

## EDUC90226 Learning Processes and Problems

<b>Credit Points:</b>	6.25
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	This subject is not offered in 2014.
<b>Time Commitment:</b>	Contact Hours: 12 hours plus 60 hours of non-contact commitment. Total Time 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.
<b>Prerequisites:</b>	This subject may be taken by 312AA Master of Educational Psychology and G02AA Master of Educational Psychology/Doctor of Philosophy students only.
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	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
<b>Contact:</b>	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)
<b>Subject Overview:</b>	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.
<b>Learning Outcomes:</b>	On subject completion students should be able to <ul style="list-style-type: none"> <li># critically analyse and evaluate selected contemporary theories of learning and development in terms of their relevance to the work of educational psychologists;</li> <li># evaluate assumptions, practices and procedures used in contemporary educational psychological work in terms of current theories of cognitive processing, cognitive development and learning;</li> <li># develop and implement relevant knowledge assessment procedures, intervention and instructional procedures across the life span, that are supported by current research in learning;</li> <li># diagnose, recommend appropriate instructional and management procedures and report the nature of specific academic learning disabilities; and</li> <li># 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.</li> </ul>
<b>Assessment:</b>	Written assignments of not more than 4,000 words (100 per cent).
<b>Prescribed Texts:</b>	Eggen,P &Kauchak, D. (1999). Educational Psychology : Windows on classrooms. Upper Saddle River, NJ : Prentice Hall

<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<p>On completion of this subject students should be able to</p> <ul style="list-style-type: none"> <li># critically analyse selected contemporary theories of learning and approaches to the assessment of reading disabilities;</li> <li># develop a problem solving approach to the diagnosis of learning contexts and of specific learning disabilities;</li> <li># develop skills in communicating effective learning criteria and the nature of particular cases of reading disabilities to teachers, parents and students;</li> <li># 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;</li> <li># work in a team with other educational psychologists to analyse instructional and management procedures, assessment and education programmes;</li> <li># display positive attitudes to the implementation of effective instruction and to the diagnosis and remediation of reading disabilities.</li> </ul>
<b>Links to further information:</b>	<a href="http://www.education.unimelb.edu.au">www.education.unimelb.edu.au</a>
<b>Related Course(s):</b>	<p>Master of Educational Psychology  Master of Educational Psychology/Doctor of Philosophy</p>