

EDUC90510 Language/Deaf Education Internship 2

Credit Points:	12.50						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	This subject is not offered in 2014.						
Time Commitment:	Contact Hours: 15 days of practicum experience and 18 hours of workshops. Total Time Commitment: 120 hours. 100% attendance is mandatory in all Professional Practice subjects.						
Prerequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90508 Language & Literacy Intervention</td> <td>June</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90508 Language & Literacy Intervention	June	12.50
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EDUC90508 Language & Literacy Intervention	June	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 second part of the compulsory [AQF] Capstone experience for this course.</p> <p>In this subject, students will apply various traditions in educational research to an area of their clinical practice. Through collaborative workshops, students will explore issues in the design of a research project, data collection/analysis, and reporting findings. They will also conduct a clinically-focused minor research project investigating aspects of language, literacy, audiology and/or mental health/well-being for students with language delay/disorder or hearing loss. Students will complete a 15 day practicum placement in an approved setting for students with language delay/disorder or hearing loss. During this time, they will, at least, develop an intensive intervention plan.</p>						
Learning Outcomes:	<p>On completion of this subject, students should be able to:</p> <ul style="list-style-type: none"> # Design, conduct and report on the findings of a small research project concerning students with language delay/disorder or hearing loss; # Critically appraise and give feedback on small scale research; # 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 understanding of, and an ability to use, techniques to observe and assess students with a language delay/disorder or hearing loss; # Demonstrate an ability to gather information on students' 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; 						

	<ul style="list-style-type: none"> # Demonstrate an ability to assess, plan, implement and evaluate individualised intervention plans for students of varying ages, degrees of language delay/disorder or hearing loss and stages of development; # Develop an understanding of the general and specialized curricula and classroom practices used in the education of students with a language delay/disorder or hearing loss; # Demonstrate an understanding of the roles of different professionals working with students with a language delay/disorder or hearing loss; # Apply specialized curricula within the wider curriculum of the school; # Demonstrate an ability to manage specialized technological equipment; # Demonstrate an awareness and understanding of the needs of students with a language delay/disorder or hearing loss; # Demonstrate an ability to communicate with students with a hearing loss using various communication modalities and strategies; # Develop an understanding of the skills and strategies used to communicate effectively and sensitively with parents of students with a language delay/disorder or hearing loss.
Assessment:	There are three assessment tasks: Satisfactory completion of a minimum of 15 days of supervised practicum experience throughout the semester, 25%; Design a clinically-focused research project, collect and analyse data, and report findings (2500 words) as a case study/studies. Due late-semester, 50%; 1250-word intervention plan (Clinical Praxis task) due late-semester, 25%. There is one hurdle requirement: Critically appraise and give feedback (in a 15 minute oral presentation) on the study, due late-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:	<p>On completion of this subject, students should be able to:</p> <ul style="list-style-type: none"> # Use techniques to observe and assess students with a language delay/disorder or hearing loss; # Design a small research project, collect and analyse data, and report the findings; # Assess, plan, implement and evaluate individualized programs for students of varying ages, degrees of language delay/disorder or hearing loss and stages of development; # 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)