

EDUC90509 Language/Deaf Education Internship 1

Credit Points:	12.50									
Level:	9 (Graduate/Postgraduate)									
Time Commitment:	Contact Hours: 15 days of practicum experience and 18 hours of lectures. Total Time Commitment: 100% attendance is mandatory in all Professional Practice subjects.									
Prerequisites:	<p>Successful completion of Module 1 of Auslan Certificate 2 (or equivalent).</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90505 Information Processing and Perception</td> <td>April</td> <td>12.50</td> </tr> <tr> <td>EDUC90506 Language & Literacy Development</td> <td>March</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90505 Information Processing and Perception	April	12.50	EDUC90506 Language & Literacy Development	March	12.50
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EDUC90505 Information Processing and Perception	April	12.50								
EDUC90506 Language & Literacy Development	March	12.50								
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:	<p>This subject comprises the first part of the compulsory Capstone experience for this course.</p> <p>This subject will introduce students to various traditions in educational research to do with students with language delay/disorder or hearing loss. It will be structured around an investigation of several major research methodologies used in such research, including the nature of the educational research, ethical approaches, using literature, and classifying research by purpose and method.</p> <p>Students will acknowledge and implement these traditions when undertaking a 15 day practicum placement in a setting in which students with language delay/disorder or hearing loss are educated. They will then have the opportunity to engage in directed observation and interaction with students in kindergartens or schools and develop skills in planning, implementing and evaluating educational programs.</p> <p>Students will complete a literature review and an extensive case study developed after a continuous process of assessment, intervention and evaluation with a child/student with language delay/disorder or hearing loss in the areas of language, literacy, mental health/well-being and (if appropriate) audiology.</p> <p>Students who do not have competence in Auslan are expected to successfully complete Module 1 of Auslan Certificate 2 (or equivalent) as a prerequisite prior to enrolment in this subject. Auslan courses are offered at a number of TAFE colleges (or equivalent) nationally.</p>									
Learning Outcomes:	<p>On completion of this subject, students should be able to:</p> <ul style="list-style-type: none"> # Reflect on the relationship between practice and research in the education of students with a language delay/disorder or hearing loss; # Demonstrate awareness of different approaches to research relevant to the education of students with a language delay/disorder or hearing loss; # Critically evaluate research literature using different methodologies; 									

	<ul style="list-style-type: none"> # Demonstrate an ability to implement the theoretical constructs in the course to the assessment, planning and implementation of an educational intervention # Demonstrate a commitment to increasing knowledge and refining practice to improve educational outcomes for students with a language delay/disorder or hearing loss; # Demonstrate an ability to gather information on student's learning using a range of formal and informal tools; # Demonstrate the ability to synthesise and interpret data that will accurately inform intervention; # Demonstrate the ability to write intervention plans and supporting documents based on assessment and data; # Demonstrate an ability to evaluate individualised intervention plans for students of varying ages, degrees of language delay/disorder or hearing loss and stages of development; # Demonstrate an understanding of specialized technological equipment
Assessment:	There are three assessment tasks: Satisfactory completion of a minimum of 15 days of supervised practicum experience throughout the semester, 25% A literature review (750 words) investigating one aspect of language, literacy, audiology or mental health/well-being for students with a language delay/disorder or hearing loss. Due mid-semester, 15% Case study (3000 words) developed after a continuous process of assessment, intervention and evaluation with a child/student with language delay/disorder or hearing loss in the areas of language, literacy, mental health/well-being and (if appropriate) audiology. Due late-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:	<p>On completion of this subject, students should be able to:</p> <ul style="list-style-type: none"> # Critically evaluate research literature using different methodologies; # Use techniques to observe and assess students with a language delay/disorder or hearing loss; # Assess, plan, implement and evaluate individualized programs for students with a language delay/disorder or hearing loss; # Apply specialized curricula within the wider curriculum of the school; # Manage technological equipment, such as, hearing aids, cochlear implants, radio frequency aids.
Related Course(s):	Master of Education (Language Intervention and Hearing Impairment)