



NATIONAL INSTITUTE *for* CHRISTIAN EDUCATION

## Unit Synopses

This information is included to help you with your choice of units. Units with codes between ED400–ED499 can be studied for a Bachelor of Education degree. Units with codes between ED500–ED599 can be studied in the Masters degrees. If a unit has both an ED400 code and an ED500 code (e.g., ED473/ED573) it can be studied at bachelor or masters level. Before choosing units please check the requirements for the course you are studying. Your course coordinator can be contacted if you would like advice in choosing units.

*As units are continually updated, the information listed is subject to change.*

### Core Units

#### **ED400/ED500 Foundations of Christian Education**

This unit promotes an authentic and robust understanding of the Bible as the core foundation for the development of Christian education. Starting from a recognition of the Bible's inspired and divine character, this course enables students to develop a sound biblical understanding of the theology, history, and literature of the canonical books of the Old and New Testaments, and to be prepared to apply this growth in educational planning and decision making at all levels.

#### **ED401/ED501 Worldviews in Education**

This unit enables students to appreciate the philosophically committed nature of all education by exploring the role that worldviews play in human life, thereby enabling them to critique worldviews in contemporary educational practice and, in their own school communities, to engage in educational decision making that is faithful to a Christian understanding of the world and our place and task in it.

### Elective Units

#### **ED410/ED510 Teachers as Curriculum Developers** (previously entitled Curriculum Development)

This unit investigates varying concepts of curriculum design. It encourages the development of dynamically structured curricula which are influenced by the vision of the school community, and which reflect a Christian worldview.

### **ED411/ED511 Reflective Practice in the Classroom** (previously entitled Implementing Classroom Innovations)

Students reflect on the implementation of curriculum change and discuss how to act to improve aspects of the curriculum so that it more clearly embodies biblical values and encourages responsive discipleship in children.

### **ED412/ED512 Evaluation and Assessment**

Curriculum evaluation (the appraisal of programs, curricula and institution) and assessment (the appraisal of what individuals know and can do) are an integral part of a teacher's role. Students evaluate and develop systematic evaluation and assessment approaches which support the purposes of the Christian school and are suited to the student's situation and needs.

### **ED420/ED520 Ways of Learning**

This unit investigates and evaluates current understanding of the learning process in the everyday classroom situation, with attention being given to the influence of worldviews in shaping various theoretical positions.

### **ED530 Research Methods in Education**

There is no doubt that educational practice is influenced in major ways by the results of educational research. Students will develop a basic understanding of educational research principles and methods so that they may be more effective in responsibly interpreting and conducting research.

### **ED531 Directed Reading**

This unit systematically examines a significant educational problem or issue. The investigation of the problem will include a review of existing literature, suggesting a number of alternative solutions and justifying the choice of one of these alternatives.

### **ED532 Minor Research Thesis** (2 unit or 18 credit point equivalent)

This focuses on an educational issue or problem that the student identifies.

### **ED533 Major Research Thesis** (3 unit or 27 credit point equivalent)

The option of a major research project gives students with research experience the opportunity to explore an area in greater depth. Entry into this unit is normally dependent upon a Credit grade in ED530.

### **ED434/ED534 Practical Investigations in Teaching and Learning**

Sometimes in their schools, teachers encounter situations about which they wish to conduct limited research. By identifying an issue (needs analysis), embedding it in a worldview context, and devising a systematic study and evaluation of the situation, they intend to devise an action plan that improves their responses to the situation. This is

often called action research. The purpose of the unit is to provide teachers with training and the framework in which to engage in action research without undergoing the full development that is necessary for a longer term and detailed research project.

### **ED535 Quantitative Research Methods in Education**

This unit is designed to help students develop an awareness of the assumptions and perspectives that underlie quantitative approaches to research, and to provide a robust understanding for the effective practice of quantitative research methodology in an educational context.

### **ED536 Qualitative Research Methods in Education**

This unit is designed to help students develop an awareness of the assumptions and perspectives that underlie qualitative approaches to research, and to provide a robust understanding for the effective practice of qualitative research methodology in an educational context.

### **ED442/ED542 Understanding Innovation in Schools**

This unit equips teachers, and especially those in leadership positions, in planning for, and implementing, responsible and effective innovation that will lead to more effective learning in the school.

### **ED443/ED543 Effective Teaching**

One of the most complex and difficult tasks in the field of education today is determining what constitutes effective teaching. This unit has been designed for students who are interested in the assessment of teaching and are seeking to develop or improve their own teaching and assessment systems in a way that is consistent with a Christian worldview.

### **ED444/ED544 Special Education**

Teachers face such a wide diversity of special needs in the classroom that it is an ongoing process to develop a well-informed repertoire of relevant skills and an awareness of the resources available. This unit focuses on the development of a biblical understanding of exceptionality, on the major issues and choices facing educators in this area, and on the development of basic skills to effectively serve students with special needs.

### **ED451/ED551 Issues in Teaching Mathematics**

How do we celebrate the Lordship of Christ in the area of mathematics? This unit focuses on an important Key Learning Area by laying a Christian foundation to the understanding of mathematics and following this through into the classroom perspectives and strategies.

### **ED560 Leadership: Vision and Mission**

School leaders are a vital link in the translation of a school community's vision into the daily life of the classroom. This unit encourages the understanding and development of distinctively Christian leadership in the settings of Christian schools which are committed to Christ-centred education.

### **ED561 Maintaining Quality Teaching**

This unit develops competence in the planning and implementation of systematic strategies of school-based professional development, making effective use of teacher appraisal information.

### **ED562 Ethical Administration and Decision Making** (previously entitled Policy Development)

Students develop their understanding of key issues in educational leadership and through reflection and practice improve a range of competencies necessary to make biblically informed, ethical decisions within the complex environments of educational communities.

### **ED570 Perspectives and Trends in Education** (previously entitled Perspectives on Education)

Educational practice is more than the application of techniques to achieve particular outcomes. It takes place in the context of understandings about meaning and purpose in human life. Different answers to basic questions will lead to different practices. This unit helps students to explore basic perspectives on education and to consider how a Christian perspective might generate distinctive practice.

### **ED571 Understanding Christian Schooling in Australia** (previously entitled The Development of Christian Schooling in Australia)

Where have Christian schools come from? Students are introduced to the roots of Australian Christianity and educational development and will come to appreciate the important themes and distinctives within Christian schools. By knowing from where we have come we may be better equipped to reflect upon and evaluate our present schooling programs and practices.

### **ED473/ED573 Stakeholders and the Christian School Community** (previously entitled The Christian Teacher in Community)

This unit is designed to help students investigate and evaluate current understandings of community in the school setting and explore the application of a Christian worldview perspective to interactions between key community stakeholders in the relationship-rich school environment.

### **ED480 Comprehensive Essay with Literature Review**

By their very nature, there is often little interconnectedness between units of study in many degree programs. This unit is designed to highlight the worldview and structural coherence that connects units of study in CCHE degrees, and provide students with assessment contexts in which they can demonstrate their progressive growth as teachers that has taken place over the course of their studies. The assessments focus on students' reflections around two tasks. First a comprehensive essay requires students to critically review their course and to propose areas of further investigation. The unit concludes with a literature review of one of these areas and a critical review of an article from a contrary worldview perspective.

### **ED481/ED581 Comprehensive Essay with Professional Portfolio** (previously ED445)

This unit is designed to allow students to demonstrate how their studies with NICE have helped develop their understanding of Christian Education and then showcase the authentic application of this understanding in their classroom practice. The portfolio is begun early in the course (either with or immediately after the first unit) and is submitted towards the end of the course. Through reflective journaling and compilation of relevant material, the students are expected to show a progressively developing integration of a biblical perspective into pedagogy, curriculum, assessment, stakeholder relationships and all aspects of the teaching and learning task.