

EDUC90228 Development and Differences

Credit Points:	12.5						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: Semester 2, Parkville - Taught on campus.						
Time Commitment:	Contact Hours: 24 Total Time Commitment: 170 hours						
Prerequisites:	This subject may be taken by 312AA Master of Educational Psychology and G02AA Master of Educational Psychology/Doctor of Philosophy students only. <table border="1" data-bbox="389 573 1485 719"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90225 Psychological Tests</td> <td>Semester 1</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90225 Psychological Tests	Semester 1	12.50
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EDUC90225 Psychological Tests	Semester 1	12.50					
Corequisites:	None						
Recommended Background Knowledge:	None						
Non Allowed Subjects:	None						
Core Participation Requirements:	<p><p>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.</p> <p><p>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: http://services.unimelb.edu.au/disability</p></p> </p>						
Coordinator:	Dr Vicki Mckenzie						
Contact:	v.mckenzie@unimelb.edu.au (mailto:v.mckenzie@unimelb.edu.au)						
Subject Overview:	Mainstream and current research in the fields of personality, intelligence and interests will be investigated. Emphasis is placed on gaining in-depth knowledge of important models within these field, such that students understand the professional implications of utilising psychological measures based on these models.						
Learning Outcomes:	On completion of this subject students will be able to: <ul style="list-style-type: none"> # Demonstrate an understanding of contemporary issues in human development theory, particularly differential development, learning processes and social processes in development; # Use assessment and observation procedures and interpret findings to gain accurate information on the cognitive, social, emotional and personality development of children and adolescents; # Evaluate critically and interpret research and theory in this field, and carry out research and program evaluation of their own. 						
Assessment:	Two written reports totalling 6,000 words (100 per cent): Assignment 1 due at week eight (40%) Assignment 2 due at week twelve (60%) Hurdle requirements: A pass grade is required for each assignment Minimum of 80% attendance at all tutorials, seminars and workshops						

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):	Master of Educational Psychology Master of Educational Psychology/Doctor of Philosophy