Bachelor of Education (Primary) (ED91)

Year offered: 2010
Admissions: Yes
CRICOS code: 000783G
Course duration (full-time): 4 years
Domestic fees (indicative): 2010: CSP $2,655 (indicative) per semester
International Fees (indicative): 2010: $11,000 (indicative) per semester
Domestic Entry: February
International Entry: February
QTAC code: Kelvin Grove campus: 404202. Caboolture campus: 464212
Past rank cut-off: Kelvin Grove campus: 74. Caboolture campus: 70
Past OP cut-off: Kelvin Grove Campus: 13. Caboolture campus: 15
OP Guarantee: Yes
Assumed knowledge: English (4, SA)
Preparatory studies: For information on acquiring assumed knowledge visit http://www.studentservices.qut.edu.au/apply/ug/info/knowledge.jsp
Total credit points: 384
Standard credit points per full-time semester: 48
Course coordinator: Contact Education Student Affairs 3138 3947, or educationenq@qut.edu.au
Discipline coordinator: Course Coordinator Dr Mary Ryan
Campus: Kelvin Grove and Caboolture

Career Outcomes
You will be prepared to teach at all levels of primary school. You may also complete four discipline/content studies options units in one of the key learning areas of the Queensland school curriculum. Majors in Languages Other Than English (LOTE) and Health and Physical Education are available within the primary teaching program and will enable graduates to become specialist teachers in those areas in Education Queensland, Catholic and Independent School sectors. The Health and Physical Education major is available at Kelvin Grove campus only.

Professional Recognition
Graduates are eligible for registration as teachers in Queensland through the Queensland College of Teachers. Graduates looking for employment in other parts of Australia and overseas may be required to meet additional conditions.

Literacy Standards
All students are required to satisfactorily complete assessment criteria relating to Queensland College of Teachers’ literacy standards by the end of year 3 of their course in order to meet course and QCT professional accreditation requirements. Literacy modules have been developed as a remedial action for students who do not attain satisfactory standards on the relevant literacy criterion during their assessment in the first year of their studies. Students will have the support of the First Year Experience Coordinator.

Students may attempt these modules any number of times during the first three years of their program. At the end of year 3, unsatisfactory results within course work and these modules may result in a recommendation for an early exit from the four year degree.

Deferment
QUT allows current Year 12 school leavers to defer their undergraduate admission offer for one year, or for six months if offered mid-year admission, except in courses using specific admission requirements such as questionnaires, folios, auditions, prior study or work experience.

Non-year 12 students may also request to defer their QTAC offer on the basis of demonstrated special circumstances.

Find out more on deferment.

Working with Children Check
Working With Children Check - As required by the Commission for Children and Young People and Child Guardian Act (2000), student teachers must undergo a criminal history check and be issued with a Suitability Card (Blue Card) by the Commission.

As soon as you enter your enrolment program for the course, you must submit your Blue Card application to the QUT Student Centre immediately. You must hold a Blue Card to undertake activities in any unit which involves contact with children, including the required field studies blocks.

If you do not apply for a Blue Card, immediately upon enrolment in the course and allow sufficient time for the police check and issuing of the Card, you will be unable to participate in the required activities and may need to be withdrawn from the unit(s) and incur both financial and academic penalty. It may take up to 8 weeks for the Commission to issue the Card. The application form is available at bluecard.qut.com.

Field Studies Units will be taken in Queensland schools.
Languages Other Than English (LOTE) Major

Students undertaking a LOTE Major will be required to attend other campuses and may be required to take language units at Griffith University or University of Queensland. Students wishing to undertake studies in French, German, Indonesian, Japanese or Mandarin are required to select a specified sequence of six units (72 credit points) in language level 1-6 or 3-8. Students who have taken their LOTE to Year 12 or equivalent do not take the introductory units. Graduates with this major will be eligible to seek employment as a LOTE specialist teacher within Education Queensland, Catholic and Independent School sectors. The LOTE Major is available to students at Kelvin Grove campus only.

Health and Physical Education Major

Students who commenced in 2009 and after will have the option of undertaking a Health and Physical Education Major within the course. Graduates completing this study area will be eligible to seek employment as a Primary Physical Education specialist teacher within Education Queensland, Catholic Education and Independent school sectors. This Major is available at Kelvin Grove campus only. Entry criteria and quotas apply.

Research Minor Option

At the end of Year 2, certain students will be invited to undertake the Research Minor Option. This option is designed to meet the needs of students wishing to undertake research-based higher degree study in the course of their future career. The pathway is designed to develop research skills and a research-oriented, reflective approach to teaching.

Course Structure

The Bachelor of Education is an exciting learning opportunity, which will challenge students to investigate, question, and create new knowledge about teaching and learning. The course has been designed using the principles of outcomes-based education; an educational approach that not only describes the long-term learning outcomes that are desired from the course, but which accepts that the learning pathway towards these outcomes may be different for individual students.

Each program consists of several different types of units:
- core units cover material which is considered essential
- parallel units are specific to each program
- strand units focus on issues related to that program
- specialist units that allow students to undertake a specific area of study of at least 48 credit points.

NOTE: Students granted credit for previous studies may not be able to progress each semester with a full-time load.

Caboolture Campus Note

Students at Caboolture who commence in 2010 or after may wish to take the Engaging Learners Minor at that campus. However, if students do not wish to have Engaging Learners as their option area, they would need to take alternative options from those available and take the units at the campus where offered. Students at the Caboolture campus are not able to take the LOTE Major.

Early Exit Option

Students who are unable to complete ED91 can exit with ED45 Bachelor of General Studies (288cps) on meeting specific criteria.

There is no direct entry to the Bachelor of General Studies and this course does not provide eligibility for Teacher Registration. Students wishing to exit from ED91 with ED45 should contact the Course Administration Officer on 3138 3212.

Limits on grades of 3

A new policy concerning grades of 3 came into effect from 1 January 2009 (QUT MOPP C/5.2). With effect from this date grades of 3 are no longer considered a conceded or low pass but are classified as a fail grade. Any grades of 3 awarded prior to 1 January 2009 retain the conceded pass status and will be counted for graduation purposes up to the maximum number of grades of 3 permitted for your course. Grades of 3 incurred in units that commence after 1 January 2009 will not count towards your degree. Further information is available on the Student Services website

Designated Units

Students who do not successfully complete the requirements of practicum units will have their progress in the course reviewed. Please refer to the unit outlines for more information and/or the Student Services website

Further Information

Faculty of Education Office: Phone +61 7 3138 3947; Fax +61 7 3138 3949; e-mail: educationenq@qut.edu.au (please include a postal address for e-mail enquiries)

2009 entry onwards Full-time structure

<table>
<thead>
<tr>
<th>Year 1, Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDB001 Teaching and Learning Studies 1: Teaching in New Times</td>
</tr>
<tr>
<td>EDB006 Learning Networks</td>
</tr>
<tr>
<td>MDB001 Foundation: Scientific and Quantitative Literacy</td>
</tr>
</tbody>
</table>
EDB036  Introduction To Education

Year 1, Semester 2
EDB007  Culture Studies: Indigenous Education
HMB300  Teaching Primary HPE
CLB004  Foundation: Language Design and Theory
CLB005  Foundation: Wellness and Active Citizenship

Year 2, Semester 1
EDB002  Teaching and Learning Studies 2: Development and Learning
EDB021  Primary Field Studies 1: Development and Learning in the Field
KKB202  Teaching Primary Dance and Drama
MDB006  Teaching Primary Science

CLB006  Teaching Reading and Writing
MDB002  Teaching Primary Mathematics 1
CLB008  Teaching Primary SOSE
  Minor Option 1 (Elective) - See ED91 Option Studies List

Year 3, Semester 1
CLB007  Learning Literacy by Design
MDB004  Teaching Primary ICT
KKB201  Teaching Primary Music, Visual Arts and Media
  Minor Option 2 (Elective) - See ED91 Option Studies List

Year 3, Semester 2
EDB003  Teaching and Learning Studies 3: Practising Education
EDB022  Primary Field Studies 2: Practising Education in the Field
MDB003  Teaching Primary Mathematics 2
  Minor Option 3 (Elective) - See ED91 Option Studies List

Year 4, Semester 1
EDB004  Teaching and Learning Studies 4: Inclusive Education
EDB023  Primary Field Studies 3: Inclusive Educational Practices
MDB005  Teaching Primary Design and Technology
  Minor Option 4 (Elective) - See ED91 Option Studies List

Year 4, 6TP4
EDB005  Teaching and Learning Studies 5: Professional Work of Teachers
SPB036  Assessment: Using Educational Data

2009 entry onwards ED91 - LOTE Progression

Year 1, Semester 1
EDB006  Learning Networks
MDB001  Foundation: Scientific and Quantitative Literacy
EDB036  Introduction To Education
  LOTE 1 or 3 - See LOTE Units

Year 1, Semester 2
EDB007  Culture Studies: Indigenous Education
CLB004  Foundation: Language Design and Theory
CLB005  Foundation: Wellness and Active Citizenship
  LOTE 2 or 4 - See LOTE Units

Year 2, Semester 1
EDB002  Teaching and Learning Studies 2: Development and Learning
EDB021  Primary Field Studies 1: Development and Learning in the Field
KKB202  Teaching Primary Dance and Drama
  LOTE 3 or 5 - See LOTE Units

Year 2, Semester 2
CLB006  Teaching Reading and Writing
MDB002  Teaching Primary Mathematics 1
CLB008  Teaching Primary SOSE
  LOTE 4 or 6 - See LOTE Units

Year 3, Semester 1
CLB007  Learning Literacy by Design
MDB004  Teaching Primary ICT
MDB006  Teaching Primary Science
  LOTE 5 or 7 - See LOTE Units

Year 3, Semester 2
EDB003  Teaching and Learning Studies 3: Practising Education
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDB022</td>
<td>Primary Field Studies 2: Practising Education in the Field</td>
</tr>
<tr>
<td>MDB003</td>
<td>Teaching Primary Mathematics 2</td>
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<tr>
<td>LOTE 6 or 8 - See LOTE Units</td>
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</tbody>
</table>

**Year 4, Semester 1**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDB004</td>
<td>Teaching and Learning Studies 4: Inclusive Education</td>
</tr>
<tr>
<td>EDB023</td>
<td>Primary Field Studies 3: Inclusive Educational Practices</td>
</tr>
<tr>
<td>CLB042</td>
<td>Primary LOTE Curriculum Studies</td>
</tr>
<tr>
<td>MDB005</td>
<td>Teaching Primary Design and Technology</td>
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**Year 4, 6TP4**

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<th>Course Code</th>
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<tbody>
<tr>
<td>EDB005</td>
<td>Teaching and Learning Studies 5: Professional Work of Teachers</td>
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<tr>
<td>SPB036</td>
<td>Assessment: Using Educational Data</td>
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**Year 4, Semester 2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDB024</td>
<td>Primary Field Studies 4: Professional Work of Teachers - Induction into the Field</td>
</tr>
<tr>
<td>EDB025</td>
<td>Internship (Primary)</td>
</tr>
</tbody>
</table>

**2009 entry onwards ED91 - Health and Physical Education Major**

The Health and Physical Education Major is available at Kelvin Grove Campus only for students commencing from 2009.

After completing the standard progression for Year 1, for second year students will be eligible to enter this major area if they have reached a specific grade in HMB300 and have a minimum grade point average. Quotas apply.

**Year 1 Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
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</thead>
<tbody>
<tr>
<td>EDB001</td>
<td>Teaching and Learning Studies 1: Teaching in New Times</td>
</tr>
<tr>
<td>EDB006</td>
<td>Learning Networks</td>
</tr>
<tr>
<td>MDB001</td>
<td>Foundation: Scientific and Quantitative Literacy</td>
</tr>
<tr>
<td>EDB036</td>
<td>Introduction To Education</td>
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</table>

**Year 1 Semester 2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDB007</td>
<td>Culture Studies: Indigenous Education</td>
</tr>
<tr>
<td>HMB300</td>
<td>Teaching Primary HPE</td>
</tr>
<tr>
<td>CLB005</td>
<td>Foundation: Wellness and Active Citizenship</td>
</tr>
<tr>
<td>CLB004</td>
<td>Foundation: Language Design and Theory</td>
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</tbody>
</table>

**Year 2 Semester 1**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDB002</td>
<td>Teaching and Learning Studies 2: Development and Learning</td>
</tr>
<tr>
<td>EDB021</td>
<td>Primary Field Studies 1: Development and Learning in the Field</td>
</tr>
<tr>
<td>MDB006</td>
<td>Teaching Primary Science</td>
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<tr>
<td>HMB314</td>
<td>Performance Skills 1</td>
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</tbody>
</table>

**Year 2 Semester 2**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CLB006</td>
<td>Teaching Reading and Writing</td>
</tr>
<tr>
<td>MDB002</td>
<td>Teaching Primary Mathematics 1</td>
</tr>
<tr>
<td>HMB315</td>
<td>Performance Skills 2</td>
</tr>
<tr>
<td>CLB008</td>
<td>Teaching Primary SOSE</td>
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**Year 3 Semester 1**

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<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>CLB007</td>
<td>Learning Literacy by Design</td>
</tr>
<tr>
<td>MDB004</td>
<td>Teaching Primary ICT</td>
</tr>
<tr>
<td>KKB201</td>
<td>Teaching Primary Music, Visual Arts and Media</td>
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<tr>
<td>OR</td>
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</tr>
<tr>
<td>KKB202</td>
<td>Teaching Primary Dance and Drama</td>
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<tr>
<td>HMB171</td>
<td>Fitness Health and Wellness</td>
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**Year 3 Semester 2**

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<tr>
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<tbody>
<tr>
<td>EDB003</td>
<td>Teaching and Learning Studies 3: Practising Education</td>
</tr>
<tr>
<td>EDB022</td>
<td>Primary Field Studies 2: Practising Education in the Field</td>
</tr>
<tr>
<td>MDB003</td>
<td>Teaching Primary Mathematics 2</td>
</tr>
<tr>
<td>HMB331</td>
<td>Physical Education Curriculum Studies 2</td>
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**Year 4 Semester 1**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDB004</td>
<td>Teaching and Learning Studies 4: Inclusive Education</td>
</tr>
<tr>
<td>EDB023</td>
<td>Primary Field Studies 3: Inclusive Educational Practices</td>
</tr>
<tr>
<td>HMB313</td>
<td>Socio-Cultural Foundations of Physical Activity</td>
</tr>
<tr>
<td>HMB305</td>
<td>Personal Health</td>
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**Year 4, 6TP4**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDB005</td>
<td>Teaching and Learning Studies 5: Professional Work of Teachers</td>
</tr>
<tr>
<td>SPB036</td>
<td>Assessment: Using Educational Data</td>
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</tbody>
</table>

**Year 4 Semester 2**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDB024</td>
<td>Primary Field Studies 4: Professional Work of Teachers - Induction into the Field</td>
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<td>EDB025</td>
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</tr>
</tbody>
</table>

**ED91 - Research Minor Option**
Years 1 & 2 as per standard course structure

Year 3, Semester 1

Students with a GPA of 5.5 or above will be invited to undertake the research minor option which has been designed to meet the needs of students wishing to undertake research-based higher degree study in their future career. Note: you can take only one major or one minor in the course.

CLB007 Learning Literacy by Design
MDB004 Teaching Primary ICT
EDB410 Introduction To Research Methods
EDB411-1 Dissertation (Stage 1)
Students who commenced 2007 take KKB201 Teaching Primary Visual Arts and Media or KKB202 Teaching Primary Dance and Drama in Year 3 Semester 1 instead of MDB004.

Year 3, Semester 2

EDB003 Teaching and Learning Studies 3: Practising Education
EDB022 Primary Field Studies 2: Practising Education in the Field
MDB003 Teaching Primary Mathematics 2
EDB411-2 Dissertation (Stage 2)

Year 4, Semester 1

EDB004 Teaching and Learning Studies 4: Inclusive Education
EDB023 Primary Field Studies 3: Inclusive Educational Practices
MDB005 Teaching Primary Design and Technology
EDB411-3 Dissertation (Stage 3)

Year 4, 6TP4

EDB005 Teaching and Learning Studies 5: Professional Work of Teachers
SPB036 Assessment: Using Educational Data

Year 4, Semester 2

EDB024 Primary Field Studies 4: Professional Work of Teachers - Induction into the Field
EDB025 Internship (Primary)

List: Option Studies Units

All students (except those following the LOTE or Health and Physical Education major progression) take a total of four option units.

In Year 2, students who started ED91 in 2009 or later may commence a minor comprising four units from one of the area headings below.

Alternatively students can take four option units from across the areas below and from the General Options list. This would not comprise a minor.

Offering of minors is subject to unit availability and area viability. Students who commenced before 2009 may not be able to obtain a minor due to course progression, unit availability and offering.

If an option unit is taken in the same semester of study as a field studies unit, a nine-week option unit must be selected. Nine-week option units are noted below.

Students who want to obtain a minor should complete a CM Form before commencing the minor.

ENGAGING LEANERS

This minor is available only to students who commence ED91 in 2010 or after.

CLB323, SPB038, SPB022 and SPB018 are nine-week option units.

SPB008 Middle Years Students and Schools
CLB323 Teaching Adolescent Literature
SPB018 Teaching Strategies
SPB038 Understanding Reading Difficulties
SPB022 Middle Years Curriculum, Pedagogy and Assessment

MIDDLE YEARS OF SCHOOLING - Not available for students commencing 2010 or after.

Available only to students who commenced 2009 or prior.

CLB323, SPB004, SPB022 and SPB018 are nine-week option units.

SPB008 Middle Years Students and Schools
CLB323 Teaching Adolescent Literature
SPB018 Teaching Strategies
SPB004 Teaching Students with Learning Difficulties
SPB022 Middle Years Curriculum, Pedagogy and Assessment

STUDIES IN INCLUSIVE EDUCATION

Students undertaking this minor will undertake the course core unit EDB023 Primary Field Studies 3: Inclusive Educational Practices and will be placed in a class that has children who have a disability and/or learning difficulties. The class teacher should be supported by special education teachers from a Special
Education Unit or Special Class based in the school grounds; or Advisory Visiting Teachers in special education; or Learning Support teachers; or English as Second Language Teachers. Students should advise the Field Studies Office that they require the specific placement noted above when enrolling in EDB023. Please note that EAB005 or SPB038 may be taken to towards the minor, but not both.

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<tr>
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<tbody>
<tr>
<td>SPB003</td>
<td>Teaching Children with Disabilities</td>
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<tr>
<td>SPB004</td>
<td>Teaching Students with Learning Difficulties</td>
</tr>
<tr>
<td>CLB347</td>
<td>Teaching English as an Additional Language</td>
</tr>
<tr>
<td>EAB005</td>
<td>Inclusion in Early Childhood Settings</td>
</tr>
<tr>
<td>SPB038</td>
<td>Understanding Reading Difficulties</td>
</tr>
<tr>
<td>SPB006</td>
<td>Educational Counselling</td>
</tr>
</tbody>
</table>

SPB006 block dates: Sem 1, 2010: 4-8 January, Sem 2, 2010: 29 June - 3 July

INDIGENOUS EDUCATION

- EDB040 and EDB041 are nine-week option units.
- EDB038 Indigenous Australian Culture Studies
- EDB039 Indigenous Politics and Political Culture
- EDB040 Indigenous Knowledge: Research Ethics and Protocols
- EDB041 Indigenous Australia: Country, Kin and Culture

ENGLISH AS A SECOND LANGUAGE

- CLB347, CLB049 and CLB021 are nine-week option units.
- CLB045 Becoming a Second Language User
- CLB320 Studies In Language
- CLB403 Gender And Sexuality Issues For Teachers
- CLB347 Teaching English as an Additional Language
- CLB049 The Global Teacher
- CLB021 English as a Second Language Curriculum Studies 1

LITERATURE AND MEDIA STUDIES

- CLB323 and CLB050 are nine-week option units.
- CLB441 Children’s Literature
- EAB361 Storytelling In Early Childhood
- CLB321 Writing Workshop

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<tr>
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<tbody>
<tr>
<td>CLB452</td>
<td>Media Literacy And The School</td>
</tr>
<tr>
<td>CLB323</td>
<td>Teaching Adolescent Literature</td>
</tr>
<tr>
<td>CLB050</td>
<td>Movies and Popular Culture</td>
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</tbody>
</table>

NUMERACY AND MATHEMATICS

- MDB453 and MDB349 are nine-week option units.
- EAB023 Mathematical Explorations in Early Childhood
- MDB349 Excursions in Mathematical Reasoning
- MDB388 Numeracy in Games of Skill and Chance
- MDB453 Mathematics Curriculum 2: Middle Years and Vocational

HEALTH AND PHYSICAL ACTIVITY

- HMB315 and HMB313 are nine-week option units.
- HMB315 Performance Skills 2
- PUB251 Contemporary Public Health
- HMB376 Motor Development in Children
- PUB201 Food and Nutrition
- PUB406 Health Promotion Practice
- HMB337 Organisation and Management In Physical Education And Sport
- HMB313 Socio-Cultural Foundations of Physical Activity
- HMB171 Fitness Health and Wellness
- HMB377 Children in Sport

GENERAL OPTIONS

- CLB446 Grammar in the Classroom: Theories and Pedagogies
- MDB454 Science, Technology and Society
- EAB022 Early Childhood Science Education
- CLB375 Exploring Outdoors: Education in the Environment
- KMB129 Music and Sound Production 2
- MDB391 Earth And Space
- KMB252 Multi Platform Sound and Design (Offered 2011)
- KMB003 Sex Drugs Rock ‘n’ roll
- KMB004 World Music
- EAB416 Early Childhood Art Education
- EAB363 Creating Curriculum With Young Children
- KVB110 2D Media and Processes

List: Languages Other Than English (LOTE) Units
LOTE UNITS

LOTE students are required to complete 72 credit points of discipline/content studies plus 12 credit points of LOTE curriculum studies in one of the five languages available: Japanese, French, German, Mandarin and Indonesian.

Students who have taken their LOTE to Year 12 or equivalent do not take the introductory units. Students should take only units in the language levels 1-6 or 3-8.

Language units are delivered through an alliance between QUT, Griffith University and University of Queensland. Mandarin is available at QUT up to level 4 only. Higher levels of Mandarin will be studied cross institutionally. For queries regarding the delivery of Japanese, German, Indonesian and French language units 1-6 or 3-8, please contact the Faculty of Business on 3138 2050 or email bus@qut.edu.au.

The Mandarin language units in the discipline/content strand follow.

MANDARIN

- **AMB031** Mandarin 1
- **AMB032** Mandarin 2
- **AMB033** Mandarin 3
- **AMB034** Mandarin 4

**Potential Careers:**
Educator, Primary School Teacher, Teacher.

**UNIT SYNOPSES**

**AMB031 MANDARIN 1**
This unit introduces students who have little or no prior knowledge of Chinese Mandarin to the four macro skills of listening, speaking, reading and writing through an integrated communicative approach to teaching. Content will include: the Mandarin sound and tonal systems; the Pinyin Romanisation system; introduction to Chinese character writing, greetings and introductions; family, identification of nationalities, places and objects, locations and directions.

**Antirequisites:** HHB051 and HUB453  
**Equivalents:** HHB031  
**Credit points:** 12  
**Campus:** Gardens Point  
**Teaching period:** 2010 SEM-1 and 2010 SUM-1

**AMB032 MANDARIN 2**
This subject continues to develop the four macro skills of listening, speaking, reading and writing through an integrated communicative approach. While there is further consolidation of the knowledge of the Pinyin Romanisation system, greater attention is devoted to the reading and writing of characters. With acquisition of language, students receive further exposure to aspects and characteristics of Chinese culture.

**Prerequisites:** AMB031 or HHB031 or HUB453 or HHB051  
**Antirequisites:** HHB052, HUB454  
**Equivalents:** HHB032  
**Credit points:** 12  
**Campus:** Gardens Point  
**Teaching period:** 2010 SEM-2

**AMB033 MANDARIN 3**
This unit is designed to meet student needs to further develop their basic knowledge and skills for understanding, speaking, reading and writing Mandarin Chinese in a wide range of everyday situations. Eligible students are those who have: successfully completed introductory Mandarin units HHB031/AMB031 and HHB032/AMB032 at QUT; or successfully completed equivalent Mandarin study elsewhere. Graduates from high schools who have completed Year 12 Mandarin should also enrol in this unit. (Students who have undergone primary and secondary education in China and Taiwan are not eligible for this unit. Students who cannot speak Mandarin Chinese but can read and write Chinese script are not eligible either. They should enrol in AMB030 Mandarin for Chinese.)

**Prerequisites:** AMB032 or HHB032  
**Equivalents:** HHB033  
**Credit points:** 12  
**Campus:** Gardens Point  
**Teaching period:** 2010 SEM-1

**AMB034 MANDARIN 4**
This unit follows on from AMB033. Students further develop their knowledge and skills needed to understand, speak, read and write Mandarin Chinese in a wide range of everyday situations and to give presentations on given topics. Resources include textbook, workbook, CDs, DVDs and online multimedia materials. Students learn about 400 Chinese characters and have further exposure to various aspects of Chinese society and culture.

**Prerequisites:** AMB033 or HHB033  
**Equivalents:** HHB034  
**Credit points:** 12  
**Campus:** Gardens Point  
**Teaching period:** 2010 SEM-2

**CLB004 FOUNDATION: LANGUAGE DESIGN AND THEORY**
This unit examines literacy from contemporary perspectives. Literacy education has tended to make an artificial divide between the printed word and visual information. Increasingly, contemporary literate practices combine multiple text forms employing a range of media and technologies to communicate. Texts are spoken, written, visual imagery and other symbolic forms, and are presented in multimedia combinations and digital interactive contexts. This unit examines the complex simultaneity of texts, delivery modes and media that have specific and more general, social and cultural meaning.
Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove and Caboolture  Teaching period: 2010 SEM-2

CLB005 FOUNDATION: WELLNESS AND ACTIVE CITIZENSHIP
This unit explores the links between a holistic notion of health and wellness and the practice of active citizenship. It investigates the connections between human wellness, behaviour and particular social, cultural, civic, economic and environmental relationships that characterise communities at particular times and places. Students are encouraged to critically analyse such connections and utilise their knowledge and understanding to develop a sense of purpose about wellness and active citizenship in an increasingly globalised world.
Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove and Caboolture  Teaching period: 2010 SEM-2

CLB006 TEACHING READING AND WRITING
New basics emerge in literacy education. The privileged status of print as the almost exclusive basis to literacy has diminished. Postmodern media culture is powerful and persuasive, and knowledge communication today is as much through multimedia as it is through the single medium of print. This unit acknowledges that children now form their early concepts about literacy from textual environments that are considerably more complex than for those of their predecessors. Contemporary language and literacy education must base its practices on texts from a range of technologies, involving different media, and in recognition of diverse contexts and social purposes for communicating.
Credit points: 12  Campus: Kelvin Grove and Caboolture  Teaching period: 2010 SEM-2

CLB007 LEARNING LITERACY BY DESIGN
You are required to engage with socio-critical and inclusive principles and practices relating to language and literacy education. You will plan for literacy development in a range of contexts, and examine how strategic practice is linked to particular theories of language and literacy development.
Prerequisites: CLB006  Credit points: 12  Campus: Kelvin Grove and Caboolture  Teaching period: 2010 SEM-1

CLB008 TEACHING PRIMARY SOSE
This unit focuses on recent developments within the social education curriculum area with particular reference to Studies of Society and Environment (SOSE), a national key learning area and explores teaching and learning approaches in SOSE. Understanding the processes of curriculum development and being able to interpret curriculum documents and their implications for classroom practice are essential professional skills. Students will investigate SOSE as a curriculum area and to consider ways of translating syllabus requirements into worthwhile teaching and learning activities. Students will critically reflect upon both the theory and the practical suggestions throughout the unit and to consider how effective teaching can be achieved.
Prerequisites: CLB005 (can be enrolled in the same teaching period)  Credit points: 12  Campus: Kelvin Grove and Caboolture  Teaching period: 2010 SEM-2

CLB021 ENGLISH AS A SECOND LANGUAGE CURRICULUM STUDIES 1
Effective ESL practitioners require a knowledge and understanding of the many factors that impact on the effective learning of a second (or an additional) language and on learning curriculum content through an additional language. They also need to know how these factors influence planning for learning and how they can be managed to maximise learning outcomes. In this first curriculum unit, students will engage with some of the theory that influences approaches to teaching English as an additional language across the curriculum. Students will engage with the documents that impact on planning for ESL teaching and learning eg ESL Framework of Stages and NLLIA ESL Bandscales.
Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove  Teaching period: 2010 SEM-1

CLB042 PRIMARY LOTE CURRICULUM STUDIES
Develops an understanding of the second language learning process and awareness of the place of languages in the primary school curriculum. Students will analyze the contexts in which you work, deal confidently with policy and curriculum issues and make soundly-based professional judgments designed to maximize learning for all students.
Assumed knowledge: At least four LOTE discipline units, and language study ongoing is assumed knowledge.
Credit points: 12  Campus: Kelvin Grove  Teaching period: 2010 SEM-1

CLB045 BECOMING A SECOND LANGUAGE USER
This unit aims to develop understanding of the processes of second language acquisition from both a practical and theoretical perspective. Students will gain an insight into the attributes of second language users and the issues facing them in contemporary education.
Credit points: 12  Campus: Kelvin Grove

CLB049 THE GLOBAL TEACHER
This unit enhances the skills of educators to design curriculum and pedagogy in ways that address global citizenship and educational and human rights.
Credit points: 12  Campus: Kelvin Grove  Teaching period: 2010 SEM-1
CLB050 MOVIES AND POPULAR CULTURE
This unit analyses and explores the way contemporary thought about society and culture emerges in fictional film and television. Although this unit can be studied as an independent unit, it is also designed to complement other units which focus on film and media and on media literacy and education.
Credit points: 12  Campus: Kelvin Grove  Teaching period: 2010 SEM-2

CLB320 STUDIES IN LANGUAGE
This unit addresses the following topics: the language basis in current approaches to the teaching of English; nature and function of language; the dynamics involved in interactive situations; the appropriateness of language forms used in various social contexts; the educational implications of linguistic diversity within the community; the recognition of the developmental features of adolescent language.
Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove  Teaching period: 2010 SEM-1 and 2010 SEM-2

CLB321 WRITING WORKSHOP
The student, as writer, uses all the language modes in social contexts (either genuine or simulated) to lead to writing in a range of situations. Engagement in these writing situations is designed to bring about personal understanding of the following: the nature of the writing process; the influence of audience and purpose on the final written product; the range of genres (or forms) falling within the writing activity.
Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove  Teaching period: 2010 SEM-1

CLB323 TEACHING ADOLESCENT LITERATURE
This unit addresses the following topics: scope and nature of young adult literature; strategies for evaluation and selection; recent research into adolescents' reading needs, interests and responses; using young adult books in the curriculum.
Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove  Teaching period: 2010 SEM-1

CLB347 TEACHING ENGLISH AS AN ADDITIONAL LANGUAGE
This elective unit for students in all teaching specialisations will develop understanding of specific language and learning needs of students for whom English is a second language. It deals with differences in first and second language development, professional implications of significant policy initiatives related to second language learners, and issues in analysis, assessment and cross-cultural communication. Participants will also investigate language demands of their own area of specialisation and develop appropriate teaching techniques and resources.
Credit points: 12  Campus: Kelvin Grove  Teaching period: 2010 SEM-2

CLB375 EXPLORING OUTDOORS: EDUCATION IN THE ENVIRONMENT
This unit is designed to identify and value a wide range of field study resources and venues. Extensive involvement with field study experiences will assist students in developing appropriate skills for investigating environmental issues and concerns as well as helping students reflect and refine the usefulness and value of field experience in developing effective environmental education programs.
Prerequisite(s): Nil  Corequisite(s): Nil  Contact hours: 3 per week  Campus: Kelvin Grove

CLB403 GENDER AND SEXUALITY ISSUES FOR TEACHERS
This unit addresses the following topics: gender and sexualities in cultural and school contexts; historical overview of gender relations; theoretical frameworks for gender and current debates in Australia about gender and equity; femininity and masculinity as social constructs; sexuality and the body; violence and gender; debates about boys' behaviour and performance in Australian schools.
Credit points: 12  Contact hours: 3 per week  Campus: Internet, Kelvin Grove and External  Teaching period: 2010 SEM-2

CLB441 CHILDREN'S LITERATURE
This unit provides students with the opportunity to extend their knowledge of children's literature written by both Australian and overseas writers. It examines traditional and emerging genres, develops critical approaches to texts, and considers ways of using children's literature in the classroom.
Credit points: 12  Campus: Internet, Kelvin Grove and External  Teaching period: 2010 SEM-2

CLB446 GRAMMAR IN THE CLASSROOM: THEORIES AND PEDAGOGIES
Over the past twenty years, linguistic studies have increasingly informed the development of language curriculum, the assessment of language, and the processes of language and literacy learning in schools. Over the same time the need for teachers to have systematic knowledge of language and how it works has been recognised. In much of Australia this systematic approach to describing language comes principally from the systemic functional school of linguistics. This unit provides an organised, contextualised introduction to that linguistic model through workshop sessions involving the writing and reading of a range of genre. In this unit, students will learn to critically evaluate texts, their purposes and the language resources employed by writers.
CLB452 MEDIA LITERACY AND THE SCHOOL
The unit aims to equip future teachers with an understanding of media literacy that they can apply to their own professional growth and incorporate into an educational environment. Aspects of media techniques and practices, relationships between culture and meaning; nature of an audience, and concepts of agents and industry will be explored.

Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove  Teaching period: 2010 SEM-2

EAB005 INCLUSION IN EARLY CHILDHOOD SETTINGS
This unit aims to promote an understanding and valuing of inclusive educational programs and practices for working with young children with special needs in diverse early childhood settings. Students are expected to develop knowledge of behavioural and developmental characteristics presented by young children with specific needs, as well as understand principles and practices related to assessment, planning and implementation of educational programs for these children.

Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove  Teaching period: 2010 SEM-1

EAB022 EARLY CHILDHOOD SCIENCE EDUCATION
This unit examines the importance of developing children's creativity, curiosity, problems solving skills and sense of wonder and appreciation of the environment, in the exploration of science. The unit focuses on the different approaches to teaching science and the development of positive attitudes for life long learning while taking into account children's cultural and diverse backgrounds.

Credit points: 12  Contact hours: 4 per week  Campus: Kelvin Grove  Teaching period: 2010 SEM-2 and 2010 SUM

EAB023 MATHEMATICAL EXPLORATIONS IN EARLY CHILDHOOD
Mathematics is considered to be an essential learning area in the early childhood curriculum, as preparation for life, work and critical participation in society. Mathematics can also provide personal enjoyment.

Credit points: 12  Contact hours: 4 per week  Campus: Kelvin Grove  Teaching period: 2010 SEM-2

EAB361 STORYTELLING IN EARLY CHILDHOOD
A major consideration for the teacher of early childhood is to provide children with rich experiences of ‘storying’. This unit introduces students to the following: the value of storytelling with young children; the selection of appropriate children's literature suitable for storytelling; various storytelling strategies in terms of their impact on a young audience; the use of appropriate props for storytelling; ways of integrating storytelling across the curriculum.

Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove  Teaching period: 2010 SEM-2

EAB363 CREATING CURRICULUM WITH YOUNG CHILDREN
The concept of curriculum in early childhood education evokes much discussion and debate. In this unit, more encompassing concepts of curriculum for young children will be considered in the light of theories and research that suggest that children construct their own knowledge. Ways in which teachers and children can work together in creating a curriculum that is meaningful to children while meeting the expectations of parents and society in relation to child care, kindergarten/preschool and lower primary settings are considered. Practical strategies for setting up supportive learning environments and methods for evaluating teaching and learning are included.

Credit points: 12  Campus: Kelvin Grove  Teaching period: 2010 SEM-2

EAB416 EARLY CHILDHOOD ART EDUCATION
This unit includes the following: historical and contemporary trends in art education; philosophy and practice in early childhood visual arts education; in-depth exploration of young children's artistic development and learning; assessment and evaluation of visual arts in early childhood; methods of reporting and record-keeping; studio art experiences; curating children's art exhibitions; public information about children's artistry; advocacy for improving options for young children in the visual arts.

Assumed knowledge: 24 credit points of arts curriculum units is assumed knowledge.

Credit points: 12  Contact hours: 4 per week  Campus: Kelvin Grove
EDB002 TEACHING AND LEARNING STUDIES 2: DEVELOPMENT AND LEARNING

This unit has the dual purposes of promoting your own personal and professional development as life long, creative, autonomous learners, capable of reflection and high level thinking, and of enabling you, as educators, to promote similar development in your learners. Pursuit of these aims will involve an exploration of human development, from personal and interpersonal perspectives, with sensitivity to socio-cultural contexts, and with a particular focus on the theory, research and practice which informs educators about how learners construct knowledge and become creative, self-motivated thinkers and problem solvers.

Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove, External and Caboolture  Teaching period: 2010 SEM-1 and 2010 SEM-2

EDB003 TEACHING AND LEARNING STUDIES 3: PRACTISING EDUCATION

Education is a social and cultural activity. This unit provides a sociological and cultural studies framework that provides an insightful explanation of how education in its various sites is constructed and organised. The unit includes a socio-cultural analysis of an educational site which will be undertaken in conjunction with the Field Studies unit.

Credit points: 12  Contact hours: 3 per week  Campus: Internet, Kelvin Grove and Caboolture  Teaching period: 2010 SEM-2

EDB004 TEACHING AND LEARNING STUDIES 4: INCLUSIVE EDUCATION

This unit aims to develop students' understanding and appreciation of the contributions that diversity, belonging and trust make towards a quality learning environment for all learners. Students will learn to engage in teaching a broad range of students in diverse and inclusive ways utilising pedagogies and curriculum practices that enhance learning for all students and generate inclusive cultures within the school and classroom settings. Desired outcomes are achieved through descriptive, interpretative, analytic and expressive processes to share learning with fellow students and staff.

Credit points: 12  Campus: Kelvin Grove  Teaching period: 2010 SEM-1

EDB005 TEACHING AND LEARNING STUDIES 5: PROFESSIONAL WORK OF TEACHERS

Students will share the responsibility for shaping their beginning career learnings through a process of professional induction with a number of key significant stakeholders. The process will be proactive, collaborative and self determined and students will need to become professionally responsible for developing a professional development program that best accommodates their needs at the close of the teacher education program.

Prerequisites: EDB033, EDB023, or EDB013  Credit points: 12  Campus: Internet, Kelvin Grove, External and Caboolture  Teaching period: 2010 6TP4

EDB006 LEARNING NETWORKS

This unit explores the concept of learning networks: interacting social and technical systems that lead to collective sense-making and knowledge construction. Topics include the nature and use of Information and Communication Technologies (ICTs), learning theories and technologies and socio-technical practices in learning networks.

Antirequisites: CLB341, MDB385  Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove and Caboolture  Teaching period: 2010 SEM-1

EDB007 CULTURE STUDIES: INDIGENOUS EDUCATION

 Numerous government reports and recent discussions about reconciliation have called for an increased commitment to Indigenous education in Australia. Teachers are increasingly being asked to improve their skill, knowledge and understanding to teach Indigenous students, and to teach curricula which incorporates Indigenous viewpoints on social, cultural and historical matters. This unit begins with an analysis of the students' own cultural place in the Australian context and afterwards moves towards an understanding of Aboriginal and Torres Strait Islander perspectives on history and contemporary issues, and an understanding of why Aboriginal and Torres Strait Islander students have been so disadvantaged by the Australian education system.

Credit points: 12  Contact hours: 3 per week  Campus: Internet, Kelvin Grove and Caboolture  Teaching period: 2010 6TP4 and 2010 SEM-2

EDB021 PRIMARY FIELD STUDIES 1: DEVELOPMENT AND LEARNING IN THE FIELD

Designated Unit.

This unit focuses on students' professional development as an educator, and reinforces the twin themes of teacher as researcher, and teacher as reflective practitioner. It provides the first set of teaching experiences, in a graduated sequence over the course of the BEd. Students develop the ability to plan, implement and evaluate effective teaching/learning programs. This requires an understanding of learner needs, curriculum knowledge, procedures for creating supportive classroom environments, and sensitivity to socio-cultural contexts.

Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove and Caboolture  Teaching period: 2010 SEM-1 and 2010 SEM-2
EDB022 PRIMARY FIELD STUDIES 2: PRACTISING EDUCATION IN THE FIELD
Designated Unit
Through critical examination of the socio-cultural dimensions of these sites, this unit aims to utilise aspects of social enquiry to analyse the practice of teaching as a social and cultural activity. At the same time, the unit aims to develop students' pedagogical and curriculum skills as a teacher.
Prerequisites: EDB021, CLB006 and MDB002 Credit points: 12  Campus: Internet, Kelvin Grove and Caboolture  Teaching period: 2010 SEM-2

EDB023 PRIMARY FIELD STUDIES 3: INCLUSIVE EDUCATIONAL PRACTICES
Designated Unit.
As a final year teacher education student you will actively engage with the challenges and practices of inclusive education in the classroom and the broader educational setting. This field experience is designed for students to engage in teaching, learning and assessment practices in their field, interacting with individual students, small groups of students and whole class situations. Students will be required to design, implement and evaluate differentiated teaching strategies, programs and assessment tasks in inclusive and critically reflective ways and in a manner that is responsive to the diverse nature of the students in classes.
Prerequisites: EDB022  Credit points: 12  Campus: Internet, Kelvin Grove and External

EDB024 PRIMARY FIELD STUDIES 4: PROFESSIONAL WORK OF TEACHERS - INDUCTION INTO THE FIELD
Designated Unit.
Learners remain central to the work of teams and must be recognised as culturally and socially diverse as well as intellectually diverse. Within these constructs the graduating teachers are required to provide a range of educational opportunities that facilitate high quality and meaningful learning engagement for all students across differing educational contexts and sectors. This unit is designed to fully immerse the pre-service teacher into the field with a view to scaffolding their repositioning as autonomous, critically reflective, inclusive professional teachers on completion.
Prerequisites: EDB023  Credit points: 12  Campus: Internet, Kelvin Grove, External and Caboolture  Teaching period: 2010 5TP2 and 2010 SEM-2

EDB025 INTERNSHIP (PRIMARY)
Designated Unit.
This unit aims to induct you into the professional work of teachers. The aim of this unit is for you to apply the knowledge, skills and understandings of teaching and learning that you have acquired throughout the course in an extended time in the workplace.
Prerequisites: EDB024 (Can be enrolled in same teaching period)  Assumed knowledge: Completion of all units in your course is assumed knowledge.  Credit points: 12  Campus: Internet, Kelvin Grove, External and Caboolture  Teaching period: 2010 5TP3 and 2010 SEM-2

EDB036 INTRODUCTION TO EDUCATION
This unit is early in the course to introduce foundational theories and practices in the design of curriculum, pedagogy and assessment that you will then build on throughout the remainder of your course.
Credit points: 12  Campus: Kelvin Grove  Teaching period: 2010 SEM-1

EDB038 INDIGENOUS AUSTRALIAN CULTURE STUDIES
This unit encourages an appreciation of the two distinct indigenous cultures of Australia and how external forces to Aboriginal and Torres Strait Islander cultures caused social, economic and political changes. It looks at traditional family life and organisation.
Credit points: 12  Campus: Kelvin Grove  Teaching period: 2010 SEM-1

EDB039 INDIGENOUS POLITICS AND POLITICAL CULTURE
This unit examines issues and influences underlying the world of indigenous politics: political representation; land rights; health; education; community development; criminal justice; culture and heritage. This unit has an Australian focus with New Zealand and North American comparisons.
Credit points: 12  Campus: Kelvin Grove  Teaching period: 2010 SEM-2

EDB040 INDIGENOUS KNOWLEDGE: RESEARCH ETHICS AND PROTOCOLS
This unit provides students with a critical examination of the major ethical and moral issues arising from the designing and conducting of research 'on/in' Australian Indigenous people/communities or issues. The unit examines the calls by Indigenous researchers for the decolonising of research methods - a process which critically examines the historical and philosophical bases of Western research and the frustrations of Indigenous researchers with various Western paradigms, academic traditions and methodologies.
Credit points: 12  Campus: Kelvin Grove  Teaching period: 2010 SEM-1 and 2010 SEM-2

EDB041 INDIGENOUS AUSTRALIA: COUNTRY, KIN AND CULTURE
This unit aims to expand understanding of issues of importance to Indigenous people and to relate those issues to the practices in human service agencies. The Oodgeroo staff and leaders from the Indigenous community will work...
with staff from Social Work and Human Services in presenting this unit. **Credit points:** 12  **Teaching period:** 2010 SEM-1 and 2010 SEM-2

**EDB410 INTRODUCTION TO RESEARCH METHODS**
This unit provides a foundation for understanding research design and methods in education. It focuses on reading, understanding and evaluating educational research both within and across different paradigms and on enabling students to develop their own plan for a small-scale research project. It includes the development of skills in understanding, appreciating, and using the processes and techniques of research. Students are made aware of the variety of research cultures and theoretical perspectives, to become informed consumers of the research findings of others.  **Other requisites:** Entry to the Research Pathway is by invitation from the Research Pathway Coordinator. Students are required to have a GPA of 5.5 or above. **Credit points:** 12  **Campus:** Kelvin Grove  **Teaching period:** 2010 SEM-1

**EDB411 DISSERTATION (STAGE 3)**
This unit provides you with opportunities to develop research skills that are increasingly important for teachers in an era when schools, professional associations and other educational settings are becoming important sites of knowledge production.  **Other requisites:** Entry to the Research Pathway is by invitation from the Research Pathway Coordinator. Students are required to have a GPA of 5.5 or above. **Credit points:** 12  **Campus:** Kelvin Grove  **Teaching period:** 2010 SEM-1 and 2010 SEM-2

**EDB411 DISSERTATION (STAGE 1)**
This unit provides you with opportunities to develop research skills that are increasingly important for teachers in an era when schools, professional associations and other educational settings are becoming important sites of knowledge production.  **Prerequisites:** EDB410 (can be enrolled in the same teaching period)  **Other requisites:** Entry to the Research Pathway is by invitation from the Research Pathway Coordinator. Students are required to have a GPA of 5.5 or above. **Credit points:** 12  **Campus:** Kelvin Grove  **Teaching period:** 2010 SEM-1 and 2010 SEM-2

**EDB411 DISSERTATION (STAGE 2)**
This unit provides you with opportunities to develop research skills that are increasingly important for teachers in an era when schools, professional associations and other educational settings are becoming important sites of knowledge production.  **Prerequisites:** EDB410 (can be enrolled in the same teaching period)  **Other requisites:** Entry to the Research Pathway is by invitation from the Research Pathway Coordinator. Students are required to have a GPA of 5.5 or above. **Credit points:** 12  **Campus:** Kelvin Grove  **Teaching period:** 2010 SEM-1 and 2010 SEM-2

**HMB171 FITNESS HEALTH AND WELLNESS**
The dimensions and interrelationships of health, physical activity and wellness are studied. Basic principles of conditioning and exercise prescription necessary to demonstrate the impact of physical activity on lifestyle diseases, health behaviours and wellness are examined. Principles and theory of behaviour change are employed. **Credit points:** 12  **Contact hours:** 3-4 per week  **Campus:** Kelvin Grove  **Teaching period:** 2010 SEM-1

**HMB300 TEACHING PRIMARY HPE**
This unit provides students with knowledge of how to integrate Health and physical education within the other key learning areas. Students learn the connection between physical activity and health and its role in meeting the developmental needs of children. Additionally, they participate in a range of learning experiences appropriate to the developmental needs of children and acquire the skills necessary to safely deliver student learning in an open environment. Topics include principles of the health and physical education years 1-10 syllabus; motor skill development and ability related expectations for teaching HPE; planning for quality instruction and linking physical activity with health; planning and teaching HPE; classroom management and safety issues. **Credit points:** 12  **Campus:** Kelvin Grove and Caboolture  **Teaching period:** 2010 SEM-2

**HMB305 PERSONAL HEALTH**
Lifestyle is largely determined by an individual functioning in a socio-environmental context that places some limitations on choice and resultant health. This unit is designed to assist individuals to develop a positive self-concept, a sound knowledge of lifestyle issues and their implications, and decision-making skills necessary to make wise choices.  The focus of this unit is the development of such qualities for personal maintenance and improvement. Movements in this direction are achieved by analysing the processes involved in developing individuals capable of taking control of their lifestyles and resultant health. Much of this analysis will be self-focused. **Credit points:** 12  **Contact hours:** 3 per week  **Campus:** Kelvin Grove  **Teaching period:** 2010 SEM-1

**HMB313 SOCIO-CULTURAL FOUNDATIONS OF PHYSICAL ACTIVITY**
This unit lays a foundation in the disciplines of the socio-cultural areas which underpin the study of human
movement. It serves as an introduction to the historical, sociological, philosophical, anthropological and cultural foundations of sports, games and leisure activities.  

**Credit points: 12  Contact hours: 4 per week  Campus: Kelvin Grove  Teaching period: 2010 SEM-1**

### HMB314 PERFORMANCE SKILLS 1

This unit involves the application of movement principles to the analysis and development of techniques in all major swimming strokes, water rescue methods, and track and field events. Students explore teaching strategies, motivational, conditioning and training activities, the development of learning experiences for various ability levels and event rules application.  

**Credit points: 12  Contact hours: 6 per week  Campus: Kelvin Grove  Teaching period: 2010 SEM-1**

### HMB315 PERFORMANCE SKILLS 2

In this unit various game forms are analysed in order to identify fundamental game skills and problem areas in skill development. Emphasis is placed on the application of relevant movement knowledge and skills to suit game situations and on learning appropriate strategies for teaching and coaching selected games.  

**Credit points: 12  Contact hours: 6 per week for 9 weeks  Campus: Kelvin Grove**

### HMB331 PHYSICAL EDUCATION CURRICULUM STUDIES 1

This unit extends the principles of professional practice established in the first curriculum studies unit and further encourages students to develop a critically reflective approach to teaching. Students learn how to extend professional practice with a range of understandings and competencies for interpreting and managing the health and physical education classroom as a complex environment for teaching and learning and develop competencies needed for planning and teaching a range of health and physical education units of work. Current health and physical education curriculum documents are explored.  

**Prerequisites:** HMB231  
**Credit points: 12  Campus: Kelvin Grove  Teaching period: 2010 SEM-2**

### HMB337 ORGANISATION AND MANAGEMENT IN PHYSICAL EDUCATION AND SPORT

School physical education departments and sporting associations are medium-sized organisations requiring direction for servicing a large client base. In this unit students examine the role of administrators and the administration of monies, facilities and human resources in a school physical education and sports setting.  

**Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove  Teaching period: 2010 SEM-2**

### HMB376 MOTOR DEVELOPMENT IN CHILDREN

This unit includes the theoretical perspective of normal and abnormal motor development, incorporating maturational, descriptive and behavioural aspects and the underlying sensory, perceptual, neurological and cognitive changes which influence motor development in children. A theoretical understanding of developmental differences and development delay in children with intellectual, sensory or physical disability. Experience is obtained in developmental and adapted physical activity programs.  

**Credit points: 12  Contact hours: 4 per week  Campus: Kelvin Grove  Teaching period: 2010 SEM-1**

### HMB377 CHILDREN IN SPORT

This unit includes the following: physical development of the young athlete; physical maturation; benefits of participation in sport and physical activity; psycho-social issues; positive and negative effects of participation including competitive stress; injuries to the growing skeleton; overtraining, overuse injuries; strength training in childhood and adolescence; promotion of safety in sport; accreditation of teachers and coaches; policy guidelines for junior sport; Aussie sport program.  

**Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove  Teaching period: 2010 SEM-1**

### KKB201 TEACHING PRIMARY MUSIC, VISUAL ARTS AND MEDIA

Through both practical and theoretical contexts, you are introduced to curriculum planning and teaching in primary Visual Arts, Music and Media using The Arts Years 1 to 10 Syllabus (Queensland Studies Authority, 2002).  

**Credit points: 12  Contact hours: 4 per week  Campus: Kelvin Grove and Caboolture  Teaching period: 2010 SEM-1**

### KKB202 TEACHING PRIMARY DANCE AND DRAMA

Through both practical and theoretical contexts, you are introduced to curriculum planning and teaching in primary Dance and Drama using The Arts years 1 to 10 Syllabus (Queensland Studies Authority, 2002).  

**Credit points: 12  Contact hours: 4 per week  Campus: Kelvin Grove and Caboolture  Teaching period: 2010 SEM-1**

### KMB003 SEX DRUGS ROCK 'N' ROLL

In this unit, you gain an insight into the interaction between music and society by analysing the artistic, economic, and political landscape of the diverse, innovative music of the 21st century including rock and pop music, world music, dance music, indigenous music and new age music.  

**Equivalents:** KMB640  
**Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove and Caboolture  Teaching period: 2010 SEM-1**
KMB004 WORLD MUSIC
You will gain an awareness and better understanding of world music, its particular significance within Australia and its impact upon contemporary music through a series of lectures, demonstrations and tutorials.
Assumed knowledge: A knowledge of music fundamentals is assumed knowledge. Equivalents: KMB631 Credit points: 12 Contact hours: 3 per week Campus: Kelvin Grove Teaching period: 2010 SEM-1

KMB129 MUSIC AND SOUND PRODUCTION 2
This unit builds on Music and Sound Production 1. It introduces students to sound synthesis and signal processing and extends the students understanding of the approaches and aesthetics underpinning creative music and sound production. Students will further develop practical skills in music and sound composition and deepen their knowledge of the hardware and software commonly used in creative production.
Equivalents: KMB105, KMB619 Credit points: 12 Contact hours: 3 per week Campus: Kelvin Grove Teaching period: 2010 SEM-2

KVBI10 2D MEDIA AND PROCESSES
This introductory unit is a studio course enabling you to explore, construct, analyse and interpret visual data through the 2D graphic modes of drawing, painting and printmaking. Credit points: 12 Contact hours: 4 per week Campus: Kelvin Grove Teaching period: 2010 SEM-1

MDB001 FOUNDATION: SCIENTIFIC AND QUANTITATIVE LITERACY
It is recognised that Mathematics and Science play crucial roles in the functioning of modern society through their contribution to our understanding of our physical, social and personal worlds, and their usefulness in solving problems a wide range of problems. As students engage with the content of the unit, for example, number, time, astronomy, navigation, measurement, geometry, probability, they will recognise that each is a discipline with a language and methods of thinking that have evolved in historical and social contexts. Knowledge of both areas is important for people to be critically reflective thinkers and active participants in society, and for their life long learning. Credit points: 12 Campus: Kelvin Grove and Caboolture Teaching period: 2010 SEM-1

MDB002 TEACHING PRIMARY MATHEMATICS 1
Mathematics is an essential key learning area of the primary school curriculum. Mathematics is closely linked to numeracy, but it extends beyond the day-to-day demands of society. Mathematics underpins and assists in the growth of technology, economics and finance, communication, and the new science of biotechnology.

All students complete two units of Mathematics Education. Mathematics Education I focuses on the teaching of numbers, operations, and measurement. The content considers the role of technology in these three strands.
Credit points: 12 Contact hours: 3 per week Campus: Kelvin Grove and Caboolture Teaching period: 2010 SEM-2

MDB003 TEACHING PRIMARY MATHEMATICS 2
This unit investigates new ideas in the teaching and learning of the above topic areas. Students study the development of conceptual understanding in the areas of space and shape, chance and data, and pre-algebra with a particular emphasis on understanding the 'big' mathematical ideas and principles behind these topics.
Prerequisites: MDB002 Credit points: 12 Campus: Kelvin Grove and Caboolture Teaching period: 2010 SEM-2

MDB004 TEACHING PRIMARY ICT
Information and Communication Technologies (ICT) play a significant role in contemporary society and therefore technological literacy is increasingly being seen as an essential part of education. This form of literacy involves the ability to create, use, manage and understand ICT in a range of contexts. In addition, new networked technologies have brought about the potential for expanding learning opportunities. These necessitate the re-examination of effective learning and teaching principles, the role of the learner, the role of the teacher, creating worthwhile partnerships and the use of ICT within the learning situation.
Credit points: 12 Contact hours: 3 per week Campus: Internet, Kelvin Grove and Caboolture Teaching period: 2010 SEM-1 and 2010 6TP4

MDB005 TEACHING PRIMARY DESIGN AND TECHNOLOGY
This unit is designed for students to explore content, pedagogical content knowledge and pedagogies important in design and technology education.
Credit points: 12 Campus: Kelvin Grove and Caboolture Teaching period: 2010 SEM-1

MDB006 TEACHING PRIMARY SCIENCE
Becoming scientific and technologically literate contributes to learners’ capabilities as life-long learners by providing them with the knowledge and dispositions to question systematically their natural environment. In the prerequisite unit about Mathematics and Science Foundations, grounding in some basic concept areas that help to explain children’s everyday experiences of the natural world and an understanding of the nature of science was explored. In this unit the opportunity is presented for students to develop exciting and innovative science programs at all levels of the
primary school with a focus on developing scientific skills and abilities to retrieve and explore new scientific knowledge.

**Credit points:** 12  
**Contact hours:** 3 per week  
**Campus:** Internet, Kelvin Grove and Caboolture  
**Teaching period:** 2010 SEM-1

**MDB349 EXCURSIONS IN MATHEMATICAL REASONING**

This unit includes the following: the concept of thinking and intelligence; the nature of mathematical thinking during the first half of this century; modern ideas on the nature of mathematical thinking; the thinking skills movement and programs designed to foster thinking; analysis of children's thinking in solving mathematical problems; analysis of students' 'everyday cognition' together with their thinking in mathematical situations.

**Credit points:** 12  
**Contact hours:** 3 per week  
**Campus:** Kelvin Grove  
**Teaching period:** 2010 SEM-1 and 2010 SEM-2

**MDB388 NUMERACY IN GAMES OF SKILL AND CHANCE**

This unit considers the development of probabilistic ideas and concepts through the playing and analysis of games of change and skill.

**Credit points:** 12  
**Campus:** Kelvin Grove  
**Teaching period:** 2010 SEM-1

**MDB391 EARTH AND SPACE**

This unit examines scientific concepts in important areas of space, time and motion, the origin and history of earth and its environments, and light and optics. Scientific principles and techniques for observing space and earth phenomena are investigated.

**Credit points:** 12  
**Contact hours:** 3 per week  
**Campus:** Kelvin Grove  
**Teaching period:** 2010 SEM-1

**MDB453 MATHEMATICS CURRICULUM 2: MIDDLE YEARS AND VOCATIONAL**

This unit assists students to develop a deeper understanding of mathematical content applicable to the middle school and the ways that the content may be integrated into other key learning areas.

**Prerequisites:** MDB021 or MDB002 or EAB027  
**Credit points:** 12  
**Campus:** Internet, Kelvin Grove and External  
**Teaching period:** 2010 SEM-2

**MDB454 SCIENCE, TECHNOLOGY AND SOCIETY**

This unit investigates the interactions and effects that exist between modern science, technology and society both from a social and historical viewpoint. Advances such as the advent of the Internet, genetic modification and nanotechnology are discussed within a context of globalisation, global communications and social change.

The unit also includes a study of the nature of science and technology and the nature of scientific knowledge. A major feature of the unit involves groups of students developing and delivering 'a hypothetical' on a contemporary science and technology issue affecting society.

**Credit points:** 12  
**Campus:** Kelvin Grove  
**Teaching period:** 2010 SEM-2

**PUB201 FOOD AND NUTRITION**

This unit includes the following: an introduction to the history of food and nutrition in Australia; the food system; the food supply; proteins, carbohydrates, fats, vitamins and minerals; food grouping systems; dietary guidelines; the recommended dietary intakes; nutrition through the life cycle; food and nutrition problems; nutrition as a public health issue; and international nutrition issues.

**Credit points:** 12  
**Contact hours:** 4 per week  
**Campus:** Kelvin Grove and External  
**Teaching period:** 2010 SEM-2

**PUB251 CONTEMPORARY PUBLIC HEALTH**

This unit provides an introduction to the following: the philosophy and approach of public health; the traditional public health process; the multidisciplinary nature of public health; and health policy and its impact on public health. Recent reformulations of traditional public health approaches including health promotion, intersectoral action for health and healthy public policy are examined. The role of public health in Australia and overseas, its main discipline components and some of the constraints faced by public health is also addressed. This unit considers groups with special needs and contemporary issues.

**Antirequisites:** PUN106  
**Credit points:** 12  
**Contact hours:** 4 per week (KG and Ext Sem 1; KG Sem 2)  
**Campus:** Kelvin Grove and External  
**Teaching period:** 2010 SEM-1 and 2010 SEM-2

**PUB406 HEALTH PROMOTION PRACTICE**

This unit ties together the fundamental health promotion knowledge and constructs covered in earlier units in the public health subject area. It builds upon this basis to introduce students to the range of strategies available to a health promotion practitioner. The unit promotes an appreciation of the strengths and weaknesses of different approaches, as well as related administrative factors. Students undertake a small health promotion project in groups of 3-4. This is an essential field of study for those students who wish to work in a health promotion or related field.

**Prerequisites:** PUB251 or PUB530  
**Credit points:** 12  
**Contact hours:** 3  
**Campus:** Kelvin Grove  
**Teaching period:** 2010 SEM-2

**SPB003 TEACHING CHILDREN WITH DISABILITIES**

This unit provides an introduction to a wide range of low incidence exceptionalities (for example sensory...
impairments, developmental delay and health impairments such as epilepsy, asthma and hepatitis, and so on). It also addresses methods of managing associated disabling conditions, the implementation and evaluation of programming, and the support and referral services. Credit points: 12 Contact hours: 3 per week Campus: Kelvin Grove Teaching period: 2010 SEM-2

SPB004 TEACHING STUDENTS WITH LEARNING DIFFICULTIES
This unit integrates a basic understanding and application of learning theory as it applies to exceptional populations. It focuses on approaches to teaching particular exceptional groups and provides an opportunity for development of specialist skills and resources in one of the following areas: (a) students with learning difficulties; (b) gifted students; (c) students with low incidence disabilities, for example hearing impaired, visually impaired or physically handicapped; (d) behaviourally or emotionally disturbed students. Credit points: 12 Contact hours: 3 per week Campus: Kelvin Grove and External Teaching period: 2010 SEM-1 and 2010 SEM-2

SPB006 EDUCATIONAL COUNSELLING
This unit includes the following: the nature of counselling/helping in educational contexts; the educator as counsellor; characteristics of effective helpers; practical development of communications skills; building an empathic relationship; structuring the counselling process; application of some counselling theories to the educational contexts; practical sessions using educationally based role plays to demonstrate effective use of the skills learned. The unit includes a compulsory study school for external students. It is incompatible with studies in Counselling or equivalent at Diploma of Teaching level. Antirequisites: SPN651 Credit points: 12 Contact hours: 3 per week Campus: Kelvin Grove and Caboolture Teaching period: 2010 SEM-1 and 2010 SEM-2

SPB008 MIDDLE YEARS STUDENTS AND SCHOOLS
This unit provides an understanding of the developmental needs and interests of young adolescents and reform initiatives being implemented by schools to address these issues. The unit analyses the work of agencies and major reports in the middle years of schooling and examines aspects of research focussing on reform in curriculum, pedagogy and the way schools are organised. The unit is one of four units forming a pathway into the middle years of schooling for primary and secondary teaching. Credit points: 12 Contact hours: 3 per week Campus: Caboolture Teaching period: 2010 SEM-2

SPB018 TEACHING STRATEGIES
This unit includes: evaluation of the students’ teaching strategies; the literature on teaching strategies; critical evaluation of strategies/models of teaching available. Credit points: 12 Contact hours: 3 per week Campus: Kelvin Grove Teaching period: 2010 SEM-1

SPB022 MIDDLE YEARS CURRICULUM, PEDAGOGY AND ASSESSMENT
This unit enables students to gain an appreciation of the middle school movement and how this has the potential to impact on the needs and interests of young adolescents. The focus is on a more integrated approach to curriculum, teaching strategies appropriate to middle schools and authentic assessment. Credit points: 12 Contact hours: 3 per week Campus: Kelvin Grove and Caboolture

SPB036 ASSESSMENT: USING EDUCATIONAL DATA
Monitoring individual development and designing appropriate intervention programs/units to meet individual needs is the work of all teachers. Thus, the unit provides opportunities for the educator to devise ways to monitor student development and to engage with current international, national and state developments that require systemic evaluation of all key learning areas. Credit points: 12 Campus: Kelvin Grove and Caboolture Teaching period: 2010 6TP4

SPB038 UNDERSTANDING READING DIFFICULTIES
The aims of this unit are to provide pre-service teachers (Prep to Year 12) with opportunities to deepen their knowledge of the reading process and to develop their skills in identifying and supporting struggling readers in an inclusive setting. An emphasis will be placed on classroom-based assessment practices and explicit evidence-based instructional practices that can be incorporated into rich literacy activities. Credit points: 12 Campus: Kelvin Grove and Caboolture Teaching period: 2010 SEM-1 and 2010 SEM-2