

EDUC90846 Learning Intervention Internship 2

Credit Points:	12.5								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: August, 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.								
Time Commitment:	Contact Hours: Contact Hours: 15 days of practicum experience and 18 hours of workshops. Total Time Commitment: 170 hours 100% attendance is mandatory in all Professional Practice subjects.								
Prerequisites:	EDUC90845 Learning Intervention Internship 1 must be completed before or at the same time as this subject. <table><tr><td>Subject</td><td>Study Period Commencement:</td><td>Credit Points:</td></tr><tr><td>EDUC90845 Learning Intervention Internship 1</td><td>February, July</td><td>12.50</td></tr></table>			Subject	Study Period Commencement:	Credit Points:	EDUC90845 Learning Intervention Internship 1	February, July	12.50
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EDUC90845 Learning Intervention Internship 1	February, July	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>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>								
Coordinator:	Ms Sharon Klieve								
Contact:	sharon.klieve@unimelb.edu.au (mailto:sharon.klieve@unimelb.edu.au)								
Subject Overview:	<p>This subject comprises the second part of the compulsory [AQF] Capstone experience for the Master of Learning Intervention (MLI) course encompassing the three separate specialties of Hearing Impairment (HI) Specific Learning Difficulties (SLD) and Disability (D).</p> <p>The subject will deepen students' knowledge of various conventions and innovations in educational research across the three specialties. Through collaborative workshops, students will explore issues in the design of a research project, data collection/analysis, and reporting findings in written and verbal forms. Using conclusions and future directions drawn from the researching of educational practice (REP), ethical issues with practitioner research, using literature, and classifying research by purpose and method from Learning Intervention Internship 1, improving educational outcomes for students with disabilities, specific learning difficulties or hearing impairment will be further advanced.</p> <p>Students will implement these conventions and innovations when undertaking their second 15 day practicum placement in an educational setting in which students with disabilities, specific learning difficulties or hearing impairment are accommodated. They will then have the opportunity to engage in directed observation and interaction with students, refining skills in planning, implementing and evaluating educational interventions.</p>								

	Students will produce a capstone report in the style of a journal article including a literature review, an extensive case study and intervention plan developed after a continuous process of assessment, intervention and evaluation with a child/student with disabilities, specific learning difficulties or hearing impairment in areas such as language, literacy, mental health/well-being, thinking and learning, exceptionality, behavioural interactions and/or audiology.
Learning Outcomes:	<p>On completion of this subject, students should be able demonstrate deepening practical skills in their:</p> <ul style="list-style-type: none"> # Knowledge of disability and impairment; # Use of behavioural interaction strategies; # Implementation of theoretical constructs from the course to the assessment, planning and application that underpins contemporary intervention practice; # Development of supportive student relationships that are appropriate and value communication and learning; # Ability to evaluate individualised intervention plans for HI, SLD or disabled students of varying ages, degrees of severity and stages of development; # Selection and application of empirically validated specialised pedagogy within the wider curriculum of the setting via the interpretation of data; # Collaboration and communication with staff, parents and allied professionals; # Management of specialised technological equipment where appropriate. <p>On completion of this subject, students should be able demonstrate deepening research application skills by:</p> <ul style="list-style-type: none"> # Carrying out a substantial research based project # Demonstrating reasoned ethical judgment regarding issues associated with practitioner research # Synthesising, critically evaluating, unifying and using diverse research findings to advance learning intervention theory and practice; # Demonstrating a commitment to deepening knowledge and refining practice to improve educational outcomes for HI/SLD/D students; # Demonstrating an ability to gather information on learning using a range of formal and informal tools; # Demonstrating the ability to develop intervention plans and supporting documents based on carefully reasoned and appropriately documented decisions using appropriate research methods.
Assessment:	There are three assessment tasks Satisfactory completion of a minimum of 15 days of supervised practicum experience during the semester, 25% Based on EDUC90845 students design a clinically-focused research project in which they collect and analyse data, report findings (2500 words) in the form of case study, due mid-semester 50% In light of feedback re-work the case study into a capstone report in the style of a journal article including an additional 2000 word (equivalent) intervention plan (Clinical Praxis task) due late-semester 25% There is one hurdle requirement: Critically appraise and give feedback (in a 10 minute mini-conference presentation) on the case study and rationale for intervention, due late-semester This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops. Professional practice placements require 100% attendance.
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>On completion of this subject, students should be able to:</p> <ul style="list-style-type: none"> # Use advanced techniques to observe and assess students with disability, specific learning difficulties or hearing impairment; # Apply suitable research skills to address a data driven research question; # Demonstrate a capacity to communicate research results clearly, comprehensively and persuasively; # Undertake research independently;

	<ul style="list-style-type: none"># Demonstrate the capacity to apply the principles of evidence informed practices across broad contexts;# Apply principles of leadership and collaboration across a range of professional settings.
Related Course(s):	Master of Learning Intervention