

Life Impact



SCHOOL OF EDUCATION

Postgraduate Programs Handbook 2009

PROFESSIONAL STUDIES AWARDS

Co-ordinator: Assoc Prof Sivakumar Alagumalai

Graduate Certificate in Education (Science & Technology)

Graduate Certificate in Education (Mathematics &
Technology)

Master of Educational Studies

Master of Educational Research

Master of Education (Science & Technology)

Master of Education (Mathematics & Technology)

RESEARCH DEGREES

Coordinator Assoc Prof Sivakumar Alagumalai

International student coordinator Dr I Gusti Ngurah Darmawan

ACADEMIC YEAR DATES 2009 – THE UNIVERSITY OF A

Wk	Monday	Proposed	Public holidays/A
1	Fri 2 Jan	Summer Break for students	New Years Day Public
2	5 Jan	Summer Semester 1	
3	12 Jan	Summer Semester 2	
4	19 Jan	Summer Semester 3	
5	Tues 27 Jan	Summer Semester 4	Australia Day Public H
6	2 Feb	Summer Semester 5	
7	9 Feb	Summer Semester 6	
8	16 Feb	Summer Semester 7	
9	23 Feb	Orientation Week	
10	2 Mar	First Semester 1	
11	Tues 10 Mar	First Semester 2	Adelaide Cup Public H
12	16 Mar	First Semester 3	
13	23 Mar	First Semester 4	
14	30 Mar	First Semester 5	
15	6 Apr	First Semester 6	Good Friday Public Ho
16	Tues 14 Apr	Mid-semester Break for students	Easter Monday Public I AVCC Common Week
17	20 Apr	Mid-semester Break for students	
18	27 Apr	First Semester 7	Anzac Day Public Holi
19	4 May	First Semester 8	
20	11 May	First Semester 9	
21	18 May	First Semester 10	
22	25 May	First Semester 11	
23	1 Jun	First Semester 12	
24	Tues 9 Jun	First Semester 13/Swot Week	Queen's Birthday/Volu Jun
25	Sat 13 Jun	Swot Week	
26	Sat 20 Jun	Mid-year Exams	
27	Sat 27 Jun	Mid-year Exams	
28	6 Jul	Mid-year Break for students	AVCC Common Week
29	13 Jul	Mid-year Break for students	
30	20 Jul	Supp. Exams	
31	27 Jul	Second Semester 1	
32	3 Aug	Second Semester 2 Graduations	
33	10 Aug	Second Semester 3	
34	17 Aug	Second Semester 4	
35	24 Aug	Second Semester 5	
36	31 Aug	Second Semester 6	
37	7 Sep	Second Semester 7	
38	14 Sep	Second Semester 8	
39	21 Sep	Mid-semester Break for students	

Welcome

School History

The School of Education, in the Faculty of the Professions, has a history of over 120 years of educational research and teacher education in South Australia. The School currently offers a range of degrees at both undergraduate and graduate level, including a Bachelor of Teaching and Graduate Diploma in Education, Masters programs (coursework and research) and two Doctoral programs.

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SCHOOL OF EDUCATION - STAFF 2009

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SEMESTER DATES - 2009

SEMESTER 1: Classes begin in week commencing **Monday 2 March** and end on **Friday 12 June**.

SEMESTER 2: Classes begin in week commencing **Monday 28 July** and end on **Friday 30 October**.

House Rules - 2009

To the residents of the School of Education, Level 8, 10 Pulteney St:

Welcome to the School of Education. We hope your stay here will be happy, productive and successful. To help you settle in, here are some House Rules. Please keep this page for reference throughout the year and use in conjunction with the *Professional Studies Awards and Research Degrees Handbook*.

The **Schulz Room 802** and the equipment stored in it are for staff use only. On occasions this room is used for Research Seminars and other meetings. **The kitchen facilities are strictly for staff use only.**

Photocopier

There will be a limit of **1000 copies per year** for MEd Studies and MEd Research programs and **2000 copies per year** for Research students.

Please respect Copyright regulations displayed on the wall of the Photocopying Room. If you are unsure of these legal requirements, please ask a staff member for clarification.

Mailboxes

Mailboxes ('pigeonholes') for staff and research postgraduates are located in the photocopy room on level 8, room 838.

Building Access

After-hours access to the Building is given to staff and higher degree students. Note that occasionally there is no access – e.g. over the Christmas-New Year break (approximately December 25–January 2)

Security

If you have been allocated space in a room, **lock your door when you leave your room**, even if it is for a short time.

Assignments

Ask individual lecturers about the procedure for submitting assignments.

Occupational Health & Safety

Fire or other emergency situation: If the alert alarm sounds ('beep-beep-beep'), prepare to leave the building. The evacuation alarm ('whoop-whoop') is the signal to leave the building. Listen for announcements and obey the wardens' instructions.

Please refer to the *Professional Studies Awards and Research Degrees Handbook* for further information regarding Occupational Health and Safety. We all strive to maintain a safe, happy and healthy workplace. If at any time you have any concerns about your welfare or that of fellow students, please make them known to a member of staff.

You will find staff helpful. If the person you ask for information does not know the answer they will try to refer you to someone who can help you. Should a staff member respond with 'Sorry, I cannot stop now' they may be hurrying off to a commitment, such as a meeting or lecture. Try again later.

Assoc Professor Sivakumar Alagumalai, Head, School of Education

COURSEWORK PROGRAMS OFFERED AT THE SCHOOL OF EDUCATION

MASTER OF EDUCATIONAL STUDIES

The School of Education's postgraduate degrees are professional development programs for those who are already teachers and educators in various institutions. Graduates who have also completed the Graduate Diploma in Education as their initial teacher education qualification are eligible to enter these degrees. The Master of Educational Studies degree (24 units) aims to provide practising teachers and educators with the opportunity to pursue advanced studies in Education relevant to their classroom teaching and to learn about educational research related to their professional interests and contexts. Candidates in the Master of Educational Studies concentrate on developing research methodology skills, take a number of electives in Educational and Curriculum Studies and, finally, complete a research project. Those who are seeking promotion to leadership or administrative positions will find these studies particularly relevant.

The program is equivalent to one year of full-time study (24 units) Students must complete a 3 unit compulsory research methodology course, six 3 unit elective courses (18 units), and a 3 unit supervised Research Project.

Pre-requisite Qualifications:

An applicant for admission to the program of study for the degree of Master of Educational Studies shall:

- (a) have qualified for a degree of the University, or for a degree of another institution accepted for the purpose by the University and have qualified for a Graduate Diploma in Education of the University or for an award accepted by the University as equivalent, *or*
- (b) have qualified for a Bachelor of Education of another institution accepted for the purpose by the University.

Duration

full-time: two semesters; or part-time equivalent.

Program structure

The Master of Educational Studies programs include:

- 1 core course (3 units)
- 6 elective courses (18 units 6 electives x 3 units)
- 1 minor project (3 units)

The Minor Project consists of a three-unit supervised self-directed project. The topic for the Minor Project should be worked out in the first week of the semester.

Proposed study pathway (February intake example)

Courses offered in Semester 1, 2009

All courses 3 units – Choose 6 elective courses = 18 units

Semester 1	EDUC 7001	Educational Inquiry (Core Unit, compulsory)
	EDUC 7012	Issues in Science Education
	EDUC 7008	Indigenous Education
	EDUC 7003	Classroom Voices, Contexts & Cultures
	EDUC 7010	Innovations in Teaching, Learning & Assessment
	EDUC 7014	Mathematics Education
	EDUC 7030	Minor Project (compulsory)*

Courses offered in Semester 2, 2009

Semester 2	EDUC 7001	Educational Inquiry (Core Unit, compulsory)
	EDUC 7011	Introduction to Statistics in Educational Research
	EDUC 7016	Multicultural Society & Educational Policy
	EDUC 7018	Neuroscience & Education
	EDUC 7004	Curriculum Design & Evaluation
	EDUC 7030	Minor Project (compulsory)*

***Education Minor Project (EDUC 7030), last course in the MEd Studies**

- Supervisors will be allocated by the School of Education
- 1 semester full-time or 2 semesters part-time.
- part of HECS liable program (coursework).
- administered and examined by the School of Education
- student has a School Supervisor for regular consultation and discussion, in choosing a topic, carrying out research and writing it up.
- student must prepare a Concise Outline (with Budget and Timeline) – see Proforma in this Handbook – which needs to be approved by Supervisor.
- to be written up in form and style of academic paper or thesis.
- **Final presentation** – 3 copies, one of which is returned to the student, one stays in the Departmental library and one goes to the Supervisor.
- Examined by supervisor and one other examiner, internal or external. Where both examiners recommend a passing or a failing grade, the final mark is the average. Where the recommendations extend across pass and fail the Academic Program Adviser, having read the examiners' reports, will consult with the examiners in an attempt to resolve the issue. Students and/or the Academic Program Adviser may request an oral examination to help clarify the matter of quality. Where agreement cannot be reached between pass and fail, a third examiner will be appointed by the Head of School.

To qualify for the Masters of Educational Research program, students should attain an overall grade of 75% or better in the Masters of Educational Studies program.

Key contacts:	Academic matters	Assoc Prof Sivakumar Alagumalai Room 808 Ph: 8303 5630
	Administrative matters	Ms Wendy Zweck Room 832 Ph: 8303 3731

Master of Educational Research

This program is for students who would like to undertake doctoral studies (PhD or Doctor of Education) at the School of Education, but do not meet the appropriate entry requirements for a research degree. This program is a 12 unit extension to the Master of Educational Studies program. It provides grounding in research and associated methods, and prepares students to progress to a research program of study.

Program duration

Master of Educational Studies (1 year full-time) + 6 months/12 units research

Pre-requisite Qualifications:

Master of Educational Studies with an **overall grade of 75% or better**.

Duration

full-time: one semester or part-time equivalent

Program structure

The Master of Educational Research program includes:

- 1 research project (9 Units)
- 1 qualitative or quantitative course (3 Units)

The Research Project consists of an eight unit supervised self-directed project. The topic for the Research Project should be worked out in the first week of the semester.

Proposed study pathway

EDUC 7032 Research Project (9 Units)

and

1 Qualitative course EITHER

EDUC 7003 Classroom voices **or**

EDUC 7020 Qualitative Approaches to Educational Research

or

1 Quantitative course – EITHER

EDUC 7011 Introduction to Statistics **or**

EDUC 7021 Quantitative Educational Research

Further details:

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MEd Studies & MEd Research Pathways

MEd Studies (1 year)

Coursework represents 100% of the degree requirements

Admissions: Semesters 1 and 2

MEd Studies		
	MEC06	
	MEC05	
	MEC04	
	MEC03	
	MEC02	
RMC01*	MEC01	MP01
3 units	18 units	3 units
24 units		

RMC01* - Core Course (EDUC 7001 – Educational Inquiry)

MEd Research (1.5 years)

‡Dissertation (one 9-unit Research Project) represents less than 35% of the degree requirements

MEd Studies		
<i>First Year Study</i>		
	MEC06	
	MEC05	
	MEC04	
	MEC03	
	MEC02	
RMC01*	MEC01	MP01
3 units	18 units	3 units
24 units		

+

Research Components		
<i>Additional six months of study</i>		
	MEC06	
	MEC05	
	MEC04	
RMC03 [‡]	MEC03	
RMC02 [‡]	MEC02	
RMC01*	MEC01	RP01 [‡]
3 units		9 units
12 units		

⇒

MEd Research			
<i>1.5 years of study</i>			
	MEC06		
	MEC05		
	MEC04		
RMC03 [‡]	MEC03		
RMC02 [‡]	MEC02		
RMC01*	MEC01	RP01 [‡]	MP01
6 units	18 units	9 units	3 units
36 units			

Research Methods Course [RMC02[‡] or RMC03[‡]] – Students **must complete** either
 EDUC 7020 Qualitative Approaches to Educational Research **or** EDUC 7003 Classroom Voices
OR EDUC 7021 Quantitative Educational Research **or** EDUC 7011 Introduction to Statistics

MASTER OF EDUCATION (Science & Technology) [MEd (Sci & Tech)] **MASTER OF EDUCATION (Mathematics & Technology)** **[MEd (Maths & Tech)]**

This program is professionally oriented and intended for people currently employed in education, and those who have an interest in extending their knowledge and practice in the area of Science or Mathematics and Technology in Education.

The programs focus on scholarly investigation, including strengthening the teaching-learning-research nexus, mentoring, and supervised practical experiences. Topics in this program are built on an academic study relating to Science or Mathematics and Technology in Education to form a basis for critical evaluation of research and development in these fields.

Course activities and learning experiences seek to enhance critical and innovative thinking and facilitate the communication of ideas. The programs will also provide opportunities to learn about underlying theories and practical strategies to enhance learning, teaching and management through the use and integration of technology in Science and Mathematics education.

On completion of the program, it is hoped that graduates seek to undertake further comprehensive research, play key leadership roles in education and the community, and sustain their professional growth and edge in the areas of Mathematics/Science and Technology Education.

The trans-disciplinary nature of the structure of the courses provides an innovative way to re-examine Science/Mathematics/Technology Education. This, coupled with a delivery by a team of experts in all three disciplines, adds value to how teachers and students could be motivated, engaged and retained in the Sciences and Mathematics. The program offered by the University of Adelaide is a quantum leap from the traditional teaching and learning deployed and promoted in a number of tertiary institutions. Furthermore, these active researchers bring to their respective groups a passion for learning and enquiry, and will be able to provide participants with professional learning in our Masters level programs.

Entry Requirements

A University degree (Science, Mathematics, Engineering or Technology) plus a Graduate Diploma in Education, or equivalent; or
A Bachelor of Education (Secondary Science) or equivalent

Candidates must have appropriate teaching education/training and at least one year of teaching experience.

Time Commitment

The program is equivalent to two years full-time study (48 units) and is available to full and part-time students.

Program structure

The Masters programs include:

- 36 units of courses
- 12 units of research

The coursework is followed by research consisting of either **two** supervised self-directed projects, or a research thesis.

Proposed study pathway (February intake example)

Year 1

Semester 1 – 12 units

- 3 units Educational Inquiry (compulsory)*
- 3 units Innovations in Teaching, Learning and Assessment*
- 3 units Classroom Voices
- 3 units Issues in Science, Mathematics and Technology Education*
- OR
- 3 units Mathematics Education*

Semester 2 - 12 units

- 3 units Education Minor Project (compulsory)
- 3 units Multicultural Society & Education Policy
- 3 units Neuroscience & Education*
- 3 units Introduction to Statistics in Educational Research*

Year 2

Semester 1 – 12 units

- 3 units Curriculum Design and Evaluation
- 3 units Qualitative Approaches to Education Research
- 3 units Introduction to Statistics in Educational Research
- 3 units Quantitative Education Research

Semester 2 – 12 units

- 9 units Education Research Project **
- 3 units Frequency and Count data
- OR
- 3 units Measurement, Evaluation and Assessment

(Note: not all elective courses will be offered each year)

- * Foundation courses for Graduate Certificate in Education (Science/Mathematics and Technology)

SYLLABUS FOR MASTERS COURSEWORK PROGRAMS

EDUC 7001 Educational Inquiry – CORE COURSE

3 Units Semester 1 & 2

This course provides an introduction to educational inquiry and research, and to issues involved in interpreting the findings of inquiry to enable students to become critical consumers of educational research for enhancing professional practice. It also introduces traditions and conceptions of educational research with an emphasis on careful reading and critique of research as well as the significance of the role of educators as researchers. The role of literature in research is examined, and techniques and strategies for critiquing literature are developed. Discussion of the research design process, including ethical issues and differing approaches to inquiry leads into an overview of the frequently used methods of data collection and analysis. The modules in the course provide a grounding in key concepts, to develop understanding and skills in particular methods of data collection and analysis. The modules of study include epistemology in the social sciences, the philosophical foundations of modern research strategies, the general classes of research investigations in education, and will help students to develop their skills to better support them in reading and understanding research projects. This course is an initial preparation for writing project work, theses and dissertations in education.

Assessment: Literature Review (2000 words), Research proposal and minimal MCQ test.

What is expected in your literature review?

The EDUC 7001 – Educational Inquiry course provided insights into literature reviews, specifically in constructing a critical review. You may want to refer to the notes provided in the EDUC 5511 course-reader and Chapter 2 in the required textbook [Crestwell (2005)].

A literature review is:

- a review of the writings, or literature, on a particular topic/area
- a review of the most relevant, recent and scholarly work in the topic/area, and
- a piece of writing that supports, evaluates and critiques your research topic.

The literature review is **NOT**:

- just a summary of articles, texts or journals, or
- an analytical, opinionative or argumentative essay.

The review of literature requires a student to identify, locate, read, analyze, evaluate, and synthesize existing information. Literature reviewed should be chosen primarily from current well-known sources in the field (refereed journals and books by experts in the different review domains). The purpose is to familiarize yourself with the current understanding and relevant knowledge in your areas of interest. Insights gained through the review will lead you to a better-prepared and better-designed project, and increase the chance that your research will lead to important knowledge.

According to Borg and Gall (1989), the review of literature is extremely beneficial because it will help you:

- Delimit the research problem and help more clearly define your research problem,
- Seek new approaches by reading about what has been done and not done in previous research,
- Avoid sterile approaches that past research has shown to be futile
- Gain insights into previous methods, measures, subjects, and approaches,
- Find recommendations for further research, and
- Sample current opinions.

A number of sample literature reviews are included in the EDUC 5511 course reader.

Your supervisor will also direct you to relevant journals, refereed proceedings and book chapters.

Borg, W.R., & Gall, M.D. (1989). *Educational Research*. 5th Ed. White Plains, NY: Longman Inc.

Crestwell, J.W. (2005) *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. 2nd Ed. Upper Saddle River, NJ: Pearson.

EDUC 7008 Indigenous Education

3 units Semester 1 2 hours per week

The course will examine the historical and cultural contexts of Indigenous Australian education, contrasting Indigenous pedagogies with 'western' practice. It will explore the epistemologies and ontologies of Indigenous Australians, as well as the function of the 'Dreaming', past and contemporary Indigenous education policies, literacy, restricted knowledges, education as social currency, language rights, Aboriginal English, health and community well-being, and inclusive education. These themes will be further investigated in relation to classroom practice, the role of teachers and globalisation.

Assessment 1 x 1000 word Reflection, 1 x 5000 word Case Study
Attendance & Participation 10%

EDUC 7014 Mathematics Education

3 units Semester 1 2 hours per week

Pre-requisites: pass in a Level III Mathematics subject or other qualification accepted by the Graduate School of Education

A study of current research and theory in mathematics education

Assessment: essays and assignments

EDUC 7016 Multicultural Society & Education Policy

3 units Semester 2 2 hours per week

This course explores culturally plural societies, the construction of identities and how these relate to social and educational policies. The key concepts relate to the 'core' values of different cultures, and the individual ontologies that people construct from the group values that are determined by social, political and educational systems. These, as well as alternative orientations to cultural pluralism, are examined with reference to epistemologies, curriculum, school organisations and educational policy.

EDUC 7020 Qualitative Approaches to Educational Research

3 units Semester 2 2 hours seminar a week

This course is designed to provide students with an overview of qualitative research approaches. In addition to considering various theoretical frameworks and methodological approaches, there will be a focus on practical aspects of setting up research projects through the stages of formulating a proposal, preparing a budget, collecting and analysing data, writing up results and formally presenting the thesis.

Assessment: seminar participation; practical data collection; *either* development of Research Proposal and concise outline, *or* essay on a methodological approach in educational research, totalling 6000 words.

EDUC 7021 Quantitative Educational Research

3 units Semester 1 2 hours of seminars a week

The course examines the use of quantitative methods in educational research. In particular, regression techniques such as multiple regression and path analyses are discussed. The course will be taught in the computer laboratory where students will work through a set of exercises using the SPSS program.

Assessment: Analysis of data, presented in the form of a research article.

EDUC 7003 Classroom Voices, Contexts and Cultures

3 units Semester 1 2 hours of seminars a week

Moving away from policy studies and school rhetoric, this qualitative research-based course will canvas aspects linked to learners in their learning environment. Initially the history of the classroom will be outlined. Other issues which will be developed are class, gender, race and religion in past and current classrooms. There will be an opportunity to investigate student and teacher voice from classrooms, the community as a classroom, and the influence of architecture on classroom learning and teaching. In addition, classroom cultures and cliques, and their psychological and sociological ramifications will be examined. The course will focus on the emergence of new research methodologies and the possibility of using an interdisciplinary approach in the examination of these issues.

Assessment: 1 x 6000 word essay, or 2 x 3000 word essays

EDUC 7011 Introduction to Statistics in Educational Research

3 Units Semester 2

This course will provide students with an introduction to the use of statistics in educational research. Emphasis will be placed on students achieving an understanding of the statistical procedures considered so that they can think critically about suitable procedures for the collection and analysis of data, and about the educational usefulness of calculated statistics. Students will gain experience with using the SPSS package on computers.

EDUC 7018 Neuroscience and Education

3 units Semester 2 2 hours seminars a week

Learning is central to education. Research in neuroscience is having an increasing impact on our understanding of learning. By looking at the brain, scientists are studying the very complex processes that underpin our speech and language, thinking and reasoning, reading and mathematics. This course explores the meaningful links such research offers between the complex brain processes and the actions of our mind. We are particularly concerned with how these links may improve the daily practices of educators.

Assessment: 6000 word essay

EDUC 7004 Curriculum Design & Evaluation

3 units Semester 1 and 2 1 hour lecture and 1.5 hour tutorial per week

The topic is concerned with the development of curricula and the design of instruction and the provision of learning experiences. It first examines the historical perspectives and evolution of curricula. Recent development in the fields of cognitive neuroscience, neuropsychology and the specification of learning objectives are examined and their implications for multi-media approaches to learning, teaching and assessment are discussed. Consideration is also given to the teaching of values, as well as design, development and evaluation of curricula and the implementation of innovatory curricula. Curricula innovations are also discussed.

Assessment: Critique of selected curricula/syllabus (1500 words) and essay (3000 words).

EDUC 7010 Innovations in Teaching, Learning and Assessment

3 units Semester 1 1 hour lecture and 1.5 hours tutorial per week

The aim of the topic is to familiarise students with emerging technologies, and the theoretical, pedagogical and research-based evidence for decision-making on optimising learning and enhancing teaching. The topic seeks to highlight the pertinent nexus between teaching, learning, assessment and research. This topic consists of a negotiated, inter-/trans-disciplinary and school-based project that results in creation of a Reflections Portfolio

and the design and implementation of a practical (trial and evaluated) unit of work. Interoperability, portability and standards issues will be examined and discussed.

Assessment: Electronic portfolio of reading/activities (3000 words) and Innovations and implementation for Teaching/Learning Assessment (2500 words)

EDUC 7012 Issues in Science, Mathematics and Technology Education

3 units Semester 1 1 hour lecture and 1.5 hours tutorial per week

The aim of the topic is to familiarise students with the major issues and complementary research in Science, Mathematics and Technology Education. This would include reviews and critical examination of research undertaken in Science, Mathematics and Technology Education. It introduces to students the application of research for reflection and improvement of practices in Science, Mathematics and Technology Education. Students will then translate theory into practice in one or more areas that they can utilise in their own teaching. A number of emerging innovations, namely cognitive neuroscience, reflective practice, inquiry and problem-based learning, will be examined.

Assessment: Review and Synthesis of research literature (2000 words) and Innovations and implementation for Teaching/Learning assessment (2500 words)

EDUC 7015 Measurement, Evaluation & Assessment

3 units Semester 2 2.5 hours per week

This course assumes a knowledge of introductory statistics and educational measurement and is concerned with the major developments that have occurred during the past 40 years to improve the measurement of human behaviour, learning and development in the fields of education, and the social and behavioural sciences. There are many models that are derived from Item Response Theory and this course focuses on those models developed by Rasch and scholars working within the framework that he proposed for the use of logistic and other functions to transform data so that it would possess sound measurement properties. The principle of measurement seeks to advance both student assessment and use of procedures of multivariate and multilevel analysis, particularly for the investigation of stability and change in human characteristics associated with learning and development.

EDUC 7009 Analysis of Frequency and Count Data

3 units Semester 2 2.5 hours seminars a week

This course is designed to develop skills in the use of computer-based procedures for the storage and systematic examination of information obtained from published sources, extended interviews on the use of detailed observation schedules, particularly of learning and teaching in classroom situations. In some studies this leads to the interpretation of the information, while in other studies this leads to the development of explanatory models that can be tested with frequency and count data. The first stage of the topic involves an introduction to storage and extraction procedures, and the sorting and shifting of the extracted information, while the second stage involves the analyses of contingency tables, configural frequency analyses, correspondence analyses, log-linear modeling, mobility tables and Markov chains. The emphasis in this course is on the unity of educational research across different disciplines and different methods of inquiry.

EDUC 7030 Education Minor Project

3 units Semester 1 & 2 Self-directed study under supervision

Students may undertake this course, only after successful completion of EDUC 5511 – Educational Inquiry and not enrol in it without the approval of the Masters Program Coordinator

This course consists of a survey and review of the literature relating to some aspect of the theory and practice of education arising out of one of the earlier Masters coursework courses completed. Students will present a topic proposal which will be discussed with a supervisor who will recommend appropriate reading. Progress will be monitored through regular discussions between the supervisor and the student.

Assessment: 6,000 word literature review

Minor Project – 6000 words – Literature Review

This course will allow candidates to pursue an independent project or area of investigation developed in collaboration with the supervisor. The Masters Program Coordinator will allocate supervisors

The course consists of a survey and review of literature relating to some aspects of the theory and practice of education arising out of one of the Masters course work courses completed by the student. Alternatively, a student may want to explore, with the permission of the allocated supervisor, an individually negotiated project relating to a school-based research project the student may be involved in (or is planning to design). Students will present a topic proposal that will be discussed with a supervisor who will recommend appropriate reading. Progress will be monitored through regular discussions between the supervisor and the student.

On completion of this course, students should be able to demonstrate an understanding of their knowledge of the chosen area/topic of study, highlight and situate their work in a broader context of research literature and most importantly demonstrate a capacity for critical reflection to undertake educational research.

A project of 6000 words or equivalent is due before the examination period of the semester, and will be in the form of an extensive literature review. Two hard copies together with an electronic version on CDROM, are required for assessment.

The School of Education, may forward the assessable work to an external examiner for expert feedback and moderation purpose.

EDUC 7031 Education Major Project - 6 Units [Research with secondary data]

EDUC 7032 Education Research Project - 9 units [research with primary data]

EDUC 7033 Education Dissertation – 12 units

RESEARCH DEGREES IN THE SCHOOL OF EDUCATION

The School of Education currently offers three research degrees. These generally attract a HECS Exemption under the Research Training Scheme (for both full-time and part-time students) for the duration of the time set down in the course rules. HECS fees may apply if the candidature extends beyond this period.

For information: <http://www.adelaide.edu.au/programs/pg/>

Supervision for these research degrees is available in the two areas which represent the main expertise and research strengths of the School:

- * the social and cultural context of education; and
- * curriculum, teaching and learning

Master of Education (MEd)

Pre-requisite Qualifications

- * Honours degree (class I or 2 A level), with Graduate Diploma in Education or equivalent

Mode and duration

- * internal
- * 2 years full-time; equivalent part-time

The MEd consists of coursework and research. Three three-unit coursework courses must be completed, one of which must be a research methodology subject from those listed for the MEd Studies degree. The thesis component involves similar requirements for original investigations to the PhD, but on a more restricted scale, since the time allowed represents about a third of the time required for a PhD. The thesis is assessed by examiners, at least one of whom must be external to the University.

Doctor of Philosophy (PhD)

Pre-requisite Qualifications

- * Honours degree, at Class I or 2 A level, (for a PhD in Education candidates would normally be expected to also have a qualification in Education, such as a Graduate Diploma in Education); **or**
- * Masters Degree in Education, with a substantial research component at a level equivalent to class I or 2 A Honours.

Mode and duration

- * internal
- * 3 years full-time; 6 years part-time

The PhD is a university-wide research degree which has no coursework subject component. It involves solely the presentation of a thesis embodying the results of an original investigation. The thesis is assessed by examiners external to the university, in many cases outside Australia, and must display original and critical thought, be a significant contribution to knowledge and relate the research topic to the broader framework of the discipline within which it falls. The process of external examination is an important mechanism to ensure the internationally competitive standard of the degree awarded.

All new PhD students are expected to complete what is called a Structured Program of Activities as part of the formal requirements for the confirmation of their PhD candidature. The Structured Program involves participation in seminars related to various aspects of the research enterprise over a period of up to one year. The core component is the completion of a detailed Research Proposal and the presentation of it at a School seminar. Other activities may include preliminary work in the area of specialisation, and completion of the specified academic programs or skills training, where required. The nature of the Structured Program of Activities is negotiated with each student at the time of their initial enrolment. Students are required to complete an *Annual Review of Progress*, as part of their re-enrolment process each year.

The PhD is the recognised qualification usually required for employment as a lecturer or a researcher at university level.

Doctor of Education (DEd)

Pre-requisite Qualifications

- * Masters degree in Education, with substantial research component **or**
- * Honours degree (at Class I or 2 A level) with Graduate Diploma in Education;
- * **Plus** three years experience in the education profession

Mode and duration

- * Internal
- * 3 years full-time; 6 years part-time.

The DEd is a professional research degree, designed for practising teachers or educators who are likely to remain in their professional contexts. It provides opportunities to develop the candidate's understanding of professional research in education and to apply this knowledge in carrying out research related to a given educational context. The approach is intended to encourage a more holistic, multi-disciplinary approach to understanding the professional context of education.

During the first part of candidature, a Structured Program of Activities is undertaken. The research undertaken shall take the form of a portfolio of professional research comprising three research projects on a particular professional issue or context.

- The portfolio must contain an abstract that summarises the main findings presented in each research project and must indicate how the three projects, when considered together, demonstrate a significant contribution to professional knowledge in education.
- The portfolio must include an introduction which succinctly describes the professional problem or issue to be investigated; provides a critical review of the relevant literature in the area (which may replicate literature cited in the subsequent research projects); identifies specific gaps in educational knowledge and understanding; and outlines the aims of the three research projects and the specific educational contexts in which the investigations take place.
- The portfolio must contain a conclusion showing the professional significance of the findings for educational theory and practice, making recommendations for their practical implementation in educational contexts and for future research.

Over the period when students are working on their research portfolio they are expected to attend regular research seminars where they discuss and present aspects of their work. In the research stage of their candidature, students are expected to complete an Annual Review of Progress as part of their re-enrolment procedures.

The final assessment for the degree is based on the submission of a portfolio of three Research Projects, along with discussion and analysis of the professional contexts to which they relate. This research portfolio (which would be expected to amount to approximately 70,000 words) is assessed by external examiners in the same way as a PhD thesis.

For further details contact The School of Education

Assoc Prof Sivakumar Alagumalai Tel: 8303 5630; sivakumar.alagumalai@adelaide.edu.au

International applications please contact Dr I Gusti Ngurah Darmawan

igusti.darmawan@adelaide.edu.au

Website: <http://www.adelaide.edu.au/professions/education/>

Contacts for international students;

The Student Centre, The University of Adelaide, South Australia 5005

Level 4 Wills Building (at bottom of waterfall)

Tel: 61-8-8303 5208 Fax: 61-8-8303 4401 email: international@adelaide.edu.au

Website: <http://www.international.adelaide.edu.au>

RESEARCH IN THE SCHOOL OF EDUCATION

1. Research Degrees

MEd, PhD and DEd are all regarded as Research degrees.

- **MEd:** 2 years full-time – 1 semester coursework, 1.5 semesters research, then approximately 30-40,000 words;
- **PhD:** three years full-time – 1 semester Structured Program, 5 semesters research, thesis 80,000 words;
- **DEd:** 3 years full-time - 1 year coursework, 2 years Research portfolio of 3 Research Projects on a particular professional issue or context. (3 x 20,000 + introduction and conclusion = 70,000 words).
- The PhD and DEd MEd are administered by The Adelaide Graduate Centre, examined by two **external** examiners, on recommendation of the School
- student eligible for HECS exemption scholarship for the expected time of candidature
- Student has one principal supervisor and one co-supervisor appointed for regular consultation and discussion or developing the Research Proposal; carrying out research and writing it up.

2. Formal requirements for students:

- Attend Induction Half-Day at beginning of candidature – enrolment will not be confirmed without this.
- Complete a Core Structured Program in first semester (2 semesters for part-time students).
The Structured Program includes writing a Research Proposal and presenting it before the Research Proposal Examination Approval Committee. Candidature will not be confirmed without this. When this is approved by the Graduate Centre, the student receives a letter confirming their candidature and giving a completion date.
- It is possible to request intermission of periods up to 1 year – if approved, candidature is extended by this time.
- Take part in an ongoing Development Program through attendance at School research seminars and other relevant research conferences and activities.
- Complete an *Annual Review of Progress*, which needs to be countersigned by supervisor and Postgraduate Co-ordinator. These forms are sent out in October, together with re-enrolment forms for the following year.

3. Final presentation:

- Students need to write up in the style/presentation of a thesis or academic paper – follow appropriate style for referencing/footnotes.
- Submit 3 copies of the thesis suitably bound for examination.
- 3 months before submitting students need to notify Graduate Centre on the proper form and include an abstract of the thesis.
- The School then nominates 3-4 examiners (this should have been discussed with students beforehand).
- Before submission students must get supervisor and Head of School to sign a *Certification of Thesis for Examination* form stating that the thesis is technically ready for examination.

4. A note on research supervision

Both for the Educational Research Project (MEd Studies & MEd Research) and for the research degrees, it is the task of the candidate both to propose a topic and to find a member of staff who is prepared to undertake the task of supervision. However, the Head of School or the Postgraduate Co-ordinator will be able to suggest possible supervisors, if necessary, and will be pleased to discuss possible topics.

In looking for a supervisor it is well to bear in mind that you will be working closely together for a considerable time and that your personal compatibility may therefore be no less important than the supervisor's detailed knowledge of the general area in which you wish to work. It is also worth enquiring about a potential supervisor's study leave plans, although alternative supervision will be arranged for periods of absence on leave of more than one term.

5. Research ethics – what you need to know

URLs:

<http://www.adelaide.edu.au/ari/researchers/responsibleresearch.html>

<http://www7.health.gov.au/nhmrc/issues/researchethics.htm>

6. Research Training Scheme (RTS) - HECS exemptions

If eligible, as a Doctor of Education student, you have been allocated an RTS place, this exempts you from making a contribution to HECS, and is in addition to any living allowance scholarship you may be receiving. Depending on your eligibility (which may be affected if you were enrolled in a postgraduate research program in the last three years) the HECS exemption is valid for a maximum of four years of full-time candidature or its equivalent. To check your eligibility for RTS and to ensure you understand the implications of the scheme, students are urged to read the Guidelines. The RTS Guidelines are available on the web at:

http://www.dest.gov.au/sectors/research_sector/programmes_funding/programme_categories/professional_skills/research_training_scheme.html

Please note that the RTS legislation requires immediate and accurate recording by the University of any changes to your candidature. This means that retrospective applications for changes to candidature past the last recording date cannot be made.

Extensions of candidature beyond four years may attract HECS liability and/or fees payable to the University.

RESEARCH INTERESTS OF STAFF

Sivakumar Alagumalai

- Science and Mathematics Education
- Comparative Epistemologies and Ontologies
- Implications of Cognitive Neuroscience and Neural Network for Education
- Intelligent Teaching-Learning-Assessment Systems
- Measurement and Evaluation in Education
- Computer Adaptive Testing and Learning Diagnostic Systems
- Hierarchical Linear Modelling and Educational Research

Stephanie Burley

- History of Catholic Girls Schooling in South Australia : Teachers, Curriculum and Students
- Literature available in the above in U.S.A., Canada, England, Ireland and Australia
- History of the interaction of religion, education and social change
- Emerging trends in gender studies
- Australian Studies, its emergence and development in SA senior secondary classes
- History of Catholic girls schools in South Australia - 1945 - 1990s

I Gusti Ngurah Darmawan

- Information Technology
- Sciences in Teaching
- Measurement in Educational Research
- Multivariate and multilevel modelling in Educational Research

Alan Larkin

- Maths Education
- Assessment & Evaluation
- Comparative Education
- Online Learning

Nina Maadad

- Languages Education
- Ethnic minorities in Education

Robert Matthews

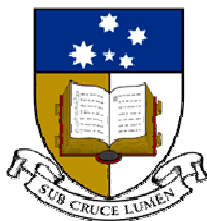
- Analytical Psychology
- Student Teacher Interaction
- Holistic Education

Christine Velde

- Educational Administration
- Adult Education
- Workplace Education/VET Education
- Educational Leadership

Linda Westphalen

- Cultural Studies (Gender, Race, Class, Ability) and the intersections of these Indigenous Epistemologies
- Gifted and Talented Education
- Education and Media



School of Education The University of Adelaide

MEd Studies [24 Units] & MEd Research [36] Programs Study Pathway

Name: _____ Student Number: _____

Program Name: MEd Studies / MEd Research Start Date: _____ / _____ / 20__

MEd Studies (24 units)				
Core Course	Units	Sem/Yr	Grade	Comments
EDUC 7001 <i>Educational Inquiry</i>	3 u			
Elective Courses				
EDUC	3 u			
EDUC	3 u			
EDUC	3 u			
EDUC	3 u			
EDUC	3 u			
EDUC	3 u			
Minor Project				
EDUC7030 <i>Education Minor Project</i>	3 u			Title:

MEdResearch – extension (12 units)				
Research Methodology Course	Units	Sem/Yr	Grade	Comments
EDUC 7020 <i>Qualitative Approaches to Educational Research</i> or EDUC 7003 <i>Classroom Voices</i>	3 u			
OR				
EDUC 7021 <i>Quantitative Educational Research</i> or EDUC 7011 <i>Introduction to Statistics</i>	3 u			
Major Research Project				
EDUC 7032 <i>Education Research Project (F/T)</i>	9 u			Title:

MINOR PROJECT – EDUC 7030

CONCISE OUTLINE

Proposed Research for Educational Minor Project in MEd Studies

**To be submitted to the Supervisor together with
Proposed Timeline - as on the next page**

TOPIC: _____

NAME: _____

SUPERVISOR: _____ Allocated by School

EDUCATIONAL MINOR PROJECT COURSE ENROLLED FOR THIS YEAR:

(Please tick appropriate box)

EDUC.MIN. PROJECT F/T	EDUC.MIN. PROJECT P/T
Full-time	Part-time

ANTICIPATED DATE OF COMPLETION: Year _____ June 30 November 30

Signature of Student: _____ Date: _____

Signature of Supervisor: _____ Date: _____ P.T.O.

PROPOSED TIMELINE

Please outline briefly the main stages you envisage in the completion of your Educational Minor Project and the time you propose to spend on each.



School of Education The University of Adelaide

Research Proposal Review Form

Name: _____ Student Number: _____

Program Name: MEdResearch / DEd / PhD

Start Date: _____ / _____ / 20 _____

Title of Research/Thesis:

--

Review Panel:

	Title	First Name	Last Name	Signature
1.				
2.				
3.				

Date of Review: _____ / _____ / 20 _____

Time: _____ am/pm

Supervisor(s) present: _____

Proposal Review Format:

The review begins with a short (30-45 minutes) presentation by the candidate describing the problem/context, research objectives, review of relevant literature, method for conducting the research and planned data collection, possible data analyses techniques, and the additional work proposed to be completed for the research study. The Review Panel then questions the candidate. The panel may also ask questions of a more general nature in order to test the adequacy of the candidate's preparation for the proposed research. At the conclusion of the proposal review, the research program Coordinator indicates to the Supervisor(s) one of three outcomes (tick ✓ one box):

- The candidate **passed** the Research Proposal and may proceed to independent study and research for the program of study.
- The candidate must **revise** the Research Proposal and be examined again within the next _____ months. Comments and feedback are provided on the next page.
- The candidate **failed**, but may submit a new Research Proposal to another Review Panel after completing additional coursework, independent study, and research. Comments and feedback are provided on the next page. **A maximum of two attempts is permitted.**

Research Program Coordinator's Name

Signature

Date

Feedback to Candidate and Supervisor(s):

Note: The feedback must be submitted to the candidate within three working days, and a copy filed with the School Manager, Ms Wendy Zweck.

Assessment Cover Sheet

Student Name	
Student ID	
Course Code/Name	EDUC _ _ _ _ _
Assignment Title	
Lecturer/Tutor	
Date Submitted	

KEEP A COPY – Please be sure to make a copy of your work. If you have submitted assessment work electronically make sure you have a backup copy

PLAGIARISM AND COLLUSION

Plagiarism: using another person’s ideas, designs, words or works without appropriate acknowledgement.

Collusion: another person assisting in the production of an assessment submission without the express requirement, or consent or knowledge of the assessor.

CONSEQUENCES OF PLAGIARISM AND COLLUSION

The penalties associated with plagiarism and collusion are designed to impose sanctions on offenders that reflect the seriousness of the University’s commitment to academic integrity. Penalties may include: the requirement to revise and re-submit assessment work; receiving a result of zero for the assessment work; failing the course; expulsion and/or receiving a financial penalty.

I declare that all material in this assessment is my own work except where there is clear acknowledgement and reference to the work of others. I have read the University Policy Statement on Plagiarism, Collusion and Related Forms of Cheating - <http://www.adelaide.edu.au/http://www.adelaide.edu.au/policies>

Signed..... Date

Application for Extension

This form should be submitted to the School office (with documentation) at least three days BEFORE the assignment due date.

(Normally 7 day extension)

Full Name			
Address			
Postcode		Phone Number	
Email			

Student ID									
School:					Program code:				
Area & Catalogue No. & Course Title:									
Academic staff member (as stated in course information):									
Assignment No:					Due Date:				
New Due Date Requested:									
Reason for Extension: (please attach supporting documentation where appropriate)									
Signed:					Date:				
For office use:									
Notified Student (by email)									
Student Name:					ID No:				
Course Name:					Assignment No/Title:				
Extended Due Date:					Signature of Lecturer:				

School and University Policies and Procedures

Admission & Enrolment

Application

Students seeking to enrol for the **first** time in the coursework subjects for the degree of Master of Educational Studies are required to apply for admission via SATAC at: <http://www.satac.edu.au/>

International Students should make enquiries to:

The Student Centre, The University of Adelaide, South Australia 5005

Level 4, Wills Building (at bottom of waterfall)

Tel: 61-8-8303 5252 Fax: 61-8-8232 3741

e-mail: international@adelaide.edu.au

Website: <http://www.international.adelaide.edu.au>

Course Add Application Form

This form should be used for adding courses to an existing enrolment after Monday 16 March. All course addition forms **MUST** have the Student Adviser's signature and if applicable a Course Adviser signature. If you are intending to add courses in two different programs, you must lodge a separate form for each program with the relevant Faculty/School.

To view this form please use the following URL: <http://www.adelaide.edu.au/student/current/forms/>

Course Drop Application Form

This application is for use by students who are not able to drop courses online (eg cross-institutional students).

To view this form please use the following URL: <http://www.adelaide.edu.au/student/current/forms/>

Pre-Enrolment English Program (PEP) – Enrolment, Transfers and Late Arrivals Policy

This policy outlines the enrolment, transfer and late arrival principles for the Pre-Enrolment English Program for commencing international students.

To view this policy please use the following URL: <http://www.adelaide.edu.au/policies/1043/>

Cross-institutional enrolment

1. Check with the Course Adviser or the Head of the School of Education at THE UNIVERSITY OF ADELAIDE to ensure that the subject you wish to take is acceptable.
2. At about this time you should also make contact with the relevant Course Adviser of The Flinders University School of Education or University of South Australia to ensure that you can be accepted for the subject.
3. Obtain a Cross-Institutional Enrolment Form <http://www.adelaide.edu.au/enrol/> and have it signed by the Course Adviser for the THE UNIVERSITY OF ADELAIDE. **You will need to provide a course outline at this time.**
4. Take the Cross-Institutional Form to Flinders University or University of South Australia, have it counter-signed and complete enrolment formalities there.
5. On completion of the Flinders or University of South Australia subject your notification of results **must** be forwarded to the School of Education Office so that the subject can be credited towards the Adelaide award.

Please see notes for cross-institutional students in the 2009 Enrolment Information

Student Guide

The Student Guide is designed primarily for students new to the University, but contains information on a wide range of student-related rules, policies and procedures with which all students are expected to become familiar.

To view the Student Guide please use the following <http://www.adelaide.edu.au/student/policies/>

Assessment and Examinations

Regulations and schedules require that students regularly attend classes and do written and tutorial work as required by the lecturer in charge of the academic program. Attendance at a minimum of 75% of the classes is normally required.

Assessment

Assessment varies somewhat between courses, but includes the following: seminar papers, seminar participation, essays, minor research projects, book reviews and examinations. Specific details are given later under the entry for each course.

Examinations Policy

This policy provides a comprehensive framework for the organisation and conduct of primary and supplementary examinations to assist students in performing to their highest academic potential. View this policy at: <http://www.adelaide.edu.au/policies/465/>

Grade Descriptors

The School of Education uses the following grading scheme:

85 and over	High Distinction
75-84	Distinction
65-74	Credit
50-64	Pass
below 50	Fail

This entry contains the Grade Descriptors developed by the Assessment Monitoring Committee. View this policy at: <http://www.adelaide.edu.au/policies/701/>

Plagiarism, Collusion and Related Forms of Cheating Policy Statement and Guidelines

The statement defines and outlines the University's prohibition of plagiarism and related forms of academic cheating and summarises the ways in which the University prevents, detects and penalises plagiarism. The Guidelines provide advice for staff and students on the implementation of the policy statement.

View this policy at: <http://www.adelaide.edu.au/policies/230/>

Reasonable Adjustments to Teaching & Assessment for Students with a Disability Policy

This policy outlines the principles under which adjustments can be made to teaching and assessment for students with a disability, and guidelines for negotiating reasonable adjustments through Learning and Assessment Agreements.

View this policy at: <http://www.adelaide.edu.au/policies/64/>

Rules for Assessment

This entry contains the University's Rules relating to assessment and plagiarism based on Chapter 17 of the Statutes.

View this policy at: <http://www.adelaide.edu.au/policies/241/>

Conduct and Grievances

Rules for Student Conduct

This policy contains the rules that govern the University's procedure for handling student conduct matters including mediation and the Board of Conduct.

View this policy at: <http://www.adelaide.edu.au/policies/33/>

Student Complaints Policy

This policy provides guidelines to enable students to make a formal complaint about delivery of any academic or administrative service offered by the University.

View this policy at: <http://www.adelaide.edu.au/policies/100/>

Copyright Guide for Students

This guide provides details on Copyright rules. View this policy at: <http://www.adelaide.edu.au/copyright/>

Equity and Diversity

Anti-Racism Policy

The University's anti-racism policy and grievance procedures reflect the University Act (section 5) which prohibits discrimination on the grounds of race. Specific provisions of the Equal Opportunity Act (S.A.) 1984 and the Commonwealth Racism Discrimination Act (1975) in relation to racism, form the framework for this policy.

View this policy at: <http://www.adelaide.edu.au/equity/reports/antiracism.html>

Close Personal Relationships Policy

The policy provides the University's position on staff-student relationships and staff-staff relationships in regard to potential conflict of interest.

View this policy at: <http://www.adelaide.edu.au/equity/reports/personal.html>

Disability Action Plan

The Disability Action Plan is designed to provide directions for change to better meet the needs of people with disabilities studying and working at this University.

View this policy at: <http://www.adelaide.edu.au/policies/136/>

Equity Plan

The Equity Plan has been developed to support the goals of the University's Strategic Plan including principles of equal opportunity, social justice and cultural diversity.

View this policy at: <http://www.adelaide.edu.au/policies/52/>

Sexual Harrassment Policy

The University of Adelaide is committed to providing a work and study environment, which is free from sexual harassment for all members of the University community. Sexual harassment is unlawful and unacceptable within the University.

View this policy at: <http://www.adelaide.edu.au/equity/reports/sexharrass.html>

Fees & Charges

OS-HELP Policy

This policy sets out the principles, guidelines and conditions applying to the selection of eligible students for Commonwealth OS-HELP loans for studying for a period at an overseas university while earning credit towards their University of Adelaide degree.

View this policy at: <http://www.adelaide.edu.au/policies/681/>

Refund Policy for International Students

This policy outlines the conditions under which refunds of tuition fees will be made to international students. Effective from 1 January 2005.

View this policy at: <http://www.adelaide.edu.au/policies/61/>

Refund of Tuition Fees in Special Circumstances Policy

This policy applies to international and domestic, undergraduate and postgraduate fee-paying students who have paid tuition fees for a course or courses and who seek, after Census date, a refund of the amount paid because special circumstances prevented them from completing the requirements of the course(s).

View this policy at: <http://www.adelaide.edu.au/policies/683/>

Graduation

Students expecting to complete their degrees during the current year must **APPLY TO GRADUATE**. Please note that applications for December graduation close in early October. For information on Graduation ceremonies and the application form, see the Graduations web page: <http://www.adelaide.edu.au/student/graduations/>

Academic Dress Rules

This document outlines the academic dress to be worn by students, graduates, graduates-elect or staff at graduations ceremonies or other occasions prescribed by the University of Adelaide.

View this policy at: <http://www.adelaide.edu.au/policies/445/>

Rules for Graduation Ceremonies

This document specifies the rules for graduation ceremonies.

View this policy at: <http://www.adelaide.edu.au/policies/248/>

Other Policies

Information Technology Acceptable Use Policy

This policy defines "acceptable" and "unacceptable" use of University IT facilities, clarifies the responsibilities of the users of those facilities, and outlines the procedures that will be followed in the event of a breach of policy. View this policy at: [University Policies | IT Acceptable Use and Security Policy](#)

Student Representatives to School & Faculty Boards Election Policy & Procedure

This policy outlines the University's aim to ensure that students have an opportunity to be represented on all peak school and faculty boards and committees and contains detailed election procedures.

View this policy at: <http://www.adelaide.edu.au/policies/365/>

University Calendar

The Calendars are in separate parts for undergraduate and postgraduate courses. They provide course contents, listings and rules.

The online version of the calendar is available at: <http://www.adelaide.edu.au/calendar/>

Scholarships & Prizes

University Scholarships

The link listed below takes you to a site that provides information on the University's comprehensive scholarship scheme for undergraduate, postgraduate and international students.

<http://www.adelaide.edu.au/graduatecentre/scholarships/postgrad/>

2009 TIMETABLE - MASTERS DEGREES COURSES

SEMESTER 1 MONDAY MARCH 2 - FRIDAY JUNE 12

DAY	COURSE	TIME	ROOM	LECTURER
MONDAY	EDUC 7008 Indigenous Education#	5:00 pm	812	L Westphalen
TUESDAY	EDUC 7010 Innovations in Teaching#	5:00pm	812	I Gusti Darmawan
WEDNESDAY	EDUC 7012 Issues in Science Education#	5:00pm	LAW 426	I Gusti Darmawan
	EDUC 7003 Classroom Voices, Contexts & Cultures#	5.00 pm	801	S. Burley
THURSDAY	EDUC 7001 Educational Inquiry*	5:00pm	812	S Alagumalai
	EDUC 7014 Mathematics Education#	5:00pm	801	Alan Larkin

SEMESTER 2 MONDAY JULY 27 - FRIDAY October 30

DAY	COURSE	TIME	ROOM	LECTURER
MONDAY	EDUC 7011 Introduction to Statistics in Educ Research#	5:00 pm	10 Pulteney 220	TBA
	EDUC 7004 Curriculum Design & Evaluation#	5:00 pm	812	I Gusti Darmawan
TUESDAY	EDUC 7016 Multicultural Soc & Educ Policy#	5:00 pm	812	L. Westphalen
WEDNESDAY	EDUC 7018 Neuroscience & Education#	5:00pm	812	Lisl Fenwick
THURSDAY	EDUC 7001 Educational Inquiry*	5:00pm	812	S Alagumalai

Students must undertake 1 research methodology* + 1 research project EDUC 5500 + 4 optional courses#

Master of Education (Research) and Master of Education (Science or Mathematics & Technology) ONLY

SEMESTER	COURSE	TIME	ROOM	LECTURER
SEMESTER 1	EDUC 7009 Frequency & Count Data	TUES 5:00	233 NT G09	I Gusti Darmawan
SEMESTER 1	EDUC 7021 Quantitative Educational Research	WED 5:00	LG21	S Alagumalai
SEMESTER 2	EDUC 7015 Measurement, Eval & Assessment	WED 9:00	812	S Alagumalai
SEMESTER 2	EDUC 7020 Qualitative Approaches to Educ Research	THURS 5:00	812	Velde/Westphalen/Maadad

