

NGEE ANN - ADELAIDE
EDUCATION CENTRE



A PARTNERSHIP SINCE 1998

THE UNIVERSITY OF ADELAIDE
POSTGRADUATE PROGRAMS IN
EDUCATION
2011/12

NGEE ANN-ADELAIDE EDUCATION CENTRE

Ngee Ann-Adelaide Education Centre is the gateway to globalisation for the University of Adelaide, a University of excellence in postgraduate, undergraduate and professional education. It is a partnership established since 1998 between the University of Adelaide and Ngee Ann Kongsi, with the vision to educate tomorrow's leaders.



Ngee Ann Kongsi is a foundation which is actively involved in educational, cultural and welfare activities. Founded in 1845 by Chinese immigrants of the Teochew dialect group, the Ngee Ann Kongsi was formally incorporated in Singapore under the Ordinance Act in 1933. The Kongsi has grown from a community bound by a common heritage and genuine concern for the welfare of its members to a foundation that now serves the community regardless of race, religion or social status.

Please visit: www.ngeeann.com.sg

With more than 130 years of excellence in education, the University of Adelaide is one of Australia's oldest and most prestigious tertiary institutions.

At the heart of the University's vision, achievement and impact is a belief that the experience of the student is fundamental, and that research and high quality teaching have a symbiotic relationship that underpins and characterises the finest universities in the world.

The University is associated with 5 Nobel Laureates, has produced 102 Rhodes Scholars and 104 Fulbright Scholars, and is a member of the Group of Eight - Australia's leading research-intensive universities.

Please visit: www.adelaide.edu.au and www.go8.edu.au

THE SCHOOL OF EDUCATION

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

MASTER OF EDUCATION

The Master of Education is designed for teachers, trainers, educational consultants or any domestic or international student wishing to study Education at a postgraduate level. Study pathways will be determined according to prior specialisations, entry points and desired exits points.

The program unfolds over two years and students will be expected to complete 16 courses (48 units). Provision exist for students to exit with Graduate Certificate in Education (4 Courses) or Graduate Diploma in Educational Studies (8 Courses).

This program offers a unique proposition in its aim to develop one's capacity and ability to:

- examine education-related studies and draw conclusions for everyday practice
- integrate research findings from a number of disciplines such as Psychology, Sociology, Measurement, History and studies of curriculum in various subject areas
- write essays on education-related topics
- examine educational issues in group settings
- plan a research study on an education related topic
- apply education research in an international context
- take a leadership role in the educational community.

Students in the Master of Education will concentrate on developing research methodology skills, take a number of electives in Educational and Curriculum Studies and, finally, complete an education research project.

Applicants may be eligible for advance standing on account of postgraduate level studies undertaken in other Schools and Faculties.

Applicants with a recognised teaching qualification and/or significant teaching experience may be eligible for advance standing.

ENTRY REQUIREMENTS

	Entry Requirements	No. of Courses	Duration	Fees*
Graduate Certificate in Education	<ul style="list-style-type: none"> Undergraduate Degree or equivalent from the University of Adelaide, or a degree of another institution accepted by the Faculty 	4	2 - 4 Terms	Course Fee: S\$2000 Program Fee: S\$8,000
Graduate Diploma in Educational Studies		8	4 - 8 Terms	Course Fee: S\$2000 Program Fee: S\$16,000
Master of Education		16	8 - 16 Terms	Course Fee: S\$2000 Program Fee: S\$32,000

* Fees are subjected to prevailing GST.

The Faculty may accept as a candidate for the degree a person who does not satisfy the requirement of admission above but who had presented evidence satisfactory to the Faculty of fitness to undertake the work of the degree. As each application is assessed on its merits, we strongly encourage you to speak with a Program Executive about your eligibility into the program.

Advanced Standing

- Applicants who have an undergraduate degree in education may be granted 24 units advanced standing and required to complete 8 courses (24 units) to meet the requirements for the Master of Education.
- Applicants who have an undergraduate degree other than education, but have significant teaching experience may be granted 12 units advanced standing and only required to complete 12 courses (36 units) to meet the requirements for the Master of Education.

CORE COURSE DESCRIPTIONS

ASSESSING TESTING & MEASUREMENT

Course Code: EDUC 6553NA
Course Value: 3 Units

Policies and influences that guide assessment practices, the role of assessment in optimising learning outcomes, and the assessment planning process including the purpose of assessment, the role of the student, reliability and validity, and basic skills testing are analysed in this course. State of the art assessment and reporting is discussed and the use of technology in this process is examined. Students will develop a range of strategies and skills for critically examining assessment, testing and measurement tools and processes in the broad contexts of education.

CURRICULUM DEVELOPMENT & INNOVATION

Course Code: EDUC 6551NA
Course Value: 3 Units

This topic aims to introduce students to the ideas and procedures involved in curriculum development, innovation and evaluation. In addition, the approaches to both learning and teaching employed in the curriculum that seek to benefit from the use of ICT in advancing the understanding and appreciation of knowledge as well as from innovative practice will be explored.

The course is concerned with the development of curricula and the design of instruction, as well as the provision of learning experiences, assessment and reporting. It first examines some general and basic issues related to designing a curriculum. Key curriculum design models will be discussed and implications for teaching will be outlined. Curricular innovations and implications for professional development will be examined.

EDUCATIONAL POLICY STUDIES

Course Code: EDUC 6550NA
Course Value: 3 Units

The history of education and the history of educational philosophy will be introduced and analysed. The impact of history on educational policy in schooling, training and/or higher education will be examined with a view to understanding current policy and its impact on education in contemporary times and in the future. Policy will be critiqued through a number of frameworks with a view to understanding the complex relationship between policy and practice and the implications for educators at the level of curriculum, pedagogy and assessment.

PEDAGOGICAL ENGAGEMENT & LEARNING

Course Code: EDUC 6552NA
Course Value: 3 Units

This course introduces students to pedagogies appropriate for use across a range of learning contexts with a focus on student engagement in active learning. The theoretical justification for the use of such pedagogies is examined. Theories of knowledge acquisition, the body of knowledge built around learning theory, and the positioning of such theory in the socio-cultural diversity of contemporary learning contexts will be examined. The ways in which to manage students (children, young people and adults) to enhance learning engagement will be analysed. A highly sophisticated repertoire of pedagogical practices will be developed.

CORE STRUCTURE

COURSES	Graduate Certificate	Graduate Diploma	Master
Educational Policy Studies (EDUC 6550NA)	•	•	•
Curriculum Development and Innovation (EDUC 6551NA)	•	•	•
Pedagogical Engagement and Learning (EDUC 6552NA)	•	•	•
Assessing Testing and Measurement (EDUC 6553NA)	•	•	•
Electives	0	4	12
Total Number of Courses to Complete	4	8	16

ELECTIVES

- Alternative Education (EDUC 7051NA)
- Curriculum Design and Evaluation (EDUC 7004NA)
- Curriculum Development Assessment and Evaluation (EDUC 5402NA)
- Educational Inquiry (EDUC 7001NA)
- Education Major Project (6 Units) (EDUC 7031NA)
- Education Minor Project (3 Units) (EDUC 7030NA)
- Innovations in Teaching, Learning & Assessment (EDUC 7010NA)
- Introduction to Quantitative Educational Methods (EDUC 7011NA)
- Leadership in Diverse Contexts (EDUC 7013NA)
- Multicultural Society and Education Policy (EDUC 7016NA)
- Neuroscience and Education (EDUC 7018NA)
- Philosophical Underpinning of IB - A Case Study Approach (EDUC 7048NA)
- Qualitative Approaches to Educational Research (EDUC 7020NA)
- Research Based Learning and Teaching (EDUC 5404NA)
- Reflective Practice in Learning and Teaching (EDUC 5403NA)
- University Teaching for Effective Student Learning (EDUC 5401NA)
- Vocational Education Contexts (EDUC 7047NA)

* Please note that not all electives can be offered each year

ELECTIVE COURSE DESCRIPTIONS

ALTERNATIVE EDUCATION

Course Code: EDUC 7051NA **Course Value:** 3 Units

Alternative education, curriculum and pedagogy are by nature difficult to define. Nevertheless it is a particular intent of this course to provide a critical account of various key contributors to alternative education within a global view that explores the current state of the field.

This course is designed to: obtain an overview of various approaches to alternative education; be able to articulate a broad orientation of the contemporary educational landscape; use the broader lens of alternative education to identify and critically analyse the major constituents of education (from power to wellbeing and so on), and provide educators with the practical and theoretical insights that may be drawn from alternative curriculum, pedagogy and assessment and applied to their own pedagogic practice.

CURRICULUM DESIGN & EVALUATION

Course Code: EDUC 7004NA **Course Value:** 3 Units

This topic aims to introduce students to the ideas and procedures involved in curriculum development, innovation and evaluation. In addition, the approaches to both learning and teaching employed in the curriculum that seeks to benefit from the use of ICT.

CURRICULUM DEVELOPMENT ASSESSMENT AND EVALUATION

Course Code: EDUC 5402NA **Course Value:** 3 Units

This course will provide opportunities for participants to further develop their skills in curriculum design, including the use of aims and objectives in conjunction with appropriate student learning activities to improve assessment outcomes. The course also assists participants to develop a deeper understanding of the impact assessment has on student learning, how information and communication technologies can be used to improve student learning and how to effectively use peer and student evaluations to analyse the learning and teaching environment. The course will provide opportunities for group interactions that assist participants to translate theoretical principles into practical outcomes.

EDUCATIONAL INQUIRY

Course Code: EDUC 7001NA **Course Value:** 3 Units

This course provides an introduction to educational inquiry and research, and to issues involved in interpreting the findings of inquiry to enable students to become critical consumers of educational research for enhancing professional practice. The role of literature in educational inquiry is examined, and techniques and strategies for critiquing literature are developed. The modules in the course provide grounding in key concepts, and qualitative and quantitative research designs to develop understanding and skills in particular methods of data collection and analysis. The modules of study include epistemology in the social sciences, the philosophical foundations of modern research strategies, the general classes of research investigations in education, and will help students to develop their skills to better support them in reading and understanding research projects. This course is an initial preparation for writing project work, thesis and dissertation in education.

EDUCATION MAJOR PROJECT

Course Code: EDUC 7031NA **Course Value:** 6 Units

The Major Project reports on a research project conducted with the guidance of an academic supervisor. It should make a contribution to education knowledge. You will critically analyse and evaluate existing knowledge about a problem of interest to you and design and conduct a research project investigating the problem. Your conclusions should include implications for better educational practice. This unit provides you with opportunities to develop research skills that are increasingly important for higher education staff and teachers in learning centres that are important sites of knowledge production. The project also provides an excellent base on which to build further study, including research higher degrees in Education.

ELECTIVE COURSE DESCRIPTIONS

EDUCATION MINOR PROJECT

Course Code: EDUC 7030NA **Course Value:** 3 Units

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

INNOVATIONS IN TEACHING, LEARNING & ASSESSMENT

Course Code: EDUC 7010NA **Course Value:** 3 Units

The aim of the topic is to familiarise students with emerging technologies, and the theoretical, pedagogical and research-based evidence for decision making on optimising learning and enhancing teaching. The topic seeks to highlight the pertinent nexus between teaching, learning, assessment and research. This topic consists of a negotiated, inter/trans-disciplinary and school-based project that results in creation of a Reflections Portfolio and the design and implementation of a practical (trial and evaluated) unit of work. Interoperability, portability and standards issues will be examined and discussed.

INTRODUCTION TO QUANTITATIVE EDUCATIONAL METHODS

Course Code: EDUC 7011NA **Course Value:** 3 Units

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

LEADERSHIP IN DIVERSE CONTEXTS

Course Code: EDUC 7013NA **Course Value:** 3 Units

This course will develop students' understanding of contemporary issues in leadership and innovation in global contexts, changing role of leadership in educational contexts, and create innovative educational practice in global contexts. To achieve success in today's competitive environment, it is essential that educational leaders develop the ability to interact positively with others. This course encourages students to explore issues and develop interpersonal skills central to leadership. Topics include: written and oral communication skills, team skills, conflict management, ethical behaviour and stress management. Upon completion students will develop understanding and communication skills to effectively lead and manage adverse workforce, both in local and international contexts.

MULTICULTURAL SOCIETY & EDUCATION POLICY

Course Code: EDUC 7016NA **Course Value:** 3 Units

This course explores culturally plural societies, the construction of schools and how these relate to social and educational policies. The course is designed with a student-centred learning focus and is, in part, determined by their decision-making process as part of a critical pedagogical approach. There is thus considerable flexibility in the program. Key themes relating to 'core' values are explored in the context of cultural and educational theories. Historical, political, philosophical, social and economic perspectives can be included in the analysis of educational systems both in Australia and internationally. These, as well as alternative orientations to cultural pluralism, are examined with reference to epistemologies, curriculum, school organisations and educational policy.

ELECTIVE COURSE DESCRIPTIONS

NEUROSCIENCE & EDUCATION

Course Code: EDUC 7018NA **Course Value:** 3 Units

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

PHILOSOPHICAL UNDERPINNING OF IB - A CASE STUDY APPROACH

Course Code: EDUC 7048NA **Course Value:** 3 Units

This course provides an overview and a critique of the philosophical foundations of the International Baccalaureate (IB) Programs. The core concepts, principles of procedure and curriculum constructs are analysed and discussed from the perspectives of a number of ideological positions. The implications for knowledge construction, learning and assessment are discussed and analysed from a range of professional perspectives. The implications for educators at the level of planning and professional practice are discussed.

QUALITATIVE APPROACHES TO EDUCATIONAL RESEARCH

Course Code: EDUC 7020NA **Course Value:** 3 Units

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

RESEARCH BASED LEARNING & TEACHING

Course Code: EDUC 5404NA **Course Value:** 3 Units

This unit will develop the concept of learning and teaching in a research-intensive university. The research basis for reflective practice in learning and teaching will be utilised, and the concepts associated with the scholarship of teaching will be extended from the earlier courses. An extensive project within the participants' area of interest in teaching will be undertaken, which will demonstrate an impact on colleagues, and more broadly.

REFLECTIVE PRACTICE IN LEARNING & TEACHING

Course Code: EDUC 5403NA **Course Value:** 3 Units

This course allows participants to develop a deeper insight into their own teaching practice from a student learning perspective. It develops strategies that they may use to initiate quality improvement in their teaching and in student learning. Group based interactions with other participants will be an important component of the course, as will the ability to use peer feedback to initiate change. Participants will develop skills in undertaking peer reviews themselves and providing critical feedback to others on their teaching.

UNIVERSITY TEACHING FOR EFFECTIVE STUDENT LEARNING

Course Code: EDUC 5401NA **Course Value:** 3 Units

Using your current experiences in learning and teaching in higher education, this course will provide you with the opportunity to develop your understanding of student learning and its relationship with good teaching.

The concept of the scholarship of teaching will be explored and practical aspects of such teaching will be presented. Participants will undertake a limited project within their area of interest in teaching. Capabilities in large and small group teaching, and in the use of Information and Communication Technology in teaching will be developed.

VOCATIONAL EDUCATION CONTEXTS

Course Code: EDUC 7047NA **Course Value:** 3 Units

As the world economy develops into a more dynamic and unpredictable entity it is crucial that leaders and manager possess the ability to respond to new and unforeseen challenges. In the future a more competent workforce will be required. Leaders and managers will need to deal with more diverse situations and people to handle novel situations in powerful ways. They need to acquire the insights and skills to perceive what situations demand to act accordingly and do so with others. The topic of this course will include the changing nature of the workforce; workplace training; workplace competence; perspective and challenges in competence development for different contexts; concepts and strategies of enterprise education; and the development of competency models in a global context. Students will be able to critically reflect on the meaning of competence in different workplace settings and apply this to their practices.



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INTAKE

4 intakes a year: January, April, July, October

ASSESSMENT

Assignments, Presentation, Project Work and Examination

FEES

Application Fee*: S\$200 (upon application submission)

* Fully refundable if unsuccessful in meeting the entry requirements

Fee Per 3-Unit Course: S\$2000

The above fees are subjected to prevailing GST.

- Course fee is inclusive of course notes and examination fee.
- Course fee is charged on the basis of the number of courses enrolled in a given term.

ENQUIRY

Tel: +65 6738 2910

Email: registrar@NAA.edu.sg

Ngee Ann-Adelaide Education Centre

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► www.NAA.edu.sg



ONE TYPICAL TERM OF 3 MONTHS

For each coursework module, classes are facilitated in two flexible intensive blocks of weekend classes in a given term of 3 months commencing January, April, July and October.

The following depicts a typical term:

PRE-INTENSIVE BLOCK

- Collection of course materials
- Pre-reading

1ST INTENSIVE BLOCK

- Weekend classes* are held over Friday, Saturday and Sunday.

POST 1ST INTENSIVE BLOCK

- Assignment writing
- Revision and self study
- Pre-reading for 2nd intensive

2ND INTENSIVE BLOCK

- Weekend classes* are held over Friday, Saturday and Sunday.

POST 2ND INTENSIVE BLOCK

- Assignment writing and submission
- Revision and exam preparations

* A typical intensive weekend teaching block is as follows:

Friday: 7.00 p.m. - 10.00 p.m.

Saturday: 1.00 p.m. - 8.00 p.m.

Sunday: 9.00 a.m. - 4.00 p.m.

DISCLAIMER

The information contained in this publication is correct at the time of printing but may be subject to change without notice. Updates may occur - please check the website for the latest information. Ngee Ann-Adelaide Education Centre and the University of Adelaide assume no responsibility for the accuracy of information provided by third parties.

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