

300AA Doctor of Education

Year and Campus:	2015
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Level:	Research Higher Degree
Duration & Credit Points:	Students are expected to complete this research in 3.00 years full time, or equivalent part time. Credit Points: 300
Coordinator:	Discontinued
Contact:	Discontinued Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)
Course Overview:	<p>The last intake to this course was in 2009.</p> <p>The Doctor of Education is an advanced professional doctorate for experienced professionals with educational responsibilities. Carefully designed to parallel their regular work, the course enables experienced educators to carry out advanced academic and professional study which has direct relevance to their professional role.</p>
Learning Outcomes:	<p>Students who have completed the Doctor of Education should have:</p> <ul style="list-style-type: none"> # advanced their knowledge in areas of special significance to their profession; # achieved an advanced level of education and professional development in respect to the operation, # design and development of Victorian, Australian and other systems of education; # been involved effectively in a program of study and research directly related to their professional settings and educational responsibilities; # have participated in high level and systematic analysis of practical problems related to education in their profession through the application of appropriate discipline analysis and research methodology; # in a manner which has strong potential for changing professional practice; # made a contribution to the wider theoretical and/or professional debates in the relevant field of study.
Course Structure & Available Subjects:	<p>First Year</p> <p>If the student has undertaken an Educational Research Methodology subject in their Masters degree that is deemed sufficient methodological background for the proposed thesis, they will undertake</p> <p>Coursework (3 x 25-point subjects) 75 points Doctoral Research Seminar 12.5 points D.Ed. Thesis Proposal 12.5 points</p> <p>If the student has not undertaken an Educational Research Methodology subject in their Masters degree, or the research methodology of their Masters degree is deemed insufficient background for the study, then they will undertake</p> <p>Coursework (2 x 25-point subjects) 50 points Research Methods in Education 25 points Doctoral Research Seminar 12.5 points D.Ed. Thesis Proposal 12.5 points</p> <p>Second/Third Year</p> <p>Thesis 55,000 words 200 points Progression requirements</p>

A student must gain at least an H2A average in the subjects undertaken in first year, including at least an H2A result in the D.Ed Thesis Proposal to proceed to the second year of the course.

Students must present a report on their research during the first month of the second semester of their enrolment in the thesis i.e. the fourth semester of the course, or equivalent for part-time students, i.e. in the first month of the third semester of their part-time enrolment in the thesis. The report will be at least 4000 words and present a detailed account of the implementation so far of the research proposal. The report will be considered by a panel consisting of at least three staff members. Students must also make a presentation speaking to the report, which, in normal circumstances, will be open to other members of the Faculty, including other research students. If the panel deems the report unsatisfactory, they may refer the student to the Unsatisfactory Progress Committee immediately; or permit the student up to three months to revise the report. If the report remains unsatisfactory, the student will be referred to the Unsatisfactory Progress Committee.

Students who are not permitted to proceed at the end of either first or second year may take out a Master of Education degree if they wish, since they will have met the requirements of the 100-points coursework Masters.

Other requirement

Students must publicly present a research paper in the last six months of their candidature.

Subject Options:

Subject	Study Period Commencement:	Credit Points:
EDUC90273 Advanced Audiology & Sensory Aids	Not offered 2015	12.50
EDUC90272 Deafness & Language: Literacy	Not offered 2015	25
EDUC90520 Research Project in Deafness Studies	Not offered 2015	25
EDUC90231 Approaches to Trauma & Grief in Ed.Cont.	Not offered 2015	25
EDUC90230 Managing Conflict / Educational Settings	Not offered 2015	25
EDUC90215 Test and Scale Development	Not offered 2015	25
EDUC90214 Competency & Performance Assessment	Not offered 2015	25
476-678 Adolescent Psych.& its Impact on Educ.	Not offered 2015	
EDUC90207 Reflection in Learning & Teaching	Not offered 2015	25
EDUC90206 Large Scale Assessment in Education	Not offered 2015	25
EDUC90205 Assessment & Reporting for Student Learn	January	25
476-697 Special Study in LED	Not offered 2015	
EDUC90182 Creating the Learning Organisation	Not offered 2015	25
EDUC90144 Leadership	Not offered 2015	25
EDUC90296 Adult Education & Professional Practice	Not offered 2015	25
468-812 Development and Change in Organisation	Not offered 2015	
468-840 Strategic Thinking	Not offered 2015	
EDUC90146 Education Policy and Reform in Australia	March	25
482-682 Social Theories of Inequality	Not offered 2015	
EDUC90145 Comparative Education Policy	February	25
EDUC90179 Program Evaluation: Forms & ApproachesAE	Not offered 2015	25

	EDUC90178 Evaluating Large Scale Programs	Not offered 2015	25
	EDUC90177 Evaluation for Management & Development	Not offered 2015	25
	EDUC90176 Qualitative Methods AE	Not offered 2015	25
	EDUC90175 Quantitative Methods	Not offered 2015	25
	EDUC90165 Evaluation: Origins and Innovations	Not offered 2015	25
	EDUC90111 Language Planning in Education	Semester 1	25
	EDUC90110 Nonverbal Communication in L2 Learning	Not offered 2015	25
	EDUC90109 The Second Language Curriculum	Semester 1	25
	EDUC90107 The Arts And Cognition	Not offered 2015	25
	EDUC90104 Second Language Assessment	Not offered 2015	25
	EDUC90103 Language Education: Functional Grammar	Not offered 2015	25
	EDUC90101 Teaching English Internationally	July	25
	EDUC90098 Teaching English for Academic Purposes	Not offered 2015	25
	EDUC90088 Doing Discourse Analysis in Education	Not offered 2015	25
	EDUC90032 ICT & Learning:Research & Practice	Not offered 2015	25
	EDUC90030 The Mathematics Classroom	Not offered 2015	25
	EDUC90029 Reconstructing Science Education	Not offered 2015	25
	485-643 Negotiated Project - DSME	Not offered 2015	
	EDUC90025 Co-Ordination of the Curriculum	Not offered 2015	25
	EDUC90023 Learning Mathematics with Technology	Not offered 2015	25
	EDUC90022 Teaching Maths from Student Conceptions	Not offered 2015	25
	EDUC90021 Teaching for Numeracy	Not offered 2015	25
	EDUC90010 Developing Multimedia for Education	Not offered 2015	25
	EDUC90008 ICT and Curriculum	Not offered 2015	25
Entry Requirements:	<p>An applicant may be eligible for entry into the Doctor of Education if the applicant has:</p> <ul style="list-style-type: none"> # completed a Masters degree or equivalent in the discipline of Education or a cognate field relevant to the proposed area of study, with at least an H2A average over the course; # a documented record of at least five full-time equivalent years of professional or teaching experience in a field relevant to the proposed area of study; and # evidence of capacity to undertake research. (Such evidence may be completion of a research Masters thesis, producing a sustained policy document, conference presentations, articles in professional journals, etc.) 		
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student</p>		

	Equity and Disability Support: http://services.unimelb.edu.au/disability</p>
Links to further information:	www.edfac.unimelb.edu.au