



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST4080

Special Education: Inclusive Strategies

Semester 2

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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 Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST4080 Special Education: Inclusive Strategies (6 units of credit)
Semester 2 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Christine Grima-Farrell
Office Location: John Goodsell 133
Email: c.grima-farrell@unsw.edu.au
Phone: 9385 1785
Availability: Wednesdays 10:00am – 12:00pm and 1:00pm – 3:00pm

Other Teaching Staff: Joanne Danker
Office Location: John Goodsell 125
Email: j.danker@unsw.edu.au
Phone: 9385 1977
Availability: Via email

3. COURSE DETAILS

Course Name	Special Education: Inclusive Strategies	
Credit Points	6 units of credit (uoc)	
Workload	Includes 150 number of hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.	
Schedule		
Lecture	Wed (4-6pm); Matthews Theatre B	Weeks 1-12
Tutorial/s	Thurs (10-11am); JGoodsLG21	Weeks 2-13
	Thurs (11-12pm); JGoodsLG21	Weeks 2-13
	Thurs (12-1pm); JGoodsLG19	Weeks 2-13
	Thurs (1-2pm); JGoodsLG19	Weeks 2-13
	Fri (12-1pm); Mat 104	Weeks 2-13
	Fri (1-2pm); Mat 104	Weeks 2-13
	Fri (2-3pm); Mat 104	Weeks 2-13

Summary of Course

This course provides an overview of the field of special education. It surveys the characteristics, training, and educational needs of students with disabilities, and twice exceptional students, emphasizing accommodating students with diverse needs in inclusive settings, including: legal mandates and regulations, characteristics and educational needs of students with diverse needs, and practical, research-based instructional techniques which can be used with these students in the general education classroom.

By the end of the course, students will have a broad overview of the field and its key concepts, issues, and the relevant Department of Education policies. They will be conversant with the main categories of students with special educational needs, and know some ways of dealing with these students in the inclusive classroom.

Aims of the Course

This course aims to:

- enhance pre-service teachers' skills in identifying and responding to the cognitive and social needs of the diverse student population in their classes. This will be accomplished through the presentation of models, theories, and philosophies that form the basis of sound inclusive educational practice.
- Students will have the opportunity to discuss the issues in definition and identification of individuals with exceptional learning needs, including those with disabilities, gifts and talents, and those from culturally and linguistically diverse backgrounds, and practice meeting with parents through mock IEP meetings.
- Students will explore the similarities and differences among individuals with and without exceptional learning needs, as well as their differing ways of learning.
- Students will also learn about the roles and responsibilities of educational support professionals, including paraeducators.

Important Information

Assessment: Students must pass ALL assignments in order to pass the course. Only by passing all assignments can the Graduate Attributes (AITSL Professional Graduate Teaching Standards) be achieved.

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

Student Learning Outcomes

Outcome	Assessment/s
1 Demonstrate proficiency in the knowledge of the current issues and attitudes affecting policymaking, identification of needs, and educational provision for diverse students in NSW.	1, 2
2 Understanding of differentiated instruction and layered curricula	2
3 Demonstrate the ability to apply research-based decision making to select appropriate programming options for students with diverse needs.	1, 2
4 Develop strategies to implement Board of Studies (BOS) syllabus documents including Life Skills outcomes and content, and additional literacy and numeracy support.	2

Program Learning Outcomes (AITSL Professional Graduate Teaching Standards)

Standard	Assessment/s
1.3 Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistics, cultural, religious and socioeconomic backgrounds	2
1.4 Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds	2
1.5 Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities	1,2
1.6 Demonstrate broad knowledge and understanding of legislative	1,2

	requirements and teaching strategies that support participation and learning of students with disability	
3.1	Set learning goals that provide achievable challenges for students of varying characteristics	2
3.7	Describe a broad range of strategies for involving parents/carers in the educative process	1,2
4.1	Identify strategies to support inclusive student participation and engagement in classroom activities	1,2
7.3	Understand strategies for working effectively, sensitively and confidentially with parents/carers	1,2

National Priority Area Elaborations

Priority area		Assessment/s
A. Aboriginal and Torres Strait Islander Education	Lectures 10, 11; Tutorials 11, 12	2
B. Classroom Management	Lectures 1, 2, 6, 10, 11; Tutorials 2, 3, 7, 11, 12	1,2
C. Information and Communication Technologies	Lectures 4, 6, 9; Tutorials 5, 7, 10	1,2
D. Literacy and Numeracy	Lectures 2, 10; Tutorials 2, 3, 11	1,2
E. Students with Special Educational Needs	Lectures 1, 2, 3, 4, 5, 6, 7, 8, 11, 12; Tutorials 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13	1,2
F. Teaching Students from Non-English Speaking Backgrounds	Lectures 10, 11; Tutorials 11, 12	1

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

In line with the UNSW Guidelines on Learning that Inform Teaching at UNSW, the learning and teaching philosophy behind this course is that students are actively engaged as they discuss current beliefs and learn new things. Course material is designed to be relevant to students' experience and assessment is intended as part of learning. In this course, students are required to take responsibility for their own learning.

5. TEACHING STRATEGIES

- small group cooperative learning to understand the importance of teamwork in an educational context and to demonstrate the use of group structures as appropriate to address teaching and learning goals;
- explicit teaching including lectures and a range of teaching strategies to foster interest and support learning;
- structured occasions for reflection on learning to allow students to reflect critically on issues discussed;
- extensive opportunities for whole group and small group dialogue and discussion, allowing students the opportunity to demonstrate their capacity to communicate

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

6. COURSE CONTENT AND STRUCTURE

Week Beginning	Lecture Topic	Tutorial Topic
1 27 July	<p>Introduction to course Special and inclusive education: legislation, policies, principles Evidence-based practice in education</p> <p><u>Readings:</u> Foreman, Arthur-Kelly, Gargiulo, & Metcalf, (2015). Extract 1 ("Legislation, policies & inclusive practices", p.1-26) & Extract 2 ("Curriculum, learning, teaching, & assessment adjustments", p.27-only up to p.49). Disability Standards for Education</p> <p>B, E</p>	No tutorial
2 3 August	<p>Students with high incidence disabilities - Learning disabilities, ADHD</p> <p>Characteristics, learning needs, strategies to use in a classroom</p> <p><u>Readings:</u> Foreman, Arthur-Kelly, Gargiulo, & Metcalf, (2015). Extract 4 ("Diversity in the classroom I: learners with high incidence disabilities", p.122-153), & Extract 2 ("Curriculum, learning, teaching,</p>	<p>Whole-school approach to inclusion (students with disabilities in mainstream education settings)</p> <p><u>Readings:</u> Foreman, Arthur-Kelly, Gargiulo, & Metcalf, (2015). Extract 1 ("Legislation, policies & inclusive practices", p.1-26) & Extract 2 ("Curriculum, learning, teaching, & assessment adjustments", p.27-only up to p.49).</p>

	<p>& assessment adjustments”, p.50-63).</p> <p>B, D, E</p>	<p>Disability Standards for Education</p> <p>E</p>
<p>3 10 August</p>	<p>Students with high incidence disabilities – Communication disorders and assistive technology</p> <p>Assessment for AAC devices and Assistive Technology, Behaviour and Communication Disabilities, Teaching strategies, Response to Intervention</p> <p><u>Readings:</u> Foreman, Arthur-Kelly, Gargiulo, & Metcalf, (2015). Extract 11 (“Assistive Technologies, & Innovative Learning Tools”, p.326-353), & Extract 8 (“Designing learning that works for all students”, p.228-263).</p> <p>C, E</p>	<p>Identifying needs and areas of support</p> <p><u>Readings:</u> Foreman, Arthur-Kelly, Gargiulo, & Metcalf, (2015). Extract 4 (“Diversity in the classroom I: learners with high incidence disabilities”, p.122-153), & Extract 2 (“Curriculum, learning, teaching, & assessment adjustments”, p.50-63).</p> <p>B, D, E</p>
<p>4 17 August</p>	<p>Differentiated Instruction Layered Instruction</p> <p>This week we will explore the concept of differentiation. PLEASE NOTE THAT you will complete your lecture and assessment online by going through the Iris training module. [Therefore there will be NO LECTURE in Matthews Theatre B on Wednesday 17th August from 4-6pm.] The Iris training module that you will complete is: Differentiated Instruction: Maximizing the Learning of All Students http://iris.peabody.vanderbilt.edu/module/di/#content Your lecture attendance will be counted based on submission of completed Differentiated Instruction assessment from Iris online training module: http://iris.peabody.vanderbilt.edu/module/di/cr_assess/#content</p> <p>Please make sure you email the completed assessment to your tutor PRIOR to the following lecture.</p> <p>C</p>	<p>Universal Design for Learning</p> <p>In this week’s tutorial we will explore the concept of Universal Design for Learning. PLEASE NOTE THAT you will complete your tutorial and assessment online by going through the Iris training module. [Therefore there will be NO TUTORIALS this week.]</p> <p>The Iris training module that you will complete is: Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students http://iris.peabody.vanderbilt.edu/module/udl/#content Your tutorial attendance will be counted based on submission of completed Differentiated Instruction assessment from Iris online training module: http://iris.peabody.vanderbilt.edu/module/udl/cr_assess/#content</p> <p>Please make sure you email the completed assessment to your tutor PRIOR to the following tutorial.</p> <p>B, D, E</p>
<p>5 24 August</p>	<p>Identification and misidentification of ESL vs students with special education's needs, Indigenous perspectives (Australian Aborigines and Torres Strait Islanders)</p>	<p>Modifying policies, resources and programs to accommodate the speech, language, communication needs of the students with communication disorders</p>

	<p><i>Guest lecturer: Prof. Chris Davison, Head of School of Education</i></p> <p><u>Readings:</u> Foreman, Arthur-Kelly, Gargiulo, & Metcalf, (2015). Extract 12 (“Creating literacy-rich environments for all learners”, 354-390), & Extract 13 (“Developing an understanding of mathematics in all learners”, p.391-429).</p> <p>A, B, D, F</p>	<p><u>Readings:</u> Foreman, Arthur-Kelly, Gargiulo, & Metcalf, (2015). Extract 11 (“Assistive Technologies, & Innovative Learning Tools”, p.326-353), & Extract 8 (“Designing learning that works for all students”, p.228-263).</p> <p>C, E</p>
6 31 August	<p>Students with mental health issues</p> <p>The prevalence and characteristics of mental health problems in adolescence; supportive and resilient learning environment; mental health first aid; practical teaching/management strategies; what's new in mental health and schools</p> <p><i>Guest lecturer: Terry Taylor, School principal – Hopetown School</i></p> <p><u>Readings:</u> see Moodle</p> <p>B, C, E</p>	<p>Tools for assessment of diverse students’ needs</p> <p><u>Readings:</u> Foreman, Arthur-Kelly, Gargiulo, & Metcalf, (2015). Extract 12 (“Creating literacy-rich environments for all learners”, 354-390), & Extract 13 (“Developing an understanding of mathematics in all learners”, p.391-429).</p>
7 7 September	<p>Students with low-incidence disabilities – Autism Spectrum Disorder</p> <p>Characteristics, learning needs, instructional strategies, interventions</p> <p><i>Guest lecturer</i></p> <p><u>Readings:</u> Foreman, Arthur-Kelly, Gargiulo, & Metcalf, (2015). Extract 5 (“Diversity in the classroom II: learners with low incidence disabilities”, p.154-182), & Extract 2 (“Curriculum, learning, teaching, & assessment adjustments”, p.63-95).</p> <p>E</p>	<p>Encouraging positive interactions</p> <p><u>Readings:</u> Moodle</p>
8 14 September	<p>Students with low-incidence disabilities – Hearing and vision impairments</p> <p>Characteristics, learning needs, teaching and classroom accommodations</p> <p><u>Readings:</u> Foreman, Arthur-Kelly, Gargiulo, & Metcalf, (2015). Extract 9 (“Assessing and evaluating learner progress”, p.264-292), & Extract 10 (“Selecting instructional strategies for teaching all learners”, 293-325).</p>	<p>Accommodations for high school students with autism spectrum disorders</p> <p><u>Readings:</u> Foreman, Arthur-Kelly, Gargiulo, & Metcalf, (2015). Extract 5 (“Diversity in the classroom II: learners with low incidence disabilities”, p.154-182), & Extract 2 (“Curriculum, learning, teaching, & assessment adjustments”, p.63-95).</p>

	E	E
9 21 September	<p>Students with low-incidence disabilities –Physical Disabilities, Complex Health Issues, Multiple Impairments</p> <p>Twice-exceptional students</p> <p><u>Readings:</u> Foreman, Arthur-Kelly, Gargiulo, & Metcalf, (2015). Extract 6 (“Diversity in the classroom III: learners with gifts and talents, learners who are culturally & linguistically diverse, and learners at risk for success in school”, p.183-203).</p>	<p>Planning effective teaching strategies</p> <p><u>Readings:</u> Foreman, Arthur-Kelly, Gargiulo, & Metcalf, (2015). Extract 9 (“Assessing and evaluating learner progress”, p.264-292), & Extract 10 (“Selecting instructional strategies for teaching all learners”, 293-325).</p>
	E	

Mid-Semester Break

10 5 October	<p>Students with high incidence disabilities - Intellectual disability</p> <p>Characteristics, learning needs, instructional strategies, interventions</p> <p><u>Readings:</u> Foreman, Arthur-Kelly, Gargiulo, & Metcalf, (2015). Extract 3 (“Introducing Universal Design for Learning”, p.96-121), & Extract 7 (“Collaboration and Cooperative teaching”, p.204-227)</p>	<p>Implementing curriculum adjustments for students with special educational needs</p> <p><u>Readings:</u> Foreman, Arthur-Kelly, Gargiulo, & Metcalf, (2015). Extract 6 (“Diversity in the classroom III: learners with gifts and talents, learners who are culturally & linguistically diverse, and learners at risk for success in school”, p.183-203).</p>
	E	
11 12 October	<p>Effective school-home collaboration</p> <p><u>Readings:</u> See Moodle</p> <p>A, B, E, F</p>	<p>Identifying learning support team, collaborating with SLSO</p> <p><u>Readings:</u> Foreman, Arthur-Kelly, Gargiulo, & Metcalf, (2015). Extract 3 (“Introducing Universal Design for Learning”, p.96-121), & Extract 7 (“Collaboration and Cooperative teaching”, p.204-227)</p>
		D, E
12 19 October	<p>Schooling transitions for students with disabilities</p> <p><u>Readings:</u> See Moodle</p>	<p>IEP scenarios: mocking IEP meetings</p> <p><u>Readings:</u> See Moodle</p>
	E	
13 (24-28 October)	No Lecture	<p>Transition planning; incorporating transitional skills and activities into subject area classes</p>

		Readings: See Moodle
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7. RESOURCES

Required Readings

Disability Standards for Education (2005)

Foreman, P., Arthur-Kelly, M., Gargiulo, R., & Metcalf, D. (2015). *Inclusive education*. Compiled by Strnadová, I., & O'Neill, S. Cengage.

Recommended Readings

Australian Research Alliance for Children & Youth, (2013), *Inclusive education for students with disability: A review of the best evidence in relation to theory and practice*. available at:

http://www.aracy.org.au/publications-resources/command/download_file/id/246/filename/Inclusive_education_for_students_with_disability_-_A_review_of_the_best_evidence_in_relation_to_theory_and_practice.pdf

Hyde, M., Carpenter, L. & Conway, R. (2013). *Diversity, Inclusion and Engagement*. South Melbourne, VIC: Oxford University Press.

Mitchell, D. (2014). *What Really Works in Special and Inclusive Education*. 2nd edition. Routledge.

Tomlinson, C.A., & Imbeau, M. (2010). *Leading and managing a differentiated classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Woodstock, S., Dixon, R., & Tanner, K. (2013). *Teaching in Inclusive School Environments*. David Barlow Publishing.

Electronic resources

www.aase.edu.au

www.adcet.edu.au

<http://help4teachers.com>

<http://www.nds.org.au/projects/article/68> - The Aboriginal Resources and Pathways project

<http://aiidd.org.au/aiid/interaction/24/24.1.pdf>

<http://www.aihw.gov.au/publication-detail?id=10737418977> - Aboriginal and Torres Strait Islander people with disability: wellbeing, participation and support

The following links may also be beneficial

www.boardofstudies.nsw.edu.au/special_ed/ Information on students with special needs and syllabuses

www.curriculumsupport.education.nsw.gov.au/ Curriculum issues for special education. Also Quality Teaching resources

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	National Priority Area Elaborations	Due Date
Assessment 1 Evidence-based Practice Guide	3,000 words	45%	1,3	1.5, 1.6, 3.7, 4.1,7.3	B 2, 5, 9 C 3, 11 D 4, 15 E 2, 3, 4, 5, 8, 9	Week 5, Friday 26 th August
Assessment 2 Information Booklet for High School Teachers	10 - 15 pages	55%	1,2,3,4	1.3,1.4,1.5, 1.6, 3.1, 3.7, 4.1, 7.3	A 5, 6, 9, 12 B 2, 3, 5 C 2, 3, 4, 11 D 12, 15 E 2, 3, 4, 5, 6, 7, 8, 9	Week 12, Monday 17 th October

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

Assessment 1 – Evidence-based Practice Guide (45%)

This assessment will help you to:

- develop familiarity with the evidence based practices in special and inclusive education,
- develop critical thinking skills,
- improve research and evaluation skills

Your assignment 1 task is to create an evidence-based practice guide for beginning teachers, in which you demonstrate how selected evidence-based practices could be used in a high school classroom where there are students with special educational needs included. Select one area of skills that you wish to address in your guide (e.g., communication skills, social skills, literacy, numeracy, self-determination).

This guide must contain a minimum of 4 evidence-based practices. Begin the guide with an introduction that describes the importance of having a solid knowledge base of research-based teaching strategies and interventions. The practices you include can be strategies (proactive) or interventions (reactive). For each strategy or intervention you include, please be sure to provide:

- a complete description of the practice, including when/why it would be used,
- implementation instructions detailed enough that a beginning teacher could follow the directions and use the strategies,
- a summary of the evidence supporting the practice for the area you decided to focus on.

The practices should be well-aligned with each other.

The evidence you provide should be from peer-reviewed journal articles from the last ten years (that is

from 2007-2016). Articles must be sourced from high-quality peer-reviewed journals. You should include a minimum of ten (10) references.

The guide should be **double-spaced and written in APA 6th edition style**; see the following website for assistance with this: <http://owl.english.purdue.edu/owl/resource/560/01/>

Cover sheets duly completed with your name and student ID, the name of the lecturer/tutor, the subject number, and title and the date/session of submission should be attached. Cover sheets are available from a stand at the School reception area and online on the course's Moodle site.

Assessment 2 – Developing Information Booklet for High School Teachers (55%)

Each student will develop an information booklet for high school teachers focused on **one** of the following topics:

Topic 1 Creating an inclusive learning environment for all in high schools: Responding to the strengths and needs of students with diverse (dis)abilities, students from Aboriginal and Torres Strait Islander backgrounds, and students from diverse linguistics, cultural, religious and socioeconomic backgrounds

Your booklet should include (but not be limited to) the following:

- strategies for the full inclusion of Indigenous students in the educational life of classrooms and schools
- strategies for the establishment of partnerships with Aboriginal parents and communities for the education of Aboriginal students
- strategies for the establishment of partnerships with parents and community for the education of students from culturally and linguistically diverse backgrounds.

Topic 2 Applying Universal Design for Learning (UDL) in a high school class: Guidelines for mainstream high school teachers

Your booklet should include (but not be limited to) the following:

- tips how to present the material in a variety of ways in order to engage and teach students of all abilities, including gifted and talented
- examples from your subject area
- examples of teaching materials you would use
- tips for preparing assessment criteria

Topic 3 Differentiating curriculum to enhance student engagement and success: Guidelines for mainstream high school teachers

Your booklet should include (but not be limited to) the following:

- evidence-based knowledge of the strengths and challenges associated with differentiation
- strategies for differentiating instruction and student assessment to provide effective learning opportunities for all students
- examples of teaching and assessment approaches for your subject area

Each information booklet should:

- be written in user-friendly language for high school teachers
- have a clear structure, using headings and subheadings
- have introduction on the topic of the information booklet
- provide advice to teachers based on evidence-based practice
- provide useful examples and tips for teachers
- list of references that you would recommend to high school teachers
- list of resources/references that you used in order to create the information booklet.

Please see the Moodle site for this assessment's rubric as well as more detailed instruction. This must be **your** original work!

The Information Booklet for High School Teachers should be submitted through Turnitin on the course's Moodle website.

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST4080 SPECIAL EDUCATION: INCLUSIVE STRATEGIES

Student Name:

Student No.:

Assessment Task 1: Evidence-based Practice Guide

SPECIFIC CRITERIA	(-) → (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • 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 the researched area 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Discussion paper contains key information and sources on this topic and will generate a comprehensive review paper. • Well-written, unique to the source, avoids vague statements 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • All sources demonstrate careful consideration of credibility, variety and perspectives. • All components of annotation comprehensively addressed for all citations. 					
Structure and organization of response <ul style="list-style-type: none"> • appropriateness of overall structure of response • clarity and coherence of organisation, including use of numbering, referencing 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME 					

Lecturer

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 45%

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.**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST4080 SPECIAL EDUCATION: INCLUSIVE STRATEGIES

Student Name:

Student No.:

Assessment Task 2: **Developing Information Booklet for High School Teachers**

SPECIFIC CRITERIA	(-)	—————>			(+)
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • 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 special education/ disability studies • clear connection between your information booklet's topic and provided advise and examples 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • depth of understanding of key principles, concepts and issues explicitly raised during the course and in your follow up readings • depth of analysis of information provided to high school teachers • introduction on the topic in your information booklet • provided advice to teachers based on evidence-based practice • useful examples and tips for teachers 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • familiarity with the topic of your information booklet • list of related and appropriate references recommended to high school teachers for further reading • list of resources/references that you used in order to create your information booklet (use citations and reference pages) 					
Structure and organisation or response <ul style="list-style-type: none"> • appropriateness of overall structure of response • clarity and coherence of organization 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • clarity, consistency and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting your information booklet • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation and word length 					
GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME 					

Lecturer

Recommended: /20 (FL PS CR DN HD)

Date

Weighting: 55%

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.**