

EDUC90287 Promoting Positive Learning

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2014.
Time Commitment:	Contact Hours: 6 x 2hrs lectures/workshops and 4 online modules with 4 x 1.5 hours live e-learning tasks using virtual classroom on the LMS. Total Time Commitment: 120 hours. Attendance at all classes (tutorial/seminars/practical classes/lectures/labs/online classes) 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 Disability Liaison website: http://www.services.unimelb.edu.au/disability
Contact:	Education Student Centre 234 Queensberry Street Call: 13 MELB (13 6352)
Subject Overview:	This subject explores strategies for promoting positive learning for students, particularly those with disabilities, enrolled in early intervention and school settings. Structured online learning experiences, along with face-to-face session, focus on research-validated approaches for effective teaching and learning. Whole school curriculum approaches will be examined, alongside targeted interventions for students requiring intensive support for their learning. Engagement in all face-to-face lectures and online modules and e-learning activities is required.
Learning Outcomes:	On completion of this subject, students should be able to: <ul style="list-style-type: none"> # Critically analyse the concepts of 'curriculum', 'adjustments', and 'Universal Design of Learning' # Review and contrast major theoretical perspectives on curriculum approaches for students with disabilities # Examine approaches and techniques for promoting positive learning # Reflect critically on implications for promoting positive learning in professional practice
Assessment:	An e-learning task of 1000 words based on online modules 1 and 2, due in week 4 (20%) An e-learning task of 1000 words based on online modules 3 and 4, due in week 8 (20%) A literature review (2000 words) and design of a professional development package (1000 words), due end of semester (60%).
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:	At the completion of this subject, students should be able to: <ul style="list-style-type: none"> # Generate questions based on experience, expertise and literature;

	<ul style="list-style-type: none"> # Synthesise, analyse and apply information to fill self-identified gaps and extend knowledge; # Use the language of the discipline to extend knowledge and understanding from diverse perspectives for a range of audiences.
Links to further information:	www.education.unimelb.edu.au
Related Course(s):	<p> Master of Education (Language Intervention and Hearing Impairment) Master of Education (Language Intervention and Hearing Impairment) Master of Education (Special Education Inclusion and Early Intervention) Master of Education (Special Education, Inclusion & Early Intervention) Master of Education (Stream 100B)Coursework Master of Education (Stream 150) Postgraduate Certificate in Education (SE,I&EI) Postgraduate Certificate in Educational Intervention Professional Certificate in Education (Positive Behaviour and Learning) </p>