



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5138
**Inclusive Education: Policy, Planning, and
Pedagogy**

Semester 1, 2017

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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

Arts and Social Sciences

School of Education

EDST 5138 Inclusive Education: Policy, Planning, and Pedagogy (6 units of credit)

Semester 1, 2017

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Sue O'Neill
Course Instructors: Dr Sue O'Neill and
Office Location: Rm 133 John Goodsell Building
Email: sue.oneill@unsw.edu.au
Phone: 9385 2909
Skype: sueoneill67
Twitter: @sueoneill19
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 2 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 6 Modules completed over 12 weeks Week 1 – Week 12, Semester 1

Summary of Course

This course will provide an overview of the principles, policies, and philosophies underpinning inclusion. A variety of models of schooling for students with disabilities or diverse needs will be discussed, as well as evidence and research-based approaches to teaching these students in mainstream school settings. A central focus of this course will be the exploration of Universal Design for Learning as an effective method for meeting the needs of all learners in an inclusive classroom. The role of teachers, special educators, and the leadership team in promoting the successful inclusion of students with diverse needs will be highlighted.

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

- This course has been converted to a wholly online course to permit flexible access
- Assessment tasks altered to facilitate faster turn-around of grading to inform subsequent tasks
- Contents have been further differentiated for various participant groups – those in the M Special Education, MTeach, MLead, and MG&T

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. Failure to complete at least 80% of the learning activities may 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 people with disabilities.	1
2	You will be ready to apply knowledge and understanding of legislation and government policies related to the education and life 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 regards to inclusion in the course content and via Twitter feeds, and through assessments.	1, 2, 3
4	You will develop an understanding of curriculum modification, adjustments, and adaptation, 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 perspectives relevant to the educational field	1, 2
6	Ethics 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	1, 2, 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 and/or listening to 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, wikis, and chats allowing you the opportunity to demonstrate your capacity to communicate, to question, and to problem solve.
- The use of Twitter feeds by experts in the field, to engage you in current and topical issues in inclusion and special education.
- Completion of online modules and activities to permit flexible interaction with course materials.
- Use of quizzes at the end of each module/prescribed readings for students to self-assess their understanding of key concepts.

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

6. COURSE CONTENT AND STRUCTURE

Module	Module Topics
1 26 th February – 11 th March	<i>What is inclusion? Ideals and present realities.</i> <i>Principles, legislation, policies, and labels</i> <i>Adaptation, accommodation, and modifications to curriculum</i>
2 12 th March – 25 th March	<i>Part 1: An introduction to Universal Design for Learning</i> <i>The three pillars</i> <i>Assessing learner needs: Who needs what?</i>
3 26 th March – 8 th April	<i>Part 2: Lesson and Unit design using Universal Design for Learning</i> <i>Design and build of lessons and units of work</i> <i>Technology use in curriculum delivery and assessment tasks</i>
4 9 th April – 29 th April	<i>Including students from diverse cultural backgrounds</i> <i>UDL methods to enhance second language acquisition</i>

Module	Module Topics
5 30 th April – 13 th May	<i>Including students with diverse cognitive or learning needs</i> <i>UDL methods to enhance literacy, numeracy, and socialisation skills</i>
6 14 th May – 27 th May	<i>Including students with diverse behavioural needs</i> <i>UDL methods to enhance self-regulation, and social-emotional skills</i>

7. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
1a. Recount 1b. Peer comments	1,000 words 500 words	15% 5%	1, 2, 3, 4	1, 3, 4, 5, 6	1a. 6 th March 1b. 13 th March
2a. UDL concept demonstration 2b. Cross-discussion	1500-2000 words 500 words	35% 5%	1, 3	1, 2, 4, 5, 6	2a. 7 th April 2b. 13 th April
3a. Mini unit idea 3b. Peer feedback /resource on idea 3c. Adapted Mini Unit 3d. Self-assessment	a. 50-100 words b. 100 words c & d. 1800-2000 words	a & b, nil c = 5% d = 35%	1, 3, 4	1, 2, 3, 4, 6	3a. 21 st April 3b. 28 th April 3c & d. 2 nd June

Assessment 1a: Recount

Briefly recount the inclusion of a student with a disability to a mainstream school. What supports were in place to aid the successful inclusion of this student into the mainstream environment, and were they successful? What impediments existed or arose that hampered the successful inclusion of this student? Your response should make reference to and be informed by the prescribed readings for Module 1 of this course, including the Disability Standards for Education (2005). You will upload your narrative to a Moodle database for peer review and reflection.

Assessment 1b: Peer review and reflection

You will choose 2 of your peers' narratives that interest you that have been posted to the Moodle database. You will read/listen to your peers' narratives, and critically reflect upon the issues raised in the narrative. You will reflectively comment on the significance/relevance of the events in these accounts to your own practice or understanding of inclusion.

Assessment 2a: 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 (2007-2017) research literature on Universal Design for Learning: a) demonstrate your understanding of how this approach facilitates differentiation and makes learning accessible for all students, and b) how you could apply it in your situation/role. You will post your reflective conclusion to section b the nominated space for your program for the purpose of cross-discussions with peers from a program different to yours.

Assessment 2b: Cross-discussion

You will choose 2 of your peers' reflective conclusions to task 2a to read and comment on. You must select peers' that are from programs different to your own.

Assessment 3a: Mini unit idea

You will post your idea for your mini unit of work and the grade/learners it will be designed for peer review and comment.

Assessment 3b: Peer feedback

You will also need to look at 2 other peers' mini unit ideas and provide brief feedback and/or offer a possible resource suggestion (e.g., useful website).

Assessment 3c: Adapted Mini-Unit

You will adapt a mini-unit of work comprising 3 sequenced lessons in one subject area of your choice. Ideally it will be for a class you have taught. Your adaptations must clearly show how your lessons cater for students with sensory, physical, learning, cognitive, or behavioural needs. You must use the principles and guidelines of Universal Design for Learning and NSW BOSTES Curriculum documents when adapting the mini-unit lessons. Assessment methods (formative and summative) that reflect UDL principles must be included in each lesson.

Assessment 3d: Self-assessment

You will self-assess and analyse one of your lesson plans for how well you catered for diverse learning needs and how well you adhered to UDL principles and [guidelines](#) using the template supplied in Moodle.

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
<i>Recount</i>	<i>Written/audio via Turnitin</i>	<i>27th March</i>
<i>Peer Review</i>	<i>Written/audio via Turnitin</i>	<i>3rd April</i>
<i>Concept Demonstration</i>	<i>Written/audio via Turnitin</i>	<i>28th April</i>
<i>Cross-discussion</i>	<i>Written/audio via Turnitin</i>	<i>4th May</i>
<i>Mini-unit and self-assessment</i>	<i>Written via Turnitin</i>	<i>23rd June</i>

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.) (2014). *Inclusion in Action* (4th. ed.). South Melbourne, Australia: Cengage Learning.

Hyde, M., Carpenter, L., & Conway, R. (eds.) (2010). *Diversity, inclusion & engagement*. South Melbourne, Australia: Oxford University Press. (copies in HUC)

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

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

Recommended academics/ researchers/organisations/people in inclusive or special education to follow on Twitter

Associate Professor Linda J Graham from QUT - @drlindagraham

Professor Suzanne Carrington from QUT - @CarringtonSx

Professor Pamela Snow – LaTrobe University - @PamelaSnow2

Loui Lord Nelson – UDL CAST post doc guru - @LouiLordNelson

Greg O'Connor – Spectronics - @gregoconnor

CAST.org – @CAST_UDL

National Center for UDL - @UDL_Center

Think Inclusive (advocacy group) - @think_inclusive

The Inclusive Class - @Inclusive_class

Inclusive Minds – @Inclusiveminds

Alex Dunn - @smartinclusion

Office of Special Education and Rehabilitative Services, U.S. Department of Education. -
@@ED_Sped_Rehab

Firefly Education 'Autism' focused (UK) - @FireflyEdLondon

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

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RUBRIC / FEEDBACK SHEET
EDST5138 Inclusive Education

Assessment task 1a: Recount

SPECIFIC CRITERIA	(-) (+)				
Understanding of the question 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 relation to inclusion and disability 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Inclusion of references to Day 1 prescribed readings • Inclusion of recent literature (<10yrs old) beyond the prescribed readings to support response 					
Structure and organisation of response <ul style="list-style-type: none"> • Appropriateness of overall structure of the narrative • Clarity and coherence of organisation including the use of referencing 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • 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.

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Assessment task 1b: Recount peer comments

SPECIFIC CRITERIA	(-) (+)				
Understanding of the question 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 relation to inclusion and disability 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Depth of reflection and analysis of your peers' event as it applies to your own practice or understanding 					
Structure and organisation of response <ul style="list-style-type: none"> • Clarity and coherence of reflective comments 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • 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.

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Assessment task 2a: Concept Demonstration

SPECIFIC CRITERIA	(-) (+)				
Understanding of the question 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 relation to inclusion and disability. 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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

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Assessment task 2b: Cross discussion

SPECIFIC CRITERIA	(-) (+)				
Understanding of the question 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 relation to inclusion and disability 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Depth of reflection and analysis of your peers' conclusions as they apply to your own understanding/practice 					
Structure and organisation of response <ul style="list-style-type: none"> • Clarity and coherence of reflective comments 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • 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.

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Assessment task 3c: Adapted Mini-Unit of Work

SPECIFIC CRITERIA	(-)—————> (+)				
Understanding of the question 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 relation to inclusion and disability. 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Range of relevant, research literature on UDL, differentiation, disability, and inclusion. References are current (<10yrs old). 					
Structure and organisation of lessons/unit <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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%

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Assessment task 3d: Self-assessment

SPECIFIC CRITERIA	(-) (+)				
Understanding of the question and the key concepts involved <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Depth of reflection and analysis of your own work • Critical assessment of your adherence to the guidelines 					
Structure and organisation of response <ul style="list-style-type: none"> • Clarity and coherence of reflective comments to template questions 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • 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.**