School of Education

EDST5138
Inclusive Education: Policy, Planning, and Pedagogy

Semester 1, 2018

Contents

IMPORTANT:
For student policies and procedures relating to assessment, attendance and student support, please see website, https://education.arts.unsw.edu.au/students/courses/course-outlines/

The School of Education acknowledges the Bidjigal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Arts and Social Sciences
School of Education
EDST 5138 Inclusive Education: Policy, Planning, and Pedagogy (6 units of credit)
Semester 1, 2018

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Sue O'Neill
Course Instructors: Dr Sue O'Neill and
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Availability: email to make an appointment at a mutually suitable time

3. COURSE DETAILS

Course Name	Inclusive education: policy, planning, and pedagogy
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including the completion of online activities, readings, assessment, and follow up activities. You should allow up to 4 hours per week to complete the online activities. Additional time will be required to complete the reading and assessment tasks
Schedule	This course is delivered in wholly online Modules to be completed over 12 weeks Week 1 – Week 12, Semester 1

Summary of Course
This course provides an overview of the principles, policies, and philosophies underpinning inclusive education. Relevant international and local policies and legislation as they apply to inclusion will be discussed. The supports and educational approaches to including students with disability, or diverse needs, in regular school settings will be highlighted. In addition, evidence and research-based teaching practices suitable for students with diverse learning needs in mainstream school settings are offered and demonstrated via multi-media presentations. A central and underpinning focus of this course will be on the use of Universal Design for Learning as an effective framework for meeting the needs of *all* learners in an inclusive classroom. The role of teachers, special educators, teaching assistants, typically developing peers, and the leadership team in promoting the successful inclusion of students with diverse needs will also be highlighted.

The main ways in which the course has changed since last time as a result of student feedback are:

- Some module content has been reduced to even out work load
- More navigation and 'how to' videos and descriptions provided for Moodle tools and activities used in the course

Aims of the Course

This course aims to:
Provide you with theoretical and practical knowledge about inclusive education and its principles.

Provide you with practical tools to assist in designing educational content that is fully accessible, and engages all learners in diverse classrooms.

Important Information
Assessment: You must pass **ALL** assignments in order to pass the course. Only by passing all assignments can the Graduate Attributes be achieved.

Engagement: You are expected to give priority to your university study commitments and engage with the content in Moodle on a weekly basis. Students who fail to complete at least 80% of the learning activities in the modules may be refused final assessment, which would result in a fail for this course.

Student Learning Outcomes

Outcome		Assessment/s
1	You will be able to critically engage with the theories underlying the prevailing attitudes towards the inclusion of people with disabilities in educational settings.	1
2	You will be ready to apply knowledge and understanding of legislation and government policies related to the education and lives of people with disabilities in your professional judgments and decisions.	1, 2
3	You will demonstrate understanding of key terms related to disabilities and inclusion. You will also be able to articulate the current issues and trends in regard to inclusion via course activities, and assessments.	1, 2, 3
4	You will develop an understanding of curriculum modification, adjustments, adaptation, and Universal Design for Learning, which you will be able to perform in order to assist students with special needs to meet educational outcomes.	2, 3

Graduate Attributes

Standard		Assessment/s
1	**Advanced disciplinary knowledge and practices** You will be able to demonstrate an advanced understanding of the field of education as it relates to your specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2, 3
2	**Enquiry-based learning** You will be able to demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education	2, 3
3	**Cognitive skills and critical thinking** You will be able to demonstrate advanced critical thinking and problem solving skills	1, 2, 3
4	**Communication, adaptive and interactional skills** You will be able to communicate effectively with a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2, 3
5	**Global outlook** You will be able to demonstrate an understanding of international	1, 2

		perspectives relevant to the educational field	
6	**Ethics**		1, 2, 3
	You will be able to demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education		

AITSL Professional Teaching Standards (Proficient, Highly Accomplished, Lead)

Standard	Assessment/s
1.1.4	2, 3
1.2.3	1, 2, 3
1.3.3	3
1.5.3	3
1.6.3	1, 2
2.1.4	2, 3
2.6.4	3
3.1.3	3
3.2.3	1, 3
3.3.3	3
3.5.3	3
4.1.4	1, 2, 3
5.1.3	3

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

Today's classrooms present a diversity of students, including students who are gifted and those who have language barriers, learning difficulties, and disabilities. Thus, teachers must make accommodations and modifications to meet the needs of the diverse range of learners in their classrooms. This course aims to provide not just an overview of inclusion principles and polices, but will also provide you with the knowledge of how to make relevant curriculum adjustments and adaptations using Universal Design for Learning Principles, along with a range of teaching strategies to facilitate students' access to the general education curriculum.

5. TEACHING STRATEGIES
- Explicit teaching including reading, viewing, or listening to print or audio-visual materials to foster interest and support learning.
- Structured occasions for critical reflection on issues raised in the course and on others' ideas.
- Opportunities for peer and instructor interaction via forums and Moodle activities allowing you the opportunity to demonstrate your capacity to communicate, to question, and to problem solve.
- Completion of online modules and activities to permit flexible interaction with course materials.
- Use of activities within some modules for students get feedback on key capacities/skills required in the final assessment task.

These activities will occur in a climate that is supportive and inclusive of all learners.

6. COURSE CONTENT AND STRUCTURE

Module	Module Topics
1	*Introduction to the course* *What is inclusion? Ideals and present realities.*
2	*Principles, legislation, policies, and labels* *Adaptation, accommodation, and modifications to curriculum*
3	*Part 1: An introduction to Universal Design for Learning*
4	*The three pillars: Representation, Action and Expression, and Engagement*
5	*Part 2: Lesson and Unit design using Universal Design for Learning*
6	*Assessing learner needs: Who needs what?*
7	*Including students from diverse cultural background*
8	*UDL methods to enhance second language acquisition*
9	*Technology to support UDL approaches*
10	*UDL methods to include students with diverse cognitive or learning needs, particularly in literacy*
11	*UDL methods to include students with diverse behavioural needs*
12	*UDL methods to enhance numeracy*

7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
1. Online quiz	na	10%	1, 2, 3	3, 5, 6	Monday 19th March
2. UDL concept	2000 words	40%	2, 3, 4	1, 2, 4, 5, 6	Monday 9th April

demonstration					
3a. Mini-unit idea 3b. Peer feedback /resource on idea 3c. UDLised Lesson Plans	a. 100 words b. 100 words c. 2500 words	a = nil b = nil – hurdle c = 50%	1, 3, 4	1, 2, 3, 4, 6	3a. 23rd April 3b. 30th April 3c. 8th June

Assessment Details

Assessment 1: Quiz

You will respond to a series of multiple choice and short-answer questions that assess your understanding of key concepts, terminology, and legislation raised in the first three weeks of the course.

Assessment 2: Universal Design for Learning concept demonstration.
Students with diverse learning needs in inclusive classrooms require teachers to employ effective teaching methods to ensure the required content is accessible for all students. Using recently published (2008-2018) research literature on Universal Design for Learning: (a) demonstrate your understanding of how this approach accommodates all learners, regardless of disability or special need in mainstream settings, and (b) how you could apply UDL principles in your current teaching situation/role/subject specialisation.

Assessment 3a: Mini-unit idea
You will post your mini-unit idea, that you will later create 2 sequenced lesson plans for in Task 3c, for peer review and comment. Indicate what grade/learners it will be for.

Assessment 3b: Peer feedback
You will also need to view 2 other peers' mini-unit ideas and provide two (2) ideas and/or resource suggestions (e.g., useful website, Youtube clip).

Assessment 3c: UDLised Lesson plans for Mini-Unit
You will adapt the first two lessons of a mini-unit of work in one subject area of your choice. Ideally it will be for a class you have taught. Your adaptations/activities/teaching methods must show a clear connection to the needs of your students with sensory, physical, learning, cognitive, or behavioural needs. You must use UDL principles and **guidelines**, and NSW NESA (BOSTES) Curriculum documents when adapting the mini-unit lessons. Assessment methods (formative and summative) that reflect UDL principles must be included in each lesson: how do you know your students are achieving the intended learning outcomes of the lesson? You will also need to critique, and support with literature, the suitability of four (4) of your chosen teaching methods or activity choices used in your second lesson plan in catering for your students' diverse learning needs. Refer to Moodle for more information and templates.

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
Online quiz	*Within Moodle Quiz*	*Immediate*
Concept Demonstration	*Written/audio via Turnitin*	*30th April*
UDLised lesson plans	*Written via Turnitin*	*22nd June*

8. RESOURCES

Prescribed text

Gargiulo, R., & Metcalf, D. (2016). *Teaching in today's inclusive classrooms. A universal design for learning approach* (3rd ed.). Belmont, CA: Wadsworth Cengage.

Copies are available in the HUC, and hardcopies for sale in UNSW bookshop and online as e-book through Cengage – click **here**)

This book is also available in screen-reader reader compatible format. Please contact Cengage for this format.

Recommended texts

Foreman, P., & Arthur-Kelly. M (eds.) (2016). *Inclusion in Action* (5th. ed.). South Melbourne, Australia: Cengage Learning.

Mitchell, D. (2014). *What really works in inclusive education* (2nd ed.). Abingdon, UK: Routlege.

Disability Standards for Education (2005) see link in Moodle

Recommended websites

www.cast.org

http://www.udlcenter.org

http://www.indexforinclusion.org

See Moodle for reading schedule

***All students are expected to access the course's Moodle site on a regular basis for course materials, information, and announcements.**

A**ssessment task 1a:** Recount

SPECIFIC CRITERIA	(-)——————————➤ (+)				
Understanding of the question and the key concepts involved • Understanding of the task and its relationship to relevant areas of theory, research, and practice • Clarity and accuracy in use of key terms and concepts in relation to inclusion and disability					
Depth of analysis and/or critique in response to the task • Depth of understanding of key inclusion principles, concepts and issues explicitly raised in your Module 1 readings					
Familiarity with and relevance of professional and/or research literature used to support the response • Inclusion of references to Module 1 prescribed readings • Inclusion of recent literature (<10yrs old) **beyond the prescribed** readings to support response					
Structure and organisation of response • Appropriateness of overall structure of the recount • Clarity and coherence of organisation including the use of referencing					
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency, and appropriateness of writing conventions including sentence structure, vocabulary use, spelling, punctuation • Correct referencing according to APA 6th edition in text and in reference list • Word count is within 10% of the 1000 word limit					
GENERAL COMMENTS					

Lecturer: Sue O'Neill   **Date:**

Recommended: /20   (FL PS CR DN HD)   Weighting: 15%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

A**ssessment task 1b:** Recount peer comments

SPECIFIC CRITERIA	(-)——————————➤ (+)				
Understanding of the question and the key concepts involved • Understanding of the task and its relationship to relevant areas of theory, research, and practice • Clarity and accuracy in use of key terms and concepts in relation to inclusion and disability					
Depth of analysis and/or critique in response to the task • Depth of reflection and analysis of your peers' event as it applies to your own practice or understanding					
Structure and organisation of response • Clarity and coherence of reflective comments					
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency, and appropriateness of writing conventions including sentence structure, vocabulary use, spelling, punctuation • Word count is within 10% of the 500 word limit					
GENERAL COMMENTS					

Lecturer: Sue O'Neill   **Date:**

Recommended: /20   (FL PS CR DN HD)   Weighting: 5%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

A**ssessment task 2a:** Concept Demonstration

SPECIFIC CRITERIA	(-)———————————➤ (+)				
Understanding of the question and the key concepts involved • Understanding of the task and its relationship to relevant areas of theory, research, and practice. • Clarity and accuracy in use of key terms and concepts in relation to inclusion and disability.					
Depth of analysis and/or critique in response to the task • Depth of understanding of UDL and how it applies to your context					
Familiarity with and relevance of professional and/or research literature used to support the response • Ability to locate relevant, recently published (<10yrs old) literature from high-quality, peer reviewed journals or edited books on UDL (beyond those used in the course). • Ability to synthesise and present research findings that support your context.					
Structure and organisation of response • Response method chosen clearly demonstrates your understanding and discussion. • Clarity and coherence in the organisation of your ideas					
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency, and appropriateness of writing/communication conventions including sentence structure, vocabulary use, spelling, and punctuation. • Adheres to word length, not in excess of 10% over. • Correct referencing according to APA 6th edition in text/chosen method and in reference list.					
GENERAL COMMENTS					

Lecturer: Sue O'Neill   **Date:**

Recommended: **/20**   **(FL PS CR DN   HD)**   **Weighting:** 35%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee**

Assessment task 2b: Cross discussion

SPECIFIC CRITERIA	(-)————————➤ (+)				
Understanding of the question and the key concepts involved • Understanding of the task and its relationship to relevant areas of theory, research, and practice • Clarity and accuracy in use of key terms and concepts in relation to inclusion and disability					
Depth of analysis and/or critique in response to the task • Depth of reflection and analysis of your peers' conclusions as they apply to your own understanding/practice					
Structure and organisation of response • Clarity and coherence of reflective comments					
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency, and appropriateness of writing conventions including sentence structure, vocabulary use, spelling, punctuation • Word count is within 10% of the 500 word limit					
GENERAL COMMENTS					

Lecturer: Sue O'Neill   **Date:**

Recommended: **/20**   **(FL PS CR DN HD)   Weighting:**   5%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

Assessment task 3c: Adapted Mini-Unit of Work

SPECIFIC CRITERIA	(-)———————➤ (+)				
Understanding of the question and the key concepts involved • Understanding of the task and its relationship to relevant areas of theory, research and practice. • Clarity and accuracy in use of key terms and concepts in relation to inclusion and disability.					
Depth of analysis and/or critique in response to the task • Depth of understanding of UDL principles, strategies, concepts and issues explicitly raised during the course and in your follow up readings. • Depth of analysis of specific inclusive strategies suited to diverse learners' strengths and needs. • Depth of understanding of suitable teaching methods as per Chapters 8-10					
Familiarity with and relevance of professional and/or research literature used to support the response preamble • Range of relevant, research literature on UDL, differentiation, disability, and inclusion. • References are current (<10yrs old).					
Structure and organisation of lessons/unit • Concise yet informative preamble about the mini-unit and how it has been designed for diverse learners for the grade selected. • Logical sequence of lessons in mini-unit (syllabus outcomes included and assessment methods). • Smart goals included in lessons, as well as differentiated goal statements of what all, some, and a few will be able to do by the end of the lesson • Use of colour coding to indicate the 3 pillars of UDL					
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency, and appropriateness of writing conventions. • Clarity and appropriateness of sentence structure, vocabulary use, spelling, and punctuation. • Correct referencing according to APA 6th edition in preamble text and in reference list. • Adheres to word length, not in excess of 10% over.					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME					

Lecturer: Sue O'Neill 　　　　　　　　　　　　　　　　　　**Date:**

Recommended: 　/20　(FL　PS　CR　DN　HD)　　　　**Weighting:** 35%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

A**ssessment task 3d:** Self-assessment

SPECIFIC CRITERIA	(-)———————————➤ (+)				
Understanding of the question and the key concepts involved • Understanding of the task • Clarity and accuracy in use of key terms and concepts					
Depth of analysis and/or critique in response to the task • Depth of reflection and analysis of your own work • Critical assessment of your adherence to the guidelines					
Structure and organisation of response • Clarity and coherence of reflective comments to template questions					
Presentation of response according to appropriate academic and linguistic conventions • Clarity, consistency, and appropriateness of writing conventions including sentence structure, vocabulary use, spelling, punctuation • Word count is within 10% of the 500 word limit					
GENERAL COMMENTS					

Lecturer: Sue O'Neill   **Date:**

Recommended: **/20**   **(FL PS CR DN HD)**   **Weighting:**   5%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**