

**CHARLES STURT**  
UNIVERSITY



Faculty of Education

**Master  
of  
Education  
(Coursework)**

**2010**

Information Guide

# WELCOME

The Faculty of Education and its teaching staff, on behalf of the Charles Sturt University, welcome you to the **Master of Education** course. The teaching staff wish you a rewarding and successful time during your studies at the University. We believe this Master of Education course offers you a range of professionally relevant and academically rigorous subjects that will challenge you and enhance your effectiveness as a practitioner.

Dr Brian Hemmings  
Course Coordinator  
School of Education  
Wagga Wagga Campus

Adjunct Professor Alan Laughlin  
Course Advisor – Master of Education (Educational Leadership)  
School of Education  
Wagga Wagga Campus

## **THE FACULTY OF EDUCATION**

The Faculty of Education consists of the following Schools: School of Education – Wagga Wagga, School of Information Studies – Wagga Wagga, School of Teacher Education – Bathurst, School of Human Movement Studies – Bathurst, Murray School of Education – Albury, the Ontario School of Education – Burlington and the Centre for Indigenous Studies – Dubbo.

The Dean of the Faculty is Professor Toni Downes who is situated in Bathurst.

The Faculty of Education offers a diverse range of courses including:

- 1) Bachelor of Education (Early Childhood and Primary)
- 2) Bachelor of Education (Primary)
- 3) Bachelor of Education (Technology and Applied Studies)
- 4) Bachelor of Vocational Education and Training
- 5) Bachelor of Teaching
- 6) Master of Education (Coursework)
- 7) Master of Education (Inclusive Education)
- 8) Master of Education (Teacher Librarianship)
- 9) Postgraduate Certificates
- 10) Doctorate in Education (EdD)
- 11) Doctor of Philosophy (PhD).

Staff within the Faculty of Education pursue active research programs in a wide range of areas. Some of the research areas that staff are interested in include:

- |                             |  |                                       |
|-----------------------------|--|---------------------------------------|
| 1) Art Education            | 6) Literacy Education                  | 11) Inclusive Education               |
| 2) Indigenous Education     | 7) Information Technology in Education | 12) Learning and Cognition            |
| 3) Social Science Education | 8) Rural Education                     | 13) Vocational Education and Training |
| 4) Science Education        | 9) Educational Leadership              | 14) Physical Education                |
| 5) Mathematics Education    | 10) Workplace Learning                 |                                       |

## **Master of Education**

### **By Coursework**

The Master of Education degree provides a coursework program for professionals who are associated with the practice of education. This includes educators in such fields as:

- Primary education
- Religious education
- Police education
- Nurse education
- Speech therapy
- Counselling/Guidance
- Secondary education
- Consultancy/Advisory services
- Early childhood services
- Youth work
- Vocational education and training
- Continuing professional education
- Educational administration
- Rural education
- Distance education
- Workplace training and staff development

The degree program is designed to:

- encourage and permit critical appraisal of policy, theory, and practice in the education professions;
- improve the educator's professional competence and enlarge the capacity for self-development;
- provide the basis for leadership in the educator's chosen educational venture;
- increase awareness of the importance of educational research and research methods;
- *and*
- permit highly qualified graduates of the programs to proceed to higher research degrees.

### **Enrolment through**

Wagga Wagga campus for all new enrolments and continuing candidates.

### **Study mode**

Distance education

### **Normal course duration**

Full-time 1 year (minimum)

Part-time 2 years (minimum)

### **Admission criteria**

An applicant for admission to candidature for the degree of Master of Education must have at least the following minimum qualifications:

- hold the degree of Bachelor of Education from CSU or another tertiary institution, the Faculty normally accepts three year tertiary qualifications;
- *or*
- be a graduate from a degree course or approved diploma course of CSU and hold the Graduate Diploma of Education, Bachelor of Teaching (Secondary) (or their equivalent) from CSU or another tertiary institution;
- *or*
- possess other qualifications deemed to be equivalent by the Faculty.

## Course structure

The course consists of:

**one compulsory** subject, namely,

EER500 Introduction to Educational Research

and

**seven** subjects (or the equivalent of 56 points) chosen from

a designated *pool of restricted electives*, namely,

EEB501 Preparing a Literature Review

EEE504 Issues in Assessment & Evaluation

EEL406 Mentors and Mentoring

EEL510 Organisational Learning

EER501 Qualitative Research Methods

EER502 Quantitative Research Methods

EPT502 Issues in Professional Development

EPT503 Professional Portfolios

ERP502 Master of Education Project (*16 points*)

ESG504 The Gifted Child in the Mainstream Class

ESR501 Issues in Rural Education

or from any of the subjects listed in the following *four* specialisations.

## Specialisations

### **Educational Leadership – 3702EL**

ESA501 Leadership in Education 1

ESA502 Leadership in Education 2

and choose two from:

ESA503 Management of Educational Change

ESA504 Education Policy Analysis

ESA513 Leading Learning

*Students completing this specialisation graduate with the award Master of Education (Educational Leadership) MEd(EdLship).*

### **Information Technologies – 3702IT**

ESC413 Web Pedagogies

EMT501 Educational Applications of Information Technology

EMT502 Educational Technology: Theory and Practice

ESC412 Cyberculture in the Classroom

*Students completing this specialisation graduate with the award Master of Education (Information Technologies) MEd(InfoTechs).*

### **Literacies and Literate Worlds – 3702LW**

ELS501 Literary Theory and Children's Literature

ELS503 Reading Processes

ELS504 Understanding Writing

ELS505 Genre in Children's Literature

*Students completing this specialisation graduate with the award Master of Education (Literacy and Literate Worlds) MEd(Literacy&LiterateWlds).*

### **Teaching English to Speakers of Other Languages – 3702TE**

Choose four subjects from the list below:

EML426 TESOL in Practice

EML503 English as an International Language: Cultural and Political Issues

EML504 Language and Language Development

EML505 Professional Writing in TESOL Contexts

EML506 Reconceptualising Discourse in the ESL Classroom.

*Students completing this specialisation graduate with the award Master of Education (TESOL) MEd(TESOL).*

**Note 1:** Students wishing an endorsed specialisation on their testamur must include four of the subjects listed for that specialisation.

**Note 2:** With the permission of the Course Coordinator, students may be able to substitute a subject in a specialisation (with EEB501 Preparing a Literature Review) or two subjects in a specialisation (with ERP502 Master of Education Project [16 points]). If EEB501 and/or ERP502 are to be included as substitutes the submissions required in these two subjects must be based on a topic related to the specialisation.

**Note 3:** A maximum of two Level 4 subjects may be included in a student's program, with permission from the Course Coordinator.

**Graduate Certificate in Education as an exit point**

Students wishing to exit from the MEd with a Graduate Certificate in Education must have completed four subjects. It should be noted, however, that if such students wish to return at a later stage to the MEd, they would normally only receive two of these four subjects as credit towards the MEd.

**Requirements for further study**

Students wishing to meet the requirements to proceed at a later stage to a Doctor of Education or Doctor of Philosophy should normally complete and achieve at a very high level the three subjects in educational research methodology and the project, namely,

- EER500 Understanding & Critiquing Educational Research
- EER501 Qualitative Research Methods
- EER502 Quantitative Research Methods; and
- ERP502 Master of Education Project (16 points).

**General inquiries**

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**Master of Education (Coursework) - subject offering**

SUBJECT	201030	201060	201090	LECTURER
EEB501 PREPARING A LITERATURE REVIEW		*		Kay Owens
EEE504 ISSUES IN ASSESSMENT & EVALUATION	*			Colin Boylan
EEL406 MENTORS AND MENTORING		*		Cathy Down
EEL510 ORGANISATIONAL LEARNING	*			Peter Rushbrook
EER500 INTRODUCTION TO EDUCATIONAL RESEARCH	*	*	*	Bev Moriarty
EER501 QUALITATIVE RESEARCH METHODS	*			Sue Saltmarsh
EER502 QUANTITATIVE RESEARCH METHODS		*		Linda Harrison
ELS501 LITERARY THEORY & CHILDREN'S LITERATURE	*			Christine Edwards-Groves
ELS503 READING PROCESSES	*			Kiprono Langat
ELS504 UNDERSTANDING WRITING		*		Christine Edwards-Groves
ELS505 GENRE IN CHILDREN'S LITERATURE		*		Jen Thompson
EML426 TESOL IN PRACTICE	*			Jinghe Han
EML503 ENGLISH AS AN INTERNATIONAL LANGUAGE: CULTURAL AND POLITICAL ISSUES		*		Steve Pickford
EML504 LANGUAGE AND LANGUAGE DEVELOPMENT		*		Jinghe Han
EML505 PROFESSIONAL WRITING IN TESOL CONTEXTS		*		Jinghe Han
EML506 RECONCEPTUALISING DISCOURSE IN THE ESL CLASSROOM	*			Steve Pickford

SUBJECT		201030	201060	201090	LECTURER
EMT501	EDUCATIONAL IMPLICATIONS OF INFORMATION TECHNOLOGY		*		Jenni Munday
EMT502	EDUCATIONAL TECHNOLOGY: THEORY AND PRACTICE	*			Barney Dalgarno
EPT502	ISSUES IN PROFESSIONAL DEVELOPMENT	*			Ian Hardy
EPT503	PROFESSIONAL PORTFOLIOS		*		Kiprono Langat
ERP502	MED PROJECT	*			Kay Owens
ESA501	LEADERSHIP IN EDUCATION 1	*			Jane Wilkinson
ESA502	LEADERSHIP IN EDUCATION 2		*		Jane Wilkinson
ESA503	MANAGEMENT OF EDUCATIONAL CHANGE		*		Zeffie Nicholas
ESA504	EDUCATION POLICY ANALYSIS	*			Shaun Rawolle
ESA513	LEADING LEARNING		*		Jane Wilkinson
ESC412	CYBERCULTURE IN THE CLASSROOM		*		Barney Dalgarno
ESC413	WEB PEDAGOGIES	*			Barney Dalgarno
ESG504	THE GIFTED CHILD IN THE MAINSTREAM CLASS		*		Lucia Zundans
ESR501	ISSUES IN RURAL EDUCATION		*		Colin Boylan

## Subject Descriptions

### EEB501 PREPARING A LITERATURE REVIEW

#### Prerequisite: nil

This subject provides you with an opportunity to read academic literature on your choice of topic within education. You will submit your area of interest and a preliminary set of readings and this will lead to the allocation of a supervisor. You will then work closely with this supervisor throughout the semester, usually through email contact. Subject material outlines how you can undertake your literature search and critically review the research material. It is a great subject to extend your specific interests and to begin your own research program.

### EEE504 ISSUES IN ASSESSMENT & EVALUATION

#### Prerequisite: nil

This subject is designed to address current issues such as the development of assessment plans and policies and the role of evaluation in accountability and quality assurance.

### EEL406 MENTORS AND MENTORING

#### Prerequisite: nil

Provides an understanding of the place of mentoring in education and training and develops skills in the process of mentoring and the design, implementation and evaluation of workplace mentoring programs.

### EEL510 ORGANISATIONAL LEARNING

#### Prerequisite: nil

This subject aims to provide a critical understanding of the concept and practice of organisational learning. It will enable students to identify practices which contribute to organisational learning and to implement such practices.

### EER500 INTRODUCTION TO EDUCATIONAL RESEARCH

#### Prerequisite: nil

This introductory subject focuses on developing the skills needed to read and understand educational research. Today's educators need to be knowledgeable about the interpretation and evaluation of research studies that are relevant to their specific area of interest so they can assess the significance of these research studies and findings for their professional practice. It is essential for professional educators to have skills in understanding the research process so that they can be informed consumers of research not naive readers of the introductions and conclusions of research articles.

### EER501 QUALITATIVE RESEARCH METHODS

#### Prerequisite/Corequisite: EER500

Develops an understanding and critical awareness of non-experimental methods and their application to education. Students will become familiar with research design and the collection, analysis and interpretation of data.

### **EER502 QUANTITATIVE RESEARCH METHODS**

#### **Prerequisite/Corequisite: EER500**

Introduces students to commonly used statistical procedures (univariate and multivariate analysis of variance, multiple regression analysis, factor analysis and meta-analysis). Hypothesis testing and error, and statistical power are examined. The emphasis is on understanding the purposes and constraints of the various statistical procedures rather than their mathematical underpinnings.

### **ELS501 LITERARY THEORY & CHILDREN'S LITERATURE**

#### **Prerequisite: nil**

Examines various literary theories and the ways they affect how readers create meanings as they read children's literature, and the implications this has for classroom practice.

### **ELS503 READING PROCESSES**

#### **Prerequisite: nil**

This subject aims to give students an understanding of reading theory and practice within a sociocultural perspective. To achieve this end, students will examine theories of literacy and reading, work with a reader over a period of time, and then develop a case study of this reader.

### **ELS504 UNDERSTANDING WRITING**

#### **Prerequisite: nil**

This subject explores the nature and development of the writing process and situates writing as a sociocultural practice. Students will develop an appreciation of the theoretical, practical, and evaluative aspects of writing. Students will also have the opportunity to develop a writing portfolio, an experience which allows them to show personal and professional growth and understandings.

### **ELS505 GENRE IN CHILDREN'S LITERATURE**

#### **Prerequisite: nil**

This subject explores the notion of traditional literary genre in the context of children's literature. Students will read widely, critically analyse, debate and formulate opinions on this means of literary classification.

### **EML426 TESOL IN PRACTICE**

#### **Prerequisite: nil**

This subject addresses the teaching of English to speakers of other languages, including the positioning of English in the communities in which it is taught and learnt. The subject also adopts a reflective approach to the design and implementation of ESL/EFL syllabuses, and considers trends in evaluation and assessment for national and international contexts.

### **EML503 ENGLISH AS AN INTERNATIONAL LANGUAGE: CULTURAL AND POLITICAL ISSUES**

#### **Prerequisite: nil**

This subject investigates the political nature of English as an international language (EIL). A range of beliefs about EIL are considered including discourses of post-colonialism, development aid, and international business. In addition, questions about English language teaching methodology are located within particular world views concerning, among other things, the nature of learning, the roles and relationships of learners and teachers, content, and literacy practices. The subject also explores the principles of 'critical practice' as an appropriate pedagogical response.

### **EML504 LANGUAGE AND LANGUAGE DEVELOPMENT**

#### **Prerequisite: nil**

The foundations of this subject are the major language and language development theories informing TESOL practices. While the contributions of language acquisition and social interactionist theories and the implications for curriculum design and classroom practices are considered, the subject takes the view that English language learning is a sociocultural enterprise. This framework is presented within the perspectives of critical and multi-literacies.

### **EML505 PROFESSIONAL WRITING IN TESOL CONTEXTS**

#### **Prerequisite: nil**

The subject explores structures and features of a variety of textual practices in the TESOL field, including the organisation of texts from the academic article to the professional newsletter. Students construct an academic assignment on language and language development and a review of a recent text for professional publication, making explicit the structural, rhetorical, and grammatical development of their argument and article.

### **EML506 RECONCEPTUALISING DISCOURSE IN THE ESL CLASSROOM**

#### **Prerequisite: nil**

This subject explores dialogic practices and orientations to teaching and learning in ESL 'content-based' classrooms. It draws together theory and practice from the fields of Second Language Acquisition and Sociocultural Theory emphasising the role and nature of language learning and teaching as socially mediated practices enacted in classroom interaction, task affordance and learner agency.

## **EMT501 EDUCATIONAL APPLICATIONS OF INFORMATION TECHNOLOGY**

### **Prerequisite: nil**

This subject will consider a range of individual differences which influence student learning, methods for gathering data about learning, and ways of assisting children to improve and/or expand their learning using information technology. Students will recognise different kinds of knowledge, know the learning environments appropriate for developing different kinds of knowledge and be able to select suitable software for promoting the development of particular knowledge. Students will be aware of a variety of ways of assessing learning outcomes, be familiar with diagnostic assessment procedures, be able to assess the educational needs of individuals and groups found in normal classrooms, and be confident in selecting appropriate courseware to meet students' needs. They will also be able to effectively use a range of software in assessment, diagnosis and to support learning and know how to document the outcomes to meet the range of needs for students in normal classrooms.

## **EMT502 EDUCATIONAL TECHNOLOGY: THEORY AND PRACTICE**

### **Prerequisite: nil**

This subject explores the use of computers and related technologies as tools for the classroom teacher, Information and communication technologies will be considered and evaluated for their contribution to teaching and learning within a learning theory framework. Students enrolled in this subject will be supported in their endeavours to gain proficiency in the use of the technologies for educational purposes and will be encouraged to investigate the potential of the technologies in the context of their individual needs.

## **EPT502 ISSUES IN PROFESSIONAL DEVELOPMENT**

### **Prerequisite: 3 years of professional experience**

This subject is designed to encourage a greater understanding of professional development and to provide students with an opportunity to use this knowledge to explore their own professional development.

## **EPT503 PROFESSIONAL PORTFOLIOS**

### **Prerequisite: nil**

This subject will develop an understanding of the nature of professional learning and assists students to assemble and analyse evidence of their own professional development through a portfolio approach.

## **ERP502 MED PROJECT**

### **Prerequisite: nil**

This 16-point subject runs for a whole year and provides the opportunity to carry out a project related to your interest or work. The student provides the research focus and a brief account of the expected project. Based on this submission, a supervisor is allocated and you will work closely with this supervisor, usually by email, throughout the year. You will need to make use of a literature review, submit an ethics application (if appropriate), carry out your research, and write it up in an academic fashion in 15 000-20 000 words. This is a great opportunity to put all your reading into practice. Students remain highly motivated and academically rewarded throughout the subject.

## **ESA501 LEADERSHIP IN EDUCATION 1**

### **Prerequisite: nil**

Educational leaders are often besieged by a range of conflicting and confusing 'recipes' in regard to being an effective educational leader. How does one make well-considered and appropriate judgements in regard to the literature and research? This subject introduces educational leaders, and those aspiring to the area, to the major current trends in regard to educational leadership in the Western world. It provides an overview of the key bodies of research in the area and assists students to develop a critical lens through which to make well-informed judgements in regard to the research and the literature which will assist them in their daily work as educational leaders/practitioners.

## **ESA502 LEADERSHIP IN EDUCATION 2**

### **Prerequisite: nil**

This subject considers the changing nature of educational leadership in postmodern times. It examines how global, national and local forces are propelling educational organisations towards change. It analyses learning organisations from a number of theoretical perspectives including critical and feminist theories. It explores the moral and ethical dimensions of leadership, including the dilemmas facing postmodern leaders in terms of management of change, people, accountability and the competing demands from various stakeholders.

## **ESA503 MANAGEMENT OF EDUCATIONAL CHANGE**

### **Prerequisite: nil**

This subject is designed to develop an understanding of the nature of educational change and to enhance students' capability for planning, leading and managing the process of change.

### **ESA504 EDUCATION POLICY ANALYSIS**

**Prerequisite: nil**

Where does this policy come from? What does it mean? How can I respond? What implications does this policy hold for teachers and educational leaders? This subject provides a framework to address these questions from which an understanding of education policy and its intended and unintended effects can be built. Given the increased scrutiny on educational systems to deliver solutions to political problems, this subject builds an understanding of the way that education policy problems are constructed, and the processes by which these policy problems come to influence the lives of teachers, students, parents and educational leaders. The structure of the subject encourages students to test the theories and tools introduced against cases in their regions, and to identify points where policy activism might be applied.

### **ESA513 LEADING LEARNING**

**Prerequisite: nil**

This subject focuses upon issues related to the context and purpose of leadership in schools. It takes as its central premise that the core purpose of school leadership should be leadership for learning, that is, the attainment of enhanced social and academic outcomes for all students through improved pedagogical and classroom assessment practices. It examines leadership in its broadest sense, as encompassing the informal as well as formal practices of those in a range of roles within schools, including teachers, school administrators, students and the school community. The subject expects students to interrogate their own leadership practices in relation to research into leadership for learning within schools, through a range of different models and the building of learning communities.

### **ESC412 CYBERCULTURE IN THE CLASSROOM**

**Prerequisite: nil**

This subject reconceptualises literacy, pedagogy and curricula in light of the digital culture that children are immersed in the 21<sup>st</sup> century. It will challenge participants to consider the pedagogical implications of new technologies, the impact of multimodalities on conceptions of literacy, the consequences of rethinking the learner as cyborg, and assist them to come to a deeper understanding of the culture of their students of the future.

### **ESC413 WEB PEDAGOGIES**

**PREREQUISITE: nil**

This subject will examine the issues and practicalities involved with integrating the World Wide Web into the classroom in ways that promote intellectual quality, a quality learning environment, and provide significance to the learning beyond the classroom. It will provide participants with the opportunity to learn about a range of Web pedagogies, and to critique and develop a series of Web-based educational resources.

### **ESG504 THE GIFTED CHILD IN THE MAINSTREAM CLASS**

**Prerequisite: nil**

Designed to enable mainstream class teachers to cater more effectively for the needs of gifted children. Examines the role teachers play when dealing with gifted children against the background of recent research and theory, especially that associated with reflective, negotiated and cooperative learning.

### **ESR501 ISSUES IN RURAL EDUCATION**

**Prerequisite: nil**

The subject examines the concept of place as a determinant of rural education and the ways in which educational provision can be managed. The subject provides opportunities for students to examine the cultures and mores found in rural communities. It adopts a theoretical perspective that allows the student to examine the challenges of teaching and living in rural communities as well as considering the form that 'incentives' for rural appointment and teacher retention should be managed. The use of technology as part of the provision of education in rural and remote areas is explored. The subject also examines the pre-service preparation needs for rural teachers, the use of multi-age educational strategies within classrooms, and government programs that support students and teachers in rural schools.