

## EDUC90505 Information Processing and Perception

<b>Credit Points:</b>	12.5
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2015, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: 30 hours Total Time Commitment: 170 hours
<b>Prerequisites:</b>	None
<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 Disability Liaison website: <a href="http://www.services.unimelb.edu.au/disability">http://www.services.unimelb.edu.au/disability</a>
<b>Coordinator:</b>	Ms Sharon Klieve
<b>Contact:</b>	<b>Contact Us (<a href="https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&amp;fn=MGSE">https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&amp;fn=MGSE</a>)</b> Call: 13 MELB (13 6352)
<b>Subject Overview:</b>	This subject introduces the topic of brain function, the way language is processed in the brain, and the impact of sensory and/or language impairment on development. It will consider models of information processing and speech perception and the impact of deafness on how we hear and process sound. The impact of otitis media and auditory processing disorders on language development, learning and implications for classroom management will be explored. Indigenous ear health and hearing loss will also be considered. Students will learn to interpret audiological test results and understand the fitting and use of sensory aids and other assistive listening devices. Students will learn about auditory development and how to develop children's listening skills. Students will learn to evaluate the listening environment.
<b>Learning Outcomes:</b>	On completion of this subject, students should be able to: <ul style="list-style-type: none"> <li># Demonstrate an understanding of information processing theory, models of speech perception and their relationship to language development;</li> <li># Demonstrate an understanding of cognitive, neurological and physiological functions of the brain during auditory perception and language processing;</li> <li># Display an understanding of contemporary research in auditory plasticity, and the developmental sequence of audition;</li> <li># Demonstrate an understanding of the impact of otitis media on language development, including in the Australian indigenous population;</li> <li># Comprehend the functions and components of assistive listening devices;</li> <li># Interpret the acoustical properties and representations of speech;</li> <li># Demonstrate an understanding of the impact of room acoustics on the learning environment to optimize inclusive educational opportunities.</li> </ul>
<b>Assessment:</b>	A written take-home exam, due mid semester, 50% A written essay 2500 words, due end semester, 50% There is one hurdle requirement, a written reflection, due early semester 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>Prescribed Texts:</b>	None
<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># Identify how a sensory and/or language impairment impacts on the ability to process information</li> <li># Apply an understanding of the cognitive, neurological and physiological basis of spoken language to models of teaching practice</li> <li># Interpret audiometric information</li> <li># Evaluate the function of a range of assistive devices</li> <li># Evaluate the acoustic environment of the classroom</li> </ul>
<b>Related Course(s):</b>	<p>Master of Education (Language Intervention and Hearing Impairment)  Master of Learning Intervention  Postgraduate Certificate in Education (LI&amp;HI)</p>