

EDUC90194 Learning Disabilities: Numeracy

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2015, Parkville This subject commences in the following study period/s: August, Parkville - Taught on campus. During the pre-teaching period students are required to complete readings that will be provided via LMS.
Time Commitment:	Contact Hours: 18 hours Total Time Commitment: 170 hours
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
Coordinator:	Mrs Catherine Pearn
Contact:	Contact Us (https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&fn=MGSE) Call: 13 MELB (13 6352)
Subject Overview:	This subject reviews current theories of learning disabilities in numeracy and their implications for instruction. Relevant diagnostic and instructional models are analysed in terms of their theoretical bases, empirical support and implications for implementation. Contemporary numeracy education programs and practices for use with students who have numeracy disabilities are analysed and evaluated. In addition, strategies for the provision of assistance at the systematic, school and classroom levels are examined.
Learning Outcomes:	On completion of this subject you should be able to <ul style="list-style-type: none"> # discuss the cognitive and affective processes involved in learning numeracy # understand the developmental trends to acquiring numeracy knowledge # discuss the causes of different types of numeracy disabilities # discuss and evaluate procedures for diagnosing and reporting numeracy difficulties, # discuss the characteristics of successful numeracy instructional programs according to particular numeracy learning disabilities, # evaluate the effectiveness of numeracy education programs intended for use with students who have learning difficulties in numeracy and # develop and implement education programmes that are supported by current research.
Assessment:	Reflective task (500 words) Due mid-semester, 10% Written task (4500 words) Due end semester, 90% 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.
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
Related Course(s):	Graduate Certificate in Education (Specific Learning Difficulties) Master of Education (Specific Learning Difficulties) Master of Education (Specific Learning Difficulties) Master of Education (Stream 100A) Coursework and Thesis A Master of Learning Intervention Postgraduate Certificate in Education (Specific Learning Difficulties)