476-650 Learning Processes and Problems

Credit Points:	6.250
Level:	Graduate/Postgraduate
Dates & Locations:	2008, This subject commences in the following study period/s: Semester 2, - Taught on campus.
Time Commitment:	Contact Hours: 12 hours plus 60 hours of non-contact commitment Total Time Commitment: Not available
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	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. 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
Coordinator:	Maria Remine
Subject Overview:	This subject reviews contemporary theories of learning, individual differences in learning, competence versus performance, cognitive and social influences on the means by which individuals display knowledge, the development, implementation and evaluation of appropriately-referenced instructional procedures, developmental trends in the acquisition of knowledge in the areas of literacy and mathematics, the psychology of learning disabilities, the assessment of learning disabilities and the design and implementation of effective intervention. Throughout the focus is on how these issues can inform the work of the educational psychologist.
Assessment:	Two papers each of 2000 words (50 per cent each).
Prescribed Texts:	None
Recommended Texts:	Eggen,P &Kauchak, D. (1999). Educational Psychology : Windows on classrooms. Upper Saddle River, NJ : Prentice Hall
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:	On subject completion students should be able to # critically analyse and evaluate selected contemporary theories of learning and development in terms of their relevance to the work of educational psychologists; # evaluate assumptions, practices and procedures used in contemporary educational psychological work in terms of current theories of cognitive processing, cognitive development and learning; # develop and implement relevant knowledge assessment procedures, intervention and instructional procedures across the life span, that are supported by current research in learning;

diagnose, recommend appropriate instructional and management procedures and report the nature of specific academic learning disabilities; and

evaluate the effectiveness of assessment and education programmes intended for use with learners who have a range of academic learning disabilities from a contemporary research base.

Generic Skills

On completion of this subject students should be able to

critically analyse selected contemporary theories of learning and approaches to the assessment of reading disabilities;

develop a problem solving approach to the diagnosis of learning contexts and of specific learning disabilities;

develop skills in communicating effective learning criteria and the nature of particular cases of reading disabilities to teachers, parents and students;

use the model of learning developed in lectures to implement effective intervention and instructional procedures and the model of literacy knowledge to plan a schedule for implementing a literacy support program;

work in a team with other educational psychologists to analyse instructional and management procedures, assessment and education programmes;

display positive attitudes to the implementation of effective instruction and to the diagnosis and remediation of reading disabilities.

Links to further information:	www.edfac.unimelb.edu.au
Related Course(s):	Doctor of Educational Psychology Master of Educational Psychology Master of Educational Psychology/Doctor of Philosophy