# EDUC90194 Learning Disabilities: Numeracy

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| **Credit Points:** | 12.5 |
| **Level:** | 9 (Graduate/Postgraduate) |
| **Dates & Locations:** | 2016, Parkville<br>This subject commences in the following study period/s:<br>August, Parkville - Taught on campus.<br>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 Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry. It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: <a href="http://services.unimelb.edu.au/disability">http://services.unimelb.edu.au/disability</a> |
| **Coordinator:** | Dr Jeanette Berman |
| **Contact:** | **jeanette.berman@unimelb.edu.au (mailto:jeanette.berman@unimelb.edu.au)** |
| **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<br># discuss the cognitive and affective processes involved in learning numeracy<br># understand the developmental trends to acquiring numeracy knowledge<br># discuss the causes of different types of numeracy disabilities<br># discuss and evaluate procedures for diagnosing and reporting numeracy difficulties,<br># discuss the characteristics of successful numeracy instructional programs according to particular numeracy learning disabilities,<br># evaluate the effectiveness of numeracy education programs intended for use with students who have learning difficulties in numeracy and<br># 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% This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops. |
| **Prescribed Texts:** | None |

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| **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)<br>Master of Education (Specific Learning Difficulties)<br>Master of Education (Specific Learning Difficulties)<br>Master of Learning Intervention<br>Postgraduate Certificate in Education (Specific Learning Difficulties) |