

960NL Master of Education (Specific Learning Difficulties)

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| Year and Campus: | 2013 - Parkville |
| CRICOS Code: | 056817G |
| Fees Information: | Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees |
| Level: | Graduate/Postgraduate |
| Duration & Credit Points: | 100 credit points taken over 12 months full time. This course is available as full or part time. |
| Coordinator: | Associate Professor John Munro Phone: +61 3 8344 0953 Email: j.munro@unimelb.edu.au |
| Contact: | Education Student Centre 234 Queensberry Street Phone: +61 3 8344 8285 |
| Course Overview: | <p>The Master of Education (Specific Learning Difficulties) is designed around the Victorian Institute of Teaching requirements for course accreditation and registration of teachers in specialist areas. Since the Victorian Institute of Teaching's requirements are aligned with those in other states in Australia, students completing these courses will be eligible to apply for registration interstate. The courses also are designed along the recommendations of the Council on Exceptional Children in the USA.</p> <p>This is a coursework classified course.</p> <p>Please note that this course will not provide you with registration to teach in Australia.</p> <p>Completion of the Master of Education (Specific Learning Difficulties) 960NL does not make students eligible for VIT registration. To be eligible for VIT registration Master of Education (Specific Learning Difficulties) 960SL must be completed: https://handbook.unimelb.edu.au/view/current/960SL (../view/current/960SL)</p> |
| Objectives: | <p>Students completing the Master of Education (Specific Learning Difficulties) should be able to:</p> <ul style="list-style-type: none"> # critically analyze and evaluate the learning processes (cognitive, affective, conative and socio-cultural) involved in literacy and numeracy learning and developmental trends to acquiring this knowledge, evaluate assumptions, practices and procedures used learning disabilities in terms of current theories of cognitive processing, cognitive development and learning; # identify the causes of different types specific learning difficulties in these areas; # use and evaluate a range of contemporary procedures for diagnosing and reporting literacy and numeracy difficulties that are supported by current research in learning and educational psychology; # use an integrated teaching framework that accommodates that learning characteristics of students who have specific literacy and numeracy learning difficulties, develop and implement relevant intervention and instructional procedures that are supported by current research in learning and educational psychology; # identify the characteristics of successful literacy and numeracy intervention programs, identify and select empirically validated teaching practices for these students; # use an integrated model of classroom pedagogic practice to design and implement targeted clinical intervention programs; # evaluate and analyze the effectiveness of literacy and numeracy education programs intended for use with students who have learning difficulties in these areas and modify them to match individual ways of learning; # develop and implement education programmes that are supported by current research; # critically analyze and evaluate the learning processes (cognitive, affective, conative and socio-cultural) involved in literacy and numeracy learning and developmental trends to acquiring this knowledge, evaluate assumptions, practices and procedures used learning disabilities in terms of current theories of cognitive processing, cognitive development and learning; # identify the causes of different types specific learning difficulties in these areas; # use and evaluate a range of contemporary procedures for diagnosing and reporting literacy and numeracy difficulties that are supported by current research in learning and educational psychology; |

| | <ul style="list-style-type: none"> # use an integrated teaching framework that accommodates that learning characteristics of students who have specific literacy and numeracy learning difficulties , develop and implement relevant intervention and instructional procedures that are supported by current research in learning and educational psychology; # identify the characteristics of successful literacy and numeracy intervention programs, identify and select empirically validated teaching practices for these students; # use an integrated model of classroom pedagogic practice to design and implement targeted clinical intervention programs; # evaluate and analyze the effectiveness of literacy and numeracy education programs intended for use with students who have learning difficulties in these areas and modify them to match individual ways of learning; # develop and implement education programmes that are supported by current research. | | | | | | | | | | | | | | | | | | | | | | | | |
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| Course Structure & Available Subjects: | Students undertake seven core subjects. The details of the project must be negotiated with Dr John Munro. | | | | | | | | | | | | | | | | | | | | | | | | |
| Subject Options: | <p>Core subjects</p> <table border="1" data-bbox="391 660 1481 1149"> <thead> <tr> <th data-bbox="391 660 1074 745">Subject</th> <th data-bbox="1074 660 1348 745">Study Period Commencement:</th> <th data-bbox="1348 660 1481 745">Credit Points:</th> </tr> </thead> <tbody> <tr> <td data-bbox="391 745 1074 801">EDUC90278 The Psychology of Exceptional Learning</td> <td data-bbox="1074 745 1348 801">Not offered 2013</td> <td data-bbox="1348 745 1481 801">12.50</td> </tr> <tr> <td data-bbox="391 801 1074 857">EDUC90507 Language & Literacy Intervention 1</td> <td data-bbox="1074 801 1348 857">Not offered 2013</td> <td data-bbox="1348 801 1481 857">12.50</td> </tr> <tr> <td data-bbox="391 857 1074 913">EDUC90195 Learning Disabilities: Literacy</td> <td data-bbox="1074 857 1348 913">Not offered 2013</td> <td data-bbox="1348 857 1481 913">12.50</td> </tr> <tr> <td data-bbox="391 913 1074 969">EDUC90194 Learning Disabilities: Numeracy</td> <td data-bbox="1074 913 1348 969">Not offered 2013</td> <td data-bbox="1348 913 1481 969">12.50</td> </tr> <tr> <td data-bbox="391 969 1074 1025">EDUC90329 Leading Professional Learning</td> <td data-bbox="1074 969 1348 1025">Not offered 2013</td> <td data-bbox="1348 969 1481 1025">25</td> </tr> <tr> <td data-bbox="391 1025 1074 1081">EDUC90335 Minor Project in Education</td> <td data-bbox="1074 1025 1348 1081">Semester 2</td> <td data-bbox="1348 1025 1481 1081">12.50</td> </tr> <tr> <td data-bbox="391 1081 1074 1149">EDUC90334 Minor Project in Education 2</td> <td data-bbox="1074 1081 1348 1149">Not offered 2013</td> <td data-bbox="1348 1081 1481 1149">12.50</td> </tr> </tbody> </table> | Subject | Study Period Commencement: | Credit Points: | EDUC90278 The Psychology of Exceptional Learning | Not offered 2013 | 12.50 | EDUC90507 Language & Literacy Intervention 1 | Not offered 2013 | 12.50 | EDUC90195 Learning Disabilities: Literacy | Not offered 2013 | 12.50 | EDUC90194 Learning Disabilities: Numeracy | Not offered 2013 | 12.50 | EDUC90329 Leading Professional Learning | Not offered 2013 | 25 | EDUC90335 Minor Project in Education | Semester 2 | 12.50 | EDUC90334 Minor Project in Education 2 | Not offered 2013 | 12.50 |
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| EDUC90278 The Psychology of Exceptional Learning | Not offered 2013 | 12.50 | | | | | | | | | | | | | | | | | | | | | | | |
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| Entry Requirements: | <p>An applicant may be eligible for entry into the Master of Education (Specific Learning Difficulties) if the applicant has:</p> <ul style="list-style-type: none"> # completed an approved degree and an approved teaching qualification or equivalent; # completed an approved four-year teaching degree or equivalent; or # completed an approved equivalent qualification which is recognised by the Faculty as evidence of adequate preparation for the course and has a record of professional or teaching experience in a field and at a level acceptable to the Faculty. | | | | | | | | | | | | | | | | | | | | | | | | |
| Core Participation Requirements: | <p>The Melbourne Graduate School of Education welcomes applications from students with disabilities. It is University and Graduate School policy to take reasonable steps to enable the participation of students with disabilities, and reasonable adjustments will be made to enhance a student's participation in the Graduate School's programs. The core participation requirements for study in the Melbourne Graduate School of Education are: In all courses The ability to comprehend complex information related to education and the disciplines in which the student is teaching. The ability to communicate clearly and independently in assessment tasks a knowledge of the content, principles and practices relating to education and other relevant disciplines. Behavioural and social attributes that enable a student to participate in a complex learning environment. Students are required to take responsibility for their own participation and learning. They also contribute to the learning of other students in collaborative learning environments, demonstrating interpersonal skills and an understanding of the needs of other students. Assessment may include the outcomes of tasks completed in collaboration with other students. In courses requiring students to undertake practicum placements The ability to undertake professional practice placements independently, including: a. the ability based on personal maturity to establish a professional relationship with students and interact with them appropriately; b. the ability to communicate to students the subject matter being taught with clarity and in a way that is age-sensitive; c. the ability to model literacy and numeracy skills independently for students and in all their interactions meet community expectations of the literacy and numeracy skills teachers should have; d. the ability to demonstrate skilfully and safely activities required in particular discipline areas being taught (e.g. physical education</p> | | | | | | | | | | | | | | | | | | | | | | | | |

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| | activities, science laboratory techniques);e. the ability to create, monitor and maintain a safe physical environment, a stable and supportive psychological environment, and a productive learning environment in their classroom;f. the ability to establish effective relationships with all members of the school community, including colleagues, students, and caregivers;g. the ability based on mental and physical health to exercise sound judgment and respond promptly to the demands of classroom situations, and the personal resilience to cope and maintain their wellbeing under stress. Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact the Disability Liaison Unit. |
| Further Study: | Graduates from this program are eligible to apply for entry to the Doctor of Education program or a PhD after completion of a 50-point Postgraduate Certificate in Educational Research, provided they meet the entry requirements and subject to achievement of an H2A GPA. Please note also that graduates of an undergraduate Honours degree may already be eligible for doctoral studies, subject to the same entry and achievement requirements. |
| Graduate Attributes: | The University's general graduate attributes are located on the Office of the Provost's website: http://www.unimelb.edu.au/about/attributes.html |
| Links to further information: | http://education.unimelb.edu.au/study_with_us/professional_development/course_list/learndiff |