

EDUC90571 Researching Older 'At Risk' Students

Credit Points:	25
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2013.
Time Commitment:	Contact Hours: 36 hours Total Time Commitment: Not available
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	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.
Contact:	Education Student Centre
Subject Overview:	This subject provides the opportunity for the students to develop their understandings of curriculum, teaching and learning as they relate to working with older 'at risk' literacy students and adult learners. The experience of a practical application of modified Reading Recovery strategies, through a case study of an older 'at risk' student, is monitored and analysed with reference to relevant theory and/or literature. The students systematically research specific teaching strategies and reflect on these with a view to future improvement, both as a Reading Recovery teacher and tutor. This informs the understanding of the dimensions of the role of the Reading Recovery tutor along with a detailed examination of the literature on professional development and teacher change.
Objectives:	Not available
Assessment:	The assessment for this subject is working with an older 'at risk' student. In order for this to take place the students taking this subject need to contact a school before the end of Term 2, get permissions sorted with Principal's and class teacher, interview these people and also contact the parents of the chosen child and interview them. In addition they will be required to interview the child and assess the nature of the literacy difficulties. Between Term 2 and Term 3, they will be required to plan a program which is then conducted with the child during Term 3 - their portfolio has to be presented to the class in October (3,000 words or equivalent, 30 per cent) and presented for assessment in November (a written submission of 5,000 words, 70 per cent). Students work in syndicate groups throughout the semester to provide feedback and support to each other.
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
Links to further information:	www.education.unimelb.edu.au