

EDUC90287 Promoting Positive Learning

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: March, Parkville - Taught on campus. Pre-teaching period: During the pre-teaching period students will be required to complete reading that will be provided via LMS. The independent learning modules for the subject will be available and students are expected to start working through them.
Time Commitment:	Contact Hours: 18 hours lectures and 2 x 3 hour online modules using the LMS Total Time Commitment: 170 hours
Prerequisites:	None
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>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>
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Subject Overview:	This subject explores strategies for promoting positive learning for students, particularly those with disabilities, enrolled in early intervention and school settings. Structured online learning experiences, along with face-to-face session, focus on research-validated approaches for effective teaching and learning. Whole school curriculum approaches will be examined, alongside targeted interventions for students requiring intensive support for their learning. Engagement in all face-to-face lectures and online modules and e-learning activities is required.
Learning Outcomes:	<p>On completion of this subject, students should be able to:</p> <ul style="list-style-type: none"> # Critically analyse the concepts of 'curriculum', 'adjustments', and 'Universal Design of Learning' # Review and contrast major theoretical perspectives on curriculum approaches for students with disabilities # Examine approaches and techniques for promoting positive learning # Reflect critically on implications for promoting positive learning in professional practice
Assessment:	<p>An e-learning task of 1000 words based on online modules 1 and 2, due early-semester 20%</p> <p>An e-learning task of 1000 words based on online modules 3 and 4, due mid-semester 20%</p> <p>A literature review and design of a professional development package (total 3000 words) due end of semester 60% This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.</p>
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>At the completion of this subject, students should be able to:</p> <ul style="list-style-type: none"> # Generate questions based on experience, expertise and literature; # Synthesise, analyse and apply information to fill self-identified gaps and extend knowledge; # Use the language of the discipline to extend knowledge and understanding from diverse perspectives for a range of audiences.
Links to further information:	www.education.unimelb.edu.au
Related Course(s):	<p>Graduate Certificate in Learning Intervention Master of Education Master of Education Master of Education (Language Intervention and Hearing Impairment) Master of Education (Special Education Inclusion and Early Intervention) Master of Learning Intervention Professional Certificate in Education (Positive Behaviour and Learning)</p>