

960AC Master of Education

Year and Campus:	2016 - Parkville
CRICOS Code:	056817G
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Level:	Graduate/Postgraduate
Duration & Credit Points:	100 credit points taken over 12 months full time. This course is available as full or part time.
Coordinator:	Associate Professor Shelley Gillis
Contact:	<p>Contact (http://education.unimelb.edu.au/contact_us/enquiry-forms/general-enquiry)</p> <p>Melbourne Graduate School of Education</p> <p>Currently enrolled students:</p> <ul style="list-style-type: none"> # General information: https://ask.unimelb.edu.au (https://ask.unimelb.edu.au) # Contact Stop 1 (http://students.unimelb.edu.au/stop1) <p>Future students:</p> <ul style="list-style-type: none"> # Further information (http://education.unimelb.edu.au/study_with_us/professional_development/course_list/master_of_education_and_postgraduate_certificate_in_education)
Course Overview:	<p>The Master of Education is directed at practising professionals in a broad range of fields related to education - early childhood, primary, secondary, tertiary, vocational and adult. The degree will also meet the needs of other professionals whose work has an educational component or some educational responsibility.</p> <p>Please note that this course will not provide you with registration to teach in Australia.</p> <p>This is a coursework classified course.</p>
Learning Outcomes:	<p>Students completing this course should be able to:</p> <ul style="list-style-type: none"> # demonstrate a superior knowledge and understanding of educational theory and practice in general and in a specialised area in particular; # express informed opinions about particular areas of current educational interest; and show their understanding of recent developments in education research within their specialist area. <p>Students will demonstrate the following skills:</p> <ul style="list-style-type: none"> # cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of education knowledge or practice; # communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions that inform professional decisions in the field of education; # technical and communication skills to design, evaluate, implement, analyse, and theorise about developments in education research that contribute to professional practice or scholarship in the field of education. <p>Students completing this course will be able to demonstrate the application of the following knowledge & skills:</p> <ul style="list-style-type: none"> # appreciation of professional responsibilities and ethical principles which should characterise leaders in the education profession; # to plan and execute an education research-based project, or piece of education research scholarship within their area of specialisation; # the cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of education knowledge or practice.
Course Structure & Available Subjects:	Students are required to undertake:

three core subjects (37.5 points)

62.5 points of elective study

Subject Options:**Core subjects**

Subject	Study Period Commencement:	Credit Points:
EDUC90619 Leading Educational Ideas	March, July	12.50
EDUC90620 Reading Educational Research	February, August	12.5
EDUC90057 Negotiated Capstone Project	Semester 1, Semester 2	12.50

Arts Education elective subjects

Subject	Study Period Commencement:	Credit Points:
EDUC90606 The Arts Engagement and Learning	March	12.50
EDUC90607 Teaching and Artistic Practice	July	12.5
EDUC90608 Young People and Culture	March	12.50
EDUC90636 Educating for Creativity and Innovation	August	12.50

Curriculum and Pedagogy elective subjects

Subject	Study Period Commencement:	Credit Points:
EDUC90609 Australian Curriculum Perspectives	March	12.5
EDUC90610 Curriculum Design and Evaluation	March	12.5
EDUC90611 Curriculum Pedagogy and Assessment	July	12.50
EDUC90612 Teaching both Student and Curriculum	June	12.50
EDUC90728 Innovative Spaces and Pedagogy	Semester 2	12.50

Digital Technologies elective subjects

Subject	Study Period Commencement:	Credit Points:
EDUC90588 Learning with Interactive Devices	Semester 1	12.50
EDUC90589 Technology Culture Education Online	Not offered 2016	12.50
EDUC90590 Digital Technologies in the Curriculum	Semester 1	12.50
EDUC90591 ICT & 21st Century Learning Communities	Semester 2	12.50

Early Childhood Education elective subjects

Subject	Study Period Commencement:	Credit Points:
EDUC90613 Contemporary Issues and the Young Child	Not offered 2016	12.50
EDUC90614 New Thinking in Early Childhood Pedagogy	Not offered 2016	12.50

Educational Management and Leadership elective subjects

Subject	Study Period Commencement:	Credit Points:
EDUC90126 School Effectiveness and Improvement	January	12.50

EDUC90137 Personal and Interpersonal Processes	January, September	12.50
EDUC90139 Leading a Learning Community	September	12.50
EDUC90140 Curriculum Leadership and Management	July	12.50
EDUC90141 Marketing in Education	March	25
EDUC90148 Project in Educational Leadership	March, July, Semester 2	25
EDUC90180 Human Resource Management in Education	Not offered 2016	25
EDUC90344 Foundations of Educational Leadership	February	25
EDUC90345 Leading Educational Transformation	July	25

Equity, Youth and Identity elective subjects

Subject	Study Period Commencement:	Credit Points:
EDUC90608 Young People and Culture	March	12.50
EDUC90634 Success and Failure at School	Not offered 2016	12.50
EDUC90640 Diversity Inclusion and Transitions	Semester 2	12.50
EDUC90641 Identity, Equity and Change	Not offered 2016	12.50

Evaluation elective subjects

Subject	Study Period Commencement:	Credit Points:
EDUC90205 Assessment & Reporting for Student Learn	January	25
EDUC90715 Debates in Evaluation	Term 3	12.5
EDUC90716 Qualitative Methods for Evaluation	July, Term 3	12.5
EDUC90717 Mixed Methods Research & Evaluation	Term 4	12.5
EDUC90719 Developing Evaluation Capacity	Term 2	12.5
EDUC90720 Evaluation Project	Not offered 2016	12.50
EDUC90799 Current Evaluation and Research Topics	April, Term 2	12.5
EDUC90847 Practice of Evaluation	April, October, Term 4	12.5
EDUC90848 Applied Research for Evaluation	April, October, Term 2, Term 4	12.5
EDUC90849 Impact Evaluation	Term 1	12.5
EDUC90850 Foundations of Evaluation	July, Term 1, Term 3	12.5
EDUC90851 Evaluation and Value for Money	Term 4	12.5
MAST90078 Quantitative Methods for Evaluation	Term 1	12.5

Gifted Education elective subjects

Subject	Study Period Commencement:	Credit Points:
EDUC90192 Understanding & Identifying Gifted Lrng	Not offered 2016	12.5
EDUC90193 Classroom Strategies:Gifted Education	Not offered 2016	12.5

EDUC90267 Understanding & Teaching for Creativity	July	12.50
EDUC90208 Curriculum Provision for Gifted Students	Not offered 2016	12.5

History Education elective subjects

Subject	Study Period Commencement:	Credit Points:
EDUC90740 Historical Thinking	Semester 1	12.50
EDUC90739 Historical Inquiry	Semester 2	12.50

International Education Policy elective subjects

Subject	Study Period Commencement:	Credit Points:
EDUC90163 Education Policy: International Study	September	25
EDUC90146 Education Policy and Reform in Australia	March	25
EDUC90150 Education Policy: Negotiated Project	March, Semester 2	25
EDUC90644 Globalisation and Leadership	July	25
EDUC90145 Comparative Education Policy	March	25

Language and Literacy Education elective subjects

Subject	Study Period Commencement:	Credit Points:
EDUC90684 Literacy and Literacy Development	January	12.50
EDUC90683 Reading Texts: Selection to Response	May	12.5
EDUC90680 Creating Texts	July	12.5
EDUC90681 Textual Resources Across the Curriculum	October	12.50

Learning Intervention elective subjects

Subject	Study Period Commencement:	Credit Points:
EDUC90287 Promoting Positive Learning	March	12.50
EDUC90756 Using Data To Build Learning Pathways	March	12.50
EDUC90766 Including Learners with Disabilities	August	12.50
EDUC90290 Promoting Positive Behaviour	July	12.5

Mathematics and Numeracy Education elective subjects

Subject	Study Period Commencement:	Credit Points:
EDUC90615 Mathematics: Teaching with Technology	Semester 1	12.5
EDUC90618 Mathematics: Problem Solving & Reasoning	July	12.5
EDUC90687 Numeracy: Life, School and Work	Not offered 2016	12.5
EDUC90688 Numeracy: Improving Learning	Semester 1	12.5
EDUC90690 Numeracy: Building Teacher Capacity	Not offered 2016	12.5
EDUC90691 Mathematics: Quality Teaching	Not offered 2016	12.5
EDUC90689 Numeracy: Differentiating Teaching	Not offered 2016	12.5

Science Education elective subjects

Subject	Study Period Commencement:	Credit Points:
EDUC90621 Science Communication: Culture	Not offered 2016	12.5
EDUC90622 Science Communication: Practice	Not offered 2016	12.5

Sustainability Education elective subjects

Subject	Study Period Commencement:	Credit Points:
EDUC90006 Environmental Education	Semester 1	12.50
EDUC90626 Transforming Sustainability Education	July	12.5

Teaching Shakespeare elective subjects

Subject	Study Period Commencement:	Credit Points:
EDUC90494 Teaching Shakespeare	June	12.5
EDUC90495 Shakespeare in Classroom and Community	Not offered 2016	12.5
EDUC90496 Shakespeare and Dramatic Pedagogy	January	12.50
EDUC90497 Implementing Dramatic Processes	Semester 1	12.50

Thinking, Knowledge and Creativity elective subjects

Subject	Study Period Commencement:	Credit Points:
EDUC90637 Educating for Thinking as Practice	Not offered 2016	12.50
EDUC90638 Educating for Knowledge & Understanding	March	12.50
EDUC90636 Educating for Creativity and Innovation	August	12.50
EDUC90642 Educating for Thinking	August	12.50

Other elective subjects

In addition to the elective subjects above students may also complete the following subjects as part of their elective study component:

- # subjects from one of the Melbourne Graduate School of Education specialist Masters courses for which the student has the prerequisites;
- # a relevant postgraduate subject from another Faculty/Graduate School for which the student has prerequisites, with permission;
- # a negotiated project.

Entry Requirements:

1. In order to be considered for entry, applicants must have completed:
 - either
 - an undergraduate degree and a fourth-year level education qualification, or equivalent, or
 - a four-year education degree, or equivalent.
 Meeting these requirements does not guarantee selection.
2. In ranking applications, the Selection Committee will consider:
 - prior academic performance.
3. The Selection Committee may seek further information to clarify any aspect of an application in accordance with the **Student Application and Selection Procedure (<https://policy.unimelb.edu.au/MPF1034>)** .
4. Applicants are required to satisfy the university's English language requirements for postgraduate courses. For those applicants seeking to meet these requirements by one of the standard tests approved by the Academic Board, performance **band 7 (<http://about.unimelb.edu.au/academicboard/resolutions>)** is required.

Core Participation Requirements:	<p>The Melbourne Graduate School of Education welcomes applications from students with disabilities. It is University and Graduate School policy to take reasonable steps to enable the participation of students with disabilities, and reasonable adjustments will be made to enhance a student's participation in the Graduate School's programs. The core participation requirements for study in the Melbourne Graduate School of Education are:</p> <p>In all courses</p> <ol style="list-style-type: none"> 1. The ability to comprehend complex information related to education and the disciplines in which the student is teaching. 2. The ability to communicate clearly and independently in assessment tasks a knowledge of the content, principles and practices relating to education and other relevant disciplines. 3. Behavioural and social attributes that enable a student to participate in a complex learning environment. Students are required to take responsibility for their own participation and learning. They also contribute to the learning of other students in collaborative learning environments, demonstrating interpersonal skills and an understanding of the needs of other students. Assessment may include the outcomes of tasks completed in collaboration with other students. Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact Disability Liaison.
Further Study:	<p>Graduates from this program are eligible to apply for entry to the Doctor of Education program or a PhD after completion of a 50-point Postgraduate Certificate in Educational Research, provided they meet the entry requirements and subject to achievement of an H2A GPA. Please note also that graduates of an undergraduate Honours degree may already be eligible for doctoral studies, subject to the same entry and achievement requirements.</p>
Links to further information:	<p>http://education.unimelb.edu.au/study_with_us/professional_development/course_list/master_of_education_and_postgraduate_certificate_in_education</p>