

MASTER OF EDUCATION APPLIED LEARNING (*EMEALB*)

2009/2010

UNIT TIMETABLE & DESCRIPTIONS

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Master of Education (Applied Learning) - Course Overview (2009/2010)

The Master of Education (Applied Learning) is designed to provide higher degree qualifications for those whose study, research and/or professional interests are in the area of applied learning and design. The course offers students the framework to explore applied learning in an Australian context, and the opportunity to enhance their understanding of programs and initiatives in a range of local and/or international settings. The program offers candidates flexibility in modes of study and unit selection, with the opportunity to undertake professional development in their area of interest and to enhance their career opportunities in the wider community and/or teaching profession.

Duration

The 120 credit point program may be taken over one year full-time or two to three years part-time.

Course structure

The course is available by all coursework, or a combination of coursework and negotiated research projects. Please refer to descriptions on the requirements for Masters' strand 4 below.

Coursework only units:

Teaching period	Unit title	Unit code
TE-SEM-2 2009	Theories of Applied Learning	EDU5TAL
TE-SEM-2 2009	Applied learning in an International Context	EDU5ALI
TE-SEM-1 2010	Applied Learning Programs and Applications	EDU5ALP

Three electives chosen from:

Teaching period	Unit title	Unit code
TE-SEM-2 2009	Assessment and Early Intervention	EDU5AEI
TE-W38-50 2009	Multiple Disabilities and Communication	EDU5MDC
TE-SEM-2 2009	Teaching Students with Autism	EDU5TSA
TE-SEM-Summer	Counselling Workshop	EDU4CWS
TE-SEM-Summer	Teaching & Learning in a Virtual Environment	EDU5TLV
TE-SEM-Summer	At Risk Students: Critical Consideration	EDU5ARS
TE-SEM-Summer or SEM 2	Research Methods	HLT5RM or EDU5RME
TE-SEM-1 2010	Independent Study Program	EDU5ISP

Coursework and minor thesis structure:

Teaching period	Unit title	Unit code
TE-SEM-2 2009	Theories of Applied Learning	EDU5TAL
TE-SEM-2 2009	Applied learning in an International Context	EDU5ALI
TE-SEM-1 2010	OR Applied Learning Programs	EDU5ALP
TE-SEM-Summer or SEM 2	Research Methods	HLT5RM or EDU5RME
TE-SEM-1 2010	Minor Thesis (60 credit points)	EDU5MTH

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Master of Education (Applied Learning) – Unit Timetable (2009/2010)

The following are the three core units for Semester 2 2009 and Semester 1 2010.

UNIT NAME	COORDINATOR	DATES	TIMES	VENUE
Semester 2 2009				
Theories of Applied Learning EDU5TAL	Prof Vaughan Prain and Bruce Pridham	24 & 25 July, 21 & 22 August & 16 & 17 Oct, 2009	Fridays 4pm-8pm Saturdays 9am-4pm	TBC
Applied Learning in an International Context EDU5ALI	Bruce Pridham	7 & 8 August 2009 Int. Study Tour 12 Sept – 3 Oct 2009 inclusive.	Friday 4pm - 8pm Saturdays 9am – 4pm	TBC
Semester 1 2010				
Applied Learning Programs and Applications EDU5ALP	Bruce Pridham	20 & 21 Feb; *1 & 2 May 2010 *	Fridays 4pm-8pm Saturdays 9am-4pm	TBC

The Units listed below will run in 2009, Summer School and First Semester 2010 subject to availability of staff and to viable student enrolment numbers.

These Units will be offered through the Bendigo Campus.

Students choosing the Master of Education (Applied Learning) Coursework option may choose two electives from the list below in addition to the elective Negotiated Project option EDU5ISP.

Students who elect to do the Research Strand must choose the Research Methods options below. Dates, times and venues may be changed, please check the online timetable to confirm details.

UNIT NAME	COORDINATOR	DATES	TIMES	VENUE
Semester 2 2009				
Assessment & Early Intervention EDU5AEI	Dr. Mary Keeffe	TBC	TBC	TBC
Multiple Disabilities & Communication EDU5MDC	Dr. Mary Keeffe	On-line & intensive 2 days	TBC	TBC
Teaching Students with Autism EDU5TSA	Dr. Mary Keeffe	TBC	TBC	TBC
Research Methods EDU5RME	TBC	On-line Unit Dates TBC	TBC	TBC
Summer School				
Counselling Workshop EDU4CWS	Peter Richardson	14, 21 & 28 Nov & 5 December 2009	TBC	TBC
At Risk Students: Critical Considerations EDU5ARS	Charlie Kotiw	12 Dec, 2009 & 11,12 &13 January 2010	9.30am to 4.30pm	TBC
Teaching & Learning in a Virtual Environment EDU5TLV	Shem MacDonald, Lillian Austin,	11 January – 1 March 2010	On Line	On-line
Research Methods (Also applies to Ed. Students) HLT5RM	Virginia Dickson-Swift & Jon Willis	TBC	9.30am – 4.30pm To be confirmed	TBC
Semester 1 2010				
Independent Study Program EDU5ISP	Bruce Pridham	Negotiated		
Minor Thesis EDU5MTH	Supervisor	Negotiated		

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Master of Education (Applied Learning) – Unit Descriptions (2009/2010)

Coursework only structure:

EDU5TAL – THEORIES OF APPLIED LEARNING

In this unit students explore and develop critical understanding of the historical emergence and diversity of theories associated with applied learning internationally, including claims made for programs framed by these theories.

This unit requires three hours of contact for each week of semester or the equivalent. This may include lectures, tutorials, practicals, workshops and/or online interaction.

EDU5ALI – APPLIED LEARNING IN AN INTERNATIONAL CONTEXT

Students will explore international trends and developments in applied learning. They will undertake comparative educational study and analysis of an educational system or program from a selection of countries outside Australia. Students will have the option to undertake an overseas study tour examining in detail the applicable systems and programs of the host country (countries) or alternatively undertake a comprehensive comparison based on research. Students will have the opportunity to visit a range of schools and other providers of vocational education and training. Students will also attend a range of seminars hosted by educational leaders and institutions that have an involvement in applied learning programs and initiatives.

This unit requires three hours of contact for each week of semester or the equivalent. This may include lectures, tutorials, practicals, workshops and/or online interaction.

EDU5ALP – APPLIED LEARNING PROGRAMS AND APPLICATIONS

Students develop a comprehensive understanding and awareness of the role of applied learning and the impact on learners in a range of educational settings. These may include primary and secondary schools, vocational education and training and the adult and community education sectors. Students undertake research into a selected program or preferred area of interest analysing the impact on the learners, the learning community and key stakeholders. Students explore instructional design theory and the relationship between learning and appropriate assessment, and how to use the assessment method that best 'fits' the learning content and context.

This unit requires three hours of contact for each week of semester or the equivalent. This may include lectures, tutorials, practicals, workshops and/or online interaction.

Three elective units chosen from:

EDU5ISP – INDEPENDENT STUDY PROGRAM

In this unit students examine an area of theoretical and/or professional interest not covered in other subject offerings. Students negotiate with a supervisor the specific problem to be investigated; the means by which the problem can be resolved, and the manner in which the findings are to be presented for assessment. Approval is required from the Course Coordinator.

Equivalent of one hour per week supervisory conference, plus independent study

EDU5AEI – ASSESSMENT AND EARLY INTERVENTION

Students will learn about the purposes, functions and interpretations of various tests and assessments used to identify the learning needs of students with learning difficulties and learning disabilities. Collaboration with teachers, professional and parents in assessment and reporting is interrogated. In particular, students will develop an understanding of the social, cognitive, perceptual and physical needs of young children and current best practices for effective interventions.

Block mode – four day vacation and weekend classes.

EDU5MDC – MULTIPLE DISABILITIES AND COMMUNICATION

Students will investigate the educational needs of young people with severe or multiple disabilities. Specific physical, sensory and health impairments will be used as case studies. In particular, various forms of assistive, facilitative and augmentative communication processes and technologies will be studied.

Two full day classes during the vacation and weekend. Students may be given the option to attend weekly in an on-line campus lecture mode.

EDU5TSA – TEACHING STUDENTS WITH AUTISM

Students will interrogate the learning needs of students with Autism Spectrum Disorder. Case studies will be used to understand the nature of autism and to develop strategies for communication, social skills and behaviour. The educational needs of students with Asperger in regular school settings will also be investigated.

Block mode – four full day vacation and weekend classes.

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EDU4CWS – COUNSELLING WORKSHOP

In this unit students, who are teachers, nurses, youth workers, guidance officers and other professionals will learn to develop a range of counselling skills which will enable them to enhance communication within their profession. The theoretical framework for this unit will be drawn from humanistic-existential psychology, particularly the person-centred approach. While attention will be given to training in core counselling skills, the major focus of the workshops will be on the development of an effective approach to counselling through reflection on students' own practice in formal and informal counselling interactions.

Four full-day lectures and workshops (Saturdays)

EDU5ARS – At Risk Students: Critical Considerations

In this unit students will address issues concerning divisions in contemporary school populations, the issues of school inequity, and successful and at risk students. The role of schooling, work and student destination will be discussed, along with the development of youth cultures. Helping students to solve personal and social problems is part of examining the relationship between student, school and work futures.

Four full-day lectures and workshops.

EDU5TLV – TEACHING & LEARNING IN A VIRTUAL ENVIRONMENT

This unit aims to meet the needs of current or future teachers with an interest in virtual learning. Students will be presented with theories of virtual learning which then will be applied to students' own learning areas through the development of virtual curriculum materials. Students will explore pedagogies of teaching and learning in a virtual environment, teaching and facilitation strategies. Students will also explore learning design for teaching in an online environment.

One and a half days face to face tutorials (9 hours) plus 2 hours per week for 13 weeks of online lectures and tutorials, or equivalent.

HLT5RM - RESEARCH METHODS

In this unit students develop advanced skills in a range of quantitative and qualitative research approaches directly applicable to research and evaluation in the health sciences, as a preparation for an honours thesis. Students are introduced to advanced health research and evaluation skills, citation standards, literature review techniques, preparation of ethics applications, preparation and defence of the thesis protocol, and skills in thesis writing. Data analysis techniques relevant to the student's thesis are discussed.

Coursework and minor thesis structure:

EDU5TAL – THEORIES OF APPLIED LEARNING

(As above)

EDU5ALI – APPLIED LEARNING IN AN INTERNATIONAL CONTEXT

(As above) OR

EDU5ALP – APPLIED LEARNING PROGRAMS

(As above)

HLT5RM – RESEARCH METHODS (applicable to Education Students)

(As above) OR

EDU5RME – RESEARCH METHODS (online unit TBC)

EDU5MTH – MINOR THESIS

Candidates conduct a research program and write a thesis of 15,000 to 20,000 words which investigates a specific problem or area. The thesis should demonstrate the student's ability to conduct a systematic research project which shows an awareness of a limited body of literature and control of an appropriate research methodology. It should reveal a critical approach to the relevant field and the methodology used. A minor thesis may be conceptual, empirical or exploratory in its approach. The content and methodology of the thesis must be negotiated with and approved by a supervisor. Candidates should begin the process of finding a supervisor in the semester before their minor thesis enrolment commences. Guidelines can be obtained from the Higher Degrees (Research) Administrator in the Faculty of Education or School of enrolment. Candidates are not normally permitted to enrol in more than 60 credit points of minor thesis work during candidature.

Candidates should attend regular supervision sessions by arrangement with the supervisor.

Other University Web Links:

- **Information for Students:** <http://www.latrobe.edu.au/students/>
- **University Calendar:** <http://www.latrobe.edu.au/acadserv/current/acadcalendar.html>
- **Student On-Line:** <http://www.latrobe.edu.au/acadserv/current/studentonline.html>
- **Timetables:** <http://www.latrobe.edu.au/students/timetables.html>
- **Unit Search:** [http://udb-iasprd.latrobe.edu.au/udb1subprd_public/publicview\\$.startup](http://udb-iasprd.latrobe.edu.au/udb1subprd_public/publicview$.startup)
- **Campus Maps:** <http://www.latrobe.edu.au/bg/maps.html>
- **Fees and Finance:** <http://www.latrobe.edu.au/study/fees.html>
- **Scholarships:** <http://www.latrobe.edu.au/scholarships/>
- **Student Travel Insurance:** <http://www.latrobe.edu.au/insurance>