscray Park

Marketing Communications is so embedded in the world around us we may not even be aware of its impact and reach. As a multibillion dollar industry it is fundamental business for almost every local, national and international organisation and cause. We are surrounded by the messages of marketing communications — those that influence, persuade and impact on social and behavioural change. The Marketing Communication Minor introduces you to integrated marketing communications and the strategies adopted by practitioners to deliver client campaigns. By working closely with industry professionals you will experience the methods of campaign research and measurement of communication messages and how effective client-agency relations are key to outcomes. You will put the theory into practice by collaboratively creating a digital engagement campaign for a not-for-profit client delivering to client expectations and deadlines.

ACY2005 Communication Research

ACY2007 Client Relationship Management

ACY3006 Marketing Communication

ACY3008 Campaign Management

### 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.

APP1012 Psychology 1A 12

APP1013 Psychology 1B 12

AC03001 Cultural Perspectives On Music 12

AC03003 Music and the Mind 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

### AMIPCO Professional Communication

**Locations:** Footscray Park

Professional Communication has at its core clear, effective and persuasive communication, be it through public speaking, communication writing, client management, professional presentations and interpersonal skills. This Minor in Professional Communication will immerse you in the art of professional communication so you will have the knowledge and expertise to deliver professional communication with critical analysis and strategic negotiation. You will put the theory into practice by producing individual and group-based projects, and beyond the classroom engage with industry. This Minor is for those who identify excellent professional communication skills as important in your career.

ACY1002 Public Speaking and Communication	APP1012	Psychology 1A	12
ACY2007 Client Relationship Management	APP1013	Psychology 1B	12
ACY2008 Writing for Public Relations and Advertising	APP2013	Psychology 2A	12
ACY3006 Marketing Communication	APP2014	Psychology 2B	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

### ASPCOM Communication Studies

**Locations:** Footscray Park

Experts calculate that 40 percent of people working today are engaged in information related occupations, and this is growing. The past fifteen years have seen the rapid expansion of communication and information related occupations: journalists, information and public relations officers, librarians, social researchers, professional writers, community workers, primary and secondary teachers, market researchers, administrators, management consultants. All of these occupations have felt the impact of digital technology and the Internet – another factor affecting our communication environment. 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 specialisation introduces students to a wide range of approaches to the study of interpersonal, social and media-based communication. While focusing on ways to explore and explain the uses of spoken, written and visual languages in various contexts, the Communication Studies specialisation also assists students to develop and apply effective communication techniques in socially relevant settings such as the workplace environment and community organisations. Through choice of units, students can concentrate on a particular area of study – social communication or media communication, for example – and complement their work in other discipline areas offered in the College of Arts and Education including Professional Writing, Literary Studies, Psychology, Sociology (Policy Studies or Asia-Pacific Studies), Gender Studies and Multimedia. Because of the range of units available students can compose a specialisation that focuses in some depth on a particular area of communication, or a specialisation with considerable breadth across different areas.

**SPECIALISATION REQUIREMENTS Option A\*** Students are required to complete FOUR units. **Option B\*\*** Students are required to complete SIX units including the two first-year units. Option A\* is applicable only to students undertaking the Bachelor of Arts (ABBA) from 2015 onwards. Option B\*\* is applicable to all other students undertaking this specialisation. Students should consult their course structure to determine if specific units from the ‘Other Specialisation Unit’ list should be undertaken to satisfy the requirements of their degree. Only a selection of the second and third-year units are offered each year

### CORE UNITS

First Year Option B Students Only

ACC2002	Media, Culture and Society	12
ACC2004	Culture and Communication	12

**OTHER SPECIALISATION UNITS -** Students select four

Second and/or Third Year

ACC2003 Communicating in Organisations

ACC3003 Ethical and Legal Issues in Communication

ACP2087 News and Social Media 12

ACC3004 Social Media

ACP2082 Script and Screen 12

ACC3006 Media Audiences

ACC3041 Language and Society

ACC3052 Communication and Cultural Diversity

ACP2005 Writing the Documentary

### ASPGEN Gender Studies

**Locations:** St Albans

Gender is one of the major ways that human society is organised, whether considered from a social or cultural perspective. Gender Studies is an academic discipline that branches into other fields of study such as sociology, anthropology, cultural studies, literary studies, politics, media studies, history. This discipline has developed over the last three decades into a complex and influential academic discipline. The ideas of Gender Studies, in particular the theories and practices of feminism, have significantly shifted the ways of understanding gender across many academic fields of inquiry. The Gender Studies specialisation provides students with a critical understanding of major theories and practices of gender and sexualities.

**SPECIALISATION REQUIREMENTS** Option A\* Students are required to complete FOUR units. Option B\*\* Students are required to complete SIX units including the two first-year units. Option A\* is applicable only to students undertaking the Bachelor of Arts (ABBA) from 2015 onwards. Option B\*\* is applicable to all other students undertaking this specialisation. Students should consult their course structure to determine if specific units from the 'Other Specialisation Units' list should be undertaken to satisfy the requirements of their degree. Only a selection of the second and third-year units are offered each year.

#### CORE UNITS

First Year Option B Students Only

ACW2020 Sex and Gender 12

ACW2026 Gender in Popular Culture 12

OTHER SPECIALISATION UNITS - Students select four

Second and/or Third Year

ACW2024 Gender in Public Life 12

ACP2086 Impossible Worlds: Fiction and Genre 12

ACW3019 Gender, Screen, Identity

ACW3022 Rethinking the Family

ACW3033 Gender Across Cultures

ACW3028 Gender, Community and Social Change 12

ACW3001 Gender History and Memory

### ASPHIS 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. Significantly, History is a humanist discipline, revealing the similarities and differences of human experience. This History specialisation offers opportunities to sample this diverse human experience. It offers studies in the modern history of Australia, Europe and the Middle East. The aim is to both challenge and excite students as they move through the study of History, beyond their own lives to those of people in other times and other places. It also aims to develop in students an appreciation for the contributions historians make to an understanding of contemporary society.

**SPECIALISATION REQUIREMENTS** Option A\* Students are required to complete FOUR units. Option B\*\* Students are required to complete SIX units. Option A\* is applicable only to students undertaking the Bachelor of Arts (ABBA) from 2015 onwards. Option B\*\* is applicable to all other students undertaking this specialisation. Students should consult their course structure to determine if specific units from the 'Other Specialisation' list should be undertaken to satisfy the requirements of their degree. Only a selection of the second and third-year units are offered each year.

#### CORE UNITS

AAH2002 The World before 1770 12

AAH2003 European Revolution and War 12

AAH2004 Divided Europe 12

AAH3002 Irish History 12

AAH3003 Making the Modern Middle East 12

AAH3001 Histories of Immigrant Australia 12

### ASPLUT Literary Studies

**Locations:** Footscray Park, St Albans

The specialisation in Literary Studies introduces students 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 students develop essential critical skills that strengthen their 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 specialisation, students develop skills in methods of reading, analysis and interpretation that equip them for further work in journalism, teaching and the broader literature industry.

**SPECIALISATION REQUIREMENTS Option A\*** Students are required to complete FOUR units. **Option B\*\*** Students are required to complete SIX units including the two first-year units. **Option A\*** is applicable only to students undertaking the Bachelor of Arts (ABBA) from 2015 onwards. **Option B\*\*** is applicable to all other students undertaking this specialisation. Students should consult their course structure to determine if specific units from the 'Other Specialisation' list should be undertaken to satisfy the requirements of their degree. Only a selection of the second and third-year units are offered each year.

#### CORE UNITS

##### First Year Option B Students Only

ACL2001	Reading Contemporary Fiction	12
ACL2002	Studying Poetry and Poetics	12

##### OTHER SPECIALISATION UNITS - Students select four

##### Second and/or Third Year

ACL2001	Reading Contemporary Fiction	12
ACL2007	Romance and Realism	12
ACL3009	Australian Literature	12
ACP2086	Impossible Worlds: Fiction and Genre	12
ACL3000	Children's Literature	12
ACP2081	Writing from the Edge: Narrative Non-Fiction	12
ACL3014	Writing Selves	
ACL3016	Working Class Writing	12

#### ASPMED Media Studies

##### Locations: Footscray Park

The media occupy a central place in our society and culture and make a significant contribution to the world around us. As new communication technologies have been introduced, and delivery costs of content decrease, some commentators predict that we are entering an entirely new era of media production and consumption. A specialisation in Media Studies will enable students to undertake a sequence of units focusing on contemporary media forms and practices. Such a 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. Media Studies is a growing field of study at VCE level and whilst this specialisation allows students to continue in this field, VCE media studies is not required for entry into this specialisation.

**SPECIALISATION REQUIREMENTS Option A\*** Students are required to complete FOUR units. **Option B\*** Students are required to complete SIX units including the two first-year units. **Option A\*** is applicable only to students undertaking the Bachelor of Arts (ABBA) from 2015 onwards. **Option B\*\*** is applicable to all other students

undertaking this specialisation. Students should consult their course structure to determine if specific units from the 'Other Specialisation' list should be undertaken to satisfy the requirements of their degree. Only a selection of the second and third-year units are offered each year.

#### CORE UNITS

##### First Year Option B Students Only

ACC2002	Media, Culture and Society	12
ACC2004	Culture and Communication	12

##### OTHER SPECIALISATION UNITS - Students select four

##### Second and/or Third Year

ACC2010	Television Production	12
ACC2011	Radio Production	12
ACC3004	Social Media	
ACC3006	Media Audiences	
ACC3056	Advanced Media Production	
ACC3061	World Cinemas	12
ACP2005	Writing the Documentary	
ACP2087	News and Social Media	12
ACP2082	Script and Screen	12

#### ASPMUS Music

##### Locations: Footscray Park, St Albans

The Music Specialisation is an exciting program of study with a focus on music performance, music technology, theory, composition and the history and culture of music. The program focuses on popular music such as rock, pop, jazz, and electronic music and all units are taught by highly skilled industry professionals. Students will receive instrumental tuition, perform in groups and participate in live performance. Students will become adept at using industry standard music software in a laboratory environment with individual workstations. The program includes the opportunity for students to compose and produce original creative works. Music studies complement other areas of study such as digital media, visual art, professional writing, and performance studies. You do not need prior experience or knowledge to enrol in music studies. However an interest in music is essential, and some familiarity with a musical instrument or music production is advantageous.

#### CORE UNITS

ACO2015	Technology of Music and Audio	12
Plus ONE of the following:		
ACO1008	Music Techniques 1	12
ACO1014	Music Theory 1	12

OTHER SPECIALISATION UNITS - Students select four

ACO2005	Music Techniques 2	12
ACO2007	Songwriting	12
ACO3001	Cultural Perspectives On Music	12
ACO3003	Music and the Mind	12
ACO3013	Musics of the World	12

**ASPPOL 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 the fast-changing modern world. The study of our political environment is crucial to understanding change at the global and national levels. Units in this specialisation examine the operation of politics in global, regional, national and local contexts; they raise important questions about how politics does work and how it should work. Students can enjoy engaging with topics such as globalisation, security and terrorism, contemporary protest movements and current debates on civil society and democratic theory. Students will be given the opportunity to develop a range of research skills relevant to social and political inquiry. The specialisation also offers professional training through its Internship program with the Victorian Parliament. A specialisation in Political Science provides access to careers in foreign affairs, diplomacy, the media, the trade union movement and government and non-government sectors. It also complements a number of other specialisations, including History, Asian Studies and Sociology.

**SPECIALISATION REQUIREMENTS - GENERAL** Option A\* Students are required to complete 48 credit points. Option B\*\* Students are required to complete 72 credit points including the two first-year units (24 credit points). Option A\* is applicable only to students undertaking the Bachelor of Arts (ABBA) from 2015 onwards. Option B\*\* is applicable to all other students undertaking this specialisation. **SPECIALISATION REQUIREMENTS FOR ABIS STUDENTS ONLY** Students are required to complete EIGHT units including ASP2011, ASP1002, ASP2004, and ASP2005. Students should consult their course structure to determine if specific units from the 'Other Specialisation' list should be undertaken to satisfy the requirements of their degree. Only a selection of the second and third-year units are offered each year.

**CORE UNITS**

First Year Option B Students Only

ASP2010	Origins of International Politics	12
ASP2011	Foundations of Political Science	12

OTHER SPECIALISATION UNITS

Second and/or Third Year

AAH3003	Making the Modern Middle East	12
ASP2001	Political Economy of Colonialism and Neocolonialism	12
ASP2005	Policy and Practice in International Politics	

ASP2006	Culture and Politics in Indonesia	
ASP2007	Dictatorship and Democracy	12
ASP2009	Southeast Asian Politics	
ASP3002	International Security	12
ASP3003	The Politics of the United States of America	12
ASP3004	Theory and Research in International Politics	12

**ASPPRE Public Relations**

**Locations:** Footscray Park

The Public Relations specialisation equips graduates to be early career professionals within the diverse and dynamic marketing communication industry. This is achieved through putting Public Relations theory into practice by working on real projects for real clients, including managing client projects in Victoria University's Student-led Communication Agency. Students learn and experience how to develop integrated communication campaigns – the importance of public relations outcomes, media management, writing for public relations, digital engagement, web design and publishing, publication management, how to pitch messages, the importance of communication research in reaching the target audience, and client relationship management. Students work on communication campaigns at international, national and local levels with a focus on emerging trends in the communication industry, including digital engagement strategies and social marketing for social enterprises, not-for-profit and Government communications. Students gain broad experience in corporate and brand communications focusing on sport, fashion, tourism and in creative arts sectors. Through the Student-led Communication Agency, students pitch for communication jobs and gain valuable experience in managing client briefs and working to client deadlines. It complements other practice-based learning such as professional placements, industry mentoring and working on real client projects within a classroom. It offers a unique real world experience of working in a communication agency within a supported, managed learning environment. Students are also encouraged to internationalise their skills by participating in VU's Study Abroad and Exchange program. Students have the opportunity to complete their professional placements overseas in international organisations. VU's PR graduates work in communications agencies, corporate communications, public affairs, media agencies, PR consultancies, Government communications, event management, digital production houses, and many have successfully established their own creative agencies.

ACM2004	Digital Service Design and Analytics	12
ACP1003	Copy: Targeting Audiences	
ACP1004	Editing and Publishing	
ACY2008	Writing for Public Relations and Advertising	
ACY1002	Public Speaking and Communication	
ACY1003	Principles and Practice of MC	
ACY2005	Communication Research	
ACY2006	Media Management	

ACY3008 Campaign Management

ACY3006 Marketing Communication

### ASPPRW Professional Writing

**Locations:** St Albans

The Professional Writing specialisation is designed for students who want to develop a broad range of practical and analytical skills, combined with a sound theoretical understanding, in the area of professional writing for publication and performance. After a foundation year which introduces students to a range of concepts and genres in writing for the public sphere (eg. fiction, scriptwriting, advertising, journalism and public relations), students may specialise in later year units focusing on editing and publishing, creative writing, writing for the web, and performance and broadcast writing for radio, video, theatre and television. All units balance the practical development of expertise in writing, with analysis of the writing of others within a broader social and cultural context. Graduates with this specialisation will have valuable knowledge and skills for employment in writing-related professions such as: journalism, public relations, advertising, marketing, editing and publishing and technical writing, and also in more general information services such as writing and teaching. In some cases additional graduate level coursework may be required and/or may assist in gaining employment (eg. Graduate Diplomas in Professional Writing, Journalism, Editing and Publishing, Public Relations, Marketing).

**SPECIALISATION REQUIREMENTS** Option A\* Students are required to complete FOUR units including the one second-year unit. Option B\*\* Students are required to complete SIX units including the two first-year units and the one second-year unit. Option A\* is applicable only to students undertaking the Bachelor of Arts (ABBA) from 2015 onwards. Option B\*\* is applicable to all other students undertaking this specialisation. Students should consult their course structure to determine if specific units from the 'Other Specialisation' list should be undertaken to satisfy the requirements of their degree. Only a selection of the second and third-year units are offered each year.

#### CORE UNITS

First Year Option B Students Only

ACL3014 Writing Selves

ACP1003 Copy: Targeting Audiences

Second Year Only

ACP1004 Editing and Publishing

OTHER SPECIALISATION UNITS - Students select three

Second and/or Third Year

ACC2011 Radio Production 12

ACL3000 Children's Literature 12

ACP1005 Memior: Secrets and Lies

ACP2002 Professional Writing for Sport

ACP2079 Publishing Principles and Practice

ACP2005 Writing the Documentary

ACP2086 Impossible Worlds: Fiction and Genre 12

ACP2081 Writing from the Edge: Narrative Non-Fiction 12

ACP2082 Script and Screen 12

ACP2087 News and Social Media 12

ACY2008 Writing for Public Relations and Advertising

### ASPSOC 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. Of course sociology is not the only disciplinary framework through which to explore aspects of contemporary social life as far-ranging as gender relations and law-and-order. So, what makes a sociological approach distinct? C. Wright Mills suggested that sociology is distinguished by the application of a particular kind of imagination — 'the sociological imagination'. The Sociology specialisation 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. A specialisation in sociology provides students with the opportunity in later semesters to focus more closely on specific aspects of social life, both local and international. The Sociology specialisation 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.

**SPECIALISATION REQUIREMENTS** Option A\* Students are required to complete FOUR units. Option B\*\* Students are required to complete SIX units including the two first-year units. Option A\* is applicable only to students undertaking the Bachelor of Arts (ABBA) from 2015 onwards. Option B\*\* is applicable to all other students undertaking this specialisation.

#### CORE UNITS

First Year Option B

ABA1003 Introduction to Sociology 12

ASS2004 Sociology of Social Control 12

OTHER SPECIALISATION UNITS - Students select four

Second and/or Third Year

ASS1005 Social and Cultural Change in South Pacific in Islands

ASS1003 Social Issues in Contemporary Asia

ASS2009 Making Modern Identities 12

ASS2027 Timor Leste: History, Politics and Society

ASS2028 Contemporary Africa and Social Change 12

ASS2051 Child and Society			ACF3000 Experimental Art	12
ASS2053 Sociology of Sex			ACF3002 Installation Art	
ASS3007 Space, Knowledge and Power	12		ACF3003 Digital Fine Art Photography	12
ASS3009 Sociology of Law	12		ACM2009 International Design	12
ASS3014 International Social Policy	12		ACM2014 Visual and Interactive Design for Digital Media	12
ASS3033 Political Sociology	12			
ASS3043 Inquiring into the Social Sphere 1				
ASS2002 Social Worlds, Social Policy	12			
ASS3050 Migration, Mobility and Globalisation	12			
ACX3005 Graduating Project 1	12			

### ASPVIS Visual Arts

**Locations:** Footscray Nicholson

The Visual Art specialisation aims to develop a personal visual vocabulary and support experimentation and innovation. Students will gain experience in creative production methods across media and disciplines such as painting, drawing, sculpture, installation, video and photography. They will conceive, implement and evaluate artworks in the context of the professional gallery exhibition, or an equivalent public outcome, and engage with the wider visual arts community. Practical work will be supported by rigorous critical analysis and interpretation informed by contemporary and historical art production and discourse.

**SPECIALISATION REQUIREMENTS** Option A\* Students are required to complete a total of 48 credit points. Option B\*\* Students are required to complete a total of 72 credit points which include the two first-year units (24 credit points). Option A\* is applicable only to students undertaking the Bachelor of Arts (ABBA) from 2015 onwards. Option B\*\* is applicable to all other students undertaking this specialisation. Students should consult their course structure to determine if specific units from the 'Other Specialisation' list should be undertaken to satisfy the requirements of their degree. Only a selection of the second and third year units are offered each year.

### CORE UNITS

#### First Year Option B Students Only

ACF1003 Life Drawing	12
ACF2006 Drawing and Painting	12

**OTHER SPECIALISATION UNITS** - Students select units totalling 48 credit points:

#### Second and/or Third Year

ACF2001 Introduction to Digital Art	
ACF2002 Aesthetics and Art Criticism	12
ACF2003 Still Life Projects	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

RBF1310 Biology 1	12
RBF1320 Biology 2	12

#### Level 2 Units

HBM2105 Medical Microbiology and Immunity	12
RBM2133 Cell and Molecular Biology	12

#### Level 3 Units

NEF3001 Applied Project 1	12
RBM3720 Immunology	12

#### Curriculum and Pedagogy Units

ECP3101 Junior Secondary Curriculum and Pedagogy	12
ECP3103 Senior Secondary Curriculum and Pedagogy	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	Level 1 Units		
ACM2009	International Design	12	ACF1003	Life Drawing	12
ACM2014	Visual and Interactive Design for Digital Media	12	ACF2006	Drawing and Painting	12
ACM3013	Mobile User Experience	12	Level 2 Units		
ACI3103	The Global Creative	12	ACF2002	Aesthetics and Art Criticism	12
ASN2005	From Concept to Production	12	ACF2003	Still Life Projects	12
Curriculum and Pedagogy Units			Level 3 Units		
ECP3101	Junior Secondary Curriculum and Pedagogy	12	ACF3000	Experimental Art	12
ECP3103	Senior Secondary Curriculum and Pedagogy	12	ACF3003	Digital Fine Art Photography	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

ECP3101	Junior Secondary Curriculum and Pedagogy	12
ECP3103	Senior Secondary Curriculum and Pedagogy	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.

#### Curriculum and Pedagogy Units

ECP3101	Junior Secondary Curriculum and Pedagogy	12
ECP3103	Senior Secondary Curriculum and Pedagogy	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

ECP3101	Junior Secondary Curriculum and Pedagogy	12
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ECP3103 Senior Secondary Curriculum and Pedagogy 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

ECP3101 Junior Secondary Curriculum and Pedagogy 12

ECP3103 Senior Secondary Curriculum and Pedagogy 12

### EMAFOO Food Technology

**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. 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 food choices and food preparation, 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.

ACW3028 Gender, Community and Social Change 12

AEB1501 Food and Nutrition Education 12

AEB1502 Learning the Service of Food and Beverage 12

AEB2501 Culinary Arts Education 12

EEC3002 Curriculum Inquiry 12

EFT2001 Food Science and Technology Education 12

EFT3001 Design and Technology Education 12

ESP3002 Understanding Processes of Innovation 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

ACW3028 Gender, Community and Social Change 12

EFT3001 Design and Technology Education 12

Curriculum and Pedagogy Units

ECP3101 Junior Secondary Curriculum and Pedagogy 12

ECP3103 Senior Secondary Curriculum and Pedagogy 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		
ECP3101	Junior Secondary Curriculum and Pedagogy	12
ECP3103	Senior Secondary Curriculum and Pedagogy	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		
ECP3101	Junior Secondary Curriculum and Pedagogy	12

ECP3103	Senior Secondary Curriculum and Pedagogy	12
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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

ECP3101	Junior Secondary Curriculum and Pedagogy	12
ECP3103	Senior Secondary Curriculum and Pedagogy	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

ECP3101	Junior Secondary Curriculum and Pedagogy	12
ECP3103	Senior Secondary Curriculum and Pedagogy	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

NEM1001	Algebra and Calculus	12
NEM1002	Statistics for Decision Making	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

ECP3101	Junior Secondary Curriculum and Pedagogy	12
ECP3103	Senior Secondary Curriculum and Pedagogy	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

SOL1001	Natural Environments 1	12
SOL2001	River Environments 1	12

### Level 2 Units

SOL1002	Safety in Natural Environments	12
SSM3101	Environmental Inquiry, Sustainability and Communities	12

### Level 3 Units

SOL2006	River Environments 2	12
SSM3002	Outdoor and Environmental Philosophy	12

### Curriculum and Pedagogy Units

ECP3101	Junior Secondary Curriculum and Pedagogy	12
ECP3103	Senior Secondary Curriculum and Pedagogy	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)

**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.

### 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			ACF1003	Life Drawing	12
SPE3100	Psychosocial Aspects of Health and Physical Activity	12	ACF2002	Aesthetics and Art Criticism	12
SPE3200	Elements and Practice of Movement	12	ACF2003	Still Life Projects	12
Curriculum and Pedagogy Units			ACF2006	Drawing and Painting	12
ECP3101	Junior Secondary Curriculum and Pedagogy	12	ACF3000	Experimental Art	12
ECP3103	Senior Secondary Curriculum and Pedagogy	12	ACF3003	Digital Fine Art Photography	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
APP3027	Relationship and Family Wellbeing	12

#### Curriculum and Pedagogy Units

ECP3101	Junior Secondary Curriculum and Pedagogy	12
ECP3103	Senior Secondary Curriculum and Pedagogy	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.

### 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.

EEC3002	Curriculum Inquiry	12
ESP3002	Understanding Processes of Innovation	12
HBM2105	Medical Microbiology and Immunity	12
NEF3001	Applied Project 1	12
RBF1310	Biology 1	12
RBF1320	Biology 2	12
RBM2133	Cell and Molecular Biology	12
RBM3720	Immunology	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.

ACI3103	The Global Creative	12
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
ASN2005	From Concept to Production	12
EEC3002	Curriculum Inquiry	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
EEC3002	Curriculum Inquiry	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.

EEC3002	Curriculum Inquiry	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.

EEC3002	Curriculum Inquiry	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
EEC3002	Curriculum Inquiry	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.

ACC2002	Media, Culture and Society	12
ACC2004	Culture and Communication	12
ACC2010	Television Production	12
ACC2011	Radio Production	12
ACC3061	World Cinemas	12
ASN2001	Cross Media Practice	12
EEC3002	Curriculum Inquiry	12
ESP3002	Understanding Processes of Innovation	12

### EMASMS Music (Ed Studies)

**Locations:** Footscray Park

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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
ACO2005	Music Techniques 2	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
EEC3002	Curriculum Inquiry	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.

EEC3002	Curriculum Inquiry	12
ESP3002	Understanding Processes of Innovation	12
NEM1001	Algebra and Calculus	12
NEM1002	Statistics for Decision Making	12
RCM2611	Linear Statistical Models	12
RCM2713	Modelling for Decision Making	12
RCM2911	Linear Optimisation Modelling	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.

EEC3002	Curriculum Inquiry	12
ESP3002	Understanding Processes of Innovation	12
SOL1001	Natural Environments 1	12
SOL1002	Safety in Natural Environments	12
SOL2001	River Environments 1	12
SOL2006	River Environments 2	12
SSM3002	Outdoor and Environmental Philosophy	12
SSM3101	Environmental Inquiry, Sustainability and Communities	12

Please note: Students will be required by the completion of second year to have a current Leaders Wilderness 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.

EEC3002	Curriculum Inquiry	12
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ESP3002	Understanding Processes of Innovation	12
SPE1 100	Principles of Movement Development	12
SPE1 200	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.

AEB2802	Ethics and Youth Work Practice	12
AEB2803	Holistic Practice With Young People	12
AYW2001	Young People with All Abilities	12
ECY2001	Young People and Substance Use	12
ECY3000	Supporting Young People in Dual Diagnosis Settings	12
ECY3001	Working with Young People with Complex Issues	12
EEC3002	Curriculum Inquiry	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		
ECP3101	Junior Secondary Curriculum and Pedagogy	12
ECP3103	Senior Secondary Curriculum and Pedagogy	12

### EMAGL Aboriginal Yulendj (Knowledge) and Community

**Locations:** Footscray Park

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, politically, 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 self-determination, land and country, treaty, economic development, urban and regional planning, traditional owners, cultural heritage and art, human rights, ethics and community development be considered and applied in a changing world and in Australian civics and citizenship, workplaces and community? 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.

AEK2205	Politics of Aboriginal Art	12
AEK2203	Indigenous Perspectives On Sustainability	12
AEK3203	Working Ethically in Aboriginal Community	12
AEK3204	Aboriginal Political and Reflective Learning	12

### EMIBIO 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

HBM2105	Medical Microbiology and Immunity	12
RBM2133	Cell and Molecular 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
ACW3028	Gender, Community and Social Change	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

### EMIENV 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
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RBF1320	Biology 2	12
Level 2 Units		
RBF2620	Australian Plants	12
RBF2640	Australian Animals	12

### EMIFOO Food Technology

**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. 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 food choices and food preparation, 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.

AEB1501	Food and Nutrition Education	12
AEB1502	Learning the Service of Food and Beverage	12
AEB2501	Culinary Arts Education	12
EFT2001	Food Science and Technology Education	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

### EMHEA 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

### EMIND Indigenous Studies (Education Minor)

**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.

#### Level 1 Units

AEK1105 Aboriginal Traditions and Policy 12

AEK1204 Aboriginal History and Political Movements 12

#### Level 2 Units

AEK2203 Indigenous Perspectives On Sustainability 12

AEK3203 Working Ethically in Aboriginal Community 12

### EMILT 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

### EMMDA 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

### EMMTH Mathematics (Education Minor)

**Locations:** Footscray Park

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

NEM1001 Algebra and Calculus 12

NEM1002 Statistics for Decision Making 12

#### Level 2 Units

RCM2713 Modelling for Decision Making 12

RCM2911 Linear Optimisation Modelling 12

### EMIOU 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

SOL1001	Natural Environments 1	12
SOL1002	Safety in Natural Environments	12

#### Level 2 Units

SSM3002	Outdoor and Environmental Philosophy	12
SSM3101	Environmental Inquiry, Sustainability and Communities	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.

### 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
APP1013	Psychology 1B	12

#### Level 2 Units

APP2013	Psychology 2A	12
APP2014	Psychology 2B	12

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

### 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
AEB2802	Ethics and Youth Work Practice	12

#### Level 2 Units

ECY2001	Young People and Substance Use	12
AEB2803	Holistic Practice With Young People	12

### 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
AEB2802	Ethics and Youth Work Practice	12
ECY3000	Supporting Young People in Dual Diagnosis Settings	12
ECY3001	Working with Young People with Complex Issues	12

### 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

### ESPART Education - Art

**Locations:** Footscray Nicholson

Specialisation completion rules: Students undertaking an Art specialisation must complete a total of: Three core and three elective units (72 credit points) for a major in Art; # Students may elect to enrol in ACF2001 Introduction to Digital Art as an alternative to ACF1003 if required for cultural reasons.

Year 1

Core units:			BE01105	Economic Principles	12
ACF1003	Life Drawing	12	BE02000	Financial Institutions and Monetary Theory	12
ACF2006	Drawing and Painting	12	Year 2		
Years 2 / 3			BE02003	International Economics and Finance	12
Core unit:			BE02264	Microeconomic Analysis	12
ACF2002	Aesthetics and Art Criticism	12	Electives (only available to students undertaking Humanities specialisation):		
Elective units:			BE03430	International Economic Analysis	12
ACF2001	Introduction to Digital Art		BMO2100	Introduction to Small Enterprise	
ACF2003	Still Life Projects	12	INFORMATION TECHNOLOGIES (DATA PROCESSING)		
ACF3000	Experimental Art	12	Core units:		
ACF3002	Installation Art		Year 1		
ACF3003	Digital Fine Art Photography	12	BC01102	Information Systems for Business	12

### ESPBUS Education - Business Studies

**Locations:** Footscray Park

Specialisation completion rules: Students can study either: Accounting; Economics; or Business. Students undertaking an Accounting specialisation must complete a total of: Four core units (48 credit points) for a sub-major in Accounting. Students undertaking an Economics specialisation must complete a total of: Four core units (48 credit points) for a sub-major in Economics. Students undertaking a Business specialisation must complete a total of: Two sub-majors (2 x 4 units- 96 credit points) for a major in Business selected from the following: Four core units (48 credit points) for a sub-major in Accounting; Four core units (48 credit points) for a sub-major in Economics; Four core units (48 credit points) for a sub-major in Information Technologies (Data Processing); Two core and two elective units (48 credit points) for a sub-major in Business Management.

#### ACCOUNTING

Core Units:

Year 1			NIT2113	Cloud Application Development	12
BA01101	Accounting for Decision Making	12	Year 2		
BA02000	Accounting Information Systems	12	BCO2041	Systems Analysis and Design	12
Year 2			NIT1201	Introduction to Database Systems	12
BA02202	Financial Accounting	12	BUSINESS MANAGEMENT		
BA02204	Management Accounting	12	Core units:		

#### ECONOMICS

Core units:

Year 1			BH03373	International Marketing	12
			BMO1102	Management and Organisation Behaviour	12
			BMO2004	Business Ethics	12
			BMO3332	Managing Organisational Change	12

### ESPENG Education - English

**Locations:** Footscray Park

Specialisation completion rules: Students can study either Literature Studies, Writing or a combination of both. Students undertaking a Literary Studies/Literature specialisation must complete a total of: Two core and four elective units (72 credit points) for a major in Literature/Literary Studies OR Two core and two elective units (48 credit points) for a sub-major in Literary Studies/Literature. Students undertaking a Writing specialisation must complete a total of: Two core and two elective Writing units AND two additional units (72 credit points) selected from the list of common units # (ACP2086, ACP2081, ACL3000 and ACL3014), for a major in Writing. Students undertaking a double major must complete a total of: Two core Literary Studies/Literature units, two core Writing units and the four common electives of Literary Studies/Literature and Writing (ACP2086, ACP2081, ACL3000 and ACL3014) (96 credit points) for a double major in Literary Studies/Literature and Writing.

## LITERARY STUDIES / LITERATURE

### Year 1

#### Core units:

ACL2001 Reading Contemporary Fiction 12

ACL2002 Studying Poetry and Poetics 12

### Year 2/3

#### Elective units:

ACL2007 Romance and Realism 12

ACL3000 Children's Literature 12

ACL3009 Australian Literature 12

ACL3016 Working Class Writing 12

ACP2081 Writing from the Edge: Narrative Non-Fiction 12

ACP2086 Impossible Worlds: Fiction and Genre 12

## WRITING

### Year 1

#### Core units:

ACP1003 Copy: Targeting Audiences

ACP1055 Story: Transforming the Blank Page 12

### Year 2/3

#### Elective units:

ACC2011 Radio Production 12

ACL3000 Children's Literature 12

ACL3014 Writing Selves

ACP1004 Editing and Publishing

ACP1005 Memoir: Secret and Lies

ACP2002 Professional Writing for Sport

ACP2005 Writing the Documentary

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

## ACY2008 Writing for Public Relations and Advertising

### ESPHEA Education - Health

**Locations:** Footscray Park

Specialisation completion rules: Students undertaking a Health specialisation must complete a total of: Four core units (48 credit points) for a sub-major in Health; Four core and two elective units (72 credit points) for a major in Health.

#### Core units:

#### Year 1:

SHE1001 Nutrition and Health for Physical Education 12

Students completing both a primary physical education and also a health specialisation enrol in:

SPE2004 Growth and Motor Development 12

Students who are not completing a primary physical education specialisation enrol in:

SHE1002 Growth Development and Ageing 12

#### Year 2:

SHE2001 Adolescent Health 12

SHE2002 Sexuality and Relationships 12

#### Elective units:

SHE3001 Social Bases of Health: Global Perspectives 12

SHE3002 Health Policy and Promotion 12

### ESPHE Education - Home Economics and Food Technology

**Locations:** Footscray Nicholson

Specialisation completion rules: Students undertaking the Home Economics and Food Technology specialisation must complete a total of: Eight core units (96 credit points) for a sub-major in Home Economics and a major in Food Technology.

#### Core units:

ACW3022 Rethinking the Family

AEB1501 Food and Nutrition Education 12

AEB1502 Learning the Service of Food and Beverage 12

EFT3001 Design and Technology Education 12

AEB2501 Culinary Arts Education 12

AEB2502 Approaches to Food and Beverage Technologies and Service

BBB3100 Business Integrated Learning 12

EFT2001 Food Science and Technology Education 12

### ESPHUM Education - Humanities / SOSE

**Locations:** Footscray Park, St Albans

Specialisation completion rules: Students undertaking a Humanities specialisation must complete a total of: 48 credit points (sub-major) selected from either History or Economics and 24 credit points selected from a different area of study- Cultural Studies (Asian Studies (teaching out) or Gender Studies), History, Indigenous Studies, Politics or Sociology (total 72 credit points) for a major in Humanities. Students undertaking a SOSE (Studies of Society and Environment) specialisation must complete a total of: 48 credit points (sub-major) selected from any one of the following together with 24 credit points from another one of the following: Cultural Studies (Asian Studies (teaching out) or Gender Studies); History; Indigenous Studies; Politics or Sociology (total 72 credit points) for a major in SOSE. 48 credit points selected from any one of the following: Cultural Studies (Asian Studies (teaching out) or Gender Studies); Indigenous Studies or Sociology for a sub-major in SOSE. Students undertaking a History specialisation must complete a total of: 72 credit points (two core and four elective units) for a major in History 48 credit points (two core and two elective units) for a sub-major in History. Students undertaking a Politics specialisation must complete a total of: 72 credit points (two core and four elective units) for a major in Politics. 48 credit points (two core and two elective units) for a sub-major in Politics.

#### CULTURAL STUDIES

Students select units from one of the following topics - Asian Studies or Gender Studies

Asian Studies - not available to new students from 2015

ASI1001 Sources of Asian Traditions

ASI1002 Sources of Asian Modernities

ASI2001 Colonialism, Nationalism and Revolution in South East Asia

ASI2002 Cultural History of Tibet

ASI2003 Many Vietnams: War, Culture and Memory

ASI2004 Researching Gender and Sexuality in Asia

ASP2006 Culture and Politics in Indonesia

ASP2009 Southeast Asian Politics

\* Core for students undertaking a sub-major in Asian Studies as part of a SOSE major

Gender Studies

ACP2086 Impossible Worlds: Fiction and Genre 12

ACW2020 Sex and Gender 12

ACW2024 Gender in Public Life 12

ACW2026 Gender in Popular Culture 12

ACW3001 Gender History and Memory

ACW3028 Gender, Community and Social Change 12

\* Core for students undertaking a sub-major in Gender Studies as part of a SOSE

major

#### ECONOMICS

Core Units:

Year 1

BE01105 Economic Principles 12

BE02000 Financial Institutions and Monetary Theory 12

Year 2

BE02003 International Economics and Finance 12

BE02264 Microeconomic Analysis 12

#### HISTORY

Year 1 - only core for students undertaking 4 units History

AAH2001 World History 2

AAH2002 The World before 1770 12

or

ADE1004 Tradition and Modernity A

ADE1005 Tradition and Modernity B

\* Units coded with ADE are only offered at St Albans campus to students who are in the Enhanced Learning Program

Elective units:

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

AAH3011 American History 1

AAH3012 American History 2

ASH2001 History and Memory

#### INDIGENOUS STUDIES

Core Units - year 1:

AEK1105 Aboriginal Traditions and Policy 12

AEK1204 Aboriginal History and Political Movements 12

Elective units:

AEK2105 Oral Traditions and Storytelling

AEK2201 Learning in Indigenous Australian Communities

AEK2022 Global Indigenous Issues

AEK3101 Knowing Indigenous Australian Communities

AEK3202 Global Indigenous Leadership

AEK3203 Working Ethically in Aboriginal Community 12

## POLITICS

Core units - year 1:

ASP2010 Origins of International Politics 12

ASP2011 Foundations of Political Science 12

Elective units:

ASP2001 Political Economy of Colonialism and Neocolonialism 12

ASP2005 Policy and Practice in International Studies

ASP2006 Culture and Politics in Indonesia

ASP2007 Dictatorship and Democracy 12

ASP2009 Southeast Asian Politics

ASP3002 International Security 12

ASP3003 The Politics of the United States of America 12

ASP3004 Theory and Research in International Politics 12

## SOCIOLOGY

Year 1 - only core for students undertaking 4 units Sociology:

ABA1003 Introduction to Sociology 12

ASS2004 Sociology of Social Control 12

or two of the following three units:

ADE1006 Analyse Sociological Understandings of Human Relationships

ADE1007 Analyse Urban Form and Culture

ADE1008 Analyse Theories of Self

\* Units coded with ADE are only offered at St Albans campus to students who are in the Enhanced Learning Program

Elective units:

ASA2025 Transnational Social Movements

ASS1005 Social and Cultural Change in South Pacific Islands

ASS2002 Social Worlds, Social Policy 12

ASS2009 Making Modern Identities 12

ASS2027 Timor Leste: History, Politics and Society

ASS2028 Contemporary Africa and Social Change 12

ASS2051 Child and Society

ASS2053 Sociology of Sex

ASS3007 Space, Knowledge and Power 12

ASS3009 Sociology of Law 12

ASS3014 International Social Policy 12

ASS3033 Political Sociology 12

ASS3043 Inquiring into the Social Sphere 1

ASS3042 Sociology of City Lives

ASS3050 Migration, Mobility and Globalisation 12

## ESPIDG Global Indigenous Challenge

**Locations:** Footscray Park

The Global Indigenous Challenge minor will be available for students enrolled in VU undergraduate programs and it will use current units in de-colonial 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 disciplinary and lived perspectives as well as the subsequent impacts and outcomes for individuals and communities in the 21st Century. Topics to be explored include history, human rights, traditional owners, sovereignty, governance and societal structures, and colonial and systems of power. With UNESCO's acknowledgement that Indigenous groups globally are challenged from 'development', global warming and globalisation and the Australian government's celebration of an Asian century, how might Indigeneity assert itself legally, culturally, socially and technologically to secure/ensure an equitable and respected place in a multicultural globalised context? How might key issues underpinned by land and country, mining, economic development, urban and regional planning, cultural heritage, human rights be considered and applied in a global economy and changing world?

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

## ESPINF Education - Information Technology

**Locations:** Footscray Park

Specialisation completion rules: Students undertaking an Information Technology specialisation must complete a total of: Two core and two elective units (48 credit points) for a sub-major in Information Technology; Two core and four elective units (72 credit points) for a major in Information Technology.

#### Core Units

ACM2014 Visual and Interactive Design for Digital Media 12

ACM2004 Digital Service Design and Analytics 12

#### Elective units:

ACM2003 Interactive Programming

ACM2008 Dynamic Web Development

ACM2009 International Design 12

ACM2010 Interaction Studio

ACM2011 Computer Supported Learning

ACM2012 Emerging Technology Design

ACI3103 The Global Creative 12

ACM3013 Mobile User Experience 12

ASN1003 Motion Graphics 12

ASN2005 From Concept to Production 12

#### ESPMAT Education - Mathematics

**Locations:** Footscray Park

Specialisation completion rules: Students undertaking a Mathematics specialisation must complete a total of: Four core units (48 credit points) for a sub-major in Mathematics; Four core and two elective units (72 credit points) for a major in Mathematics.

#### Core units (all students)

NEM1001 Algebra and Calculus 12

NEM1002 Statistics for Decision Making 12

RCM2611 Linear Statistical Models 12

RCM2713 Modelling for Decision Making 12

#### Elective units

RCM2911 Linear Optimisation Modelling 12

RCM3711 Computational Methods 12

#### ESPMED Education - Media Studies

**Locations:** Footscray Park, St Albans

Specialisation completion rules: Students undertaking a Media specialisation must

complete a total of: Two core and two elective units (48 credit points) for a sub-major in Media Studies.

#### Core Units:

#### Year 1

ACC2002 Media, Culture and Society 12

ACC2004 Culture and Communication 12

#### Elective units:

ACC2010 Television Production 12

ACC2011 Radio Production 12

ACC3004 Social Media

ACC3056 Advanced Media Production

ACC3061 World Cinemas 12

ACP2005 Writing the Documentary

ACP2082 Script and Screen 12

ACP2087 News and Social Media 12

#### ESPMUS Education - Music

**Locations:** Footscray Park, St Albans

Specialisation completion rules: Students undertaking a Music specialisation must complete a total of: Two first year core, two second year and two third year elective units (72 credit points) for a major in Music.

#### Core first year units:

ACO2015 Technology of Music and Audio 12

and one of the following two units:

ACO1008 Music Techniques 1 12

ACO2014 Popular Music History 12

#### Second year elective units:

ACO2005 Music Techniques 2 12

ACO2007 Songwriting 12

ACO3013 Musics of the World 12

#### Third year elective units:

ACO3001 Cultural Perspectives On Music 12

ACO3003 Music and the Mind 12

#### ESPOUT Education - Outdoor Education

**Locations:** Footscray Park

Specialisation completion rules: Students undertaking an Outdoor Recreation specialisation must complete a total of: Six core units (72 credit points) for a major in Outdoor Education. Note: Students are required by the completion of their first year of study to have a current Leaders Wildmess First Aid qualification (or equivalent). An opportunity to complete this qualification will be offered in the first year.

Outdoor Education (including Environmental Studies) Victorian Institute of Teaching Specialist Area Guidelines 2014: Major in Outdoor Education (including environmental studies and outdoor recreational activities) A current first aid certificate (Emergency First Aid Level 2) is required. For a major study students should select two units at level 1, two units at level 2 and two units at level 3.

#### Year 1

SOL1001 Natural Environments 1 12

SOL2002 Bush Environments 12

#### Year 2

SSM3101 Environmental Inquiry, Sustainability and Communities 12

SOL1002 Safety in Natural Environments 12

#### Year 3

SOL3000 Leading Facilitating and Interpreting in Natural Environments 12

SSM3002 Outdoor and Environmental Philosophy 12

### ESPPEP Education - Physical Education For Primary Teaching

**Locations:** Footscray Park

Specialisation completion rules: Students undertaking a Physical Education Primary specialisation must complete a total of: Six core units (72 credit points) for a major in Physical Education Additional requirements for registration (opportunity to complete during the course) Current first aid certificate (Emergency First Aid Level 2) Current AustSwim Teacher of Swimming and Water Safety (or a current Australian Swimming Coaches & Teachers Association (ASCTA) - Swim Australia Teacher certificate)

Core units:

#### Year 1

SPE1000 Movement Skill Acquisition

SPE2004 Growth and Motor Development 12

#### Year 2

SPE2000 Rhythmic and Expressive Movement 12

SPE2001 Major and Minor Games 12

#### Year 3

SPE2100 Biophysical Perspectives On Movement 12

SP3E100 Psychosocial Aspects of Health and Physical Activity 12

### ESPPSY Education - Psychology

**Locations:** Footscray Park, St Albans

Specialisation completion rules: Students undertaking a Psychology specialisation must complete a total of: Three core and one elective unit (48 credit points) for a sub-major in Psychology.

Core units

#### Year 1

APP1012 Psychology 1A 12

APP1013 Psychology 1B 12

#### Years 2

APP2013 Psychology 2A 12

Elective units:

APP2014 Psychology 2B 12

APP3015 Counselling Theory and Practice 12

APP3016 Group Behaviour 12

APP3018 Organisations and Work 12

APP3019 Psychobiology 12

APP3020 Psychoanalysis 12

APP3027 Relationship and Family Wellbeing 12

APP3026 Cognitive Psychology 12

HPP2001 Developmental Psychology 12

### ESPSCI Education - Science

**Locations:** Werribee, Footscray Park, St Albans

Specialisation completion rules: Students undertaking a Biology specialisation must complete a total of: Four core units (48 credit points) for a sub-major in Biology; Six core units (72 credit points) for a major in Biology; Four core Biology units and two elective units selected from either: Chemistry; Physics; or Environmental Science; (total - 72 credit points) for a major in General Science (enables students to teach Science to year 10). Students undertaking a Chemistry specialisation must complete a total of: Four core units (48 credit points) for a sub-major in Chemistry; Six core units (72 credit points) for a major in Chemistry; Four core Chemistry units and two elective units selected from either: Biology; Physics; or Environmental Science; (total - 72 credit points) for a major in General Science (enables students to teach Science to year 10). Students undertaking an Environmental Science specialisation must complete a total of: Four core units (48 credit points) for a sub-major in Environmental Science; Six core units (72 credit points) for a major in Environmental Science; Four core Environmental Science units and two elective units selected from either: Biology; Chemistry; or Physics; (72 credit points) for a major in General Science (enables students to teach Science to year 10). Students undertaking a Physics specialisation must complete a total of: Four core units (48 credit points) for

a sub-major in Physics; Four core Physics units and two elective units selected from either: Biology; Chemistry; or Environmental Science; (total - 72 credit points) for a major in General Science (enables students to teach Science to year 10).

## BIOLOGY

Core units:

Year 1

RBF1310	Biology 1	12
RBF1320	Biology 2	12

Year 2

Two of the following units:

HBM2105	Medical Microbiology and Immunity	12
RBM2133	Cell and Molecular Biology	12
RBM2560	Medical Biochemistry	12
HBM2106	Human Genetics	12

Elective units:

Year 3

NEF3001	Applied Project 1	12
RBM3720	Immunology	12
HBM3205	Clinical Genetics and Cellular Basis of Disease	12

## CHEMISTRY

Core units:

Year 1

RCS1601	Chemistry 1A	12
RCS1602	Chemistry 1B	12

Year 2

NPU2101	Analytical Methods 1	12
NPU2103	Organic Synthesis	12

Elective units:

Year 3

NPU3101	Pharmaceutical Regulatory Processes	12
NPU3104	Drug Testing and Analysis	12

## ENVIRONMENTAL SCIENCE

Core units

Year 1

RBF1150	Global Environmental Issues	12
RBF1320	Biology 2	12

Year 2

RBF2610	Fundamentals of Ecology	12
RBF2620	Australian Plants	12

Elective units:

NPU3106	Conservation Genetics	12
RBF2640	Australian Animals	12
RBF3110	Marine & Freshwater Ecology	12
RBF3210	Environmental Rehabilitation	12
RBF3620	Conservation and Sustainability	12

## PHYSICS

Year 1

NEF1102	Engineering Physics 1	12
NEF1202	Engineering Physics 2	12

Year 2 Electives:

NEF1205	Engineering Fundamentals	12
NEF2251	Fundamentals of Electrical and Electronic Engineering	12
NEM2102	Introduction to Engineering Materials	12
NEC2103	Engineering Materials & Construction	12
NEM2201	Thermodynamics 1	12

NSC2101 Physics 2A

NSC2102 Physics 2B

## ESPSTW Education - Student Welfare

**Locations:** Footscray Park

Specialisation completion rules: Students undertaking a Student Welfare specialisation must complete a total of: Four core units (48 credit points) for a sub-major in Student Welfare; Four core and two elective units (72 credit points) for a major in Student Welfare.

Core units:

AEB1800	Youth Work Practice	12
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AEB1801 Youth Work Practice 2 12

Select 12 credit points (1 unit) from:

AEB2800 Working with Diverse Young People

AEB2803 Holistic Practice With Young People 12

Select 12 credit points (1 unit) from:

AEB2802 Ethics and Youth Work Practice 12

AEB3802 Professional Culture and Collaboration 12

ECY3000 Supporting Young People in Dual Diagnosis Settings 12

Elective units:

AYW1003 Youth and Community Programs 12

ECY3001 Working with Young People with Complex Issues 12

EDI3001 Rights, Advocacy and Discrimination 12

### **ESPTES Education - TESOL**

**Locations:** Footscray Park

Specialisation completion rules: Students undertaking a TESOL (Teaching English to Speakers of Other Languages) specialisation must complete a total of: Four core units (48 credit points) for a sub-major in TESOL.

Core units:

ACA2008 English in Spoken Interaction

ACA3004 Aspects of Language: Structure and Use

ACC3041 Language and Society

AACC3052 Communication and Cultural Diversity

# UNITS

## AAA5002 Research Methods

**Locations:** Footscray Park, City Flinders.

**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:** Seminar 2.0 hrs The equivalent of two hours per week for one semester. 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., 25%. Assignment, A critical outline of the proposed research methodology (ies) and method(s) based on a chosen research topic, 30%. Assignment, Final research proposal., 45%.

## 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; sociology, politics; economics; law; anthropology and cultural studies. 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' and the 'Pacific'.

**Credit Points:** 12

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

1. Commentate upon various regional matters from varying disciplinary perspectives;
2. Discriminate and theorise about a range of approaches and methods for understanding cultures and societies; and
3. 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:** Seminar 2.0 hrs

**Required Reading:** As advised on VU Collaborate.

**Assessment:** Review, Critical review of literatures focusing upon contemporary issues confronting Asia and the Pacific, 20%. Assignment, Response to debatable and controversial socio-cultural and political issues confronting Asia and the Pacific, 40%. Essay, Essay on set topics focused on key contemporary issues, 40%. Effective total word limit 7000 words .

## 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:** Class 3.0 hrs

**Required Reading:** Robert Pascoe, 2018 World History, vo. 1 Ballan, VIC/Connor Court

**Assessment:** Presentation, In-class Presentation, 20%. Test, In-class Test, 20%. Essay, Short Essay, 30%. Test, In-class Test, 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:**Class3.0 hrs

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

**Assessment:**Assignment, Document Analysis, 20%. Test, Online Quizzes, 20%. Essay, Research Essay, 40%. Test, In class Test, 20%.

## 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:**Class3.0 hrs

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

**Assessment:**Other, Primary source analysis (500 words or equivalent), 20%. Essay, Research Essay (1800 words or equivalent), 30%. Other, Online quizzes (x10), 20%. Test, In-class Test (800 words or equivalent), 30%.

## AAH3001 Histories of Immigrant Australia

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit offers students the opportunity to put on 'a stout pair of boots' (R H Tawney) and discover 'the spirit of a place' (Manning Clark, 1980) to enable them to begin to more fully understand the lives of the people who walked the streets of our town before us. Each year the unit focuses on a pair of Melbourne suburbs through which we conduct walking tours. We 'read the city' to understand better its Indigenous history, the history of immigrants, and the story of those who left behind scant written evidence of their lives.

**Credit Points:** 12

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

1. Analyse some pivotal landscapes and streetscapes of suburban Melbourne; 2. Evaluate the relevance and application of different historical approaches to central themes in the social history of Melbourne from colonial times to the present; 3. Critique accounts of existing suburban historical texts in light of their knowledge of historical approaches and concepts; and 4. 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 so as to construct persuasive historical arguments.

**Class Contact:**Class3.0 hrs

**Required Reading:**Manuscript: Robert Pascoe and Chris McConville, How to Ready a City.

**Assessment:**Project, Prosopographical exercise x 2, 20%. Practicum, Suburb Practicums x 2, 20%. Essay, Short Essay, 30%. Test, In-class test, 30%.

## AAH3002 Irish History

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit of study examines the social, cultural and political histories of Ireland, 1798 - 2018. 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 and in Irish emigrant communities; 2. Identify and interpret a wide variety of secondary and primary materials; 3. Understand and employ a variety of conceptual approaches to interpreting Irish history; 4. Apply research skills in analysing historical evidence, scholarship and changing representations of the past in Ireland; 5. Collaboratively construct an evidence-based argument in audio, digital, oral, visual and written form; and 6. Critically review themes in Irish emigrant history and provide constructive peer feedback;

**Class Contact:**Workshop3.0 hrs

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

**Assessment:**Test, Online Tests (x2), 30%. Report, Irish Emigrant History Report, 40%. Presentation, Group Executive Summary and Presentation, 20%. Report, Peer feedback report, 10%. Total effective word limit 3,000 words.

## 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:** Class 3.0 hrs

**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 how they can be conceptualised. 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:** Class 3.0 hrs

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

**Assessment:** Exercise, Short media exercise, 10%. Assignment, Interactive oral presentation, 20%. Essay, Written paper on aspect of the media, 30%. Assignment, Short answer assignment, 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, 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 present 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:** Class 3.0 hrs

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

**Assessment:** Assignment, Blog- Focused critique on communication, 10%.

Presentation, Oral interactive presentation, 20%. Report, Group communication report, 30%. Test, VU Short Answer Test, 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. Articulate discipline specific technical knowledge of an aspect within television production;
3. Communicate and cooperate in teams to achieve project goals;
4. Construct simple television segments using multi-camera television production techniques.

**Class Contact:** Class 3.0 hrs

**Required Reading:** E-Version of text Owens, J 2015, Television Production 16th ed Focus Press, New York is available in the library.

**Assessment:** Exercise, Chapter Question Review, 30%. Project, Group multi-camera television interview, 30%. Project, Group multi-camera television drama scenes scene, 40%.

## 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:** Class 3.0 hrs

**Required Reading:** Various readings will be available via VU Collaborate.

**Assessment:** Review, Radio Program review, 20%. Creative Works, Produce an interview, 30%. Project, Podcast planning, 10%. Creative Works, Podcast production, 40%.

### ACC3061 World Cinemas

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**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:** Class 3.0 hrs

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

**Assessment:** Assignment, Film review (500 words), 20%. Creative Works, Short video on cinema genre (equivalent to 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 studio projects and visual exercises to create a comprehensive folio of drawings for assessment. The final presentation will consist of 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:** Class 3.0 hrs

**Required Reading:** There are no required texts for this unit. Relevant readings and other materials will be provided in class and on VU Collaborate

**Assessment:** Exercise, Life drawings (2 drawings), 25%. Creative Works, Draft Folio with commentary - 2 resolved Drawings, 30%. Exercise, Safety in the Studio (2 observations), 10%. Portfolio, 2 resolved art work presentations, 35%.

### 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 contemporary art, aesthetics and art criticism through the vehicle of critical dialogues. Students engage with fundamental analytical tools that draw on traditional concepts, critical arguments and theories of art. The unit aims to equip students with an understanding of the history of art theory and criticism, contextualised through evolving art practice.

**Credit Points:** 12

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

1. Analyse key theories underpinning contemporary art theory and criticism;
2. Interpret, evaluate and apply principles of contemporary art theory to current art practice;
3. Articulate and defend, in both verbal and written form, an individual response to contemporary challenges posed in aesthetics and art criticism in multicultural local communities and the wider global arts arena.

**Class Contact:** Class 3.0 hrs

**Required Reading:** There is no required text for this unit. Readings and other resources will be available in VU Collaborate.

**Assessment:** Review, Art exhibition critique and review, 40%. Research Paper, Masterpiece study (Two parts), 60%. The total combined assessment word equivalence is approximately 4,000 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:** Class 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 and conceptual insights in drawing and painting. Students will take part in an intensive series of studio-based classes incorporating a range of art materials; materials include charcoal, coloured chalk, ink and wash, watercolour and acrylic paint on canvas. Theoretical and conceptual discussions including consideration of broader art historical contexts inform students' understanding of contemporary art practices of drawing and painting. Practical studio projects and structured discussions with constructive critique of the artworks produced: develop and explore observation; identify and demystify the processes involved in making drawings and paintings; and encourage experimental, innovative and conceptual approaches.

**Credit Points:** 12

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

1. Interpret and engage creatively with practical drawing and painting projects using a range of materials and art production techniques;
2. Analyse the qualities of works of art and articulate this effectively to others verbally and in writing; and
3. Practise the principles of sustainable, safe professional studio practice for effective collaborative and individual artistic production.

**Class Contact:** Class 3.0 hrs

**Required Reading:** There are no required texts for this unit. Students will be referred

to a wide range of resources in VU Collaborate.

**Assessment:** Creative Works, Creative Work Part A, 15%. Creative Works, Creative Work Part B, 35%. Research Paper, Analysis of two works of art from a major exhibition, 30%. Journal, Visual diary practical work and visual literacy exercises, 20%.

## 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:** Class 3.0 hrs N144 Drawing Studio

**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:** Class 3.0 hrs

**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%.

### 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:** Internship is 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.

### ACG6022 Research Project

**Locations:** City Flinders.

**Prerequisites:** 8 postgraduate units or equivalent from the Communication or Digital Media program

**Description:** This unit enables students to develop an extended research project, as an individual or a team member. The research project will focus on a current pressing issue for the workplaces students will enter into. Students will use the project to develop and refine advanced skills in research, conceptual and critical thinking,

writing and project management. The project will be designed and conducted over the duration of a semester and written up in the form of a research report (8000-10000 words, creative work can contribute to the word count). Students can submit practical work as part of their report. 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.

**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:** Seminar 6.0 hrs Contact hours: 24 hrs Four six hour seminars held on Saturday.

**Required Reading:** Links to required texts will be available via VU Collaborate.

**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:** The successful communication of research means that important messages are received by the wider community. In this unit, students develop skills associated with communicating and disseminating research, both their own and the work of others. We study the ways individuals and organisation find and absorb material, in order to plan a strategy. For instance, we will track how research moves across a social network and visualise the results. New forms of more interactive means of storytelling are also reviewed. Presentation skills, written and oral, to connect with a range of audiences are a focus of the unit. Case studies of successful campaigns inform our assessments.

**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:** Seminar 6.0 hrs Contact hours: 24 hrs Four six hour seminars held on Saturday.

**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 Portfolio, Portfolio submission 1, 30%. Portfolio, Portfolio submission 2, 50%. Exercise, Students participate in 6 short online activities, 20%.

### ACI3103 The Global Creative

**Locations:**Footscray Nicholson, Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit is designed to facilitate awareness of professional engagement with practices and production appropriate for the global creative in an online networked society. Collaborative sessions will provide students a framework to peer-initiate a creative project with relevant global themes for public outcome. Students will recognise and reflect on social, cultural and ethical issues by applying local and international perspectives from the Creative Arts Disciplines. By developing a collaborative creative project; students will interpret, communicate and present ideas, problems and arguments to reach a broad audience. Assessments will facilitate engagement with new professional networks that provide authentic and experiential outcomes that translate to future employability.

**Credit Points:** 12

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

1. Identify their role and contribution to a creative project for a public outcome.
2. Coordinate, propose and negotiate a dynamic public outcome that engages with current ideas, theories and methodology relevant to the Global Creative Industries.
3. Interpret, defend, communicate and present ideas, problems and arguments in modes suited to a range of audiences.
4. Review and document collaborative global creative practice outcomes by recognising and critically reflecting on relevant social, cultural and ethical issues that informed the ideas, concepts and processes presented.

**Class Contact:**Class3.0 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:**Review, Self-reflection on their role and creative project contribution., 20%. Report, A report on project., 30%. Presentation, Presentation on their contribution to the project., 10%. Review, Critical reflection on the project outcome., 40%.

### 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:**Class3.0 hrs

**Required Reading:**There is no set textbook for this unit. A reading list will be provided in VU Collaborate and available at Footscray Park campus bookshop.

**Assessment:**Report, Summary of critical reading, 20%. Test, Quizzes x 3, 30%. Essay, Critical essay, 30%. Presentation, Oral presentation, 20%.

### 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 the analysis 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:**Class3.0 hrs

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

**Assessment:**Essay, Poetry Responses, 30%. Essay, Critical essay, 50%. Presentation, Poetry Reading, 20%.

### 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:** Class 3.0 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:** Class 3.0 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 ACL2007 - Romance and Realism Students must have completed two of the following units: ACL2001 Reading Contemporary Fiction, ACL2002 Studying Poetry and Poetics, ACL2007 Romance and Realism.

**Description:** In this Literary Studies unit we will introduce the history and significant themes of Australian literature and identify some of the significant preoccupations across Australian literature. We will read a series of selected literary texts that illustrate the diversity of content and form across the previous 200 years of Australian literature. Some the unit themes are the representation of Aboriginality and 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 the key issues in Australian literature, and appraise its historical background and significant themes;
2. Critically reflect on and develop literary arguments in a variety of contexts;
3. Explore theoretical positions and analyse complex problems and global issues; and
4. Negotiate literary representations of diverse cultures and collectives through the study of literary texts.

**Class Contact:** Class 3.0 hrs

**Required Reading:** Christos Tsiolkas, *Allen and Unwin Loaded Melbourne* Kenneth Cook, *Text Wake in fright Melbourne*

**Assessment:** Journal, Comparison (600 words), 15%. Essay, Critical Essay Part A (600 words), 25%. Essay, Critical Essay Part B (900 words), 25%. Presentation, Small group presentation (20 minutes) and written report (500 words), 35%.

### 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:** Class 3.0 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, students critically examine the elements of 'good' digital service design. We explore the digital analytics generated by digital services from a range of perspectives including ethical standpoints. Practical skills in the collection and analysis of data in order to design better services will be developed.

**Credit Points:** 12

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

1. Apply human-centred 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:**Class3.0 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 a service design innovation and the analytics it collects. (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:**Class3.0 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. Underlying this unit are the industry processes of SCRUM and agile production which give the opportunity to reflect on the advantages and disadvantages of production models.

**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 and interactive prototype 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:**Class3.0 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, 20%. Exercise, Online discussions, 20%. Portfolio, Design portfolio (2 instalments), 60%.

## 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:**Class3.0 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, Kindred Studios..

**Prerequisites:** ACO1008 - Music Techniques 1

**Description:** This unit of study consolidates technical, interpretive and self-evaluation skills in the areas of music practice, theory, technology and musicology, with particular focus on 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 are assisted in further developing and evaluating their instrumental and/or vocal techniques and interpretative skills. A program of musical works is selected to present technical, improvisational and interpretive challenges. Students continue to develop key academic, musicological and technological skills, particularly as they relate to theoretical and practical music techniques.

**Credit Points:** 12

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

1. Exhibit intermediate interpretative skills and overall musicianship within solo and collaborative contexts; 2. Articulate musical nomenclature in relation to music theory and production activities; 3. Articulate musicological concepts in a range of musical contexts; 4. Operate music equipment and music software in a safe and effective manner; 5. Demonstrate effective studio planning and communication skills in a range of musical settings.

**Class Contact:** Class 3.0 hrs FN offering timetabled at Kindred Studio.

**Required Reading:** Reading materials will be provided by the lecturer

**Assessment:** Exercise, Applied theory and aural exercises, 25%. Report, Evaluation of musicological issues using a range of media, 25%. Exercise, Demonstrate professional standards in studio practice, 25%. Performance, Group and solo musical performance, 25%. Assessment 3 incorporates Work Integrated Learning (WIL).

## ACO2007 Songwriting

**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 techniques and aesthetics of writing popular vocal songs in a variety of genres and practical implementation of these knowledge and skills using modern software production processes. An aesthetic and musicological exploration of European folk and American blues structures form the background for studies in modern styles such as jazz, 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 including concepts of functional music theory and complementary aural skills as applied to songwriting. 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. Original songwriting ideas and processes will be applied to the development and enhancement of students' ongoing practical music activities including professional musicianship, collaboration, musical interpretation and self-evaluation skills.

**Credit Points:** 12

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

1. Develop and produce musical works which demonstrate knowledge of compositional and music production techniques; 2. Monitor, maintain and reflect upon goals and practice in relation to composition, lyric writing and music making; 3. Exhibit interpretative skills regarding music and lyrics, compositional skills and overall musicianship within collaborative contexts; 4. Apply music theory, notation and production activities to music composition; 5. Operate music recording and notation software; 6. Articulate musicological concepts in a range of musical contexts.

**Class Contact:** Class 3.0 hrs FN offering timetabled at Kindred Studio.

**Required Reading:** Readings will be available via VU Collaborate.

**Assessment:** Exercise, Applied theory and aural exercises, 25%. Report, Evaluation of musical activities using a range of media, 25%. Exercise, Operation of recording equipment and music software, 25%. Performance, Musical performance, 25%.

## ACO2009 Music Theory 2

**Locations:** Footscray Nicholson, Kindred Studios..

**Prerequisites:** ACO1014 - Music Theory 1

**Description:** This unit of study focuses on developing key concepts in functional music theory that musicians need to understand and apply in performance, composition, arrangement and musicological environments. Students further develop aural skills and learn to recognise syncopation, accent and feel and to construct modes and analyse modal harmony. Students apply theory and aural skills in solo and ensemble practical music contexts. Students develop cultural and musicological awareness of musical repertoire in practical music contexts.

**Credit Points:** 12

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

1. Demonstrate aural recognition of harmonic and rhythmic information; 2. Analyse and interpret key music theory concepts within notated scores; 3. Plan and prepare musical repertoire for performance; 4. Conceptualise and contextualise music theory concepts within musicological contexts.

**Class Contact:** Class 3.0 hrs FN offering timetabled at Kindred Studio

**Required Reading:** Readings will be available via VU Collaborate.

**Assessment:** Exercise, Applied theory and aural exercises, 25%. Report, Analysis of musicological issues within the practice and theory of musical repertoire, 25%. Exercise, Demonstration of lab practice skills and standards, 25%. Performance, Group and solo musical performance, 25%.

## ACO2011 Practical Music 2A

**Locations:** Footscray Nicholson, Kindred Studios..

**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, interpretive and improvisation skills. Students are instructed in a range of underpinning theoretical knowledge in general musicianship. Students are assisted in investigating and understanding musicological concepts relating to musical repertoire and performance. Students are guided in setting goals, strategies, exercises and practice routines. The primary focus of the unit is the creation and preparation of a program of musical works 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. Plan and produce a program of musical works; 2. Collaborate effectively within group contexts; 3. Develop and maintain a written practice journal; 4. Exhibit intermediate theoretical, interpretive skills and overall musicianship; and 5.

Articulate relevant musicological concepts in relation to music production activities.

**Class Contact:**Class3.0 hrsFN offering timetabled at Kindred Studio

**Required Reading:**There are no required readings for this unit. Learning materials will be provided by the lecturer.

**Assessment:**Exercise, Applied theory and aural exercises, 25%. Report, Evaluation of musicological issues using a range of media, 25%. Exercise, Demonstrate professional standards in studio practice, 25%. Performance, Group and solo musical performance, 25%. 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, Kindred Studios..

**Prerequisites:**ACO2011 - Practical Music 2AStudents 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 further instructed in a range of underpinning theoretical knowledge in general musicianship. Students are assisted in investigating and understanding extended musicological concepts relating to musical repertoire and performance. Students are guided in setting goals, strategies, exercises and practice routines. The primary focus of the unit is the creation and preparation of an advanced program of musical works 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. Plan and produce an advanced program of musical works; 2. Collaborate effectively within specific group musical contexts; 3. Develop and maintain an advanced practice journal; 4. Exhibit intermediate theoretical, interpretative skills and specific musicianship; and 5. Articulate relevant musicological concepts in relation to advanced music production activities.

**Class Contact:**Class3.0 hrsFN offering timetabled at Kindred Studio

**Required Reading:**There are no required readings for this unit. Learning materials will be provided by the lecturer.

**Assessment:**Exercise, Applied theory and aural exercises, 25%. Report, Evaluation of musicological issues using a range of media, 25%. Exercise, Demonstrate professional standards in studio practice, 25%. Performance, Group and solo musical performance, 25%. 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, Kindred Studios..

**Prerequisites:**Nil.

**Description:**This unit introduces students to the nature and function of musicology, through history and development of western popular music styles from the late 19th century to the early 21st century. Students are encouraged to explore these styles in both academic and practical contexts. The unit covers seminal popular music styles from blues, country and western and jazz through to funk, 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 as well as by collaborative musical interpretation. There is an emphasis on the different and complex ways in which music develops stylistically to inform, and form, new musical genres, including aspects of music theory and music production. Students will be encouraged to use and demonstrate knowledge and techniques learned from various styles and eras

covered in their own practice and performance routines.

**Credit Points:** 12

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

1. Identify and discern between popular musical styles through the development and production of musical works; 2. Exhibit interpretative skills and overall musicianship in a variety of musical genres; 3. Articulate musical nomenclature in relation to popular music styles and theoretical concepts; 4. Operate recording equipment and software in the creation of stylistic interpretations; 5. Apply musicological concepts in a range of musical contexts.

**Class Contact:**Class3.0 hrsFN offering timetabled at Kindred Studio

**Required Reading:**A collection of class readings will be available via VU Collaborate.

**Assessment:**Exercise, Applied theory and aural exercises, 25%. Presentation, Interactive timeline of a genre or issue, 25%. Project, Application of software, technology and/or equipment, 25%. Performance, Musical performance, 25%.

### ACO2015 Technology of Music and Audio

**Locations:**Footscray Nicholson, Kindred Studios..

**Prerequisites:**Nil.

**Description:**This unit of study focuses on the essential roles digital technologies perform in modern music composition, theory, 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 practical 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 invited to explore key music technology concepts from musicological perspectives. 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, theory 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:**Class3.0 hrsFN offering timetabled at Kindred Studio

**Required Reading:**Class materials will be provided online via VU Collaborate.

**Assessment:**Exercise, Applied theory and aural exercises, 25%. Report, Evaluation of musicological issues using a range of media, 25%. Exercise, Demonstrate professional standards in studio practice, 25%. Performance, Group and solo musical performance, 25%.

### ACO3001 Cultural Perspectives On Music

**Locations:**Footscray Nicholson.

**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:** Class 3.0 hrs Scheduled at Kindred.

**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%.

### AC03003 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:** Class 3.0 hrs Scheduled at Kindred.

**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%.

### AC03010 Arranging for Popular Music

**Locations:** Footscray Nicholson, Footscray Park, Kindred Studios.

**Prerequisites:** AC02015 - Technology of Music and Audio AC03014 - 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:** Class 3.0 hrs Scheduled at Kindred.

**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%.

### AC03011 Practical Music 3A

**Locations:** Footscray Nicholson, Footscray Park, Kindred Studios.

**Prerequisites:** AC02012 - 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:** Class 3.0 hrs Music Rehearsal room required.

**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, Kindred Studios..

**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:** Class 3.0 hrs Music rehearsal room required.

**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.

**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 and contemporary musical styles from cultural, historical and musicological perspectives. Students learn basic concepts in ethnomusicology, including: defining 'World Music', globalisation, hybridisation, musical diaspora and cultural appropriation. Students are introduced to the aesthetic and theoretical nature of music from non-Western regions including Africa, the Middle-East, India, China, Japan, South-East Asia, and South America, and these will be analysed using academic research processes and implementation in practical music and music theory contexts. Learning is illustrated through development of academic skills including research-based analysis of the history and development of exemplar indigenous musics, by the demonstration of these styles and concepts in collaborative performance, by development and refining of individual work and practice routines, and by developing and refining various music production and theory notation techniques.

**Credit Points:** 12

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

1. Develop and produce musical works; 2. Monitor, maintain and reflect upon goals and practice schedule; 3. Exhibit interpretative skills and overall musicianship within collaborative contexts; 4. Articulate musical nomenclature in relation to music theory and production activities; 5. Operate live sound and recording equipment, and music production and notation software; 6. Articulate musicological concepts in a range of musical contexts

**Class Contact:** Class 3.0 hrs FN offering timetabled at Kindred Studio

**Required Reading:** Readings will be provided in class by the lecturer

**Assessment:** Exercise, Literature Reviews 2 x 15% (equiv. 1000 words), 25%. Report, Essay (equiv. 1000 words), 25%. Exercise, Class presentation - individual or collaborative (equiv. 1000 words), 25%. Performance, Musical performance, 25%.

### AC03014 Music Theory 3

**Locations:** Footscray Nicholson, Footscray Park, Kindred Studios.

**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:** Class 3.0 hrs Scheduled at Kindred

**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:** Class 3.0 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%.

### 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 non-fiction, reading short form writing with a focus on developing their own voice. Students will read, critique and write non-fiction, and consider the similarities between non-fiction, memoir and the personal essay. They will be introduced to the use of research in creative work. Students are encouraged to think about how non-fiction writing can be used to address contemporary issues in a highly creative form. Examples of writing to be discussed in this block include those which are situated in the West of Melbourne; migrant, indigenous, working-class, queer and feminist perspectives.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1. Compose creative 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:** Class 3.0 hrs

**Required Reading:** ACP2080 Class reader on VU Collaborate Victoria University

**Assessment:** Creative Works, Plan for non-fiction piece., 20%. Creative Works, Non-fiction piece., 50%. Presentation, Reflective commentary., 30%.

### 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 script writing practice with emphasis on the mediums of film and television. Through an examination of industry examples and the involvement of students in a professional workshop, the unit aims to generate critical understanding of script 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 seminars, workshops, and writing groups that reflect industry practice. Students will produce an extended piece of writing; focusing on the script 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 script writing skills; 2. Analyse script writing formats; 3. Contrast elements of dramatic story-telling, characterisation, conflict and dialogue, and industry expectations and opportunities for a range of contexts; and 4. Appraise and articulate the writing practices of self and others.

**Class Contact:** Class 3.0 hrs

**Required Reading:** Nil.

**Assessment:** Essay, Reflection on short film script proposal and feedback (equivalent to 300 words), 10%. Assignment, Comparative analysis of a film or television

episode (equivalent to 600 words), 20%. Assignment, Professionally formatted script (approximately 5-8 mins) (equivalent to 1500 words), 50%. Presentation, In-class group presentation/performance (equivalent to 600 words), 20%.

### ACP2086 Impossible Worlds: Fiction and Genre

**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 focuses on fiction writing and develops writing techniques and approaches to fiction. 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. In this unit students are asked to write, workshop and edit pieces of narrative fiction.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, students will be able to: 1. Apply critical tools for editing and redrafting their own fiction and for providing feedback to fellow writers; 2. Reflect upon aspects of creative writing theory as a basis for developing their own creative writing; and 3. Review and synthesise a range of approaches and techniques used by contemporary fiction writers and develop critical reading skills

**Class Contact:** Class 3.0 hrs

**Required Reading:** There is no required text for this unit.

**Assessment:** Creative Works, Short story draft with brief commentary, 30%. Creative Works, Final story draft, 40%. Presentation, Reflection on own writing process, 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:**Class2.0 hrsWorkshop1.0 hr

**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%.

### 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:**Class3.0 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%.

### ACW2020 Sex and Gender

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit introduces 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. Students will consider the complex notions of sex and gender, sexualities and gendered subjectivities. Gender is introduced 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. Decode key processes informing gendered hierarchies and gender organisation.

**Class Contact:**Class3.0 hrs

**Required Reading:**This unit utilises essential readings for students to read for each week which will be made available on VU Collaborate.

**Assessment:**Test, In-class test (15 mins), 10%. Review, Write a review of an article related to the unit, 20%. Presentation, Group presentation on the observational project (15 mins), 20%. Project, Observational research project (submitted in 2 parts), 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 how and why public life in contemporary Australia is gendered. Contextualised within global trends and debates, students will be encouraged to consider the consequences for all people: across genders, race, class and culture. Drawing upon theories on the construction of the state and of citizenship, along with gender analyses of law, work, education and politics, the focus will be upon the roles of public institutions and the making of policy change. Practically the unit develops social, qualitative research and writing skills.

**Credit Points:** 12

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

1. Critique gender as a characteristic of participation in public life;
2. Identify and examine a range of contemporary debates on gender and equity matters;
3. Evaluate policy measures which aim to address issues of equality and equity; and
4. Collaboratively consider gender in social policy using qualitative social research methods.

**Class Contact:**Class3.0 hrs

**Required Reading:**This unit utilises a range of scholarly readings and other sources relevant to the unit which will be available via VU Collaborate.

**Assessment:**Review, Review article/video, 25%. Presentation, Group presentation on Briefing Paper topic, 25%. Research Paper, Individual component of group Briefing Paper, 25%. Assignment, Outline of a campaign plan on an issue, 25%.

### ACW2026 Gender in Popular Culture

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit explores gendered constructions of femininities and masculinities

through popular cultural practices by investigating themes of representation in a variety of old and new textual forms, including film, television, streaming sites, video games, social media, performance, art and even radio and books. 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 with a focus upon 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' through a gender lens;
3. Interpret through the creation of a media product, gendered constructions of femininities and masculinities; and
4. Critically reflect on debates around gender in popular cultural practices.

**Class Contact:** Class 3.0 hrs

**Required Reading:** This unit utilises a range of essential texts relevant to the unit. These can be located on VU Collaborate.

**Assessment:** Poster, illustrate a body silhouette reflecting through a gender lens popular culture influences with a short explanation., 20%. Journal, Post and respond in a blog format throughout the unit illustrating and reflecting upon learning., 30%. Exercise, Respond to a set of questions on the field trip, 15%. Project, Demonstrate social research skills in semi-structured interviewing through the creation of a podcast interview on gender and popular culture., 35%.

## ACW3028 Gender, Community and Social Change

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit explores topics and approaches to understand social and cultural transformation utilising gender analysis discourse, a community focus and ideas about social change. Designed primarily for students undertaking the Gender Studies minor in Arts and the Food Technology specialisation in Education, this unit takes a global to local focus on key issues in gender equality and equity; food security and consumerism; sustainable households and communities; as well as sexualities, wellbeing, inclusion and belonging. As the interest is in change, current debates around empowerment, agency, transformation, mobilisation, collective action, engagement, and ideas of interconnection and belonging are explored. The unit explores the future of gender and community-based activism and political action in the context of new social spaces. Students are introduced to practical activist-based approaches, filtered through a gendered lens.

**Credit Points:** 12

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

1. On successful completion of this unit, students will be able to: Articulate the intersectionality of gender, sexualities, race, class, abilities and related categories of difference in the context of social action and change;
2. Exhibit an understanding of the dynamics of social movements and organising action for social change;
3. Apply, identify and articulate feminist approaches to inequality, oppression and change;
4. Examine and respond to contemporary debates by engaging with activist-based approaches and organising for change at a local to global level;
5. Analyse and apply critical thinking to issues of inequality and social and political change and transformation

**Class Contact:** Class 3.0 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:** Exercise, Media analysis, 25%. Presentation, Group presentation on current social and political change action, 30%. Project, Campaign plan and report, 35%. Exercise, In class debate in philosophical question format, 10%.

## ACX3005 Graduating Project 1

**Locations:** Footscray Park.

**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:** Class 3.0 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.

**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:** Class 3.0 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 Studio Project 2. 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. Identify, evaluate and reflect on resources relevant to their specialisation(s);
2. Evaluate challenges affecting practical implementation of their learnings in their specialisation(s);
3. Investigate issues and propose professional solutions in working on real life projects; and
4. Articulate and advocate, in written or oral formats, a project concept and plan for development and production.

**Class Contact:**Seminar3.0 hrs

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

**Assessment:**Annotated Bibliography, Annotated Bibliography including Reflection, 20%. Assignment, Draft project report, 10%. Assignment, Project Report, 50%. Presentation, Oral presentation, 20%.

### 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:**Class3.0 hrs

**Required Reading:**Readings will be provided by the lecturers and located on VU Collaborate.

**Assessment:**Presentation, Oral presentation of project progress, 20%. Creative Works, Portfolio of Project artefact(s), 40%. Report, Report of project processes and outcomes, 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:**Lecture1.0 hrOnline1.0 hrSeminar2.0 hrsContact hours: 24 hours  
Lecture, Seminar and Online each scheduled for 6 weeks. Seminar scheduled directly after lecture.

**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:**Tutorial3.0 hrs

**Required Reading:**Links to recommended texts for this unit will be provided to students via the Learning Management System (VU Collaborate)

**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:**Lecture1.0 hrOnline1.0 hrSeminar2.0 hrsContact hours: 24 hours Lectures, Seminars and Online each scheduled for 6 weeks. Seminar scheduled directly after lecture.

**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:**Lecture1.0 hrOnline1.0 hrTutorial2.0 hrsContact hours: 24 hours Lecture, Tutorial and Online each scheduled for 6 weeks. Tutorial scheduled directly after lecture.

**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 'silos' 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:**Online 1.0 hrSeminar4.0 hrsContact hours: 36 hours Weeks 1- 12: 1 hour Online Six fortnightly 4 hour Seminars.

**Required Reading:**Links to recommended texts for this unit will be provided to students via the Learning Management System (VU Collaborate)

**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:**Online 1.0 hrSeminar4.0 hrsContact hours: 36 hours Weeks 1- 12: 1 hour Online Six fortnightly 4 hour Seminars.

**Required Reading:**Links to recommended texts for this unit will be provided to students via the Learning Management System (VU Collaborate)

**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:**Lecture1.0 hrOnline1.0 hrTutorial2.0 hrsSix fortnightly 1 hour Lectures followed by a 2 hour Tutorial. Six fortnightly 1 hour Online classes.

**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%.

### AEB1501 Food and Nutrition Education

**Locations:**Footscray Nicholson.

**Prerequisites:**Nil.

**Description:**This unit provides insight into food and nutrition education designed 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 and 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 contributing to an individual's health and wellbeing 2. Evaluate influences on food availability and selection; 3. Interpret information about 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:**Class3.0 hrsDemo Room (D141) required

**Required Reading:**There are no required texts for this unit. Students will be provided with a range of resources via the VU Collaborate system.

**Assessment:**Assignment, Investigation and evaluation of socio-cultural, political and economic factors on food and nutrition education (1000 words in 2 Parts), 30%. Report, Review a range of literature on approaches to food technology and nutrition education using an explicit health promotion focus (1500 words), 50%.

Presentation, Present a commentary on the significance of food and culture (10 minutes), 20%.

### **AEB1502 Learning the Service of Food and Beverage**

**Locations:**Footscray Nicholson.

**Prerequisites:**Nil.

**Description:**This unit provides students 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, and Safety (OHS); personal and food hygiene; food purchasing and storage. It explores how menu development both contributes to and is shaped by the 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. Investigate a range of approaches to the safe and responsible service of foods

**Class Contact:**Class3.0 hrsDemo Room (D141) required

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

**Assessment:**Assignment, Investigation of an aspect of menu development and its influences on food and beverage service (800 words), 20%. Assignment, Investigation of an aspect of menu development and its influences on food and beverage service (800 words), 20%. Test, Complete Safe food handling, allergens and OHS tasks (800 words or equivalent), 15%. Case Study, Evaluation of kitchen health and safety practices in response to a range of stimulus materials in context of legislative requirements (1600 words), 45%.

### **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 BeverageEFT2001 - Food Science and Technology Education

**Description:**This unit of study prepares pre-service food technology teachers for the delivery of practical food classes. Through the practical sessions, students will develop skills in food preparation, methods of cookery and technologies used in the production of food. Students will apply safe food handling practices particularly those in simulated work environments (e.g. school or community settings). This unit culminates in students independently constructing a simulated practical session that demonstrates the incorporation of dietary, cultural and social factors

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:  
1. Demonstrate culinary preparation, cooking and presentation styles through use of a range of recipes; 2. Analyse food preparation methods through recipes to determine required commodities by classification, purchasing, costings and storage conditions, safe food handling and preparation; 3. Utilise food production methods and technology in a simulated kitchen environment; and 4. Interpret how a range of factors including diet, cultural and social influences on food preparation and provision.

**Class Contact:**Class4.5 hrsWorkshop1.5 hrsStudents need a 30 minute timetabled break after first 2 hours of 4.5 hour class in kitchen

**Required Reading:**There are no required text for this unit, students will be directed to VU Collaborate for relevant material.

**Assessment:**Laboratory Work, Successfully complete 3 practical sessions demonstrating professional practice in 3 principles in a kitchen setting. Submitted at end of Session 3., 15%. Laboratory Work, Students to successfully complete 5 practical sessions demonstrating professional practice in 5 principles in a kitchen setting, 45%. Exercise, Investigation, preparation for and delivery of a simulated food related class (1200 words), 40%. The Laboratory Work is a hurdle task where it is an expected requirement that students successfully complete every principle.

### **AEB2802 Ethics and Youth Work Practice**

**Locations:**Footscray Park.

**Prerequisites:**Students enrolled in ABYW must complete all First Year core units.

**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:** Class 3.0 hrs

**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:** Class 3.0 hrs

**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%.

### AEB31 00 Student Diversity in Early Years Education

**Locations:** Footscray Park, St Albans.

**Prerequisites:** ECE2001 - Practice in Partnership 1

**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 of this unit may consist of lecture materials, learning modules and interactive tasks.

**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.

### AEB31 67 Language and Literacy in Primary

**Locations:** Footscray Park, St Albans.

**Prerequisites:** ECE2001 - Practice in Partnership 1

**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:** Online 1.0 hr Workshop 2.0 hrs The online component of this unit may consist of lecture materials, learning modules and interactive tasks.

**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:** Footscray Park, St Albans.

**Prerequisites:** ECE2001 - Practice in Partnership 1

**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:** Lecture 2.0 hrs Online 1.0 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:** Footscray Park, 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:** Online 1.0 hr Tutorial 2.0 hrs The online component of this unit may consist of lecture materials, learning modules and interactive tasks.

**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:** Footscray Park, 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? They will 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. They will generate sustainable and effective approaches to the documentation of professional practice. They will investigate the professional knowledge, practice and engagement from the standpoint of education for a socially just society. They will also 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. Elucidate a personal educational philosophy that will inform their practice as they enter the profession; 2. Formulate 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:** 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:** Experience in Partnerships informs all assessment tasks in this unit. Essay, Researching one aspect of social justice and its relation to early childhood (900 words), 30%. Case Study, Analysis of a case study related to social justice in early childhood. Poster Presentation. (Equiv to 1050 words), 35%. Presentation, Presentation of an experience implemented on placement and related to social justice in early childhood. (Equiv 1050 words), 35%.

### **AEB31 84 Curriculum Theory**

**Locations:** Footscray Park, St Albans.

**Prerequisites:** ECE2001 - Practice in Partnership 1

**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:** Online 1.0 hr Workshop 2.0 hrs The online component of this unit may consist of lecture materials, learning modules and interactive tasks.

**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:** Footscray Park, St Albans.

**Prerequisites:** ECE2001 - Practice in Partnership 1

**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:** Online 1.0 hr Tutorial 2.0 hrs The online component is a one hour lecture.

**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:** Assignment, My teaching philosophy, 20%. Assignment, Reflection Praxis Inquiry, 30%. Portfolio, Placement portfolio, 50%. A satisfactory partnership (placement) report is required for successful completion of this unit. Refer to The Essentials Year 3 for Partnership Placement Requirements. .

### AEB3268 Practice in Partnership 1 (ECE 3-6 Years)

**Locations:** Footscray Park, St Albans.

**Prerequisites:** ECE2001 - Practice in Partnership 1 ECE2002 - Practice in Partnership 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:** Online 1.0 hr Workshop 2.0 hrs Project Partnerships: 20 days (20 days supervised teaching practice). The online component is a one hour lecture.

**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:** Literature Review, Report on small scale research project carried out by pre-service teachers., 20%. Portfolio, Submission of a portfolio based on the kindergarten placement., 50%. Presentation, Research Report Presentation, 30%. 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:** Footscray Park, St Albans.

**Prerequisites:** ECE2001 - Practice in Partnership 1

**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.

**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 learning; 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:**Online 1.0 hrTutorial2.0 hrsThe online component is a one hour lecture.

**Required Reading:**There are no required texts for this unit.

**Assessment:**Essay, Policy analysis, 30%. Portfolio, Building inclusive practices, 50%. Presentation, Listening practices, 20%.

## AEB3801 Youth Policy and Civics

**Locations:**Footscray Park.

**Prerequisites:**AEB2802 - Ethics and Youth Work PracticeAEB2803 - Holistic Practice With Young PeopleAEB3803 - Professional Practice TASC2005 - Change and Community JusticeECY2001 - Young People and Substance UseStudents enrolled in ABYW must also complete all First Year core units.

**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:**Class3.0 hrs

**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:**Class3.0 hrs

**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 and community work practitioners, their community sector mentors and the university, to understand and enhance youth or community work professional practice. The practical experiences of student youth or community 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 or community services offer such as Youth and Community events, sports programs, sports programs and community recreation programs, Community Advocacy networks, Community Centres, National Youth Week, School Holiday Programs, Camps, Youth and Community Conferences or summits and much more. Each student has the opportunity to do one of their placements overseas whilst the other must be in a domestic setting. 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 or Community 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 and other vulnerable cohorts in the community;
2. Contextualise and apply the theoretical knowledge and skills of youth work and community work in a practical setting to an industry standard;
3. Articulate the present and emerging issues of the youth or community work sectors and their impact on supporting young people and other vulnerable cohorts in a community; and
4. Develop and expand awareness of programs and services delivered to young people and other vulnerable cohorts in a community.

**Class Contact:** Class 3.0 hrs

**Required Reading:** Sapin, K (2013), 2nd Essential Skills for Youth Work Practice London: Sage Publications Readings will be made available via VU Collaborate.

**Assessment:** Journal, Reflective practice report 1, 25%. Report, Youth or Community Work Sector Report, 50%. Journal, Reflective practice report 2, 25%. The hurdle task that must be completed in this unit: 1. Work Integrated Learning Agreement signed by Host Organisation. 2. Placement supervisor Report.

### 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:** Class 3.0 hrs

**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. Report, A critical evaluation of a Local Government's approach to service delivery and the participation of young people in governance., 30%. Presentation, Present on a local government area in regard to the policy perspective of service and strategy., 20%. Essay, Select a Government Youth policy and analyse its effectiveness to empower young people., 50%. Total effective word limit for the three tasks is 3000 words.

### AEB41 69 Mathematics and Numeracy in Primary

**Locations:** Footscray Park, 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 primary school 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;
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:** 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:** 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%. Total effective word limit 3000 words.

### AEB41 71 Humanities in Primary

**Locations:** Footscray Park, St Albans.

**Prerequisites:** ECE2001 - Practice in Partnership 1

**Description:** This unit of study will introduce pre-service teachers to the curriculum and pedagogy required for effective teaching of Humanities with a focus on students in the primary years of schooling. The Victorian Curriculum and Australian Curriculum (ACARA) Foundation Level through to Level 6 will guide the work students do. This will be combined with an integrated approach using ACARA's Cross-Curriculum priorities to enhance Humanities education in primary school contexts, in inclusive ways. Doing this pre-service teachers make authentic connections to the local environment to generate learning experiences that connect to real world experiences and then demonstrate ways educators communicate these experiences back to the stakeholders of education.

**Credit Points:** 12

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

1. Formulate and conceptualise the complexities of the Australian Curriculum domain of Humanities (ACARA): History (Foundation to Level 6) curriculum by creating teaching and learning approaches to concepts such as continuity and change, time as present, past and future in real world contexts; Formulate a range of teaching approaches for the content of geographical knowledge and understanding, geospatial skills and environmental issues, sustainability and societal changes; Generate a range of teaching approaches for the content of Civics and Citizenship (Foundation to Level 6) that views children as active citizens in their local communities; and formulate a range of teaching approaches for the content of Economics and Business, (Foundation to Level 6) that develop, questions and addresses an 2. Integrate the Cross-Curriculum Priorities into the Humanities curriculum as an interdisciplinary approach to professional mandates and Humanities curricula learning outcomes; 3. Investigate the most appropriate teaching and assessment strategies relevant to Humanities- History, Geography, Civics and Citizenship and Economics and Business; and 4. Reflect upon inclusive teaching and learning principles that act in relation to Humanities education and professional teacher practice - History, Geography, Civics and Citizenship, Economics and Business, Cross-Curriculum Priorities and Professional Standards.

**Class Contact:** Online 1.0 hr Tutorial 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 the first two strands of the humanities curriculum., 20%. Report, Construct a sequential curriculum unit with assessment for the final two strands of the humanities curriculum and the cross-curriculum priorities., 30%. Presentation, Explain how preservice teachers devised the content for the curriculum unit, including teaching & learning strategies & assessment., 50%.

### AEB4212 Joining the Teaching 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 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:** Online 1.0 hr Tutorial 2.0 hrs The online component of this unit may consist of lecture materials, learning modules and interactive tasks.

**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:** Assignment, Group activity to respond to the perceptions of the profession, 20%. Research Paper, Developing a resume and application in response to a perceived advertised position, 30%. Assignment, Assignment analysis of Key Selection Criteria, 50%. Successful completion of this unit also requires: 1.

Satisfactory mid-year project partnership report. 2. An approved applied curriculum project plan.

### AEB4251 Understanding the Teaching Profession

**Locations:** Footscray Park, 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:** Online 1.0 hr Tutorial 2.0 hrs The online component of this unit may consist of lecture materials, learning modules and interactive tasks.

**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, Group proposal, 20%. Research Paper, Research paper, 30%. Assignment, Assignment analysis of Key Selection Criteria, 50%.

### AEB4268 Practice in Partnership 2 (ECE 0-6 Years)

**Locations:** Footscray Park, 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:** Class 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:** Exercise, Summarise the domains of the Early Childhood Graduate Standards. Summarise three quality areas of the NQS and VEYLDF (600 words), 20%. Presentation, Plan and implement in class a whole group 10 minutes experience (Peer marked) (Equiv to 300 words), 10%. Portfolio, Portfolio and interview will demonstrate readiness to join the early childhood teaching profession. (Equiv to 2100), 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.

### AED5001 Education Research Design and Methods

**Locations:** Footscray Nicholson, Footscray Park.

**Prerequisites:** Students are advised to complete 48 credit points in their course prior to enrolment in this unit.

**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:** Online 1.0 hr Seminar 6.0 hrs Tutorial 2.0 hrs Contact hours: 36 hours Standard Semester Offering Weeks 1-8 & 11-12: 2 hour Tutorial and 1 hour Online Week 7: 6 hour Seminar on a Saturday Trimester Offering Weeks 1-7: 3 hour Tutorial Also 1 x 6 hour Seminar on a Saturday, 9 x 1 hour Online

**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.

### AED5008 Evaluation

**Locations:** Footscray Park.

**Prerequisites:** EED6001 - Contemporary Issues in Education and Training

**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:** Seminar 3.0 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:** EED6001 - Contemporary Issues in Education and Training

**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:** Seminar 3.0 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, 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 Training

**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:** Seminar 3.0 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, Review of 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 Training

**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:** 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, 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.

### AED5030 Positive Education

**Locations:** Footscray Nicholson, Footscray Park.

**Prerequisites:** EED6001 - Contemporary Issues in Education and Training

**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.

### 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. Study of the nature of language teaching to younger learners, adolescents and adults 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:** Essay, Teaching contexts, 20%. Exercise, Lesson Plans, 40%. Creative Works, Curriculum-based unit plan, 40%. 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 25-day placement (equivalent to 200 hours) in an approved ESL teaching context under the supervision of an experienced supervising teacher who holds a post-graduate TESOL qualification and who has taught ESL for at least two years. Placements can be undertaken in primary or secondary schools or a variety of adult settings. Student placements should be according to the sector they intend working in. The 25 day practicum should comprise a minimum of 20 days where the student teaches planned lessons and a further 5 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. 20 days have to be spent in the classroom teaching (minimum 2 lessons of 50 minutes each per day) and 5 days have to be spent on observation.

**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:** Class 3.0 hrs Placement

**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 accompanied by the report, Pass/Fail. Essay, Planning principles, Pass/Fail. 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.

### **AEK2203 Indigenous Perspectives On Sustainability**

**Locations:**Footscray Park.

**Prerequisites:**AEK1105 - Aboriginal Traditions and Policy orAEK1204 - Aboriginal History and Political Movements

**Description:**Aboriginal Perspectives on Sustainability focuses on 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 biota. 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. The unit will 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 agency of Aboriginal people in relationships and negotiations with third parties over land and resources and the impact of climate, policy and practice on access to land, cultural practices and resources.

**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. Demonstrate an understanding of the complexities of Aboriginal access to land, cultural heritage and traditional owners; and

**Class Contact:**Class3.0 hrs

**Required Reading:**Presland, G 2004, Aboriginal Melbourne: The last 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 articles and other relevant materials on issues discussed in classes., 30%. Essay, Major essay on relevance of Aboriginal perspectives on contemporary issues of sustainable environmental management., 70%. Total effective word limit 3000 words.

### **AEK2205 Politics of Aboriginal Art**

**Locations:**Footscray Park.

**Prerequisites:**AEK1105 - Aboriginal Traditions and Policy orAEK1204 - Aboriginal History and Political MovementsStudents 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, political views and contemporary modes.

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Many urban Aboriginal artists use their art practice to affect change across their communities through the provision and delivery of community cultural development 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, survival and resistance to dominant colonial and patriarchal narratives. 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 and global Indigenous context.

**Credit Points:** 12

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

1. Analyse 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. Critique the impact and role 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 the importance of and reflect on how culturally appropriate and culturally safe urban Indigenous art projects impact and produce positive outcomes in Aboriginal communities; and
5. Argue how contemporary Indigenous art practice, in all mediums, are fundamental products and processes of Aboriginal sovereignty.

**Class Contact:**Class3.0 hrs

**Required Reading:**Readings will be available in VUC.

**Assessment:**Journal, Journal reflections (3 x entry) (1000 words), 30%. Essay, Written assessment (2000 words), 40%. Presentation, Individual presentation, 30%.

### **AEK3203 Working Ethically in Aboriginal Community**

**Locations:**Footscray Park.

**Prerequisites:**AEK1105 - Aboriginal Traditions and Policy orAEK1204 - Aboriginal History and Political Movements andAEK2203 - Indigenous Perspectives On Sustainability orAEK2205 - Politics of Aboriginal ArtAEK1105 OR AEK1204 AND AEK2203 OR AEK2205 Students enrolled in LBLA are required to have the following pre-requisites: AEK2203 OR AEK2205 Students enrolled in SBOL and NBSC are required to have the following pre-requisites: AEK2203

**Description:**This unit of study will be an introduction to ethical issues facing anyone wanting to work in Aboriginal communities. Students will be introduced to Aboriginal people's practices of working ethically in Aboriginal communities as well as the contested roles and practices of non-Aboriginal people in community and social movement settings. Students will explore: the importance of land and self-determination; how 'race' shapes lives and social experiences; and the complexities of conducting ethical solidarity, collaboration and dialogue.

**Credit Points:** 12

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

1. Identify and reflect on Aboriginal peoples' contemporary agendas including land and self-determination.
2. Critically investigate and articulate a range of ethical issues regarding 'working with Aboriginal people.'
3. Apply critical thinking and self-reflection in regards to personal narratives, interactions and social conditions.
4. Analyse the roles and practices of non-Aboriginal people in community and social movement settings.

**Class Contact:**Class3.0 hrs

**Required Reading:**Students will be provided with other relevant readings, as required.Land, Clare/2015 Decolonizing solidarity : dilemmas and directions for supporters of Indigenous struggles London/Zed Books

**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.

**Prerequisites:**AEK1105 Aboriginal Traditions and Policy; OR AEK1204 Aboriginal History and Political Movements

**Description:**Aboriginal groups and Indigenous Peoples globally are challenged by development, climate change and globalisation. How might Indigeneity be asserted to ensure an equitable and respected place in a 'multicultural', globalised context? In this unit students will investigate the links between Aboriginal and Torres Strait Islander rights colonisation and globalisation. They will also consider how global citizens might practice solidarity with Indigenous movements to address issues that impact all communities. Students will build on prior learning to investigate complex issues, through multi-discipline group work.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:  
1. Investigate the colonial and global systems and structures that impact Aboriginal people and their rights in Australia;  
2. Integrate and manage their own discipline-specific practices, responsibilities and accountabilities within a diverse group;  
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 consistent with Aboriginal worldviews in socially and culturally diverse settings

**Class Contact:**Class3.0 hrs

**Required Reading:**Readings will be made available via VUCollaborate.

**Assessment:**Report, Briefing Note, 20%. Report, Report and Group presentation, 40%. Presentation, Advocacy Paper and Group presentation, 40%. 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:**Nil.

**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 see 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. Brain storm and evaluate solutions to real-life problems;
2. Evaluate and discuss different theoretical approaches to discovering problems worth solving;
3. Collaboratively devise and apply creative strategies combining these theoretical approaches and
4. Illustrate how ideas evolve through testing desirability, feasibility and viability.

**Class Contact:**Class3.0 hrs

**Required Reading:**Ash Maurya, 2012 2nd ed Running Lean: Iterate from Plan a to a Plan that Works O'Rielly Media, Inc, Also used in AEN2002.

**Assessment:**Portfolio, Portfolio of Lean Canvases (3 parts), 30%. Journal, Praxis Reflective Journal (3 parts), 45%. Presentation, Group presentation, evolution of ideas informed by action and theory., 25%.

### **AEN2002 Solution Validation**

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**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. Collaboratively design, test and modify a MVP (Minimum Viable Product) through at least two iterations;
2. Evaluate a startup value proposition using 'validation' processes;
3. Justify evidence-based decision-making to manage business risks and consequences; and
4. Argue the potential of the startup value proposition in a pitch-style presentation.

**Class Contact:**Class3.0 hrs

**Required Reading:**Ash Maurya, 2012 2nd Running Lean: Iterate from Plan a to a Plan that Works O'Rielly Media, Inc, also used in AEN2001

**Assessment:**Portfolio, Portfolio Item 1: Steps to Minimum Viable Product (MVP)., 15%. Portfolio, Portfolio documenting the development of the Minimum Viable Product (MVP) (2 parts), 30%. Journal, Praxis reflective journal (3 parts), 30%. Presentation, Pitch-style, group presentation arguing the potential of the startup value proposition to make a positive impact in a sustainable fashion., 25%.

### **AEN3001 Storytelling for Impact**

**Locations:**Footscray Park.

**Prerequisites:**AEN2002 - Solution Validation

**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:** Class 3.0 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:** AEN3001 - Storytelling for Impact

**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,

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:** Class 3.0 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, and adult learning theories, frameworks, principles and approaches relevant to this environment. Participants will address the critical elements of quality teaching and learning grounded in contemporary evidence-based 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 and learning contexts and modes of delivery are explored. 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 workshop

**Required Reading:** Recommended readings will be advised in the VU Collaborate space for this unit. There is no required textbook for this unit.

**Assessment:** Assignment, Observation activity: provide constructive feedback, and analyse and reflect on impact (1,000 words), 25%. Review, Critique observations of teaching through adult learning theories (1,500 words), 30%. Portfolio, Critical reflection of own teaching using a scholarly approach to justify changes to lesson plans (2,000 words), 45%.

### 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 examine evidence-based pedagogic literature, think more deeply about the role of an educator, and to engage in a systematic and evidence-based investigation of teaching and learning practice in order to improve practice. Students will develop a proposal to undertake an evidence-based approach to improve their teaching practice. The unit supports the consideration of ethical aspects of both evaluating teaching and making improvements to practice.

**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 their educational practice;
2. Source and use evidence-based literature to inform improved practice related to this issue in a variety of contexts;
3. Design a detailed educational investigation based on your systematic review of the literature and ethical principles; and
4. Develop ethically appropriate data collection instruments.

**Class Contact:** Online 3.0 hrs Workshop 3.0 hrs

**Required Reading:** There are no required texts for this unit. Links to recommended readings and resource will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Assignment, Learning and teaching issue (Part 1) (20%) Peer-review (Part 2) (20%), 40%. Report, Proposal: Educational investigation and dissemination, 60%. The 2 parts of the first assignment are interconnected: students

develop a multi-faceted description of an issue (Part 1), then provide colleagues with feedback via the review (Part 2).

### 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:** AET4002 - Curriculum Design and Student Assessment

**Description:** This unit builds upon participant knowledge and skills in contemporary Learning Design. Participants will investigate, design and develop blended learning in a tertiary setting using an inquiry-led approach. They 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 examine 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 and review a constructively

aligned blended learning product informed by pedagogical design and incorporating digital learning tools; and 4. 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, 20%. Report, Propose and justify a blended learning design, 25%. Project, Create and peer review a blended learning product (2 Parts), 55%.

### 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%.

### 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:** Class 3.0 hrs

**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 economic 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 and their governing bodies 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 project designs in a specific social and cultural context; and
3. Review and construct key components of a project design..
4. Integrate contemporary technology in project design.

**Class Contact:** Class 3.0 hrs

**Required Reading:** Links to recommended readings and resources for this unit will be provided to students via VU Collaborate.

**Assessment:** Report, Participatory situation analysis, 30%. Exercise, Design a proposed project, 30%. Project, Complete key components of design for a specified project, 40%.

### ASA3023 Theory and Practice of International Development

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** We live in a world of extraordinary global inequality, both in terms of access to resources and in terms of power. Why extreme poverty occurs and why some countries experience poverty on a scale so much larger than others are key global questions today. The global disparities of resources and power shape the major social issues today, such as climate change or the way work and global production is organised. This unit examines the forms of global disparities today, how nation-states, NGOs, civil societies and corporations are shaping and contesting these, and how these issues have been studied in the discipline of international development.

**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. Collaboratively appraise and compare the role of key actors in international development, including nation-states, non-government organisations and intergovernmental organisations.

**Class Contact:** Class 3.0 hrs

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

**Assessment:** Test, Online quiz, 15%. Essay, Written essay, 50%. Report, Written report and group presentation, 35%.

### 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:** Seminar 2.0 hrs

**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%.

## ASA5004 Engaging Communities for Sustainability

**Locations:** Footscray Park.

**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:** 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:** Presentation, Class presentation / Written report on references. Introducing readings, preparing discussion points and learning 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%.

## 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, Reflective review of article(s) on a specified topic on gender and human rights., 25%. Presentation, Group presentation on allocated weekly topic plus post presentation reflection., 25%. Essay, Individual essay on one a contemporary question or issue in gender and human rights., 50%.

### 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 These classes may be scheduled as intensive workshops depending on student demand.

**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.

### 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:** Seminar 2.0 hrs

**Required Reading:** Links to texts for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:** Journal, Responses to issues explored in first 4 sessions in the readings., 15%. Review, A critical review of an event, campaign, field activity or equivalent presented in a new media format with an explanatory note and viewed by class., 40%. Essay, A critical essay answering a specific question in relation to the range of themes and issues covered in the course, 45%.

### 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:**Seminar 2.0 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:**Seminar 3.0 hrs Two 3hr seminars held on six Saturdays (fortnightly).

**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 Butterworths 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:**Seminar 2.0 hrs

**Required Reading:**Archer, 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 .

### ASA6003 Research Thesis (Part 1)

**Locations:**Footscray Nicholson, Footscray Park.

**Prerequisites:**AAA5002 - Research Methods Students must have a distinction or above in AAA5002 Research Methods in order to undertake ASA6003 Research Thesis (Part 1).

**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, digital media or communications. 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).

## 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. Students, undertaking creative/practical work, can include their project work with the word count. This is an opportunity for learners to demonstrate they are able to conduct ethical studies in the domains of field, practical/creative, communications 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 embedded in a community of practice.

**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:** Seminar 2.0 hrs 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:** Exercise, Field activity proposal (1,500 words), 30%. Journal, Learning journal (2,500 words), 20%. Assignment, Community Based Project Research Project proposal and plan. (4,000 words), 50%.

## 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:** Seminar 2.0 hrs 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:** Presentation, At Community Development Symposium, 25%.

Performance, End-of-project evaluation from the agency supervisor., 20%. Report, Community-Based Research Report. (5 - 6000 words), 55%.

### ASC2005 Change and Community Justice

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit will build your knowledge by considering how theoretical frameworks that link to Youth Work and Community Justice work can be applied to our understanding of service users. The unit will use the context of culture, socio economic status, family, education and employment to build a greater conceptual understanding of why particular groups of people are so marginalised that they engage in a range of activities outside of community norms. Current Youth Work, Community Development and Criminal Justice graduates need to be able to develop strong theoretical frameworks that drive their practice and this subject will enable that foundation to be built. Community practitioners must also be strong advocates for the human rights of their service users and reject social practices that often result in further marginalisation of the most vulnerable. It is particularly important that youth, community development and community justice workers are working with young people and other service users in the context of the rapid economic changes that they are experiencing across the world. The unit will contribute to a better understanding of the changing landscape of the global economic environment and the resultant impacts on the most vulnerable.

**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 young people and community service users' opportunity and aspirations;
2. Analyse current global trends and research work that is focusing on marginalised communities and their ability to participate in civil society;
3. Explore strategies that enable youth, community development and community justice workers to understand the diversity of people and their marginalisation;
4. Evidence an understanding of the theoretical foundation of human rights and how it drives community worker practice seeking to change the community discourse on the most vulnerable of our community.

**Class Contact:** Class 3.0 hrs

**Required Reading:** Texts will be provided on VU Collaborate

**Assessment:** Case Study, Part A: Write a case study that details a marginalised community., 30%. Case Study, Part B: Explore the reasons for the marginalisation of that community and the impact of global economic change., 30%. Portfolio, Consider how your professional role can contribute to building individual and community change., 40%. Effective total 3000 words.

### ASC3007 Research in the Community

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit introduces students to action-based research in youth, and community-focused 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, criminal justice, restorative and professional practice debates.

**Class Contact:** Class 3.0 hrs

**Required Reading:** Readings will be provided via VU Collaborate.

**Assessment:** Literature Review, A review of relevant vocational literature, 20%.

Literature Review, A review of relevant vocational literature, 40%. Research Paper, A development of a research paper in the vocational area, 40%.

### ASC3095 Conflict Resolution in Groups and Communities

**Locations:** Footscray Park.

**Prerequisites:** Nil

**Description:** This unit of study explores how a community development framework of practice can build more inclusive communities. Through discussion and analysis, experiential exercises, role-plays, and problem-solving tasks the unit of study aims to develop student skills and understanding of how to build the capacity of a community, in particular communities that have disparate elements such as a wealth divide, cultural diversity, generational differences, families and the elderly. Using a case study approach on a community the unit will utilise theories such as social inclusion, social capital and community advocacy and participation with the principles and practices of community development. The unit will consider the processes that can be utilised to build an inclusive community by also looking at a number of local communities.

**Credit Points:** 12

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

1. Analyse key theoretical and practical frameworks on social inclusion, advocacy and social capital; 2. Appraise structural, systemic, and political frameworks of fractured and dysfunctional communities; 3. Critically review a broad range of community programs, actions and strategies; 4. Assess the suitability of community development program responses; 5. Exhibit reflective skills in writing.

**Class Contact:**Class3.0 hrs

**Required Reading:**Miall, H, Ramsbotham, O & Woodhouse, T 2011, 2nd edn, Contemporary conflict resolution, Cambridge, UK: Polity Press.

**Assessment:**Report, Report reflecting on a case study of a community., 30%. Presentation, Peer review of community development theory and practice used in the report., 20%. Report, Develop a range of community development programs for across the age span suited to the Community case study., 50%.

## ASL2002 Criminal Justice Systems 2

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**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 Courts, Drugs Court and mediation programs. The aim is to consider firstly how these approaches have a range of impacts that may include lowering recidivism rates, engaging community involvement and secondly 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 criminal justice sentencing  
2. Evaluate the impact of alternative justice strategies  
3. Explore the benefits of criminal justice diversion programs particularly as an intervention with young adults.

**Class Contact:**Class3.0 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, 30%. Essay, Analyse the benefits of alternative community justice strategies (2,000 words), 40%. Test, Multiple Choice, 30%.

## 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 evidence and critical thinking within ethical practice. What techniques are deployed by individuals in the context of ethical decision-making? Students will apply ethical frameworks and concepts to real-world dilemmas and present their case.

**Credit Points:** 12

**Learning Outcomes:**On successful completion of this unit, students will be able to:  
1. Demonstrate a foundational understanding of ethical frameworks and theories

that underpin professional practice in criminal justice contexts; 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.

**Class Contact:**Class3.0 hrs

**Required Reading:**Readings are listed in the unit outline, available in the Library Reserve and on VU Collaborate

**Assessment:**Test, 1 x 2 Multiple Choice tests 15 % each, 30%. Essay, Analyse ethical and moral perspectives related to criminal justice, 30%. Exercise, A review of a case and present (Report, Debate and Presentation on the findings), 40%.

## ASN2001 Cross Media Practice

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**The ways in which audiences engage with narratives is changing due to developments in media distribution and technological convergence. Media narratives are interwoven across platforms and devices and are experienced in a combination of real and virtual environments. In turn, target audiences and fans actively participate in, share, create, curate and influence these narratives. In this unit, students will investigate transmedia production, narratives, and 'story worlds' and analyse the use, impact and potentials of participatory culture and user engagement.

**Credit Points:** 12

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

1. Analyse the use of media platforms in association with cross media narratives;
2. Conceptualise effective cross media project plan to engage with a target audience;
3. Present and appraise project pitches that exhibits industry cross media practice;
4. Utilise a range of media platforms in the planning and creation of cross media projects.

**Class Contact:**Class3.0 hrs

**Required Reading:**Required reading is provided to students via VU Collaborate.

**Assessment:**Research Paper, Case study analysis of cross media practice, 20%. Assignment, Project proposal, 30%. Creative Works, Cross Media Project Teaser, 30%. Presentation, Pitch presentation, 20%.

## 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:**Class3.0 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:**Online.

**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:** Online 3.0 hrs

**Required Reading:** Students will be provided with weekly material on VU Collaborate to support the curriculum.

**Assessment:** Assignment, Career plan (500 words), 20%. Journal, Reflective journal (800 words), 30%. Portfolio, Online digital portfolio, 50%. 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 post production techniques through research and written reflection, connecting to practice.
2. Evaluate the workflow for specific areas of post-production;
3. Apply audio post techniques to produced project work; and
4. Apply picture post techniques to produced project work.

**Class Contact:** Class 3.0 hrs

**Required Reading:** Students will be provided with weekly material on VU Collaborate to support the curriculum. Dion Scoppettuolo, Paul Saccone, August 14, 2018 2018 The definitive guide to DaVinci Resolve 15: Editing, Color, Audio and Effects Blackmagic Design

**Assessment:** Essay, Analysis of applied post production techniques, 30%. Creative Works, Post production of produced audio exercise and written reflection, 30%. Creative Works, Post production of produced picture exercise and written reflection, 40%.

### ASN2005 From Concept to Production

**Locations:** Footscray Nicholson, Footscray Park.

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**Prerequisites:** Nil.

**Description:** This unit focuses on the ideation, development cycles and delivery of innovative music video 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;
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.

**Class Contact:** Class 3.0 hrs Workshop 3.0 hrs

**Required Reading:** Readings and references relevant to the work being investigated will be posted on VU Collaborate.

**Assessment:** Assignment, Storyboard Analysis, 20%. Essay, Critical Review of Music Video Concept and Production, 40%. Creative Works, Music Video, 40%.

### ASN2006 Cinematography

**Locations:** Footscray Park.

**Prerequisites:** ACM1006 - Digital Sound and Video

**Description:** The unit explores the area of cinematography through practical workshops, in the areas of visual storytelling, camera operation and movement, lighting, exposure and measurement. Students are provided the opportunity to undertake practice that reflects industry practice and standards. Underpinning the practical focus is an emphasis on the theoretical knowledge and critical thinking associated with the field of cinematography.

**Credit Points:** 12

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

1. Analyse the various aspects and techniques associated with cinematography
2. Compose videos that utilise various cinematography techniques
3. Experiment with the implementation of cinematography lighting techniques
4. Coordinate the planning required for professional cinematography

**Class Contact:** Class 3.0 hrs

**Required Reading:** In addition to the required text, additional reading materials will be provided on VU Collaborate. Blain Brown/2016 3 Cinematography: Theory and Practice New York/Routledge

**Assessment:** Essay, Analysis of applied cinematography techniques, 15%. Creative Works, Minor cinematography exercise, 35%. Creative Works, Major cinematography exercise, 50%.

### 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:** Class 3.0 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 will be able to:

1. Analyse and evaluate a screen media brief from an external client
2. Undertake the pre-production and production requirements for a specific screen media project
3. Anticipate and resolve the legal and business requirements for a specific screen media project
4. Deliver a screen media project according to an external client brief

**Class Contact:** Class 3.0 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:** Class 3.0 hrs

**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, 45%. Review, In class test, 35%.

### 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:** Class 3.0 hrs

**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.

**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:** Class 3.0 hrs

**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.

**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:** Class 3.0 hrs

**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%.

### 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:** Class 3.0 hrs

**Required Reading:** Required texts will be made available on VU Collaborate.

**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:**Class3.0 hrs

**Required Reading:**Jillson 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 LB LA 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:**Class3.0 hrs

**Required Reading:**Jorgensen, 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:**The unit provides an opportunity for students to develop and apply the skills of policy analysis and critique to current 'real world' policy issues. It 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 are shifting 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, urban planning and emerging themes. Through these case studies, attention is directed to the categorisation of individuals and the processes through which they are treated as objects and objectives of government and how social identities become attached to specific social policy formulations.

**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:**Class3.0 hrs

**Required Reading:**Provided via VU Collaborate.

**Assessment:**Review, Analyse key concepts in policy analysis, 25%. Case Study, Contextualize a selected policy within a broader policy, 45%. Exercise, Response to questions, 30%.

### 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. Interrogating the claim that both normality and deviance are 'managed', students are introduced 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 explore normality and deviance in popular culture, and through medicalisation and crime and justice.

**Credit Points:** 12

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

1. Analyse processes through which individuals and groups are constructed as 'deviant'. 2. Appraise key sociological approaches to the study of deviance and social control. 3. Critically reflect upon sociological approaches to deviance by relating these to contemporary examples.

**Class Contact:**Class3.0 hrs

**Required Reading:**The readings and other material for the unit available via VUCollaborate.

**Assessment:**Exercise, Exemplify knowledge of key concepts from sessions 1-3 of unit through a set of short answer questions. End of Week 1., 25%. Test, Assessing knowledge of sociological theory and concepts at mid-point. End of Week 2., 15%. Case Study, Critically evaluate a key concept from the sociology of deviancy drawing upon a current example. End of Week 3., 40%. Portfolio, Tutorial portfolio (500 words) Written summary map and short presentation. End of Week 4., 20%.

### 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 a critical awareness of the contingency of identity;
2. Deconstruct 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:** Class 3.0 hrs

**Required Reading:** Readings are available via VU Collaborate.

**Assessment:** Literature Review, Review of readings, 25%. Essay, Write an academic essay based on questions on essential readings. Students select one question., 50%. Exercise, Respond to four questions. Each question is based on an essential reading prescribed for the week., 25%.

### 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 individually and as a team the complex layers of influence on the past and present African socioeconomic trends in the context of other developing regions;
2. Critically evaluate cases of development and social change planning and implementation;
3. Appraise past and present trends in Australia's engagement with Africa; and
4. Explain as a team Africa's position in the global socioeconomic, environmental, security and other aspects of world affairs.

**Class Contact:** Class 3.0 hrs

**Required Reading:** Readings and other resources will be provided on the VU Collaborate site.

**Assessment:** Essay, Essay Plan and Introduction, 15%. Essay, Theoretical essay on a set topic drawn from one of the weekly session topics (1200 - 1500 words), 25%. Test, Online quiz, 30%. Poster, Poster presentation on comparative trends in development between an African and another developing region (500 words), 30%.

### 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:** Class 3.0 hrs

**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:** Class 3.0 hrs

**Required Reading:** To be advised.

**Assessment:** Exercise, Short answer preliminary exercise in class, 20%. Report, Tutorial presentation and research report (750 words), 30%. Essay, Major essay (2000 words), 50%.

### 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 studies social policy from a global perspective. That is, it considers how policy decisions that are made in nation-states, in areas such as health, welfare and work are shaped by broader global contexts. In some cases this is because key international agencies such as the United Nations or the World Bank

are very significant in making policy decisions. In other scenarios it might relate to the ways ideas spread between different nation-states, or the role of non-governmental organisations or corporations in shaping the policies governments make. The primary focus is on policy making in the post-colonial states.

**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 post-colonial states; and
3. Critique the role of global and local actors and agencies in the construction of social policy.

**Class Contact:** Class 3.0 hrs

**Required Reading:** Reading pack available

**Assessment:** Annotated Bibliography, Report abstract and Plan, 10%. Report, Social Policy Report, 40%. Journal, Written Responses (4), 30%. Presentation, Group Presentation, 20%.

### 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. This includes an examination of the ways in which class, racial and gender identities are constituted within a field of social differences and power.

**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 problems; and
3. Reflect on the utility of political sociology as a way to understand social 'problems'.

**Class Contact:** Class 3.0 hrs

**Required Reading:** Reading pack available.

**Assessment:** Examination, Take home exam interpreting a key theoretical frameworks, 20%. Presentation, Tutorial presentation and report, 30%. Essay, A reflective essay drawing on the concepts from political sociology to assess specific social and political issues., 50%.

### 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. Contextualise the different forms of contemporary migration;
2. Critically 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 diversity and identity.

**Class Contact:** Class 3.0 hrs

**Required Reading:** Readings are available via VU Collaborate.

**Assessment:** Essay, Critically discuss a key question in the migration literature., 25%. Report, Interview and case study of an individual migration experience., 45%. Journal, Reflection on readings., 30%.

### ASX5000 Study Tour

**Locations:** Footscray Park.

**Prerequisites:** Completion of an Undergraduate degree

**Description:** This unit is designed for students undertaking an approved postgraduate program in a number of Colleges within the Cluster of Sustainable Industries and Liveable Cities. 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 coordinators in respective Colleges.

**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 a good understanding of a particular theoretical framework and/or practical skills through cultural lens;
3. Critically commentate upon the role of culture in ethical decision making or problem solving; and
4. Persuasively advocate their recommendations in both written and oral form to socially and culturally diverse audiences.
5. 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;
6. Develop analytical skills to probe, critically review, decode and evaluate culturally significant objects;

**Class Contact:** Study tour. 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:** Students will be provided with an up to date reading list via the VU Collaborate system.

**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 summarising key learning acquired from study tour, linking community development theories and principles, 50%.

### 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 collaboratively advocate for young people with all abilities.

**Class Contact:** Class 3.0 hrs

**Required Reading:** Links to recommended texts for this unit will be provided to students via the Learning Management System (VU Collaborate).

**Assessment:** Test, Complete a quiz based on the History of Disability, 20%. Report, Written report on a Disability Access and Inclusion policy or plan, 50%. Presentation, Research and present on a disability or impairment and present your work to your peers, 30%.

### ECE2001 Practice in Partnership 1

**Locations:** Footscray Park.

**Prerequisites:** ECE2003 - History, Philosophy and Early Childhood Education ECE2004 - Engaging with Place through Rethinking Childhoods and Development ECE2005 - Engaging with Place through Play

**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:** Class 3.0 hrs Online 3.0 hrs Also 15 day placement: Week 1: 3 days Weeks 2-4: 4 days

**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, St Albans.

**Prerequisites:** ECE2003 - History, Philosophy and Early Childhood Education ECE2004 - Engaging with Place through Rethinking Childhoods and Development ECE2005 - Engaging with Place through Play

**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 3-5 years (10 days in the 3-5 age group).

**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:** Class 3.0 hrs Online 3.0 hrs Also 10 day placement over weeks 2-4 Note for timetablers: one group was offered as all in class.

**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, 30%. Exercise, An in class exercise analysing the current debates about readiness and transition, 30%. Project, Create a pedagogical documentation and generate a Planning Cycle informed by (EYLF/VEYLDF) in response to the documentation, 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:** Class 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., 15%. Essay, Essay drawing on central themes of the unit., 50%. Presentation, Presentation linking theory to key questions and problems., 35%.

## ECE2004 Engaging with Place through Rethinking Childhoods and Development

**Locations:** Footscray Park, St Albans.

**Prerequisites:** ECE2003 - History, Philosophy and Early Childhood Education ECE2005 - Engaging with Place through Play

**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 (this is a half-day Project Partnerships placement - a hurdle requirement). 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:** Class 3.0 hrs Also 1/2 day placement every Tuesday

**Required Reading:** Links to required texts will be available via VU Collaborate.

**Assessment:** Exercise, Professional Conversations and blog reflections Part A, 20%. Exercise, Professional Conversations and blog reflections Part B, 20%. Exercise, Professional Conversations and blog reflections Part C, 20%. Essay, Pedagogical Narration, 40%. Hurdle Requirement: A satisfactory completion of Project Partnership report (Ungraded).

## ECE2005 Engaging with Place through Play

**Locations:** Footscray Park.

**Prerequisites:** ECE2003 - History, Philosophy and Early Childhood Education

**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:** Class 3.0 hrs Also 1/2 day placement every Tuesday

**Required Reading:** Links to recommended texts for this unit will be provided via VU Collaborate.

**Assessment:** Assignment, Draft Play Event, 30%. Assignment, Final Play event, 30%. Exercise, Blog Postings, 40%.

## ECE2006 Materiality in Early Childhood: Visual and Creative Arts

**Locations:** Footscray Park, St Albans.

**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:** Class 3.0 hrs Online 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 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:** Class 3.0 hrs Online 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, 30%. Assignment, Read and analyse a specific set of literature assigned focussed on moving with young children, 35%. Project, Create a curricular experience based in the conceptual idea of moving with young children; present through e-portfolio presentation, 35%.

### ECE2008 Music, Movement and Dramatic Arts

**Locations:**Footscray Park, St Albans.

**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 multi-disciplinary 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:**Class3.0 hrsOnline3.0 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:**Class3.0 hrsPlacement will occur in week three of the block.

**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 equal, 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:**Class3.0 hrs

**Required Reading:**Links to the required texts will be available in VU Collaborate.

**Assessment:**Presentation, Articulate your current philosophy of leadership, underpinned by relationships with peers, families and communities., 30%. Assignment, Paper that articulates leadership of an early childhood setting through an activist frame., 40%. Assignment, Video that discusses how the image of the teacher influences the role and actions of administration., 30%.

### ECE3003 Practice in Partnership 3

**Locations:**Footscray Park.

**Prerequisites:**ECE2001 - Practice in Partnership 1ECE2002 - Practice in Partnership 2ECE2003 - History, Philosophy and Early Childhood EducationECE2004 - Engaging with Place through Rethinking Childhoods and DevelopmentECE2005 - Engaging with Place through Play

**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 VEYLDF 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:**Class3.0 hrsOnline3.0 hrsAlso 15 day placement which also extends over block 4.

**Required Reading:**Links to other relevant texts will be available via VU collaborate. McArdle, F, Gibson, M & Zollo, L 2015 Being an early childhood educator: bringing theory and practice together Allen & Unwin, Sydney

**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:** In 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:**Class3.0 hrsOnline5.0 hrs

**Required Reading:**Links to required texts will be available in VU Collaborate.

**Assessment:**Essay, Policy analysis, 30.0%. Portfolio, Building inclusive practices, 50.0%. Presentation, Listening practices, 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 unit 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. Critically analyse 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 and actively contribute in pedagogical and curriculum based in responses 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:**Class3.0 hrs

**Required Reading:**Links to required texts will be available via VU Collaborate.

**Assessment:**Assignment, Writing assignment focussed on the rights of the child, 30%. Project, Design curriculum based in responsive teaching practices that support inclusion, equity, and diversity, 35%. Assignment, Articulate an understanding of social justice connecting to early childhood policy and teacher as activist reflective practitioner, 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 multi-disciplinary 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, which incorporate movement.
3. Contextualise math, science, and technology in relationship to the changing nature of education in an evolving local and global context.

**Class Contact:**Class3.0 hrs

**Required Reading:**Links to required texts will be available via VU Collaborate.

**Assessment:**Assignment, Writing assignment analysing current influences on maths, science, and technology in the Early Childhood setting, 30%. Creative Works, Create a short digital presentation, using place to describe one of the languages (maths, science, technology), 35%. Project, Integrating languages of maths, science, technology, create a sequence of early childhood experiences reflective of early childhood age span., 35%.

### ECE3007 Practice in Partnership 4

**Locations:**Footscray Park.

**Prerequisites:**ECE2001 - Practice in Partnership 1ECE2002 - Practice in Partnership 2ECE2003 - History, Philosophy and Early Childhood EducationECE2004 - Engaging with Place through Rethinking Childhoods and DevelopmentECE2005 - Engaging with Place through PlayECE3003 - Practice in Partnership 3

**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:** Class 3.0 hrs Online 3.0 hrs Also 30 day placement which also extends over block 4.

**Required Reading:** Links to other relevant texts will be made available via VU Collaborate. McArdle, F, Gibson, M & Zollo, L 2015 Being an early childhood educator: bringing theory and practice together Allen & Unwin, Sydney

**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:** Footscray Nicholson, 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:** Placement Tutorial 3.0 hrs WIL requirements is 30 days of placement in each semester.

**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:** Footscray Nicholson, 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:** Placement Tutorial 3.0 hrs WIL requirement is 30 days of placement in each semester.

**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:** Footscray Nicholson, 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:** Placement Tutorial 3.0 hrs WIL requirement is 30 days each semester.

**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:** Footscray Nicholson, 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:** Placement Tutorial 3.0 hrs WIL requirement is 30 days of placement per semester.

**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:** Footscray Nicholson, 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:** Placement Tutorial 3.0 hrs WIL requirement is 30 days of placement in each semester.

**Required Reading:** Links to other relevant texts will be made available via VU Collaborate. McArdle, F, Gibson, M & Zollo, L 2015 Being an early childhood educator: bringing theory and practice together Allen & Unwin, Sydney

**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:** Footscray Nicholson, 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:** Placement/Tutorial 3.0 hrs/WIL requirement is 30 days of placement in each semester.

**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:** Footscray Nicholson, 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:** Placement/Tutorial 3.0 hrs/WIL requirement is 30 days of placement in each semester.

**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:** Footscray Nicholson, 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:** Placement/Tutorial 3.0 hrs/WIL requirement is 30 days of placement in each semester.

**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.

### ECP3101 Junior Secondary Curriculum and Pedagogy

**Locations:** Footscray Park.

**Prerequisites:** EEC2101 - Engaging Students: High Expectations for All/EEC2102 - Teaching Primary Mathematics 2/EEC2103 - Teaching Primary Science/EEC2104 - Creativity and the Arts/Satisfactory completion of Year 2 primary school practicum.

**Description:** This unit incorporates professional experience in Secondary schools, which will form part of the assessment. The unit provides pre-service teachers 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. Plan for, and critically reflect on the teaching of their particular discipline specialisation/s in supervised teaching practice.

**Class Contact:** Class 3.0 hrs/Workshop 2.5 hrs/One week placement. Placement week of block may change as it is dependent on partnership calendar.

**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%.

## ECP3102 Secondary Specialisation Assessment and Reporting

**Locations:** Footscray Park.

**Prerequisites:** EEC2101 - Engaging Students: High Expectations for All EEC2102 - Teaching Primary Mathematics 2EEC2103 - Teaching Primary Science EEC2104 - Creativity and the Arts Satisfactory completion of Year 2 primary school practicum.

**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. PSTs will develop their skills and understanding by engaging in the complete cycle of assessment within the class. They develop skills of collaboration when evaluating and analysing student data to improve future learning outcomes for students in their specialisations, as well as feedback and reporting methods. PSTs will also engage in moderation procedures of sample assessments in their specialisation area as well as reflecting on their own learning for improving assessments using a variety of education models. 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. Evaluate diagnostic 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:** Class 3.0 hrs Workshop 2.5 hrs One Week Placement. Placement week of block may change as it is dependent on partnership calendar.

**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, Draft assessment task for feedback, 20%. Exercise, Assessment task and data evaluation and feedback, 40%. Project, Reflection and critique assessment practices, 40%.

## ECP3103 Senior Secondary Curriculum and Pedagogy

**Locations:** Footscray Park.

**Prerequisites:** EEC2101 - Engaging Students: High Expectations for All EEC2102 - Teaching Primary Mathematics 2EEC2103 - Teaching Primary Science EEC2104 - Creativity and the Arts Satisfactory completion of Year 2 primary school practicum.

**Description:** This unit incorporates professional experience in Secondary schools, which will form part of the assessment. 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. PSTs will focus on engaging their peers in a student-centred learning environment in order to practice innovative and engaging pedagogies for senior secondary students. PSTs 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

2. Analyse 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 at senior secondary levels in their specialisation area, and the role of differentiation in developing effective teaching plans.
4. Design, trial and evaluate a sequence of lessons which employ a range of teaching resources, strategies, and approaches to assessment that support inclusive student participation and engagement at the senior secondary level
5. Evaluate relevant assessment strategies including, informal and formal, diagnostic, formative and summative and how these approaches can be applied to assess senior secondary students' learning.
6. Demonstrate capacity to plan and implement lesson sequences at the senior level, to differentiate learning and determine students' knowledge using formative and summative assessment.

**Class Contact:** Class 3.0 hrs Workshop 2.5 hrs One week placement. Placement week of block may change as it is dependent on partnership calendar.

**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 Senior Secondary pedagogies, 30%. Report, Series of lesson plans including relevant assessment, 40%. Presentation, Peer Presentation of a SAC, 30%.

## ECP3104 Innovations in Secondary Curriculum and Pedagogy

**Locations:** Footscray Park.

**Prerequisites:** EEC2101 - Engaging Students: High Expectations for All EEC2102 - Teaching Primary Mathematics 2EEC2103 - Teaching Primary Science EEC2104 - Creativity and the Arts Satisfactory completion of Year 2 primary school practicum.

**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. PSTs will collaborate with their peers to determine major challenges within their specialisation areas, and identify potential innovative solutions to these. PSTs will seek input from end users (school students, teachers), experts, and entrepreneurs to assist them in developing a prototype of an innovation which can be applied in their specialist areas to improve student learning outcomes. PSTs will present their ideas to the class and the broader community and may implement their innovation in schools or other educational settings. 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 innovation, 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:** Class 3.0 hrs Workshop 2.5 hrs One week placement. Placement week of block may change as it is dependent on partnership calendar.

**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, Description of educational challenge and brief literature review,

20%. Project, Prototype of Curriculum and Pedagogy innovation, 60%. Presentation, Project pitch competition, 20%.

## 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. Demonstrate knowledge and skills to be able to relate to young people with AOD use including methods of effective communication and, workplace protocols and procedures. Make evidence based judgments to assess plan treatments and recommend therapeutic interventions;
4. Interrogate methods of Youth Work practice that are appropriate to be used in a range of AOD that are aligned with the Youth Work Professions Code of Ethical Practice and key stakeholder views.

**Class Contact:**Class3.0 hrs

**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:**Test, Test, 10%. Case Study, Interrogate a case related to a young person, 30%. Presentation, Group presentation, , 20%. Essay, Consider a Harm Minimisation model of professional practice, 40%.

## 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:**Class3.0 hrs

**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 Youth and Community workers encountering young people with complex attachment and trauma issues - particularly young people in therapeutic residential care settings which is a major industry employer of Youth Workers. The unit incorporates theories of attachment, trauma and the development of children and young people that can lead to complex, challenging and trauma-related presentations. A range of different frameworks, theories and models that is related to Youth and Community work practice will be explored, informing practice when working with young people in therapeutic care or the assessment of these presentations in adults with a previous out of home care experience. In addition providing a context to the presentation and behaviour of adults who have had an out of home care experience as a child. This unit will identify the particular context in which these young people live or have lived to inform good 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 risk and reporting protocols and procedures. This unit meets the elements of the following units of competency: CHCCS009 Facilitate responsible behaviour CHCMHS007 Work effectively in trauma informed care CHCPR009 Provide primary residential care 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 framework that incorporates theories of attachment, trauma and

the development of children and young people that can lead to complex, challenging and trauma-related presentations as children, adolescence and or adults; 2. Critically review theoretical models with a focus on therapeutic care when working with young people presenting with complex needs, complex trauma and attachment issues 3. Evaluate and review strategies for Youth and Community workers to identify and manage complex behaviours.; 4. Analyse 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 organisational and trauma informed care standards, workplace risk and reporting protocols and procedures.

**Class Contact:**Class3.0 hrs

**Required Reading:**Texts as suggested by the Lecturer, links will be provided on VU Collaborate

**Assessment:**Report, A report providing a justification to disclosing or not disclosing personal information to assist a positive education outcome for the young person., 30%. Test, Graded quiz, 20%. 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., 50%. Effective total of 3000 words.

## ECY3002 Professional Practice 2

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**The unit is intended as a meaningful development journey that supports students to plan for and succeed in their careers. The unit provides students with the necessary skills, knowledge and practical experiences required to progress their careers and successfully transition from education to employment. The unit focuses specifically on career planning with an emphasis on 'employability' in the context of the 21st century world of work. Career planning is supported with the development of skills in job search strategies such as resume writing, interview techniques and networking. Furthermore, students will explore non-technical employability skills that are needed to participate effectively in the workplace. Through the development of an individual framework of practice, students will have the opportunity to reflect on their academic and personal lives to recognise their values, interests and abilities that both support and challenge their transition to employment in the broad community sector and what strategies they can implement to ensure they have the competencies they need to fulfil their life and work goals. In this unit students engage in a 200-hour practical placement which may be undertaken overseas or in a local setting where, in collaboration with industry professionals, students will practice and apply their knowledge and skills in authentic work contexts. Only one of your two placement units can be done in an overseas setting.

**Credit Points:** 24

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

1. Consolidate and synthesise discipline specific knowledge and skills and demonstrate the application of these in a practical, real life setting;
2. Demonstrate an understanding of discipline specific skills, transferrable employability skills and labour-market trends to determine employment and career progression opportunities;
3. Critically reflect upon personal attributes, strengths and values as aligned to their discipline and explore the implications and opportunities these present for a successful transition to employment;
4. Demonstrate a range of career planning skills including job search strategies, resume writing, interview techniques, networking and personal marketing.

**Class Contact:**Class3.0 hrs

**Required Reading:**Sapin K, 2013 2nd Edition Essential skills for Youth Work practice Sage Publications Other readings as recommended by the lecturer.

**Assessment:**Exercise, A discussion post identifying strengths and limitations with consideration to transferrable skills., 20%. Report, A report linking values and attributes to a discipline specific career path., 40%. Portfolio, A professional portfolio including a range of self-marketing activities demonstrating readiness for transition from education to employment., 40%. In addition to the graded tasks, students are expected to complete the following components satisfactorily: 1. Work Integrated Learning Agreement 2. Placement Progression and Completion Reports 3. Attendance Record Total effective word limit for all three tasks is 5,500 words.

## EDC1000 Academic and Professional Learning

**Locations:**Footscray Nicholson, Werribee.

**Prerequisites:**Nil.

**Description:**In this unit you will 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 the arts and 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:**Class3.0 hrsTutorial2.0 hrs

**Required Reading:**A list of readings will be provided via VU Collaborate.

**Assessment:**Creative Works, Presentation, 30%. Project, Planning, participating in and reflecting on class production, 45%. Essay, Case and commentary essay, 25%.

## EDC1001 Sociological Orientation to Education

**Locations:**Footscray Nicholson, Werribee.

**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. Describe and analyse social factors impacting on students' learning and development from contrasting theoretical perspectives; 4. Analyse and critically evaluate two theoretical accounts of the role of education in society and social factors impacting on education.

**Class Contact:** Class 3.0 hrs 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:** Assignment, Photo Commentary, 20%. Exercise, Compare and contrast two sociological theories, 20%. Essay, Argumentative essay, 40%. Presentation, Debate applying a sociological theory to an education issue, 20%.

### EDC1004 Investigating STEM Education

**Locations:** Footscray Nicholson, Werribee.

**Prerequisites:** Nil.

**Description:** The aim of this unit is to prepare students to become confident and successful teachers of Science, Technology, Engineering and Maths (STEM). This unit focuses on developing the content and pedagogical knowledge required for teaching STEM through a problem-based approach that develops your confidence, creativity, and communication skills. The STEM content is reflective of the Victorian Curriculum and "Big Ideas of Science". Throughout this unit you will be provided with opportunities to develop an understanding of the role of STEM in everyday life and familiarise yourself with the core ideas and practices that scientists, technologists, mathematicians, engineers and teachers use in creating knowledge about the world. By participating in hands-on and minds-on pedagogies, you will learn how to teach STEM using evidence based and engaging approaches in educational settings.

**Credit Points:** 12

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

1. Analyse and articulate the role of STEM in everyday life; 2. Demonstrate STEM knowledge at an appropriate level for application in educational settings; 3. Identify a range of effective pedagogies for STEM teaching; 4. Plan and carry out simple scientific investigations by applying scientific reasoning and evidence-based approaches; 5. Reflect on their development as STEM educators and as life-long learners; 6. Demonstrate the ability to support reasoning by the use of scientific thinking.

**Class Contact:** Class 3.0 hrs 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:** Journal, Reflections - Part A, 15%. Journal, Reflections - Part B, 30%. Workshop, Microteaching, 30%. Project, Develop STEM model, 25%.

### EDC1005 Health, Physical Activity and Wellbeing Education

**Locations:** Footscray Nicholson, Werribee.

**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:** Class 2.0 hrs Seminar 2.0 hrs

**Required Reading:** Callcott D, Miller J and Wilson-Gahan S. 2018 3rd 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., 30%. Presentation, Utilise a range of pedagogies to engage in micro-teaching of movement skills to children., 40%. Portfolio, Compilation of personal and professional learning resources and evaluations., 30%.

### EDC1006 Investigating Australian Humanities

**Locations:** Footscray Nicholson, Werribee.

**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:**Class2.0 hrsTutorial2.0 hrs

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

**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, Werribee.

**Prerequisites:**Nil.

**Description:**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. 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 students 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:**Class2.0 hrsTutorial2.0 hrs

**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:**Portfolio, Develop an eportfolio of ICT resources and reflections, 30%. Presentation, Show and tell, 20%. Creative Works, Plan create and present a digital artefact, 50%.

### EDC1008 Learning Through Literacy

**Locations:**Footscray Nicholson, Werribee.

**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:**Class3.0 hrsTutorial2.0 hrs

**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, Identification of topic for assessment 3; at least three annotated sources for use in assessment 3 (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, Werribee.

**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:**Class3.0 hrsTutorial2.0 hrs

**Required Reading:**Reys, RE, Rogers, A, Bennett, S, Cooke, A, Robson, K & Ewing, B 2017 2nd Helping children learn mathematics Wiley, Milton, Queensland 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, 25%. Report, Report on the implementation of high quality mathematical activities and resources relevant to a range of settings, 35%. Laboratory Work, Complete open book tasks on mathematical content knowledge, 40%.

### EDI3001 Rights, Advocacy and Discrimination

**Locations:** Footscray Park.

**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. 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 of professional, ethics and discrimination that may arise when working with young people of all abilities within the justice system.

**Class Contact:** Class 3.0 hrs

**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.

### EDS1001 Critical Contexts in Disability

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit of study is the first core unit undertaken in the Disability specialisation. In this unit students will be introduced to the origins and meanings of the terms 'disability', 'inclusion', 'impairment' and 'handicap'. Through the adoption of a critical lens students will be asked to evaluate key assumptions and language embodying these assumptions and their association 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? What supports are available for 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. Investigate the theories and models related to the education of people with disabilities and the resources and supports required;
3. Critically analyse their assumptions (negative and positive) and how that affects the interaction of people with disability in community and within the teaching practice;
4. The development of knowledge around support and resources available for people with disability.

**Class Contact:** Class 3.0 hrs

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

**Assessment:** Presentation, Students to create visual representation of their personal teaching philosophy., 30%. Case Study, Discuss a real life story of an individual's journey with disability and reflect on how the support has affected their lives, 50%. Presentation, Group Presentation: In small groups students will be required to present on the research related to a particular disability or impairment., 20%.

### EDS1002 Arts and Performance - Addressing Disability

**Locations:** Footscray Park.

**Prerequisites:** Students enrolled in EBST must have completed any 4 first year units.

**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:**Class3.0 hrs

**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 disability specialisation. It further develops the themes introduced in Critical Contexts in Disability. Social justice and inclusion are important themes that underpin the Disability Studies Specialisation 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, disability 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:**Class3.0 hrs

**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%. Presentation, A group debate of an issue 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:**Class3.0 hrs

**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:**Class3.0 hrs

**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, learner variation, 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 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. Analyse culture of teaching and learning.

**Class Contact:** Class 3.0 hrs

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

**Assessment:** Exercise, Develop a profile for EAL learner for a particular setting (500 words), 20%. Presentation, Presentation and discussion about principles and practices of temporary EAL teaching., 30%. Assignment, Design an English as an Additional Language learning program (1500 words), 50%.

### **EDT1002 Grammar and Linguistics for Language Teachers**

**Locations:** Footscray Park.

**Prerequisites:** Nil.

**Description:** This unit aims to help university students to develop a better understanding of the grammar and linguistic skills needed to effectively teach English. The unit introduces university students to discourse level features of language, and functional and descriptive grammars. It also covers areas such as word classes, tense and aspects of various sentence structures. The unit connects with professional experiences and supports university students to articulate and reflect on important questions related to their study. This unit will also provide university students with opportunities in which to investigate personal, school-based, theoretical and socio-cultural explanations of experiences in educational settings. In addition, university students will examine teaching and learning principles that underpin 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. Analyse, appraise and reflect on theories of language construction from a linguistic perspective including systematic functional grammar;
2. Articulate the foundations

of linguistic 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:** Class 3.0 hrs

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

**Assessment:** Essay, Academic Essay (800 words), 20%. Assignment, Language task (1100 words), 40%. Assignment, Text Analysis (1100 words), 40%.

### **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.

**Credit Points:** 12

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

1. Critically review the key theoretical frameworks related to the teaching of literacy skills to second language learners in the 21st century;
2. Analyse a variety of literacy settings and learner groups;
3. Investigate and critically reflect on the relationship between current literacy theories and methods; and
4. Articulate the changing demands for social, personal and vocational literacy skills and repertoires of second language learners and the impacts of these on lives of individuals and communities.

**Class Contact:** Class 3.0 hrs

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

**Assessment:** Exercise, Reflective piece, 20%. Essay, Academic essay, 40%. Project, Design a sequence of activities for a specific group of learners, 40%.

### **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, multilingual and multicultural settings. You will investigate the cognitive, cultural, psycholinguistic and social issues involved in bilingual, multilingual and multicultural teaching situations. 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 of safe and secure classroom environments.

**Credit Points:** 12

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

1. Implement knowledge of key concepts of 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/context; 4. Interpret and articulate special features of instructing, guiding and assessing students in heterogeneous classroom/context; and 5. Initiate ESL students' evaluations of their own strengths and weaknesses as a second language learner.

**Class Contact:**Class3.0 hrs

**Required Reading:**Contah, J. (2015) (revised 2nd edition) The EAL teaching book: promoting success for multilingual learners Los Angeles, SAGE

**Assessment:**Exercise, Reflective exercise (350 words), 15%. Case Study, Case study (600 words), 30%. Report, Applied Research Report (1200 words), 35%.

Presentation, Presentation of Applied Research (Artefact), 20%.

### EEC2101 Engaging Students: High Expectations for All

**Locations:**Footscray Park.

**Prerequisites:**EEC1101 - Personal and Professional LearningAND successful completion of the Literacy and Numeracy Test for Initial Education students. This unit is only for Education students undertaking the courses EBED, ABED and HBED.

**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:**Class3.0 hrsOne week placement. Placement week of block may change as it is dependent on partnership calendar.

**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 (2014). Teaching: challenges & dilemmas South Melbourne, Vic, Thomson.

**Assessment:**Assignment, Complete a PMI for a safe and engaging classroom., 25%. Presentation, Collaboratively construct a challenging and differentiated numeracy or literacy lesson and teach the introductory activity., 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%.

### EEC2102 Teaching Primary Mathematics 2

**Locations:**Footscray Park.

**Prerequisites:**Successful completion of the Literacy and Numeracy Test for Initial Education students. This unit is only for Education students undertaking the courses EBED, ABED and HBED.

**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 focuses on the development of 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. Review and explain curriculum 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; 3. Plan, apply and evaluate lessons that cater for the individual needs of the primary students in the group which, include student assessment and reflection strategies 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:**Class3.0 hrsOne week placement. Placement week of block may change as it is dependent on partnership calendar.

**Required Reading:**Links to relevant texts will be provided on VUCollaborate

**Assessment:**Exercise, 1A. Present a lesson., 20%. Exercise, 1B. Plan a numeracy lesson on multiplicative thinking for teaching in a primary school setting, 40%. Exercise, 2A. Open book task on Mathematical content knowledge of numeration, additive and multiplicative thinking, 20%. Exercise, 2B. Open book task on

Mathematical content knowledge of number on proportional reasoning and algebra., 20%.

## EEC2103 Teaching Primary Science

**Locations:**Footscray Park.

**Prerequisites:**EEC1101 - Personal and Professional Learning AND successful completion of the Literacy and Numeracy Test for Initial Education students. This unit is only for Education students undertaking the courses EBED, ABED and HBED.

**Description:**The aim of the unit is to prepare students to becoming successful primary science teachers by broadening their scientific and pedagogical knowledge. In doing so, the unit emphasizes enhancement of students' scientific literacy, as well as 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. Students will become acquainted with primary science educational models and resources, and some underpinning science education theories. 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. Demonstrate the ability to apply the 5E model in primary science teaching;
2. Develop skills and knowledge required for planning and conducting a scientific investigation
3. Critically analyse science curricula and lesson plans in relation to theories
4. Work collaboratively in developing professional capabilities

**Class Contact:**Class3.0 hrsLab3.0 hrsOne week placement. Placement week of block may change as it is dependent on partnership calendar. Scheduling of biology lab needs to be worked out with college as not on one of normal session days.

**Required Reading:**University students will be provided with an up-to-date reading list via the VU Collaborate system. Skamp, K.R. & Preston, C. (Ed.) (2017). 6th ed. Teaching Primary science constructively Melbourne: Cengage Learning Australia Australian Academy of Science (2015). Primary connections. Among the Gum Trees. Year 4 Biological Sciences Canberra: Australian Academy of Science

**Assessment:**Presentation, Microteaching (in pairs)., 30%. Report, Inquiry based lab report (individual)., 30%. Assignment, Case and commentary, 40%.

## EEC2104 Creativity and the Arts

**Locations:**Footscray Park.

**Prerequisites:**Successful completion of the Literacy and Numeracy Test for Initial Education students. This unit is only for Education students undertaking the courses EBED, ABED and HBED.

**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:**Class3.0 hrsOne week placement. Placement week of block may change as it is dependent on partnership calendar.

**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.

## EEC3002 Curriculum Inquiry

**Locations:**Footscray Park.

**Prerequisites:**EDS1002 - Arts and Performance - Addressing DisabilityEED2000 - Curriculum Development and ImplementationESP2001 - Making the Conditions for Learning: Ethical and Reflexive Practice

**Description:**Curriculum Inquiry is one of two capstone units in the third year of the Bachelor of Education Studies. This unit builds on the study undertaken in Curriculum Development and Implementation and Creating the Conditions for Learning: Ethical and Reflexive Practice. In this unit, you will further develop your understanding of curriculum and within this the role of pedagogy in educative programs. In order to achieve this understanding, you will examine the term pedagogy and its relationship to curriculum through models of best practice. You will construct and articulate your educational position informed by the content of this unit. On successful completion of this unit you will have acquired the necessary knowledge to be an educator in a work context.

**Credit Points:** 12

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

1. Analyse and evaluate perspectives in the theory, research and practice of education
2. Research and critically reflect on practice and communicate ideas as an educator
3. Develop educational practices for a variety of settings

**Class Contact:**Class3.0 hrs

**Required Reading:**Links to required texts will be available via VU Collaborate.

**Assessment:**Exercise, Present and discuss set article in Learning Circle. (equivalent to 500 words), 30%. Essay, Identification and discussion of pedagogy and its relationship to curriculum. (equivalent to 1,200 words), 30%. Journal, Identification of educational position with reference to discipline specific knowledge, curriculum and pedagogy. (equivalent to 1,300 words), 40%.

## EEC3003 Professional Contexts

**Locations:** Footscray Park.

**Prerequisites:** EED2000 - Curriculum Development and Implementation ESP2001 - Making the Conditions for Learning: Ethical and Reflexive Practice EDS1002 - Arts and Performance - Addressing Disability EEC3002 - Curriculum Inquiry

**Description:** Professional Contexts is a capstone unit where knowledge, capabilities and expertise is applied to a setting where education occurs. The Bachelor of Education Studies is designed to prepare the student for work as an educator in a variety of settings. This unit will provide the opportunity to apply your knowledge of curriculum, ethical considerations and specialisation knowledge in a professional context.

**Credit Points:** 12

**Learning Outcomes:** On successful completion of this unit, 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. Engage effectively in teaching teams and work collaboratively as members of a work based team;
4. Respect and value diversity and difference as a positive resource to be encouraged within the community and its organisations

**Class Contact:** Workshop 3.0 hrs WIL component is undertaken in Week 2 or 3.

**Required Reading:** Links to required texts will be available via VU Collaborate.

**Assessment:** Exercise, locate and analyse the organisations mission statement and describe an instance of its implementation. (Equiv 500 words), 30%. Case Study, Identify and describe a critical moment in learning and teaching in this context. (Equiv 1,200 words), 30%. Journal, Discuss with your mentor a critical learning and teaching moment and analyse against your educational position. (Equiv to 1,300 words), 40%.

## EEC4101 Curriculum, Assessment and Reporting

**Locations:** Footscray Park.

**Prerequisites:** Successful completion of the Literacy and Numeracy Test for Initial Education (LANTITE) for students enrolled in EBED only. This unit is only for Education students undertaking the courses EBED, ABED and HBED.

**Description:** In this unit you will engage in an exploration of curriculum, assessment and reporting in a primary school setting. 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. In addition, you will develop an ability to apply current assessment and reporting practices in your primary specialisation area to an advanced level. 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. This specialised primary knowledge will also equip you with the necessary skills to effectively implement effective expert teaching and learning strategies during your final primary placement. In this context you will engage in professional experience in a primary school. In this unit, you will demonstrate your ability to organise content into effective teaching sequences in a primary setting. Through the lens of your primary specialisation you will also demonstrate an ability to; -Demonstrate advanced knowledge of your primary specialisation in ways that facilitate inclusive and innovative classroom activities in your area of expertise -Apply advanced knowledge of your primary specialisation in ways that allow you to effectively respond to assessment and reporting data in your area of expertise -Draw on expert knowledge of your primary specialisation to develop innovative curriculum in that area Your

work in this unit will provide you with the opportunity to choose and use range of resources that can assist you in planning, implementing and evaluating effective student learning. 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. Your professional acumen will further be demonstrated by your in-depth knowledge and understanding of legislative requirements in education in this area. You will demonstrate your ability to access professional development in your specialised field and use relevant and appropriate sources that facilitate effective student learning. This unit links with the course intentions of equipping preservice teachers with expert content knowledge in their chosen primary curriculum area. 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 their primary specialisation. 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. Critically analyse formative and summative assessment tasks in order to demonstrate an advanced understanding of assessment practices in their primary specialisation area.
2. Critically analyse the dilemmas and debates in regard to the issues of curriculum in their chosen primary specialisation, which may be influenced by historical, socio-cultural and political factors.
3. Demonstrate familiarity with the legislative requirements for their primary specialisation, including those for students with disabilities.
4. Articulate an advanced understanding of how choices about curriculum, assessment and assessment moderation in their primary specialisation is linked to issues of equity and social justice
5. Demonstrate understanding of a range of strategies for reporting to students, parents/carers, including the purpose of keeping accurate and reliable records of student achievement, and show familiarity with a range of strategies for involving parents/carers in the educative process.
6. Apply expert content knowledge to teaching and learning domains in their chosen primary specialisation.

**Class Contact:** Class 3.0 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:** Report, Primary Specialisation: Analysis of assessment and reporting, 30%. Review, Conduct a review of curriculum, including a critical analysis of teaching and learning in chosen primary specialisation., 50%. Exercise, AfGT Element 4, 20%. Hurdle tasks: Satisfactory completion of year 4 Applied Curriculum Project Plan and satisfactory year 4 Project Partnerships Mid-Practicum Progress Report.

## EEC4102 Literacy Across the Continuum 2

**Locations:** Footscray Park.

**Prerequisites:** ECP3101 - Junior Secondary Curriculum and Pedagogy ECP3102 - Secondary Specialisation Assessment and Reporting ECP3103 - Senior Secondary Curriculum and Pedagogy ECP3104 - Innovations in Secondary Curriculum and Pedagogy EEC4108 - Curriculum, Assessment and Primary Specialisation Satisfactory completion of Year 3 secondary school practicum. Successful completion of the

Literacy and Numeracy Test for Initial Education (LANTITE) for students enrolled in EBED only. This unit is only for Education students undertaking the courses EBED, ABED and HBED.

**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. 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:** Class 2.0 hrs

**Required Reading:** University students will be provided with an up-to-date reading list via the VU Collaborate system. Seely Flint, A Kitson, L Lowe, K&Shaw, K 2014 2nd edition *Literacy in Australia: pedagogies for engagement*, John Wiley & Sons, Milton, Queensland

**Assessment:** Report, Report on theoretical and pedagogical aspects of the English curriculum., 30%. Review, Reflection on professional literacy content and pedagogy connected to AITSL standard for graduating teachers., 30%. 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., 40%.

## EEC4103 Entering the Profession

**Locations:** Footscray Park.

**Prerequisites:** ECP3101 - Junior Secondary Curriculum and Pedagogy ECP3102 - Secondary Specialisation Assessment and Reporting ECP3103 - Senior Secondary Curriculum and Pedagogy ECP3104 - Innovations in Secondary Curriculum and Pedagogy EEC4108 - Curriculum, Assessment and Primary Specialisation Satisfactory completion of Year 3 secondary school practicum. Successful completion of the Literacy and Numeracy Test for Initial Education (LANTITE) for students enrolled in EBED only. This unit is only for Education students undertaking the courses EBED, ABED and HBED.

**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

**Class Contact:**Class3.0 hrsLecture theatre required for all students to attend the same class.

**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:**Assignment, Evidence of Professional Engagement, 30%. Report, AfGT Element 1-3, 70%. Hurdle tasks: Satisfactory completion of year 4 Applied Curriculum Project Report and satisfactory year 4 Project Partnerships End of Practicum Report. .

### EEC4104 Teaching Primary Mathematics 3

**Locations:**Footscray Park.

**Prerequisites:**ECP3101 - Junior Secondary Curriculum and PedagogyECP3102 - Secondary Specialisation Assessment and ReportingECP3103 - Senior Secondary Curriculum and PedagogyECP3104 - Innovations in Secondary Curriculum and PedagogyEEC4108 - Curriculum, Assessment and Primary SpecialisationSatisfactory completion of Year 3 secondary school practicum. Successful completion of the Literacy and Numeracy Test for Initial Education (LANTITE)\*\* for students enrolled in EBED only. This unit is only for Education students undertaking the courses EBED, ABED and HBED.

**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:**Class3.0 hrs

**Required Reading:**University students will be provided with an up-to-date reading list via the VU Collaborate system.Reys, RE, Rogers, A, Bennett, S, Cooke, A, Robson, K & Ewing, B 2014 2nd edn Helping Children Learn Mathematics John Wiley & Sons, Melbourne

**Assessment:**Presentation, Research, analyse and report on a digital mathematical tool and present its strengths and/or weaknesses, 30%. Assignment, Plan a sequence of lessons on an aspect of primary mathematics in collaboration with a

small group of peers., 35%. Portfolio, Undertake a series of exercises based on developing mathematics assessment that will form a portfolio, 35%. Effective word limit of 3000 words in total, or equivalent.

### EEC4106 Practice in Partnership

**Locations:**Footscray Park, St Albans.

**Prerequisites:**AE3252 - Orientation to Primary SchoolsAE3167 - Language and Literacy in PrimaryAE4169 - Mathematics and Numeracy in Primary

**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. 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:**Lecture3.0 hrsLectures run for 7 weeks.

**Required Reading:**Links to required texts will be provided in the VU Collaborate space of this unit.

**Assessment:**Assignment, Written philosophy and goals, 20%. Presentation, Oral presentation, 10%. Portfolio, Professional portfolio addressing AFGT and 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.

### EEC4107 Teaching Practicum

**Locations:**Footscray Park.

**Prerequisites:**ECP3101 - Junior Secondary Curriculum and PedagogyECP3102 - Secondary Specialisation Assessment and ReportingECP3103 - Senior Secondary Curriculum and PedagogyECP3104 - Innovations in Secondary Curriculum and PedagogyEEC4108 - Curriculum, Assessment and Primary SpecialisationSatisfactory completion of Year 3 secondary school practicum. Successful completion of the Literacy and Numeracy Test for Initial Education (LANTITE) for students enrolled in EBED only. This unit is only for Education students undertaking the courses EBED, ABED and HBED.

**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:** 12

**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.

**Class Contact:** No classes for this unit students will be on placement.

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

**Assessment:** Practicum, Professional experience practicum in a primary school setting., Pass/Fail. To pass this unit, the graduating university student must have: Hurdle task: Satisfactory completion of Year 4 Applied Curriculum Project Report and satisfactory Year 4 Project Partnership End of Practicum Report.

### EEC4108 Curriculum, Assessment and Primary Specialisation

**Locations:** Footscray Park.

**Prerequisites:** ECP3101 - Junior Secondary Curriculum and Pedagogy ECP3102 - Secondary Specialisation Assessment and Reporting ECP3103 - Senior Secondary Curriculum and Pedagogy ECP3104 - Innovations in Secondary Curriculum and Pedagogy Satisfactory completion of Year 3 secondary school practicum Successful completion of the Literacy and Numeracy Test for Initial Education (LANTITE) for students enrolled in EBED only. This unit is only for Education students undertaking the courses EBED, ABED and HBED.

**Description:** In this unit you will engage in an exploration of curriculum, assessment and reporting in a primary school setting. 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. In addition you will develop an ability to apply current assessment and reporting practices in your primary specialisation area to an advanced level. 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. This specialised primary knowledge will also equip you with the necessary skills to effectively implement effective expert teaching and learning strategies during your final primary placement. In this context you will engage in professional experience in a primary school. In this unit you will demonstrate your ability to organise content into effective teaching sequences in primary setting. Through the lens of your primary specialisation you will also demonstrate an ability to; Demonstrate advanced knowledge of your primary specialisation in ways that facilitate inclusive and innovative classroom activities in your area of expertise Apply advanced knowledge of your primary specialisation in ways that allow you to effectively respond to assessment and reporting data in your area of expertise Draw on expert knowledge

of your primary specialisation to develop innovative curriculum in that area Your work in this unit will provide you with the opportunity to choose and use range of resources that can assist you in planning implementing and evaluating effective student learning. You will also develop your skills in keeping accurate and reliable records of students' work and progress. Your professional acumen and expert knowledge in your primary specialisation will be further demonstrated by your in-depth knowledge and understanding of legislative requirements in education in this area. You will demonstrate your ability to access professional development in your specialised field and use relevant and appropriate sources that facilitate effective student learning. This unit links with the course intentions of equipping preservice teachers with expert content knowledge in their chosen primary curriculum area. 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 their primary specialisation. 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. Critically analyse formative and summative assessment tasks in order to demonstrate an advanced understanding of assessment practices in their primary specialisation area. 2. Critically analyse the dilemmas and debates in regard to the issues of curriculum in their chosen primary specialisation, which may be influenced by historical, socio-cultural and political factors. 3. Demonstrate familiarity with the legislative requirements for their primary specialisation, including those for students with disabilities. 4. Articulate an advanced understanding of how choices about curriculum, assessment and assessment moderation in their primary specialisation is linked to issues of equity and social justice 5. Demonstrate understanding of a range of strategies for reporting to students, parents/carers, including the purpose of keeping accurate and reliable records of student achievement, and show familiarity with a range of strategies for involving parents/carers in the educative process. 6. Apply expert content knowledge to teaching and learning domains in their chosen primary specialisation.

**Class Contact:** Workshop 3.0 hrs

**Required Reading:** Ewing, R 2013 2nd edn Curriculum and assessment: storylines Oxford University Press, Australia

**Assessment:** Report, Primary Specialisation: Analysis of assessment and reporting, 30%. Exercise, AfGT Element 4, 20%. Review, Conduct a review of curriculum, including a critical analysis of teaching and learning in chosen primary specialisation., 50%.

### EEC4201 Implementation of Primary Specialisation

**Locations:** Footscray Park.

**Prerequisites:** ECP3101 - Junior Secondary Curriculum and Pedagogy ECP3102 - Secondary Specialisation Assessment and Reporting ECP3103 - Senior Secondary Curriculum and Pedagogy ECP3104 - Innovations in Secondary Curriculum and Pedagogy EEC4108 - Curriculum, Assessment and Primary Specialisation Satisfactory completion of Year 3 secondary school practicum Successful completion of the Literacy and Numeracy Test for Initial Education (LANTITE) for students enrolled in EBED only. This unit is only for Education students undertaking the courses EBED, ABED and HBED.

**Description:** This subject is linked to a two week (10 days) additional teaching placement negotiated with students' final school placement. The contact with their lecturer is made available through the co-requisite subject: Curriculum, Assessment

and Primary Specialisation/or through VU Collaborate as a blended learning subject. Preservice teachers further develop their knowledge of their teaching specialisation by implementing the teaching and learning plan they developed in Curriculum, Assessment and Primary Specialisation. Preservice teachers 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. Preservice teachers 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:** Class 3.0 hrs

**Required Reading:** Groundwater-Smith, S. Ewing, R & Le Cornu, R. 2011 Teaching challenges and dilemmas Cengage Learning; Australia Readings will be provided by the lecturer representative of knowledge and issues associated with the current frameworks of teaching. 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, teach and evaluate a unit or program of work in response to issues, processes and procedures related to the selected specialisation, 50%. Report, 10 day specialisation placement, 0%. 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.

## EED2000 Curriculum Development and Implementation

**Locations:** Footscray Park.

**Prerequisites:** Students enrolled in EBST must have completed any 4 first year units.

**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 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 curriculum sequence

**Class Contact:** Class 3.0 hrs

**Required Reading:** Students will be provided with links to readings via VU Collaborate.

**Assessment:** Presentation, In class presentation and write up., 30%. Assignment, Short writing task, 30%. Presentation, Group presentation of a sequenced curriculum., 40%.

## EED5101 Epistemologies of Practice

**Locations:** Footscray Nicholson, Footscray Park.

**Prerequisites:** Nil.

**Description:** In this unit pre-service teachers investigate the key pedagogical themes and practices that constitute effective teacher education. Major themes that will be covered in this unit are praxis learning, professional practice in partnership and assessment in primary and secondary teaching contexts. Students will 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. The unit centres on major debates in education. Pre-service teachers explore the philosophy and possibilities of education including student learning, classroom arrangements, classroom unit and lesson planning and implementation.

**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 Seminar and online classes run for 10 weeks Plus 15 days of supervised teaching practice. Week pattern depends on placement 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, Conceptualise and critique theories of learning., 20%.

Presentation, Presentation and submission of a lesson plan that demonstrates curriculum design, planning and implementation related to AITSL standards., 30%. Essay, Reflection on practice principles for excellence in teaching and learning., 50%. 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 Nicholson, 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 Seminar and online classes run for 10 weeks Plus 15 days of supervised teaching practice. Week pattern depends on placement 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, 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:** Seminar 3.0 hrs

**Required Reading:** Connell, R., Campbell, C., Vickers, M., Wekh, 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 Training

**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.

### **EED6004 Capstone Research Investigation**

**Locations:**Footscray Nicholson, Footscray Park.

**Prerequisites:**AED5001 - Education Research Design and MethodsEED6001 - 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. .

### **EED6011 Enhancing Skills and Knowledge**

**Locations:**Footscray Park.

**Prerequisites:**EED6001 - Contemporary Issues in Education and Training

**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:**Seminar3.0 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.

### **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

**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:**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:** 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 Albans.

**Prerequisites:** AEG5115 - Early Childhood Development, Learning and Teaching 1

AEG5116 - 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 VEYLD 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:** Workshop 3.0 hrs Project 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 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. Students enrolled in AMEB must have completed 96 credit points prior to enrolling in EED6031 Students enrolled in EMED must have completed 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 Methods EED6031 - Minor Thesis A (Part-Time) 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 Nicholson, Footscray Park.

**Prerequisites:** EED5101 - Epistemologies of Practice AND successful completion of the Literacy and Numeracy Test for Initial Education students. The pre-requisite unit does not apply for students enrolled in AMCD.

**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 hr Seminar 2.0 hrs Seminar and online classes run for 10 weeks Plus two weeks (10 days) of placement. Week pattern depends on placement 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, 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 Nicholson, 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 hr Seminar 2.0 hrs Seminar and online classes run for 8 weeks. Plus 20 days of supervised teaching practice. Week pattern depends on placement 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, 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.

### 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:** Class 3.0 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:** Class 3.0 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%.

### 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:** Class 3.0 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:** Class 3.0 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:** Students enrolled in EBST must have completed any 4 first year units.

**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:** Class 3.0 hrs

**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., 40%. Presentation, Oral Presentation, 30%.

### 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:** Class 3.0 hrs

**Required Reading:** Reading to be advised by lecturer and updated on 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. Presentation, Student presentation 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:** Nil.

**Description:** In this unit students examine a variety of physical and chemical change processes in food and investigate the concepts of palatable food through sensory evaluation. Students will discuss the science of food and related technologies to inform delivery of learning activities within school contexts and the key learning area of Food 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

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

1. Distinguish ways to use and change ingredients and techniques for specific outcomes; 2. Conceptualise and evaluate food production for intended outcomes; 3. Analyse how specific physical and chemical change in food occurs; 4. Investigate a range of techniques to develop particular food products; 5. Discuss the underlying relationship between specific characteristics of food products and food science.

**Class Contact:** Class 3.0 hrs Demo Room (D141) required

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

**Assessment:** Journal, Dietary journal with commentary (800 words), 20%. Portfolio, Worksheets (4) with annotated reflections about changes to food through physical or chemical change and/or to develop palatability (1400 words), 35%. Presentation, Food preservation information sheet and presentation. (1200 words PLUS 10 minute presentation), 45%.

### EFT3001 Design and Technology Education

**Locations:** Footscray Nicholson.

**Prerequisites:** Nil.

**Description:** In this unit, university students participate in product design processes and develop critical insights about design. The process of developing a product design requires a range of skills, abilities and resources. The provision of opportunities related to product design and technology is based on several understandings about: systematic approaches - the conceptualisation and evaluation of ideas and how their subsequent production can be organised in logical ways; multifaceted and multidiscipline perspectives - the production of two and three-dimensional products requires understandings of art, science and technology; and principles of sustainability and innovation - as a response to social and cultural imperatives and with a history (past and current) that informs the near future.

**Credit Points:** 12

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

1. Analyse how design and product development is influenced by context; 2. Evaluate visual presentation innovations, concept development and production; 3. Investigate and create interactive multimedia resources in the fields of design and technology; 4. Demonstrate the connection between editing and presentation techniques and 5. Assess sustainability of innovations in design and technology.

**Class Contact:**Class3.0 hrs

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

**Assessment:**Creative Works, Concept Development, 20%. Creative Works, Multimedia Project Draft, 20%. Creative Works, Cookbook, 30%. Presentation, Multimedia Project Presentation, 30%.

### ESP2001 Making the Conditions for Learning: Ethical and Reflexive Practice

**Locations:**Footscray Park.

**Prerequisites:**Students enrolled in EBST must have completed any 4 first year units.

**Description:**This unit provides students with a deeper understanding of the nexus of education and care in community education settings. It aims to develop an understanding of ethical and reflexive practice as necessary conditions for learning and educating in social contexts. Students engage with issues of ethical and reflexive practice through case study dilemmas and their collaborative work in small groups. Through academic reading and online resources students develop a broad understanding of professional ethical codes, organisations' procedural ethics and everyday virtue ethics of listening, communicating care and strength-based pedagogy.

**Credit Points:** 12

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

1. Create and demonstrate appropriate ethical frameworks in practice;
2. Develop an ethically justifiable position in relation to taking action in a community education setting;
3. Articulate in ways that are respectful, empathetic, persuasive and professional;
4. Articulate the importance of reflexive practice and demonstrate a range of ways of undertaking reflexive practice; and
5. Reflect on and engage in ethical discussions and problem solving in teams.

**Class Contact:**Class3.0 hrs

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

**Assessment:**Journal, Identification of personal values and beliefs, 20%. Exercise, Identification of educational beliefs and educational philosophy, 40%. Essay, Consideration of ethics, educational beliefs and educational philosophy in response to a defined setting, 40%.

### ESP3002 Understanding Processes of Innovation

**Locations:**Footscray Park.

**Prerequisites:**Nil.

**Description:**The unit provides students with an understanding of the theory and practice of entrepreneurship and innovation in a range of different settings. Through examination of models and processes of entrepreneurship and innovation, students develop their capacity for opportunity exploration and exploitation and the strategic management of change at the level of the individual, small teams, organisations and in public policy. There is a focus on the use of analytics and the processes of data-informed design and decision making. How can analytics inform the incremental design of innovation? We apply industry-based methodology to manage risk and uncertainty including SCRUM, agile and stage-gate techniques. The unit builds capability in scaling and implementing an initial idea through cross disciplinary collaboration and relationship dynamics. The unit examines the criteria of a successful project.

**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 entrepreneurship innovation in a range of

3. Critically review attributes and skills for leadership and collaboration; and
4. Critically evaluate the impact of interventions, creativity and change.

**Class Contact:**Class3.0 hrs

**Required Reading:**Links to recommended texts for this unit will be provided to students via the Learning Management System (VU Collaborate)

**Assessment:**Presentation, Discuss an application of innovation in a contemporary workplace or community context, 30%. Report, A working document to accompany an innovation project, 40%. Project, Project prototype, 30%.

### ETP5001 Language and Literacy in the Primary Years 1

**Locations:**Footscray Nicholson, 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 hrsSeminar and online classes run for 10 weeks. Week pattern depends on placement weeks.

**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 Nicholson, 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 literary 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 Seminar and online classes run for 10 weeks. Week pattern depends on placement weeks.

**Required Reading:** Seely Flint, A., Kitson, L., Lowe, K., & Shaw, K., Vicas, 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:** Assignment, Plan a series of differentiated literacy-based lessons with reference to Vic Curriculum standards and teaching strategies for diverse learners., 30%. Case Study, Case and Commentary professional knowledge project: Letter writing for literacy development., 30%. Poster, Poster presentation of professional learning based on professional reflection and linked to the development of literacy pedagogy., 40%. 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 Nicholson, 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 Seminar and online classes run for 10 weeks. Week pattern depends on placement weeks.

**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., 50%. Review, Review gathered information to respond to questions relevant to Mathematical content knowledge., 30%. 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 Nicholson, 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 Seminar and online classes run for 7 weeks. Week pattern depends on placement weeks.

**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:** Review, Investigate and report on the benefits of integrating picture story books in the mathematics classroom. , 20%. Review, Curriculum activity: how to prepare and manage a differentiated classroom. , 30%. Assignment, Part 1 Design and produce a formative assessment task., 30%. Assignment, Part 2 Complete online weekly reflections (in weeks 4 - 8) based on readings and questions on Number & Algebra., 20%. 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 Nicholson, 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 Seminar and online classes run for 10 weeks. Week pattern depends on placement 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, 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 Nicholson, 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 Seminar and online classes run for 10 weeks. Week pattern depends on placement weeks.

**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, GROUP TASK : Design and implement a Humanities learning activity incorporating inquiry and cooperative pedagogical approaches., 20%. Assignment, Develop an inclusive Humanities unit of work integrating ICT with globalisation, sustainability or ATSI perspectives., 40%. Portfolio, Design a webfolio evaluating a range of pedagogical approaches and teaching resources to teaching Humanities in primary school settings., 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 Nicholson, 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 unit emphasizes enhancement of students' scientific literacy, as well as developing skills and knowledge in teaching primary science confidently. Students become acquainted with primary science education theories, and teaching and learning models. Throughout the unit students are 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.

**Credit Points:** 12

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

1. Demonstrate conceptual understanding regarding the nature of science and scientific literacy.
2. Develop primary science unit of work.
3. Demonstrate developed content knowledge in the biological sciences, suitable for primary level
4. Demonstrate familiarity with key primary science instructional models and pedagogies
5. Demonstrate the ability to apply Inquiry based Learning and the 5E model in primary science curricular development
6. Critically analyse science education theories
7. Work collaboratively in developing professional capabilities.

**Class Contact:** Online 1.0 hr Seminar 2.0 hrs Seminar and online classes run for 10 weeks Plus two weeks (10 days) of placement. Week pattern depends on placement 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:** Review, Visit a science-related field site to evaluate the science-related resources, and justify how to integrate these resources in teaching., 30%. Review, Develop a resource of science in every-day life., 20%. Assignment, Design a primary science unit of work based on the 5E instructional model, 50%. 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 Nicholson, 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 Seminar and online classes run for 10 weeks. Week pattern depends on placement 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, 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 Nicholson, 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 Seminar and online classes run for 7 weeks. Week pattern depends on placement 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:** 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 Nicholson, 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:** 2hr online class for 7 weeks. Also five weeks of placement. Week pattern depends on placement 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:** 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%. 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.

### ETS5001 Critical Literacy for Diverse Communities

**Locations:** Footscray Nicholson, 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:** Online 1.0 hr Seminar 2.0 hrs Seminar and online classes run for 10 weeks. Week pattern depends on placement 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, Autobiographical narrative on how you became literate and numerate, 30%. Presentation, Development of a double period lesson plan. Peer Assessed., 10%. Project, Development and presentation of critical literacy and numeracy learning activities as a unit of work., 60%.

### ETS5002 Teacher as Practitioner and Researcher

**Locations:** Footscray Nicholson, 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:**Online 1.0 hr Seminar 2.0 hrs Seminar and online classes run for 10 weeks. Week pattern depends on placement 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:**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 Nicholson, Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit provides Initial Teacher Educators (ITEs) 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:**Class 2.0 hrs Also two weeks (10 days) of placement. Week pattern depends on placement weeks.

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)Whitton, D et al., (2016) (3rd Ed.) Learning for Teaching: Teaching for Learning Sydney, Cengage Learning Australia

**Assessment:**Report, Teaching Pedagogies assignment, 35%. Project, Unit plans, 40%. Review, Microteaching, 25%.

### ETS5004 Specialisation Curriculum and Pedagogy B

**Locations:**Footscray Nicholson, Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit provides Initial Teacher Educators (ITEs) with a comprehensive

knowledge of curriculum and pedagogy in their specialised discipline areas for teaching year 11 and 12 students. ITEs 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. ITEs 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:**Class 2.0 hrs Also two weeks (10 days) of placement. Week pattern depends on placement weeks.

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)Whitton, D et al., (2016) 3rd ed Learning for Teaching: Teaching for Learning Sydney, Cengage Learning Australia

**Assessment:**Review, Senior Secondary pedagogies, 35%. Report, Unit plans including relevant assessment, 40%. Project, Microteaching, 25%. Minimum effective word limit of 5000 words in total.

### ETS5005 Specialisation Assessment and Reporting

**Locations:**Footscray Nicholson, Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit provides Initial teacher Educators (ITEs) 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 specialisation method areas. ITEs will develop their skills and understanding by engaging in the complete cycle of assessment within the class. They will develop and review assessment tasks for year 7-12 students, and the ways effective feedback is reported to parents and carers.

ITEs will also engage in moderation procedures of sample assessments, student data and rubrics 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 specialisation specific 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:**Class3.0 hrsWeek pattern depends on placement weeks.

**Required Reading:**Links to recommended readings and resources for this unit will be provided to students via the Learning Management System (VU Collaborate)Whitton, D et al., (2016) 3rd ed Learning for Teaching: Teaching for Learning Sydney, Cengage Learning Australia

**Assessment:**Review, Secondary Specialisation Review, 30%. Project, Junior and Senior Secondary Specialisation project, 40%. Project, Teacher diagnostic evaluation, 30%. Minimum effective word limit of 5000 words in total.

## ETS5006 Specialisation Innovations in Curriculum and Pedagogy

**Locations:**Footscray Nicholson, Footscray Park.

**Prerequisites:**Nil.

**Description:**This unit provides Initial Teacher Educators (ITEs) 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. ITEs develop practical understandings regarding the ways teachers innovate and develop curriculum, constantly responding to change and the implications of this for their professional identity. ITEs will collaborate with their peers to determine major challenges within their specialisation areas, and identify potential innovative solutions to these. ITEs will seek input from teaching experts to assist them in developing a prototype of an innovative educational curriculum innovation which can be applied in their specialist areas to improve student learning outcomes. Experiment and revise their curriculum through reflexive conversations with teachers and school community. They will engage in a 'Build, Measure, Learn' feedback loop to engage in reflection to continually enhance their ideas and their curriculum innovation. ITEs will present their ideas to their peers and teaching experts, deliberating on the value and need of their contribution to secondary school innovation. This process will provide graduates who operate with an innovation mindset, so that they can teach the next generation of students who will need teacherpreneurial 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, articulating the connections between robust curriculum development and innovative practice.
2. Analyse and explore the ways key policies and school based documents relating to Victorian Curriculum 7-VCE promote or constrain innovative practice in Secondary school education.
3. Collaborate with peers and teaching experts to facilitate the development of an innovative educational curriculum.
4. Design and develop their innovative educational curriculum and develop the appropriate ICT, communication, and other skills that are required to engage in this process.
5. Experiment and revise their curriculum through reflexive conversations with teachers and school community.
6. Deliberate with their peers and teaching experts on the need, value, and contribution of their innovative educational curriculum.

**Class Contact:**Class2.0 hrsAlso four weeks (20 days) of placement. Week pattern depends on placement weeks.

**Required Reading:**Links to recommended texts for this unit will be provided to students via the Learning Management System (VU Collaborate)Whitton, D et al., (2016) 3rd ed Learning for Teaching: Teaching for Learning Sydney, Cengage Learning Australia Tait, A., & Faulkner, D. (2016). Edupreneur: Unleashing teacher-led innovation in schools. Melbourne; Wiley

**Assessment:**Project, Description of educational challenge and brief literature review,

30%. Project, Innovative Educational Curriculum, 40%. Presentation, Project Pitch, 30%. Minimum effective word limit of 5000 words in total.

