



Master of Education

with a specialism in literacy studies

The Master of Education program has been designed to give our students more flexibility and better options in their studies. As education moves towards and embraces areas of specific need and opportunity, Monash University gives students dedicated specialisations in which to explore and test their learning.



The Master of Education with a specialism in literacy studies is designed for educational professionals, including teachers, lecturers, trainers, educational administrators and policymakers, who wish to develop specialist knowledge and leadership expertise in the field of literacy studies, including school literacy practices; language, society and cultural differences and new literacy studies.

Course code: 2500

Duration: 1.5 years (full-time),
3 years (part-time)

Domestic fee: CSP places available. Full-fee places \$14,350 per year of full-time study

International fee: \$20,000 per year of full-time study

Campus: Clayton, on-campus, off-campus, multimode.

Intake: First semester/second semester

Entry requirements: Applicants must hold an approved three-year bachelors degree in a relevant field with a credit average in the final year; or an approved fourth year of study; or an approved four-year bachelors

degree; or have qualifications or experience that the faculty considers to be equivalent to, or a satisfactory substitute for the above.

Applying: For further information on application procedures, visit: www.monash.edu.au/study/coursefinder/course/2500/

The Master of Education is flexible, so you can tailor a program to suit your specific needs. All students complete a core research methodology unit chosen from a suite which gives you an introduction to key social and educational research methods.

You will also choose a number of elective units, and have the option of completing a professional project or a minor research thesis in an area that interests you.

There are three key options in the Master of Education degree, depending on what you aim to achieve in your degree.

Option 1 is to take six coursework units.

Option 2 is five coursework units and a professional project of approximately 8000 words.

Option 3 is four coursework units and a minor research thesis of approximately 16,000 words.

Option 3 provides a great introduction to formal research in education, and can act as a pathway into the Doctor of Philosophy (PhD) program, provided you meet the grade point entry requirements for that program.

You can choose coursework units from a wide range of elective units, covering topics in education, early childhood, LOTE, gender studies, mentoring, information and communication technology, and curriculum design. See the faculty website for a full list of Master of Education elective units and their availability.

Course map

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Option 1	Option 2	Option 3
Research core unit (12pts) ¹	Research core unit (12pts) ¹	Research core unit (12pts) ¹
EDF6301 New literacy studies (12pts)	EDF6301 New literacy studies (12pts)	EDF6301 New literacy studies (12pts)
EDF6308 School and community literacy practices (12pts) OR EDF6115 Communication practices and the use of new media (12pts)	EDF6308 School and community literacy practices (12pts) OR EDF6115 Communication practices and the use of new media (12pts)	EDF6308 School and community literacy practices (12pts) OR EDF6115 Communication practices and the use of new media (12pts)
EDF6236 ² Language, society and cultural difference (12pts) OR Elective unit (12pts)	EDF6236 ² Language, society and cultural difference (12pts) OR Elective unit (12pts)	EDF6236 ² Language, society and cultural difference (12pts) OR Elective unit (12pts)
Elective unit (12pts)	Elective unit (12pts)	Research thesis (totalling 16,000 words) EDF6031 Masters thesis part 1 (12pts) AND EDF6032 Masters thesis part 2 (12pts)
Elective unit (12pts)	Professional project (12pts) (8,000 words) EDF6010 Professional project (A) OR EDF6020 Professional project (B)	

Notes:

1. Research core unit must be selected from the Faculty suite of research methodology units on advice from the course coordinator or supervisor.
2. EDF6236 Language, society and cultural difference, is recommended but not compulsory.

English language requirements

All applicants must meet minimum English language requirements. Students with a first language other than English should supply current supporting evidence of competence in English by one of the following means:

- All secondary schooling completed was studied and assessed in English AND successful completion of at least two "English rich" university-level subjects in an institution where English is the language of instruction and assessment of the entire institution, and this is verified by the institution;
- At least two years of study (preferably in the last five years) in a university or approved tertiary institution where English is the language of instruction and assessment of the entire institution, and this is verified by the institution;
- IELTS (academic) of 6.5 with no individual skill score below 6;
- Paper-based TOEFL score of at least 580 with a TWE of at least 5, a computer-based TOEFL score of at least 233 with an Essay Rating (ER) of at least 5, or an internet-based score of at least 90 with at least 24 on writing, 23 on speaking and 20 on listening and reading;
- The successful completion of the Monash University English Language Bridging Program (ELBP).

Note: All test scores must be no more than two years old at the time of application (or accompanied by evidence of substantial studying/working in an English-speaking environment and with work demanding a high level of English communication following testing).

What our students say

Nikki Aharonian
Current student, Master of Education with a specialism in literacy studies



Nikki Aharonian is an Australian student currently living in Israel. Choosing off campus study mode has allowed Nikki to develop professionally, continue working full time and meet the demands of home and family.

"In each unit the assignments are varied and open ended enough to allow me to pursue an issue immensely relevant to my teaching and professional interests. The educational dilemmas I have encountered in my studies have caused me to look critically at the educational frameworks I am responsible for and as a result I have initiated changes. The professional development programs I run for teachers have already been enriched by the innovative ideas and the stimulating, contemporary literature I have read and discussed in the various units."

Further information

Education Hotline

(general course enquiries)
Clayton +61 3 9905 2819
Gippsland +61 3 9902 6367
Peninsula +61 3 9904 4291

Email: info@education.monash.edu.au
Website: www.education.monash.edu.au

Faculty of Education

Clayton campus

Wellington Road
Clayton Victoria 3168

Postal address: Building 6
Monash University
Victoria 3800 Australia

Gippsland campus

Northways Road
Churchill Victoria 3842

Peninsula campus

McMahons Road
Frankston Victoria 3199