



Unit Guide

Diploma of Arts – Education Specialisation

Monash College

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Overview

The Monash College Diploma of Arts, Education specialisation, offers specialist preparation for direct entry into the second year of a double major Arts-Education undergraduate degree at Monash University.

As well as gaining foundational knowledge and experience in education, students explore and analyse social and political issues, language and the way social sciences, history and communication shape the world. The Diploma of Arts teaches about the world we live in and the people or networks within it and challenges students to produce solutions to problems.

There are two entry points into the Diploma of Arts - Part One and Part Two - with the entry point for each applicant determined by their academic background and English language level.

Diploma of Arts Course Outcomes

On completion of the Diploma of Arts, students should be able to demonstrate the following skills and knowledge and their application:

1. Knowledge of technical and theoretical issues in a variety of Arts theory and technical and language skills with depth in some areas.
2. Identify and communicate advice in a variety of Arts disciplines to address problems in accord with management requirements.
3. Utilise technical skills to demonstrate understanding and problem solving in relation to Arts issues involving diverse stakeholders.
4. With depth in some areas, critically apply theoretical and technical skills to solve problems in relation to a range of Arts disciplines.
5. Manage work priorities and coordinate the work of others in accord with parameters set by management.

Monash College Diplomas Graduate Attributes

All Monash College courses will develop the following graduate attributes:

- Communication - demonstrated by effective communication in a variety of contexts
- Collaboration - demonstrated by working positively with others to achieve common goals
- Social and Cultural Engagement - demonstrated by respect for diversity and recognition of ethical responsibilities, including towards knowledge creation and academic integrity
- Critical Thinking and Problem Solving - demonstrated by the ability to analyse, evaluate and synthesise information to solve problems and innovate
- Independent Learning - demonstrated by the initiative, reflective practice and resilience necessary for self-directed learning, and possession of the foundational discipline knowledge and skills appropriate to commence their destination studies
- Academic Skills - demonstrated by understanding and appropriate application of scholarly practices and standards.

DIPLOMA PART 1			
Unit Code	Unit Name	Unit EFTSL ¹	Credit Point ²
MCD1360	Media Studies B: Mass Communication and the Modern World	0.125	6
MCD1520	Introduction to Academic Communication	0.125	6
MCD1540	Intercultural Business Communication	0.125	6
MCD1550	Introductory Mathematics for Business	0.125	6
MCD1580	Introduction to Psychology	0.125	6
MCD1590	The Modern World	0.125	6
MCD1720	Media, Visual Culture and Communication	0.125	6
MCD1740	AI and the Digital World	0.125	6
• Choose one Elective from below:			
MCD1460	Visual Arts	0.125	6
MCD1490	Principles of Design	0.125	6
MCD1500	Introduction to Design Thinking	0.125	6
DIPLOMA PART 2 – SOCIOLOGY STREAM			
Unit Code	Unit Name	Unit EFTSL ¹	Credit Point ²
MCD6010	Academic Writing	0.125	6
MCD6020	Media and Culture	0.125	6
MCD6040	Professional Writing	0.125	6
MCD6050	Communications and Society	0.125	6
MCD6120	Introduction to Sociology	0.125	6
MCD6140	The Individual and Society	0.125	6
MCD8012	English and Literacies 1 - Primary Education	0.125	6
MCD8030	Primary Professional Experience	-	-
MCD8040	Secondary Professional Experience	-	-
MCD8058	Learn to Learn, Learn to Teach (Primary Education)	-	-
MCD8059	Fostering Classroom Culture (Secondary Education)	-	-

DIPLOMA PART 2 - PSYCHOLOGY STREAM			
Unit Code	Unit Name	Unit EFTSL ¹	Credit Point ²
MCD6010	Academic Writing	0.125	6
MCD6020	Media and Culture	0.125	6
MCD6040	Professional Writing	0.125	6
MCD6050	Communications and Society	0.125	6
MCD6080	Foundations in Psychology	0.125	6
MCD6170	Introduction to Psychological Inquiry	0.125	6
MCD8012	English and Literacies 1	0.125	6
MCD8030	Primary Professional Experience	-	-
MCD8040	Secondary Professional Experience	-	-
MCD8058	Learn to Learn, Learn to Teach (Primary and Secondary)	-	-
MCD8059	Fostering Classroom Culture (Secondary Education)	-	-

1. EFTSL: Effective Full-time Student Load. Each part of the Diploma is equivalent to one year of full-time study. Monash College Diplomas are delivered in an accelerated mode, so you can study more than a standard full-time load in a year.
2. Most Monash units are 6 credit points. To complete a full Monash College Diploma, you must pass 96 credit points; if you start in Part 2 you must pass 48 credit points. To complete the Education specialisation, you will also need to complete the two non-credit Professional Experience units. Credit points in Part 2 units count towards the first year of your Monash University degree.

MCD1360 – Media Studies B: Mass Communication and the Modern World

Description

The aim of this course is for students to learn how information and communication media have developed over time.

This unit analyses the key components of mass communication studies theory, and examines how information and communications media have developed over time. The unit explores barriers to communication, as well as the ways in which different communication media and messages have impacted on different social and cultural groups. Through the completion of prescribed readings, class discussion, oral presentations and written essays, students will acquire the knowledge, concepts, and analytical skills which will prepare them for further study in the area of Media, Communication Studies and Journalism in Part Two of the Diploma of Arts.

Prerequisites

Nil

Learning Outcomes

On completion of this unit, students are expected to be able to:

1. Understand how mass communication has developed throughout history and the important events each form of mass media has shaped
2. Understand the concept of 'audience' related to the developing communication technologies
3. Examine the notion of power in the media, and the ways in which communication tactics and tools have been used historically both by the media, and by those in power, to influence public opinion
4. Analyse the practical tools of media production, such as television
5. Analyse the importance of new and emerging communication technologies in society such as digital media.

Assessments

Assessment Task	Weighting
A1: Shortform Video	15%
A2: Mid-trimester Quiz	35%
A3: Documentary Film Pitch	15%
A4: Documentary Project	35%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

MCD1460 – Visual Arts

Description

Students are introduced to the basic elements and principles of firstly 2D followed by 3D visual art; exploring these in specialized art studios via a range of media and techniques. Students learn observational and analytical strategies to develop and refine their visual art practice. Through excursions to art gallery spaces, students reflect on and strengthen their visual ideas across diverse forms, exhibiting their final work in a way that engages with both site and spectators.

Prerequisites

Nil

Learning outcomes

On successful completion of this subject, students are expected to be able to:

- To demonstrate an understanding of the basic elements and principles of 2D and 3D Visual Art using a range of media and techniques.
- Use Visual Art tools and strategies to critique one's own visual projects and identify constructive ways to rework them.
- Effectively rework visual projects in response to critique.
- Communicate ideas related to Visual Art clearly and effectively through verbal, written, and visual means.

Assessments

Assessment Task	Weight
A1: 2D Folio + EAT	25%
A2: 3D Folio	15%
A3: Art Exhibit + OAT	35%
A4: Final Folio	25%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.



MCD1490 – Principles of Design

Description

Students will explore both two-dimensional and three-dimensional design principles through a series of practical and theoretical exercises, fostering a comprehensive understanding of design elements, art and design techniques, and applications. This course aims to develop students' creative and technical skills, preparing them to tackle complex design challenges with confidence and proficiency.

Prerequisites

Nil

Learning Outcomes

On successful completion of this subject, students are expected to be able to:

- Demonstrate an understanding of key design terminology and fundamental design principles and elements to create cohesive and aesthetically pleasing designs.
- Research and analyse historical and contemporary design practices to inform the design process.
- Develop both 2D and 3D design projects using sustainable materials, art and design techniques, including sketching and model making, along with industry-standard software.
- Explore and apply ethical research methods, sustainable practices, and social responsibility in design projects.
- Present and communicate design ideas clearly and persuasively through verbal, written, and visual means.
- Collaborate effectively in a group design project by communicating and sharing responsibilities to achieve common goals.

Assessments

Requirements to Pass the Unit

In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

MCD1500 – Introduction to Design Thinking

Description

In a rapidly changing world, this unit equips students with eight core creative thinking abilities to navigate ambiguity and move ideas from concept to reality. Through drawing, iterative journaling and moving dynamically between analogue and digital modes; including generative AI. Students build observational, visual communication and purposeful design process skills applicable across diverse disciplines.

Prerequisites

Nil

Learning Outcomes

On successful completion of this subject, students are expected to be able to:

1. Demonstrate understanding of the eight core design abilities and apply them in introductory design tasks.
2. Use drawing flexibly across the design process to observe, generate, develop, present and explain ideas.
3. Apply analogue and digital methods to explore, iterate and refine creative design outcomes.
4. Compose, arrange and unify material to effectively express ideas in unit activities.
5. Communicate design ideas clearly and effectively through verbal, written and visual forms.
6. Reflect on the role, affordances and limitations of analogue, digital and AI-supported tools in creative practice.

Assessments

Assessment Task	Weight
A1: Weekly Journaling	25%
A2: Early Assessment Task: Unit Terminology Quiz	5%
A3: Symbol Design Project - P1 RESEARCH & RHIZOMATIC MAPPING (5%) - P2 EXPLORATORY DRAWINGS (10%) - P3 DESIGN PROTOTYPES (5%) - P4 Peer Feedback Video: CRITIQUE (5%) - P5 FINAL SUBMISSION (10%)	35%
A4: Collage Design Project - P1 Site recordings (5%) - P2 Digital Map <i>JPEG file</i> (5%) - P3 Collage Prototypes (10%) - P4 Draft Physical & Digital Collage (5%) - P4 Final Physical & Digital Collage (10%)	35%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

MCD1520 – Introduction to Academic Communication

Description

This course develops students' English language proficiency and academic communication skills to support their adaptation to university expectations and conventions. It scaffolds students to build foundations in three focus areas: academic skills, behaviours, and values, while developing academic language skills and knowledge. The unit introduces the language, texts, and conventions specific to Humanities, Business, and Science programs, and emphasises the value of diverse perspectives offered by different disciplines and their contributions to solving contemporary societal issues. Learning and assessment activities are designed to foster both independent and collaborative learning approaches, guiding students to enhance their abilities in reading, listening, writing and speaking as well as critical thinking, and researching in technologically-advancing academic contexts.

This unit will support students in building effective learning strategies using a range of thinking skills, learning approaches and assessment responses.

This is a core unit in the Monash College Diplomas Part 1.

Prerequisites

Nil

Learning Outcomes

On completion of this unit, students are expected to be able to:

1. Critically analyse academic texts to identify key arguments, evidence, and methodologies
2. Accurately interpret and critically evaluate spoken academic content and verbal instructions in academic settings
3. Participate in academic discussions, demonstrating active listening, critical thinking, intercultural understanding and the ability to articulate and sustain viewpoints
4. Deliver a clear, well-organised presentation on an academic topic, presenting and justifying arguments using supporting evidence and examples
5. Write a clear, well-structured academic text, following academic conventions, including structure, register, signposting and discipline-specific referencing conventions
6. Demonstrate critical, analytical and evaluative skills via selecting, synthesising and critically analysing a range of academic sources
7. Employ discipline-specific vocabulary and discourse to convey ideas effectively
8. Use digital and generative AI tools critically and responsibly to support academic production and communication
9. Collaborate effectively in academic and group settings by communicating respectfully, actively listening, and contributing relevant ideas to achieve shared academic goals.

MCD1520 – Introduction to Academic Communication *CONTINUED*

Assessments

Assessment Task	Weight
A1: Listening and Reading Quiz	5%
A2: Socratic Seminar	20%
A3: Reflection Journal	15%
A4: Research Task Draft	15%
A5: Research Task Final	25%
A6: 3 Minute Thesis	20%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

MCD1540 – Intercultural Business Communication

Description

This unit aims to assist you in developing strategies for effectively communicating and negotiating with individuals from other cultures. Businesses today operate in a culturally diverse environment. This unit has been designed to develop your understanding of culture and its impact on business. We will examine the impact of culture on values, norms, attitudes and behaviours, including patterns of communication. In this unit, you will learn effective ways to research cultures and communication styles in order to prepare for intercultural encounters as a student and in work. This unit will provide an opportunity to apply understanding of cultural and ethical issues to realistic business situations.

This is a core unit in the Monash College Diploma of Business, Part 1B.

Prerequisites

Nil

Learning Outcomes

1. Demonstrate understanding of culture, communication and the issues involved in intercultural communication.
2. Understand the important relationship between language and culture.
3. Define, describe and analyse the cultural values, norms, attitudes and behaviours that influence and impact on business in a globalised world.
4. Apply intercultural communication skills and understanding of cultural issues involved in dealing with individuals from diverse cultures.
5. Conduct independent research related to intercultural theories and intercultural business.
6. Understand the need to think critically and assess the credibility of sources when conducting academic and business research.
7. Learn to work in groups effectively in research, sharing of ideas and completing tasks.
8. Demonstrate ability to plan, prepare and present ideas in a manner appropriate to the academic and business worlds.

Assessments

Assessment Task	Weight
A1: Tutorial Activities and Participation	20%
A2: Movie Analysis and Reflection	10%
A3: Cultural Video Interview and Presentation	20%
A4: Cultural Case Analysis - Error Identification Test	20%
A5: Cross-Cultural Training Program	20%
A6: End-of-term Test	10%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

MCD1540 – Intercultural Business Communication *CONTINUED*

Mode of study

This unit is taught face-to-face. Several tools are involved in the learning process, such as Google Suite tools, Peer-evaluation tools (*ITP Metrics, etc.*), Zoom, Moodle and responsible use of AI.

MCD1550 – Introductory Mathematics for Business

Description

This unit is taken by part 1 Diploma of Business (Business stream), IT, Arts (Education), Business (Education) students. The aim of this unit is to provide students with the knowledge and skills to make effective use of mathematical ideas, techniques and processes in both business and everyday life.

Prerequisites

Nil

Learning Outcomes

When you have completed this unit, you are expected to be able to:

1. **Interpret and apply** key features of linear and non-linear relationships using graphs, tables, and their characteristics (**LO1**).
2. **Solve** simultaneous linear equations in two variables using elimination, substitution, and graphical methods, and **apply** break-even analysis in practical contexts (**LO2**).
3. **Calculate** financial quantities, including percentage changes, tax, simple interest, and hire purchase repayments (**LO3**).
4. **Solve** optimisation problems using linear inequalities, systems of inequalities, and linear programming techniques (**LO4**).
5. **Apply** sequences and relevant formulas to model growth and decay using linear, geometric, and combined models in financial contexts, including simple and compound interest, flat-rate and reducing-balance depreciation, reducing-balance loans, annuities, perpetuities, and interest-only loans (**LO5**).
6. **Apply** matrix properties and methods to analyse data arrays, solve systems of simultaneous linear equations, and make predictions using transition matrices (**LO6**).
7. **Construct and communicate** logical mathematical reasoning through clear, coherent, and appropriately structured written and verbal explanations (**LO7**).

Assessments

Assessment Task	Weight
A1: In-class Collaborative Exercise	25%
A2: Test	25%
A3: Start-up Project	20%
A4: Reflections on Industry Insights	10%
A5: Oral Presentation	20%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

Mode of study

This unit is taught face-to-face.

MCD1580 – Introduction to Psychology (not offered in T3-2026)

Description

This course provides students with an overview of the scope, nature, and methods of psychology. The concepts of personality, learning, biological psychology, forensic psychology, memory, psychology and scientific thinking, and research methods are introduced. Students will also learn the correct procedures for citing references and developing a reference list in accordance with the criteria outlined by the American Psychological Association.

Throughout this unit, students will gain an appreciation of psychology as a multifaceted discipline encompassing both scientific research and evidence based practice. Students will discover how the principles of psychology enhance our understanding of human behaviour and that these principles can be applied to many areas of study including; counselling psychology, business, biological sciences, human relations, politics, marketing and many more.

Prerequisites

Nil

Learning Outcomes

On completion of this unit, students are expected to be able to:

1. Understand the basic tenets of the foundations of psychology as a discipline.
2. Identify the main paradigms that underpin our understanding of behaviour and mental processes.
3. Access and evaluate scholarly materials; including texts & journals related to psychology.
4. Explain how psychology uses the scientific method to acquire knowledge in order to understand human behaviour.
5. Demonstrate critical analysis procedures & acquire basic knowledge of writing psychology – based research papers.
6. Demonstrate how course concepts apply to daily living.

Assessments

Assessment Task	Weight
A1: Essay Plan	15%
A2: Essay	25%
A3: Group Work Presentation	30%
A4: Exam	30%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

MCD1590 – The Modern World

Description

In this unit you will examine the relationships between historic and contemporary political, cultural and social forces. You will also engage in thinking about the myriad of problems confronting the modern world and how we can make sense of these problems in terms of conflicts between ideas. Through the study of this unit, you will develop effective critical thinking skills about how the modern world 'works' and about your own place, as individuals, in the modern world.

This is a core unit in the Monash College Diploma of Arts, Part 1.

Prerequisites

Nil

Learning Outcomes

On completion of this unit, students are expected to be able to:

1. Explain key political, economic, religious and philosophical ideas or events and evaluate their influence on the development of the modern world, using relevant historical and contemporary examples.
2. Analyse how at least two key ideas or events from the past have either endured or evolved over time, and explain their impact on modern society to their peers.
3. Reflect critically on their position in the modern world by applying course concepts to analyse how culture, technology, or society influences and shapes their values and actions.
4. Communicate effectively in academic settings by presenting clear ideas supported by relevant evidence or examples and participating actively in discussions.
5. Write clear and well structured academic texts that apply academic conventions including appropriate organisation and language, use of evidence to support arguments, and acknowledgment of others' ideas through accurate referencing.

Assessments

Assessment Task	Weight
A1: Weekly Reading Quiz	15%
A2: Current Issues in Modernity Presentation	30%
A3: Socratic Seminar	30%
A4: Extended Response	25%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

MCD1720 – Media, Visual Culture and Communication

Description

This unit explores how images and media produce meaning and shape identity, culture and public understanding. Students draw on key visual theories to analyse art, advertisements, film, and social media, and consider ethical issues surrounding representation, propaganda, misinformation, authenticity and accuracy in the age of AI. Through project-based learning, students develop practical skills in visual communication and digital multimedia production, building the technical, analytical and creative capabilities essential for working in contemporary media environments.

Prerequisites

Nil

Learning Outcomes

On completion of this unit, students are expected to be able to:

1. Reflect critically on personal responses to art and media artefacts using key concepts and frameworks from media and communication, and art and design.
2. Explain and analyse real-world case studies, examples and issues using media and communication frameworks such as representation, textual analysis, genre, audience and ideology, supported by academic research.
3. Design and develop multimedia projects that demonstrate original research and visual analysis of themes including representation, ethics, misinformation, technology and the creative industries.
4. Edit and refine multimedia projects for specified audiences and purposes using digital and collaborative technologies, storytelling techniques and the ethical use of AI.
5. Examine and evaluate the relationships between creative processes, media artefacts and emerging media technologies through individual and group discussion and presentation.
6. Present and communicate ideas about media, visual culture and communication clearly and effectively through written, verbal, visual and digital formats.

Assessments

Assessment Task	Weight
A1: Communication and Collaboration Activities	20%
A2: Visual Analysis Task (EAT)	10%
A3: Excursion – Analysis and Reflection	20%
A4: Digital Media Production Project	20%
A5: Multimedia Production and Group Analysis	30%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

MCD1740 – AI and the Digital World

Description

This unit introduces students to artificial intelligence, digital technologies and cybersecurity. Students explore how AI is changing study, communication, workplaces and society, while developing the practical digital skills needed for university and future careers. The unit focuses on the responsible and effective use of AI tools for learning, productivity, collaboration, research, communication and problem-solving. Students will use Google Workspace tools, including Docs, Sheets, Slides, Forms, Sites, Gemini and cloud-based collaboration systems, to complete practical academic and workplace-style tasks. Students will also examine cybersafety, digital ethics, online identity, misinformation, privacy and the social impact of emerging technologies. Foundational Computer logic will be explored through simple coding software that demonstrates logic, automation and data processes. The unit also emphasises the human skills required in an AI-enabled world, including critical thinking, creativity, communication, ethical judgement, collaboration, adaptability and reflection.

Prerequisites

Nil

Learning Outcomes

On completion of this unit, students should be able to:

1. Explain fundamental computer system concepts, including files, folders, storage, permissions and basic network operations, to support effective use of digital technologies in an academic context.
2. Use Google Workspace applications to create, organise, communicate, collaborate and manage information effectively within shared digital workspaces.
3. Use AI tools to design, develop, test and debug simple automated solutions that integrate with Google Workspace applications.
4. Apply effective prompting strategies to generate, refine and evaluate responses from artificial intelligence tools.
5. Use artificial intelligence tools critically, responsibly, ethically and securely to support productivity, programming, data analysis and problem-solving while maintaining academic integrity.
6. Apply computational thinking and fundamental programming concepts to develop simple solutions using an appropriate introductory programming environment.
7. Identify and evaluate common cybersecurity threats, privacy risks and unsafe online practices, and apply appropriate controls to protect devices, accounts and information.
8. Present and communicate ideas and concepts related to digital literacy clearly and effectively through verbal, written, and visual formats.

Assessments

Assessment Task	Weight
A1: Competency Weekly Tasks	20%
A2: AI Learning Portfolio	10%
A3: Google Workspace Project	25%
A4: Cybersafety Awareness Campaign	25%
A5: Coding and Automation Project	20%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.



MCD1740 – AI and the Digital World *CONTINUED*

Mode of study

MCD1740 uses a flipped classroom approach which supports students in learning to be independent learners. This unit is taught face-to-face. Students are required to review workshop and tutorial materials prior to coming to class.

MCD6010 – Academic Writing

Description

Higher education studies in Australia require students to have the skills and knowledge to successfully complete academic writing tasks. In this unit you will acquire a solid foundation in academic writing principles, learning about how authors employ various language and rhetorical (persuasive) devices to develop arguments. You will develop research techniques, as well as skills related to referencing, quoting, and paraphrasing (to avoid plagiarism). Academic writing, drafting, editing and proof-reading skills will be developed.

This is a core unit in the Monash College Diploma of Arts, Part 2 (Psychology and Human Behaviour streams).

Prerequisites

Nil

Learning outcomes

On completion of this unit, students are expected to be able to:

1. Identify and explain core attitudes, values and practices of academic culture and how academic writing reflects these.
2. Reflect critically on the differences between academic and opinion writing and apply this understanding in the composition of academic essays
3. Utilise primary, secondary and tertiary sources in digital and print in their research.
4. Apply scholarly principles of paragraphing, referencing, quoting, and paraphrasing.
5. Recognise the use of fundamental concepts of grammar, punctuation, spelling, usage and style.
6. Self-edit and revise writing in an academic context
7. Engage in a discussion on academic writing principles, presenting and justifying reasons using supporting evidence and examples

Assessments

Assessment Task	Weight
A1: Quizzes	15%
A2: Analytical Exercise	15%
A3: Analytical Exercise	15%
A4 Part 1: Written Essay	30%
A4 Part 2: Interactive Oral Discussion	25%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

MCD6020 – Media and Culture

Description

In this unit, you will be introduced to the core concepts and theoretical traditions within media studies, including textual analysis, empirical studies and cultural studies. These are aligned with historical and contemporary examples of social, economic and political debates about media industries and audiences. You will also examine the way in which power and influence are exercised through media in cultural and social life.

We will also be considering to what extent new technology has changed the media landscape and the communication practices that dominate our everyday lives. In the first four weeks, we will explore 'who you are', focusing on how the media contributes to your sense of national identity, ethnicity, gender and sexuality, and finally to communities with which you identify.

Following this, we explore in greater detail some of the theories of media studies that explain the construction of identity, ideology and the influence of media, as well as how individuals actively use media.

This is a core unit in the Monash College Diploma of Arts, Part 2.

Prerequisites

Nil

Learning outcomes

On completion of this unit, students are expected to be able to:

1. Demonstrate an appreciation of the historical development of media industries.
2. Recognise and be able to apply available frameworks for critically understanding the relationship between media, culture and society.
3. Demonstrate an understanding of the social, economic, political and cultural factors that shape the production, distribution and consumption of media.
4. Demonstrate an appreciation of the ways that the mass media contribute to understandings of the world.

Assessments

Assessment Task	Weight
A1: Perusall Online Activities	20%
A2: Annotated Bibliography	20%
A3: Video Essay	25%
A4: Student Led Seminar	10%
A5: Case Study	25%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

MCD6040 – Professional Writing

Description

The unit introduces principles of professional writing, such as genre, style, rhetoric, register and persuasive discourse. It also emphasises the importance of understanding audiences when writing in business and governmental contexts. To develop your skills in non-academic writing, most of the tasks are practical, although they also require related academic knowledge. Writing well involves an awareness of language principles and the various contexts of professional writing.

Prerequisites

Nil

Learning outcomes

On completion of this unit, students are expected to be able to:

1. Recognise, analyse and appraise different genres of professional writing.
2. Plan and design effective professional documents applying linguistic features such as register, style and rhetoric.
3. Identify expectations of communication for different professional audiences and contexts and apply these in written documents and presentations.
4. Use essential skills of English usage (grammar, spelling, punctuation and structure) in writing and editing documents.

Assessments

Assessment Task	Weight
A1: Magazine Writing	25%
A2: Social Media Writing	25%
A3: Writing and Design Portfolio	10%
A4: Position Paper / Essay	40%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

MCD6050 – Communications and Society

Description

MCD6050 Communications and Society is a unit designed to give you insights into the way that contemporary media technologies shape the way that we act and communicate within contemporary society.

When we communicate with others, the communication technologies that we choose to use influence the meaning of what we wish to say. Communication technologies shape what we can say, what we cannot say, and what we must say. This same principle applies to the films and television programs we watch, the music we listen to, the podcasts and radio broadcasts we listen to, the newspapers and books we read and the games we play. But the communication technologies themselves are also subject to influences that are political, social, cultural, and economic as well. These various forms of communication expand beyond the very literal messages of speech, audio-visual symbols and text, and extend to forms of non-linguistic communication, non-verbal forms of communication, as well as social effects that may not have a single source. By studying these different forms of communication between society and technology, we can start to understand how contemporary society shapes - and also is shaped by - communication technologies.

Prerequisites

Nil

Learning Outcomes

On completion of this unit, students are expected to be able to:

1. Possess a basic understanding of the field of communications.
2. Employ basic concepts in the study of communications.
3. Analyse the role of communications in processes of social and cultural change.
4. Apply communication analysis to everyday life.
5. Identify and explain the economic, technological, political and cultural influences of communications technologies.
6. Work collaboratively with peers to formulate and present solutions to hypothetical problems and debatable issues surrounding communications technologies

Assessments

Assessment Task	Weight
A1: Online Assessment	15%
A2: Tutorial Presentation	15%
A3: Weekly Classroom Activities	15%
A4: Podcast Project	25%
A5: Research Essay	30%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

MCD6080 – Foundations in Psychology

Description

This unit provides students with an introduction to the broad foundations of psychology as a scientific discipline. It begins with an exploration of psychology's historical origins. Then, a series of core psychological topics will be introduced: concepts of health, stress and coping will be considered along with the distinguishing features of abnormal psychology and the biological basis of behaviour.

The unit also introduces theories of learning, memory and development and familiarizes students with key aspects of Indigenous and cross-cultural psychology. Students will also be introduced to academic writing by reporting findings through reading journal articles.

Prerequisites

Nil

Learning Outcomes

On completion of this unit, students are expected to be able to:

1. Identify key historical and philosophical developments which have resulted in the modern discipline of psychology;
2. Identify and describe key concepts underlying biological, learning, developmental and cross-cultural psychology, stress and coping and abnormal psychology;
3. Apply the knowledge and concepts of biological, learning, developmental and cross-cultural psychology, stress and coping and abnormal psychology to assessable quizzes and critical thinking assignment;
4. Outline the need for an objective understanding of human behaviour;
5. Prepare written technical and scientific documentations and present key findings.

Assessments

Assessment Task	Weight
A1: Group Debate Presentation	30%
A2: Argumentative essay	40%
A3: Online Weekly Tests	30%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

MCD6120 – Introduction to Sociology

Description

Sociology is a rich and diverse discipline in the social sciences. Policy makers, politicians, the community sector, those in the media and creative industries – to name a few – draw on sociology understandings of social life to help them address social problems and understand the world. The unit introduces students to the concepts and approaches used by sociologists to analyse the contemporary social world. In particular, students will learn to apply sociological frameworks to the key debates and dilemmas we face in contemporary life and to examine various patterns of diversity, inequality and social change in society. This unit also considers the role that class, gender, age, culture, religion and other structural factors play in shaping the lives of everyday people in society.

This unit is taught in two 'modules' with the first one focused on **sociological foundations** and the other on gender.

This is a core unit in the Monash College Diploma of Arts part 2 (Sociology stream).

Prerequisites

Nil

Learning Outcomes

On completion of this unit, students are expected to be able to:

2. Identify and explain the key concepts and perspectives used in sociological analysis.
3. Critically reflect and analyse the structural factors that influence how people experience everyday life.
4. Locate and evaluate scholarly sociological sources.
5. Communicate ideas and arguments in a variety of formats.
6. Use evidence to construct coherent and organise written assignments on sociological topics.

Assessments

Assessment Task	Weight
A1: 3 Online Quizzes	30%
A2: Annotated Bibliography and Essay Plan	30%
A3: Research Essay	40%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

MCD6140 – The Individual and Society

Description

This unit is the second unit in sociology stream sequence, it builds on the skills and knowledge developed in the first unit Introduction to Sociology. It includes three important areas of sociological research and theoretical endeavor: Thinking Intersectionally, Sustainability and society & Families and relationships.

This is a core unit in the Monash College Diploma of Arts, Part 2 (Sociology stream).

This unit aims to deepen your understanding of the relationship between individual and society, drawing on a wide range of sociological theories, concepts and research.

Prerequisites

MCD6120 – Introduction to Sociology

Learning Outcomes

On completion of this unit, students are expected to be able to:

1. An understanding of the nature of social relationships and institutions; patterns of social diversity and inequality; and processes that underpin social change and stability.
2. Have an ability to apply sociological theories, concepts and evidence to sociological questions.
3. Have an ability to develop arguments by using evidence, evaluating competing explanations and drawing conclusions.

Assessments

Assessment Task	Weight
A1: Public Communications Project Proposal	5%
A2: Quizzes	30%
A3: Public Communications Project	25%
A4: Research Essay	40%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

MCD6170 – Introduction to Psychological Inquiry

Description

"Introduction to Psychological Inquiry" provides a foundational exploration of the ways psychologists create knowledge about human behavior. This unit introduces you to the diverse methods used in psychological research, from experiments and surveys to case studies and observational techniques. You will gain an understanding of how these methods allow psychologists to investigate complex questions about behavior, cognition, emotion, and social interaction.

The course emphasizes critical evaluation, helping you recognize the strengths and weaknesses of different research approaches. Reflexivity will also be a key focus, encouraging you to reflect on your own assumptions, biases, and the broader social and cultural context in which psychological research takes place.

This course fosters an awareness of **ethical considerations**, such as informed consent, confidentiality, and the potential risks to participants in research. These elements will help you approach psychological inquiry with both skepticism and open-mindedness, equipping you with the tools to conduct and evaluate research thoughtfully and responsibly. By the end of the unit, you will be better prepared to engage in informed discussions about psychology and its methods.

Prerequisites

MCD6080 – Foundations in Psychology

Learning Outcomes

On completion of this unit, students are expected to be able to:

1. Appraise the different theories of knowledge and the methods that are commonly used by psychologists;
2. Discuss the appropriate application of different theories of knowledge and research methods to various contexts and research questions;
3. Demonstrate self-awareness, reflexivity, oral and interpersonal communication skills;
4. Demonstrate cultural safety, ethical and critical thinking skills in appraising and applying psychological knowledge;
5. Effectively communicate psychological research to a range of audiences.

Assessments

Assessment Task	Weight
A1: Reflective Journal Entry	20%
A2: Peer Feedback and Positionality Statement	40%
A3: Qualitative Research Report	30%
A4: Exit Interview	10%

Requirements to Pass the Unit

- In order to achieve a pass in this unit, you must achieve 50% or higher for your overall mark. If you receive a 49N grade, you will automatically be awarded a 48N result.

MCD8012 – English and Literacies 1 - Primary Education

Description

This unit explores young children's language and literacy learning in the early years. You will develop an understanding of how to build children's communicative intentions, confidence and capacity in literacy as a foundational skill for successful learning. In particular the influence of family and community contexts on children's language and literacy development is examined including learners with English as an additional language. Topics covered in this unit include: adult interactions supporting young children's communication and language development, practices to support reading and writing acquisition, and processes including a focus on phonological awareness, phonemic awareness and phonics. Digital technologies as a tool to support language and literacy learning will also be discussed. This unit introduces you to evidenced-based pedagogies to build rich language and literacy programmes in early childhood settings that support the continuity of children's literacy learning from preschool to school.

Prerequisites

Nil

Learning Outcomes

On completion of this unit, students should be able to:

1. Demonstrate an understanding of what literacy is and what it means to be literate.
2. Apply knowledge that supports the continuous development of your own personal English and literacy skills.
3. Demonstrate an understanding of how early literacy is enacted in various cultural and social settings, particularly homes (inclusive of homes where English is an additional language) and school.
4. Apply knowledge of effective pedagogies for early years literacy learning, including building children's communicative intentions, confidence and capacity in literacy.
5. Exhibit an understanding of the continuities and transitions in literacy learning from home to school.

Assessments

Assessment Task	Weight
A1: Home Literacy Learning.	20%
A2: Reading to Children	30%
A3: Children's Literature	50%

Requirements to Pass the Unit

- Students must achieve an overall mark of 50% or higher in order to pass this unit.

MCD8030 – Primary Professional Experience

Description

This unit assesses the students' primary professional experience in the second trimester. Students complete the required number of days and the activities specified in the unit guide. Students' learning is supported by relevant academic staff in Monash College, and by teacher mentors in the education setting in which they are placed.

Prerequisites

Nil

Learning Outcomes

On completion of this unit, students should be able to:

1. Complete the required number of days of professional experience and the activities specified in the unit guide.
2. Document their professional learning through means such as a professional experience folder which records lesson planning, self-reflections and an evaluation on developing practice.
3. Achieve a satisfactory level of progress in their development as teachers in line with the requirements outlined in the unit guide and the placement report.

Requirements

Pre-service teachers are required to undertake 10 days in their second trimester.

Year	Trimester	Unit	Placement	Number of days	Dates
1	3	MCD8030	Primary School Setting	10 days over two weeks	TBC

Pre-service students must satisfactorily complete the number of days set out in the placement time table (see table above).

Assessments and Submission Requirements

1. PE Report (via MCD8030 Survey Campaign link).
2. Placement Diary and Observation Handbook.

MCD8040 – Secondary Professional Experience

Description

This unit assesses the students' secondary professional experience in the second trimester. Students complete the required number of days and the activities specified in the unit guide. Students' learning is supported by relevant academic staff in Monash College, and by teacher mentors in the education setting in which they are placed.

Prerequisites

Nil

Learning Outcomes

On completion of this unit, students should be able to:

1. Complete the required number of days of professional experience and the activities specified in the unit guide.
2. Document their professional learning through means such as a professional experience folder which records lesson planning, self-reflections and an evaluation on developing practice.
3. Achieve a satisfactory level of progress in their development as teachers in line with the requirements outlined in the unit guide and the placement report.

Requirements

Pre-service teachers are required to undertake 10 days in their second trimester.

Year	Trimester	Unit	Placement	Number of days	Dates
1	3	MCD8040	Secondary School Setting	10 days over two weeks	TBC

Pre-service students must satisfactorily complete the number of days set out in the placement timetable (see table above).

Assessments and Submission Requirements

1. PE Report (via MCD8040 Survey Campaign link).
2. Placement Diary and Observation Handbook.

MCD8058 – Learn to Learn, Learn to Teach (Primary and Secondary)

Description

This unit is designed to enrich your understanding of the complex processes through which learning occurs and examine the implications for both your own learning and your future teaching. You will focus on the multidimensional nature of learning, incorporating research-informed insights from neuro (brain) science, cognitive and developmental psychology, sociology and education. These lenses will help you understand how situational, individual, social and cultural contexts can shape learning over time.

You will start to consider purposes for learning, from a specific lesson/subject to whole school/centre programs and beyond. Drawing from research, you will be provided with opportunities to examine your assumptions about learning and teaching, and explore strategies and habits that can accelerate or disrupt learning. You will begin to understand the importance of engaging in complex decision making to select, adapting and critically evaluating teaching practices in appropriate and purposeful ways to respond to your students' learning needs.

Prerequisites

Nil

Learning Outcomes:

On successful completion of this unit, you should be able to:

1. demonstrate knowledge of the role of the brain, memory and memory systems in learning by considering novice and expert learners and explain how brain development and neuroplasticity influence knowledge acquisition during progression towards mastery
2. critically evaluate common neuromyths and explain how they conflict with current research on brain function and impact evidence-informed teaching practices
3. apply principles of cognitive load theory to recognise and address cognitive overload in learning environments using evidence based effective teaching strategies
4. reflect on your development as both a learner and a teacher by drawing on insights into learning strategies, teaching practices, and the cognitive, social, and emotional dimensions of knowledge acquisition
5. demonstrate knowledge of the structures, policies, behaviours, practices and requirements of the profession including frameworks and legislation that guide the teaching profession such as curriculum, child safety, teacher standards, improvement frameworks and professional codes of conduct and ethics.

Assessments

Assessment Task	Weight
A1: Quiz/Test – 800 words	20%
A2: Case Study Analysis – 1600 words	40%
A3: Teaching Strategy Presentation – 1600 words	40%
A4: ALLND and PPC Quizzes	Hurdled, N/A



MCD8058 – Learn to Learn, Learn to Teach (Primary and Secondary) *CONTINUED*

Requirements to Pass the Unit

- Students must achieve an overall mark of 50% or higher to pass this unit.
- Students must achieve 100% for each ALLND and PPC Quiz to pass this unit.

MCD8059 – Fostering Classroom Culture (Secondary Education)

Description

This unit focuses on establishing learning environments that scaffold positive practices and manage learner behaviours. You will explore a range of teaching strategies, models and theories that will enable you to create structured, safe and positive classrooms that respond to diverse whole school behaviour frameworks using consistent rules and routines. You will be provided with practical examples and scenarios that frame ways to build positive relationships in both physical and virtual spaces. In this unit you will explore, design, and prepare teaching environments that enhance learning through personalised goal setting. You will rehearse how to respond to diverse behaviours in ways that prioritise learning and ongoing teacher-student relationships. You will be supported to consider your role in student behaviour and the skills you need as a teacher to foster and maintain a positive learning environment.

Prerequisites

Nil

Learning Outcomes

On completion of this unit, students should be able to:

1. Demonstrate enhanced professional knowledge to create and maintain structured, safe, and positive, learning and teaching practices that ensure effective rules and routines in online and face to face environments.
2. Demonstrate the ability to develop and apply effective responses to consistently manage challenging behaviour and support a positive learning environment
3. apply appropriate theory-informed learning and resources to support proactive practices and enable goal setting for learners
4. identify and embed proactive practices that build positive relationships in lessons, units and term planners, that support ongoing, inclusive and safe learning environments within whole school behaviour frameworks.

Assessments

Assessment Task	Weight
A1: Rehearsing and reflecting on classroom management skills and practices	50%
A2: Planning for managing learners and learning environments	50%

Requirements to Pass the Unit

- Students must achieve an overall mark of 50% or higher in order to pass this unit.