

EDUC90845 Learning Intervention Internship 1

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: July, Parkville - Taught on campus. Pre-teaching period: During the pre-teaching period, students will be required to complete reading that will be provided via LMS.
Time Commitment:	Contact Hours: Contact Hours: 15 days of practicum experience and 18 hours of lectures. Total Time Commitment: 170 hours 100% attendance is mandatory in all Professional Practice subjects.
Prerequisites:	HI specialisation: # EDUC90505: Information Processing & Perception # EDUC90506: Language & Literacy Development # Successful completion of Module 1 of Auslan Certificate 2 (or equivalent). Disability specialisation: # EDUC90287 Promoting Positive Learning # EDUC90756 Using Data To Build Learning Pathways SLD specialisation: # EDUC90195 Learning Disabilities: Literacy
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>
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Subject Overview:	<p>This subject comprises the first part of the compulsory [AQF] Capstone experience for the Master of Learning Intervention (MLI) course encompassing the three separate specialties of Hearing Impairment (HI) Specific Learning Difficulties (SLD) and Disability (D).</p> <p>This subject will introduce students to various approaches in educational research across the three specialties. This will include a focus on the use of research to inform and improve education practice for students with disabilities, specific learning difficulties or hearing impairment. It will be structured around an investigation of several major methodologies used in such research, researching educational practice (REP), ethical issues with practitioner research, using literature, and classifying research by purpose and method.</p>

	<p>Students will acknowledge and implement these conducts when undertaking a 15 day practicum placement in an educational setting in which students with disabilities, specific learning difficulties or hearing impairment are accommodated . They will then have the opportunity to engage in directed observation and interaction with students and develop skills in planning, implementing and evaluating educational intervention.</p> <p>Students will complete a literature review and an extensive case study developed after a continuous process of assessment, intervention and evaluation with a child/student with disabilities, specific learning difficulties or hearing impairment in areas such as language, literacy, mental health/well-being, thinking and learning, exceptionality, behavioural interactions and audiology.</p> <p>Please note: HI Students who do not have competence in Auslan are expected to successfully complete Module 1 of Auslan Certificate 2 (or equivalent) as a prerequisite prior to enrolment in this subject. Auslan courses are offered at a number of TAFE colleges (or equivalent) nationally.</p>
Learning Outcomes:	<p>On completion of this subject, students should be able to:</p> <ul style="list-style-type: none"> # Carry out a substantial research based project # Demonstrate an understanding of the ethical issues associated with practitioner research # Synthesise, critically evaluate, unify and use diverse research findings from different to advance learning intervention theory and practice; # Demonstrate an ability to implement the theoretical constructs in the course to the assessment, planning and implementation underpinning contemporary intervention practice; # Demonstrate a commitment to deepening knowledge and refining practice to improve educational outcomes for HI/SLD/D students; # Demonstrate an ability to gather information on student's learning using a range of formal and informal tools; # Demonstrate the ability to synthesise and interpret data that informs selection of empirically validated pedagogy; # Demonstrate the ability to develop intervention plans and supporting documents based on carefully reasoned and appropriately documented decisions using appropriate research methods; # Demonstrate an ability to evaluate individualised intervention plans for HI, SLD or disabled students of varying ages, degrees of severity and stages of development; # Demonstrate an understanding of specialised technological equipment where appropriate
Assessment:	<p>There are three assessment tasks: Satisfactory completion of a minimum of 15 days of supervised practicum experience during the semester, 25% A literature review (750 words) investigating one aspect of language, literacy, mental health/well-being, thinking and learning, exceptionality, behavioural interactions or audiology for students with language delay/ disorder, exceptional learning needs, a neurodevelopmental disability or hearing loss, due mid-semester 15% Case study (3000 words) developed after a continuous process of assessment, intervention and evaluation with a child/student with disabilities, specific learning difficulties or hearing impairment in areas such as language, literacy, mental health/well-being, thinking and learning, exceptionality, behavioural interactions or audiology, due late-semester 60% There is one hurdle requirement Critically appraise and give feedback (in a 15 minute oral presentation) on the literature review and its implications for case study, due mid-semester This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops. Professional practice placements require 100% attendance.</p>
Prescribed Texts:	None
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
Generic Skills:	<p>On completion of this subject, students should be able to:</p> <ul style="list-style-type: none"> # Critically evaluate research literature using different methodologies; # Apply foundational observation and assessment skills; # Apply foundational research skills in identifying and addressing needs in both research based and practical environments;

	<ul style="list-style-type: none"># Demonstrate the capacity to apply the principles of evidence informed practices across broad contexts;# Apply principles of leadership and collaboration in professional settings.
Related Course(s):	Master of Learning Intervention