EDUC90505 Information Processing and Perception

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2013, Parkville This subject commences in the following study period/s: April, Parkville - Taught on campus.
Time Commitment:	Contact Hours: 30 (18 hours lectures and 12 hours workshops) Total Time Commitment: 120 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:	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 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 Linda Byrnes
Contact:	Education Student Centre 234 Queensberry Street Phone: +61 3 8344 8285
Subject Overview:	This subject addresses information processing models of sensory perception and learning. It will introduce the topic of brain function, the way language is processed in the brain, and the impact of sensory and/or language impairment on development. It will consider models of speech perception and the impact of deafness on how we hear and process sound. The impact of otitis media and auditory processing disorders on language development, learning and implications for classroom management will be explored. Students studying hearing impairment will learn to interpret audiological test results and understand the fitting and use of sensory aids and other assistive listening devices. Students studying language delays/disorders will learn about the range of language disorders evident in school age children.
Objectives:	On completion of this subject, students should be able to: # Demonstrate an understanding of information processing theory and its relationship to the development of speech and language; # Demonstrate an understanding of cognitive, neurological and physiological functions of the brain during auditory perception and language processing; # Demonstrate an understanding of the models of speech perception and their relationship to language development; # Demonstrate an understanding of the impact of otitis media and auditory processing disorders on language development; # Comprehend the functions and components of assistive listening devices; # Interpret the acoustical properties and representations of speech; # Demonstrate an understanding of the impact of room acoustics on the learning environment.

Assessment:	A written essay 2500 words (50%: due end of semester) A written take-home exam (50%: due end of semester)
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:	On completion of this subject, students should be able to: # Identify how a sensory and/or language impairment impacts on the ability to process information; # Apply an understanding of the cognitive, neurological and physiological basis of spoken language to models of teaching practice; # Interpret audiometric information; # Evaluate a range of assistive devices; # Evaluate the acoustic environment of the classroom .
Related Course(s):	Master of Education (Language Intervention and Hearing Impairment) Master of Education (Language Intervention and Hearing Impairment)