EDUC90381 Literacy, Assessment and Learning

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2012, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus. Parkville , On Campus
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: 125 hours total commitment. Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.
Prerequisites:	You must have taken the following subjects prior to enrolling in this subject

Subject	Study Period Commencement:	Credit Points:
EDUC90367 Foundational English Literacy	March	12.50
EDUC90370 Assessment, Learning & Teaching(Primary)	July	6.25
EDUC90377 Advanced English Literacies	February	6.25

Corequisites: You must take the following subject in the same study period

Subject	Study Period Commencement:	Credit Points:
EDUC90379 Designing Personalised Learning	Semester 2	12.50
EDUC90380 Mathematics, Assessment and Learning	Semester 2	12.50

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 Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: Hhttp:// www.services.unimelb.edu.au/disability/H
Coordinator:	Dr Paul Molyneux
Contact:	Education Student Centre
Subject Overview:	This subject will highlight the significance of literacy interventions to meet the individual learning needs of primary school students. Topics will include: the social and cognitive factors that impact on school students' literacy development and a review related research; the key role of assessment in profiling critical progression points in school students' learning and effective literacy programming; the importance of targeted interventions in literacy and an evaluation of programmes currently used in primary schools. Teacher candidates will undertake a comprehensive analysis of the literacy needs of a group of students, detailing their literacy learning needs through a range of assessment data including diagnostic and standardised tests and evaluation of various forms of work samples against state

	curriculum standards. Teacher candidates will interpret these data sets to plan for differentiated learning within classroom contexts and report on the outcomes of this intervention.
Objectives:	On completion of this subject teacher candidates will be able to: # Review research studies that highlight literacy interventions designed to target students' learning needs; # Develop skills in gathering, analysing and interpreting a range of assessment and diagnostic data to make informed judgements about students' learning needs; # Complete a comprehensive analysis school students' literacy development using assessment data # Design an appropriate intervention to meet the learning needs of a group of school students; # Use professional terminology to describe and report school students' literacy learning outcomes.
Assessment:	The are 2 assessment tasks: An analytical paper (2000 words) due mid semester (50%), and An intervention report (2000 words) due at the end of the semester (50%).
Prescribed Texts:	Collection of readings.
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 completion of this subject teacher candidates will be able to: # Understand the significance of literacy interventions on the basis of relevant research evidence; # Communicate and effectively articulate, in the form of a report, the outcomes of a targeted literacy intervention; # Be flexible in their literacy teaching to meet students' learning needs; # Assume responsibility for supporting all learners.
Related Course(s):	Master of Teaching (Primary)