

472-618 The Psychology of Exceptional Learning

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2009, This subject commences in the following study period/s: August, - Taught on campus. Parkville Campus
Time Commitment:	Contact Hours: 18 hours Total Time Commitment: Not available
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>
Coordinator:	Dr John Keith Munro
Subject Overview:	This subject examines concepts, theories and issues in educational and developmental psychology necessary to understand and diagnose academic learning disabilities that will lead to effective curriculum development. It will examine the individual differences in cognitive structures such as the representation of knowledge by learners, short-term and long-term memory, cognitive and metacognitive processes, and the affective processes associated with understanding learning, such as self-efficacy and motivation to learn.
Objectives:	<p>On completion of this subject, students should be able to:</p> <ul style="list-style-type: none"> # Understand the developmental processes that underpin a student's abilities to successfully engage in literacy and numeracy learning # Describe the role of long- and short- term memory, meta-cognitive processes and affective processes in learning # Investigate how curriculum can be developed to assist students to develop and cope with their particular learning difficulty.
Assessment:	An essay of approx 4,000 words that provides a critical examination of a major concept or issue in the psychology of exceptional learning and its implications for improving instruction/education/ pedagogy. (100 per cent)
Prescribed Texts:	None
Recommended Texts:	<p>McInerney D.M. & V. McInerney. (1998) Educational Psychology: Constructing Learning. Sydney: Prentice Hall</p> <p>Kaufman, A.S. & Kaufman, N.L. (2000). Specific learning disabilities and difficulties in children and adolescents. Cambridge University Press.</p> <p>Slavin, R.E. (1997). Educational Psychology: Theory and practice. Needham heights, MA: Allyn & Bacon</p>
Breadth Options:	This subject is not available as a breadth subject.

Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Links to further information:	www.edfac.unimelb.edu.au
Related Course(s):	Master of Education (Specific Learning Difficulties) Master of Education (Stream 100A) Coursework and Thesis A Master of Education (Stream 100B) Coursework Master of Education (Stream 150) Major Thesis Master of Education (Stream 150A) Coursework and Thesis A Master of Education (Stream 150B) Coursework Postgraduate Certificate in Educational Studies (Generalist) Postgraduate Certificate in Educational Studies (Specific Learning Diff.) Postgraduate Diploma in Educational Studies (Generalist)