General Information

Unit convenor and teaching staff
Unit Convenor
Alison Madelaine
alison.madelaine@mq.edu.au
Contact via alison.madelaine@mq.edu.au
X5A108
Wednesday 2:30-4:30pm

Credit points
4

Prerequisites

Corequisites
SPED802

Co-badged status

Unit description
This unit builds on student's exposure to research in undergraduate programs to build a deep understanding of the role of research in special education. It provides an examination of the key principles and practice of research as they relate to special education and to specific and current issues impacting on policy and service delivery. Students will gain both an understanding of a range of research methodologies used in special education research and an ability to critically evaluate the research literature.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at http://students.mq.edu.au/student_admin/enrolmentguide/academicdates/

Learning Outcomes

1. Understand the format of a journal article and reference list in APA style.
2. Describe and apply basic principles of research design in solving classroom-based research problems that might arise in educating students with special needs in segregated and inclusive settings.
3. Describe and apply the principles underlying the use of small-n research designs in special education.
4. Critically review research literature, including the use of descriptive and inferential statistics.

5. Describe key research issues in special education and reflect on how these events impact classroom practice and education policies.

**Assessment Tasks**

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>0%</td>
<td>See Problem Solving Exercises</td>
</tr>
<tr>
<td>Online Participation</td>
<td>10%</td>
<td>9/6/13</td>
</tr>
<tr>
<td>Assignment</td>
<td>15%</td>
<td>30/5/13</td>
</tr>
<tr>
<td>Problem Solving Exercise 1</td>
<td>35%</td>
<td>10/4/13</td>
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<tr>
<td>Problem Solving Exercise 2</td>
<td>40%</td>
<td>12/6/13</td>
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**Attendance**

Due: **See Problem Solving Exercises**

Weighting: 0%

Assessment seminars are compulsory for all internal students and external students living in the Sydney metropolitan area. All other seminars are optional. There are no attendance requirements for drop-in sessions. Please see the section on Problem Solving Exercises for further details on attendance at compulsory sessions.

This Assessment Task relates to the following Learning Outcomes:

- Understand the format of a journal article and reference list in APA style.
- Describe and apply basic principles of research design in solving classroom-based research problems that might arise in educating students with special needs in segregated and inclusive settings.
- Describe and apply the principles underlying the use of small-n research designs in special education.
- Critically review research literature, including the use of descriptive and inferential statistics.
- Describe key research issues in special education and reflect on how these events impact classroom practice and education policies.
Online Participation

Due: 9/6/13
Weighting: 10%

**What does online participation involve?**

Online participation involves making posts on the Module Discussion Forums of the unit website. Once a post is made in a module Discussion Forum, anybody in the unit can read or respond to it. Staff will post discussion questions periodically or you may ask your own questions, give answers or offer comment. Only posts to Module Forums will be counted.

Online participation allows you to give feedback and receive feedback from other students and staff, to explore issues in discussion with other students and staff and to practise required skill competencies.

**When can I contribute?**

You may contribute up until 11:55pm on the due date.

**How much do I have to contribute?**

Each student is expected to make a minimum of ten (10) contributions to the module discussions over the course of the semester. You must submit the contents of your posts as an assignment on or before the due date.

**What else do I have to do?**

You must compile your posts and send them to the unit convenor via the Assessment section of the website. This must be done on or before the due date. Detailed instructions will be provided prior to the submission date. *If you fail to submit your compiled posts by the due date, you will be subject to a 5% penalty of the total mark per day late.*

**Do discussion posts count towards assessment?**

Yes. Discussion contributions are weighted at 0.1 of your final grade. Only contributions to Module Forums are counted, social posts and general questions and comments do not count towards your assessment. If you make fewer than ten posts to module forums, your maximum possible mark will correspond to the number of posts made. *If you fail to submit your compiled posts by the due date, you will be subject to a 5% penalty of the total mark per day late.*

This Assessment Task relates to the following Learning Outcomes:

- Understand the format of a journal article and reference list in APA style.
- Describe and apply basic principles of research design in solving classroom-based research problems that might arise in educating students with special needs in segregated and inclusive settings.
- Describe and apply the principles underlying the use of small-n research designs in special education.
Critically review research literature, including the use of descriptive and inferential statistics.

Describe key research issues in special education and reflect on how these events impact classroom practice and education policies.

Assignment

Due: 30/5/13
Weighting: 15%

Description

The assignment is a critical summary of a study published in a journal. The assignment will be available on the unit website from Monday 25th February 2013 and will be due on Thursday 30th May 2013. Look in the 'Assessment' section of the unit website for further information. The assignment should be submitted as a Word file on the unit website, with the completed MUSEC coversheet.

What is required for the assignment?

In general good presentation, correct grammar, spelling and appropriate word choice will be expected. Express your ideas concisely and clearly. Please use single spacing.

The assignment requirement is to write a critical summary of one (1) empirical study published in a journal. You can choose one (1) study from a choice of 5. The articles can be accessed on eReserve (see the assignment description on the unit website for details of the articles.

The proforma and coversheet required for the assignment are posted on the unit website. The maximum word limit for this assignment is 1,000 words.

How do I submit my assignment?

A link for assignment submission will be provided on the web site.

You must also submit an identical copy of the assignment to TURNITIN for a plagiarism check. This will be done directly from the unit website. Note that both copies of the submitted assignment must be absolutely identical (ie. the electronic copy and the copy submitted for a plagiarism check). If any differences are found, it will be considered serious misconduct and you will receive a Fail grade for the assignment.

KEEP A COPY OF YOUR ASSIGNMENT.

How do I use the assignment cover sheet?

The cover sheet will be attached to the assignment. Note that the checklist on the assignment cover sheet must be completed or your assignment will not be accepted. Note that typing your student number on the cover sheet is considered equivalent to providing a signature.

Can I submit a late assignment?

Assignments received after the due date will be accepted provided they are received no later than five working days late. No assignment will be accepted after this time, except when an
extension has been applied for before the due date and granted. After the due date (unless an extension has been granted) a late penalty will be applied, leading to a reduction in the awarded mark. The late penalty is 5% of the total mark for each day the assignment is outstanding beyond the due date. These penalties are imposed in fairness to students who submit assignments on time.

**What if I exceed the word limits?**

Components of answers beyond the stated work limit will not be marked. That is, answers will only be marked up to the stated word limit.

**What is a plagiarism check and how do I get one?**

Students are required to submit assignments for an electronic plagiarism check where their work is compared with previous and current student assignments, internet sources, and journal articles. All of the work you submit remains on permanent file in the plagiarism website and will be compared with work submitted by future students. You must submit the whole assignment.

The assignment can be submitted directly to TURNITIN from the unit website. Information about the procedure for doing this will be available on the unit website (See the 'Assessment' Section.

Please contact student IT Help if you have any problems with TURNITIN.

**How will I get feedback on my assignment?**

Your marked assessment task, along with feedback information, will be returned electronically.

This Assessment Task relates to the following Learning Outcomes:

- Understand the format of a journal article and reference list in APA style.
- Critically review research literature, including the use of descriptive and inferential statistics.

**Problem Solving Exercise 1**

Due: 10/4/13
Weighting: 35%

**Description of Problem Solving Exercises**

Problem Solving Exercises consists of a series of practical problems. The problems presented are typically scenario based and require the practical application of principles and knowledge addressed in the unit. The assessment may involve the presentation of video and/or text-based scenarios.

Many questions will be similar in format to the problem solving activities presented during module seminars, on the discussion board and during problem-solving seminars for the unit and these will provide excellent preparation for Problem Solving Exercises. For example, students may be required to comment on problems with the validity of a study, identify a type of small n design, or interpret the results of a statistical test.
The first Problem Solving Exercise will cover the first two modules and the second will cover the entire unit, but will have a focus on the last three modules.

A Problem Solving Exercise is an open book assessment of three hours duration. The Problem Solving Exercises will be completed in class (or with a supervisor for distance students). They may use both video segments and text-based scenarios or questions. You may bring any paper-based materials to the assessment including textbooks and your own notes. PLEASE NOTE THAT SHARING OF MATERIALS WILL NOT BE ALLOWED IN PROBLEM SOLVING EXERCISES UNDER ANY CIRCUMSTANCES. You may not use electronic devices such as computers, iPads or other tablets, or phones.

Problem Solving Exercises are designed to assess your competency with the material covered in the unit and, consequently, a high pass mark is typically set.

The specific instructions for each Problem Solving Exercise will be on the first page of the question paper. You may only write on the question paper provided. Any breaches of the instructions (for example, using your own paper to make notes about questions, taking any notes out of the room where the Problem Solving is held) may result in zero marks being awarded for that exercise, or zero marks being awarded for some questions.

NOTE: You must bring your student ID or Campus Card with you to the Problem Solving Exercise and display it on your desk.

Information about how to get a Campus Card is at http://www.library.mq.edu.au/borrowing/campus-card.html

When are Problem Solving Exercises held?

For students completing the exercises on-campus, Problem Solving Exercises are held:

10/4/13

12/6/13

There will be two sessions each day, one at 9.30am and one at 5.00pm.

Problem Solving Exercises need to be completed by distance students with a supervisor as follows:

<table>
<thead>
<tr>
<th>Problem Solving Exercise</th>
<th>Should be completed between:</th>
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<tbody>
<tr>
<td>Problem Solving Exercise I</td>
<td>Monday 8/4 and Sunday 14/4</td>
</tr>
<tr>
<td>Problem Solving Exercise II</td>
<td>Monday 10/6 and Sunday 16/6</td>
</tr>
</tbody>
</table>

If a Problem Solving Exercise is completed outside these dates without a serious reason and without the approval of your unit convenor and Dr Alison Madelaine, you may be awarded an F grade.
Where are they held?

Compulsory Problem Solving Exercises will be held at MUSEC to supervise internal students and external students who live in the Sydney metropolitan area. The Sydney metropolitan area is considered to be the area the area bounded by Engadine in the south, Campbelltown in the southwest, Penrith in the west, North Richmond in the northwest and Brooklyn in the North. Final decisions about boundaries are at the discretion of the External Student Supervision Coordinator (Dr Alison Madelaine). Under all but exceptional circumstances (e.g., documented medical problems) it is expected that students residing in the Sydney metropolitan area will attend the on-campus assessment session.

Distance students living outside the Sydney metropolitan area will need to make arrangements for an appropriate, approved supervisor before the end of the second week of the semester.

What are the special arrangements for distance students?

Off-campus completion of Problem Solving Exercises is also available as an additional support to students who enrol in external mode and reside outside the Sydney metropolitan area. The Sydney metropolitan area is considered to be the area the area bounded by Engadine in the south, Campbelltown in the southwest, Penrith in the west, North Richmond in the northwest and Brooklyn in the North. Final decisions about boundaries are at the discretion of the External Student Supervision Coordinator (Dr Alison Madelaine).

You need to nominate a supervisor to receive the materials and supervise Problem Solving Exercise and feedback sessions. Under normal circumstances, supervisors would have a working relationship with you but must not be personally related to you or in a subordinate role. Appropriate supervisors could include a head/executive teacher, school principal or school counsellor. Friends or acquaintances will not be accepted as supervisors. It is your responsibility to locate an appropriate supervisor who is acceptable to the External Student Supervision Coordinator (Dr Alison Madelaine). The acceptance of nominated supervisors is entirely at the discretion of the External Student Supervision Coordinator. Under normal circumstances, materials will only be sent to the supervisor at a work postal address. If you wish to discuss the suitability of a potential supervisor, please contact Dr Alison Madelaine by phone on (02) 9850 9699 or email (alison.madelaine@mq.edu.au). A supervisor nomination form is provided for download in the first section of each unit web page.

The supervisor nomination form must be returned to MUSEC by the end of the second week of the semester. Nomination forms will not be accepted after this date and you will have to complete Problem Solving Exercises on-campus or withdraw from the unit. This deadline is absolutely not negotiable. You will receive an emailed acknowledgement of your supervisor nomination. If you do not receive an acknowledgement, your nomination has not been received and you must contact the External Student Supervision Coordinator urgently.

Please note that you need to provide a separate supervisor nomination form for each unit you are enrolled in. You should receive an acknowledgement for each unit you are enrolled in.
Supervisors should be aware that they would be required to supervise you for two Problem Solving Exercise of 3 hours each. They will also need to supervise you for two feedback sessions lasting up to 1 hour each.

Further, they will be required to certify that appropriate conditions have been in place. Supervisors may do other work while you are completing the assessment/feedback sessions but they must remain with you. Acting as a supervisor is voluntary but supervisors do receive a formal letter of appreciation.

Problem Solving Exercises will be posted to your supervisor approximately one week before the due date and you will have a one-week window in which they must be completed and returned. *It is critical that the assessments are completed in the date range specified. Please ask your supervisor to carefully check the dates before signing the nomination form to ensure that they will be available.*

Please note that you will need access to a computer or DVD player in order to complete the Problem Solving Exercises and/or feedback sessions.

Before EACH Problem Solving Exercise and EACH Feedback Session you will be sent, through Dialogue on the iLearn web site, a copy of the letter, instructions and certification form to be send to your supervisor. You must respond to this message to indicate that you have read and understood the conditions of the Problem Solving Exercise or Feedback Session and to confirm that the supervisor’s name and mailing address are correct. Problem Solving and Feedback packages will not be mailed out until this confirmation is received.

**What happens if my Problem Solving Exercise does not arrive?**

We recommend that you check with your supervisor before the day you plan to complete the Problem Solving Exercise that he/she has received the package from MUSEC. If your supervisor has not received the package, we recommend double-checking the internal mail handling within your school or organisation before contacting MUSEC. If the materials cannot be found after a search, contact Natalie Watson at MUSEC (phone 9850 8708 or email Natalie.watson@mq.edu.au)

**What if I need to change my supervision arrangements?**

If your circumstances change and you no longer need to complete a Problem Solving Exercise externally, or if you are able to travel to MUSEC for a feedback session or if there are any other changes to your supervision arrangements, **you must notify the convenors of each unit you are completing AND the External Student Supervisor Co-ordinator.**

If you complete a Problem Solving Exercise or a Feedback Session with a person who is not an approved supervisor, you may be awarded a Fail grade.

**How do I get feedback if I attended the on-campus session?**

Two feedback sessions are held after Problem Solving Exercises. Students who attend campus to complete the Problem Solving Exercises are normally expected to attend these sessions for feedback. The answers to Problem Solving Exercises will be presented. Lecturers will overview the general principles, marking key, sample answers and discuss common problems or misconceptions. Students will be able to view their marked Problem Solving Exercises during the
feedback sessions, but notes may not be made. Problem Solving Exercises will be returned for
this session but they may not be retained.

If you have concerns about Problem Solving Exercises, please make an individual appointment
after the feedback session. Individual appointments will not be made to give individual feedback
unless students have attended a scheduled session or can provide evidence of unavoidable
disruption to study, such as a medical certificate.

How do I get feedback if I completed the Problem Solving Exercise
with an external supervisor?

Feedback seminars will be audio or video-recorded and sent to external students on DVD, along
with the marked Problem Solving Exercise. Materials for the feedback session will be posted to
your supervisor approximately 2 weeks after receipt of the exercise. Please note that your final
results will not be released until all feedback materials have been returned to the University.
Please note if you plan to attend a feedback session at MUSEC, you should inform the unit
convenor that you do not require the feedback materials.

It is critical for students and supervisors to understand that students may only have access to
materials in the presence of their supervisor. This means that the supervisor must post these
items back to MUSEC. If a student has any unsupervised access to either the Problem Solving
Exercises or feedback materials (including posting them to MUSEC), they will automatically be
failed on the Problem Solving Exercise, resulting in a failure on the unit. If a student decides to
withdraw from the unit, materials must still be returned directly to MUSEC.

How do I get feedback if I am an external student and choose to
travel to MUSEC for the Problem Solving Exercises?

If you are a distance student, and choose to travel to MUSEC for the Problem Solving Exercises,
but do not want to travel to the feedback seminars, you will need to have a supervisor for the
feedback session. This should be arranged by the end of the second week of semester. If there
are any changes to this arrangement, you should notify your unit convenor.

Is there anything else I should know about Problem Solving
Exercises?

Students sometimes think that they do not need to be thoroughly familiar with the material in the
unit as the exercises are open book. This is most definitely not the case. You need to be
sufficiently familiar with the material to know where to look for material that will enable you to
solve a given problem. Also, while you will have time in the Problem Solving Exercises to check
a detail or look at an example, you will NOT have time to read chapters or review topics that
have not been adequately covered in the first instance.

What if I am unable to complete a Problem Solving Exercise?

If you are unable to attend a Problem Solving Exercise, an application for extension or an
alternate date should be made in writing before the due date to the unit convenor. Medical or
other evidence should be attached to the request. Requests that are made after the date of
the Problem Solving Exercise will only be considered if the student can provide
documented evidence that is not possible to contact the unit convenor before the
due date.
You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, that is the final day of the official examination period.

**Results of Problem Solving Exercises**

Marked Problem Solving Exercises will be available for reviewing at the following Feedback Seminars.

Grades for the Problem Solving Exercises will be posted on the web site. **Please note that it is Centre policy that results will not be given over the phone or by email.** Please visit the web site for information.

This Assessment Task relates to the following Learning Outcomes:

- Understand the format of a journal article and reference list in APA style.
- Describe and apply basic principles of research design in solving classroom-based research problems that might arise in educating students with special needs in segregated and inclusive settings.
- Describe and apply the principles underlying the use of small-n research designs in special education.
- Critically review research literature, including the use of descriptive and inferential statistics.
- Describe key research issues in special education and reflect on how these events impact classroom practice and education policies.

**Problem Solving Exercise 2**

Due: **12/6/13**
Weighting: **40%**

See Problem Solving Exercise 1 for full details.

This Assessment Task relates to the following Learning Outcomes:

- Understand the format of a journal article and reference list in APA style.
- Describe and apply basic principles of research design in solving classroom-based research problems that might arise in educating students with special needs in segregated and inclusive settings.
- Describe and apply the principles underlying the use of small-n research designs in special education.
- Critically review research literature, including the use of descriptive and inferential statistics.
• Describe key research issues in special education and reflect on how these events impact classroom practice and education policies.

**Delivery and Resources**

**General Organisation of the Unit**

The unit is organised in a flexible delivery format. A combination of seminars (for on-campus students), readings and internet delivery may be employed. In addition, support is available via telephone, Skype, the unit web site (including discussion forums and dialogue for private communication) and on-site consultation.

It is very important to note that some components of the unit will be conducted on the web site. This means that internet access is essential to the completion of the unit.

Delivery is designed such that students may seek as much or as little assistance as required in completing the unit. In flexible delivery units, it is critical that students are organised and disciplined. It is suggested that you allocate a total of 8-12 hours per week to study for this unit. If you get significantly behind in your module coverage, it may be impossible to catch-up. Please start your study as soon as possible.

**Unit Delivery: Teaching and Learning Strategy**

The unit is organised in a flexible delivery format. A combination of seminars, readings, electronic discussion forums and Internet delivery may be employed. In addition, support is available via telephone, the unit web site (including forums and private dialogue) and on-site consultation.

Readings are designed to prepare students for the seminars as well as broaden their understanding of topics.

All seminars (apart from feedback seminars) are audio and/or videorecorded and made available on Echo360 (previously iLecture). Students who attend on campus should be aware that they may be recorded during the seminar.

Students participate in Discussion Forums on the subject web site, complete the Review Quizzes for each module on the web site, complete the assigned readings and activities in the Study Guides and seminars, and complete any additional exercises for each module.

Students who attend on campus seminars will participate in individual and small group activities and discussion.

Although there is no practicum component associated with this subject, students can complete some practicum if they wish, and this will be credited to their total number of days. Please refer to the Practicum Handbook which is available on the unit web site.

Off-campus students may participate in selected on-campus sessions through Skype. Further information will be provided through the iLearn site.
Response to Student Feedback

Student feedback to our units is generally very positive, and we retain practices that students appreciate. We have made some changes to units as a result of feedback:

Discussion forum posts are a required component

Two feedback sessions are offered after the Problem Solving exercises

Assessment quizzes have been removed

Optional seminars

These are typically used for problem solving or delivery of new content. See the “Modules” table for further details. Any student may choose to attend an optional seminar.

Feedback Seminars

At these seminars students may view their marked Problem Solving Exercises and the lecturer will discuss each question and respond to questions. Students who attend these sessions may make an appointment for further individual feedback if they wish. Feedback seminars will be offered more than once for each Problem Solving Exercise. Students should be aware that if they choose not to attend these seminars, individual appointments will not be made unless there is a serious reason for non-attendance (such as a documented illness). The seminars will be recorded for distance students outside the Sydney area (see Assessment) to view under supervision.

Compulsory Seminars – Problem Solving Exercises

External students living in the Sydney metropolitan area and all internal students must attend in-class assessment seminars. There is no compulsory on-campus attendance for students completing the unit externally outside the Sydney metropolitan area. The Sydney metropolitan area is normally considered to be the area bounded by Engadine in the south, Campbelltown in the southwest, Penrith in the west, North Richmond in the northwest and Brooklyn in the north. Final decisions about boundaries are at the discretion of the External Student Supervision Coordinator (Dr Alison Madelaine)

Drop-in Sessions

One-hour drop-in sessions may be offered during the semester. These sessions provide students with additional opportunities to ask questions or discuss issues of concern. Please note, these sessions will ONLY function to address student questions – there is no point attending unless you have a question to ask or issues to discuss. If there are no students attending in the first 15 minutes of a drop-in session, it will be cancelled.

Review Quizzes

Generally, there will be a Review Quiz for modules in the unit, available on the unit website. These quizzes enable you to monitor your own learning. The review quizzes will remain open throughout the semester.

What are Review Quizzes?
Review quizzes are online assessments in multiple-choice format. There is one quiz for each module in the unit. We strongly suggest you complete the Review Quiz for each module as a means of monitoring your own learning.

**How do I do Review quizzes?**

The quizzes may be taken by logging on to the unit website and scrolling down to the link to the quiz within each module section.

**I'm concerned about doing an online quiz. What should I do?**

A “practice quiz” has been set up to give you some practice and allow you to get used to the quiz module. You may attempt the practice quiz as many times as you like. It is strongly recommended that every student attempt the practice quiz each semester. The practice is in the first section of the website under the headings “THINGS YOU SHOULD DO” and “Attempt the Practice Quiz”. Click on the link to open the quiz.

**How do I know my attempt at a review quiz has been successful?**

You will receive confirmation that your quiz has been submitted. Your mark will be available in “Grades”. Once you have completed the quiz, you should be able to view your answers and the feedback. If you are concerned about your mark, contact the unit convenor to discuss your results.

**How many times may I attempt a quiz?**

You may attempt review quizzes as often as you like. Review quizzes are not part of the assessment, they allow you to monitor and review your own learning.

**I can’t access the quiz or it won’t work correctly?**

Such problems are ALMOST ALWAYS RELATED TO USING AN INCORRECT BROWSER. Firefox is the recommended browser for iLearn. Contact IT Help if you have problems.

**Downloadable Documents**

All study guides and resource materials must be downloaded from the website. Readings must be downloaded from the eReserve website in the library, or from other sites as indicated in the Study Guide.

**Echo360 and iLecture**

**What is Echo360?**

Modules in this unit will involve a seminar recording via Echo360.

Seminars recorded this year will be available through Echo360.

Presentations will typically consist of video or audio. They are accessed from the unit website. The presentation may include elucidation of the reading, additional information and practical exercises. Seminars should be viewed after you have completed the relevant reading for a topic.

Information about using Echo360 is available at

http://mq.edu.au/iLearn/student_info/lecture_recordings.htm
What do I need to do before I access Echo360?

In order to use Echo360 you will need QuickTime or other video player software (iTunes, VLC or Windows Media Player) and Flash for streaming playback or for downloading. You can download QuickTime through the iLearn site and you will be prompted to install Flash when you first access Echo360, if it is not already installed on your computer.

What if I can’t get the Echo360 working?

Don’t panic. Contact the Student IT Help Desk

Phone: (02) 9850 HELP (4357) (option 1) or freecall 1800 674357
Email: help@mq.edu.au  Face to Face: Building C5C Room 244, Macquarie University

Website: http://informatics.mq.edu.au/help/

IT Onehelp ticket lodgement: https://help.mq.edu.au/cgi-bin/WebObjects/OneHelp.woa

Discussion Forums

Important information about the unit will be posted in Discussions in the “General” section. You should check it regularly – TWICE a week should be considered a minimum.

There will also be a Discussion Forum for each module where students can post questions or comments and discuss the issues raised during the unit. These modules will remain open for the duration of the unit. Students are required to contribute 10 posts to these Forums as part of the assessment requirements for this unit (See Assessment Tasks).

Although unit convenors typically check the Discussion Forums daily (on weekdays), they will not respond to all posts, as discussion between students may be more appropriate.

Dialogue

Preferably, unit related messages should be directed to unit staff using Dialogue on the web site. Questions that you have that are relevant to others in the unit should be posted in Discussion Forums. If you send such questions using Dialogue, they may be posted anonymously and answered in Discussions.

DVD

Feedback on Problem Solving Exercises for students outside the Sydney area and for international students will be presented on DVD. You should check that you have access to a suitable DVD player or computer.

Enquiries regarding all despatch and student postgraduate materials should be directed to: Natalie.Watson@mq.edu.au

SKYPE

Off-campus students may be able to participate in selected on-campus sessions through Skype audio-conferencing.
This is a MUSEC initiative, and is not supported via the Library or IT Help-desk. You will need a computer no older than five years with Skype installed, a broadband connection (at least 15kpbs download speed). You will also need a set of headphones with an attached microphone. More information is available through the website.

**Unit Schedule**

**Classes**

All seminars are in Room 130 at MUSEC Building X5A. There are two compulsory assessment seminars that MUST be attended by internal students and external students living in the Sydney metropolitan area. All remaining seminars are optional.

**NOTE:** Only afternoon seminars are available, except for the compulsory assessment seminars, which will be available in both the morning and afternoon.

Seminars will vary in length depending on the content to be covered, **but will generally be a maximum of 3 hours.**

These dates are the WEDNESDAY of each semester week.

All sessions are held on Wednesday.

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<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Seminar Format</th>
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<tbody>
<tr>
<td>27/2</td>
<td>5.00pm</td>
<td>Optional Seminar: Unit Organisation and Access</td>
</tr>
<tr>
<td>6/3</td>
<td>5.00pm</td>
<td>Optional Seminar: Accessing High Quality Information</td>
</tr>
<tr>
<td>13/3</td>
<td>5.00pm</td>
<td>Optional Seminar: Problem Solving - Module 1</td>
</tr>
<tr>
<td>20/3</td>
<td>5.00pm</td>
<td>Optional Seminar: Module 2 Content TBA</td>
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<tr>
<td>27/3</td>
<td>5.00pm</td>
<td>Optional Drop-in Session</td>
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<tr>
<td>3/4</td>
<td>5.00pm</td>
<td>Optional Seminar: Problem Solving - Module 2 plus general revision</td>
</tr>
</tbody>
</table>
| 10/4      | 9.30am-1pm or 5pm-8.30pm | Problem Solving Exercise I  
COMPULSORY SEMINAR (for internal students and external students living in the Sydney metropolitan area) |
| 14/4 to 26/4 |                      | UNIVERSITY BREAK  
TWO WEEKS                                                                 |

[http://unitguides.mq.edu.au/2013/unit_offerings/SPED801/S1%20External/print](http://unitguides.mq.edu.au/2013/unit_offerings/SPED801/S1%20External/print)
The following table gives an overview of topics covered in the unit and the suggested completion date.

<table>
<thead>
<tr>
<th>Module</th>
<th>Recommended Completion Date</th>
<th>Content</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15/3</td>
<td>Introduction to Research in Special Education&lt;br&gt;Accessing High Quality Information&lt;br&gt;APA Style Guide&lt;br&gt;The format of a Journal Article&lt;br&gt;Research Feature 1: Troublesome Classroom Behaviour</td>
<td>On-campus or Internet Presentation</td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td>---</td>
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</tbody>
</table>
| 2 | 5/4 | Principles of Research 1  
Principles of Research 2  
Reviewing a Journal Article  
Meta-analysis  
Research Feature 2: Evaluating Reading Recovery | On-campus or Internet Presentation |
| 3 | 3/5 | Basic Statistics for Special Education 1  
Basic Statistics for Special Education 2  
Basic Statistics for Special Education 3: Correlation and Causation  
Test Reliability and Validity  
Research Feature 3: The Wheldall Assessment of Reading Passages | Internet Presentation |
| 4 | 17/5 | Basic Statistics for Special Education 4  
Basic Statistics for Special Education 5  
Research Feature 4: Making Up Lost Time In LIteracy (MultiLit): An Evaluation | Internet Presentation |
| 5 | 7/6 | Small n Design 1  
Small n design 2  
Research feature 5: Antecedent Control of Classroom Behaviour | On-campus or Internet Presentation |

**Learning and Teaching Activities**

**Readings**

Completion of background readings in preparation for tutorials

**Presentations**

Presentation of content within tutorials

**Tutorials**

Activities and discussions within tutorials both on-campus and online
Assessments
Assessments activities within the unit

Policies and Procedures
Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:


In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.


Student Support
Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)

**UniWISE provides:**

- Online learning resources and academic skills workshops: [http://www.students.mq.edu.au/support/learning_skills/](http://www.students.mq.edu.au/support/learning_skills/)
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Portal
The Student Portal (myMQ), provides the gateway to information for current students. It has been designed to bring all student resources to one location. The Portal contains links to:

- Student Email and Calendar
- Online Units
Student Enquiry Service

Details of these services can be accessed at http://www.student.mq.edu.au/sex/.

Equity Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

The Disability Support Unit provides support and assistance to students with a disability/health condition in aiming to ensure that they do not experience disadvantage in reaching their academic potential. Service provision is determined on a case-by-case basis following an assessment of a student's needs and the provision of supporting documentation. Service provision is also dependent on the availability of resources.

To register with DSU, download a Campus Well-being Registration form from www.registrar.mq.edu.au/academic-index.htm. This form must be completed annually, irrespective of whether a disability/health condition is temporary, long-term or permanent.
Students wishing to request support services from the DSU should make an appointment to see a Disability Advisor **IMMEDIATELY AFTER ENROLLING** at Macquarie University. If you are not registered with the Disability Support Unit at the time of an assessment task, you may not be provided with any accommodations.

- Phone: 02 9850 6494
- Fax: 02 9850 6063
- TTY: 02 9850 6493
- email: disability@mq.edu.au
- in person: Level 2, Lincoln Building (C8A), Macquarie University

It is strongly recommended that you contact convenors **IMMEDIATELY AFTER ENROLLING** (or as soon as possible for temporary disabilities) to discuss adaptations that may assist you in the successful negotiation of units within the Macquarie University Special Education Centre.

Typically, we require a minimum of **three weeks notice** to be able to ensure that accommodations for problem solving exercises or in-class assessments can be put into place.

**MUSEC Academic Disability Liaison Officer**

Dr Jennifer Stephenson

Macquarie University Special Education Centre

Building X5A, Room 113
Ph: 9850 8694
Email: Jennifer.stephenson@mq.edu.au

**IT Help**

If you wish to receive IT help, we would be glad to assist you at [http://informatics.mq.edu.au/help/](http://informatics.mq.edu.au/help/).

When using the university’s IT, you must adhere to the **Acceptable Use Policy**. The policy applies to all who connect to the MQ network including students and it outlines what can be done.

If you require assistance or information about student email accounts, technical problems associated with using the Internet or instructions for using Library Services via the Internet, contact IT Help:

**IT Help**

**Phone:** (02) 9850 HELP (4357) (option 1) or Freecall: 1800 063 191
**Email:** help@mq.edu.au  **Face to Face:** Building C5C Room 244, Macquarie University
Graduate Capabilities

PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

**Learning outcomes**

- Understand the format of a journal article and reference list in APA style.
- Describe and apply basic principles of research design in solving classroom-based research problems that might arise in educating students with special needs in segregated and inclusive settings.
- Describe and apply the principles underlying the use of small-n research designs in special education.
- Critically review research literature, including the use of descriptive and inferential statistics.
- Describe key research issues in special education and reflect on how these events impact classroom practice and education policies.

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

**Learning outcomes**

- Describe and apply basic principles of research design in solving classroom-based research problems that might arise in educating students with special needs in segregated and inclusive settings.
- Describe and apply the principles underlying the use of small-n research designs in special education.
- Critically review research literature, including the use of descriptive and inferential statistics.
• Describe key research issues in special education and reflect on how these events impact classroom practice and education policies.

PG - Effective Communication
Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:

Learning outcomes

• Understand the format of a journal article and reference list in APA style.
• Describe and apply basic principles of research design in solving classroom-based research problems that might arise in educating students with special needs in segregated and inclusive settings.
• Critically review research literature, including the use of descriptive and inferential statistics.
• Describe key research issues in special education and reflect on how these events impact classroom practice and education policies.

PG - Research and Problem Solving Capability
Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

• Describe and apply basic principles of research design in solving classroom-based research problems that might arise in educating students with special needs in segregated and inclusive settings.
• Describe and apply the principles underlying the use of small-n research designs in special education.
• Critically review research literature, including the use of descriptive and inferential statistics.
• Describe key research issues in special education and reflect on how these events impact classroom practice and education policies.
PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.

This graduate capability is supported by:

Learning outcomes

- Describe and apply basic principles of research design in solving classroom-based research problems that might arise in educating students with special needs in segregated and inclusive settings.
- Critically review research literature, including the use of descriptive and inferential statistics.
- Describe key research issues in special education and reflect on how these events impact classroom practice and education policies.

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

Learning outcomes

- Describe and apply basic principles of research design in solving classroom-based research problems that might arise in educating students with special needs in segregated and inclusive settings.
- Critically review research literature, including the use of descriptive and inferential statistics.
- Describe key research issues in special education and reflect on how these events impact classroom practice and education policies.

Assessment - General Information

Rationale for Modes of Assessment

1. Online participation – participation in on-line discussion assists students to develop an understanding of each Topic, provides an opportunity for self and peer assessment and provides a means of regular feedback on academic progress.
2. Problem Solving Exercises are designed to assess understanding, problem solving and application of concepts, principles and strategies covered in the unit. The Problem Solving Exercises may address skills such as identifying a small n design or identifying threats to the validity of a study.

3. Assignments are designed to enable you to reflect more deeply on a particular problem or scenario and to write a considered response. In SPED801, students will be required to write a critical summary of a study published in a journal.

**Assessment Weighting**

There are several components of the assessment in this unit. All components must be completed. If you fail to complete all assessment components, a passing grade will not be awarded. You must pass the practicum and you must get an overall pass in the graded components. The overall pass for the unit will be determined by the weighted total of the passing scores for individual components.

**Marking Criteria and Performance Descriptors for Problem Solving Exercises and Assignment**

**Marking Criteria**

In general, markers will be looking for the following qualities in your responses to the questions and scenarios in problem solving exercises:

- Concise address of the central points in the scenarios provided
- Appropriate and high quality critical analysis and justification where needed
- Integration of information from relevant content in the unit
- Quality of critical analysis
- Application of the statistical concepts taught to the scenarios provided (note that SPED801 is not a calculation-based statistics unit. You will NOT be required to calculate complex statistics. The emphasis os on understanding what the statistics mean in the context of empirical studies in special education.)

In general, markers will be looking for the following qualities in the assignment:

- Clear and concise summary of the main descriptive elements of an empirical study.
- Quality of critical analysis (particularly in the sections on methodological strengths and weaknesses)
- Evidence of application of the SPED801 course content
- Correct use of APA style

You are encouraged to evaluate your work against these criteria.

**Performance Descriptors**


## High Distinction

There is *pervasive* address of critical points in all responses and a demonstration of deep understanding of all key principles. There are appropriate and concise justifications, descriptions or analyses integrating relevant information. There is no evidence of consequential gaps in understanding of basic principles and a clear ability to generalise concepts and principles to the most difficult examples.

## Distinction

There is *extensive* address of the critical points in all responses and a demonstration of deep understanding of all key principles. There are appropriate and concise justifications or analyses integrating relevant information. There is no evidence of consequential gaps in understanding of basic principles although students may have difficulty in applying some concepts and principles to the most difficult examples.

## Credit

There is *strong* address of the critical points in the vast majority of responses and a deep understanding of the majority of key principles. There are appropriate and concise justifications, descriptions or analyses integrating relevant information. There may be a small number of consequential gaps in understanding of basic principles. Students may have difficulty in applying some concepts and principles to a limited number of examples.

## Pass

There is *solid* address of the critical points in the majority of responses and a demonstration of deep understanding of most key principles. There are appropriate and concise justifications, descriptions and analysis integrating relevant information. Students may have difficulty in applying some concepts and principles to some examples.

## Fail

There is *poor* address of the critical points in the majority of responses. There is little evidence of deep understanding of principles. Justifications, descriptions and analyses would often be incomplete and/or unclear. Students demonstrate a poor understanding of the majority of concepts and principles and are only able to apply these to a minority of examples.

## Resubmission

Students are required to gain an overall pass on the unit but do not have to pass all assessment components. If you perform poorly on one component, you may compensate for this with an improved performance in the other component(s). Resubmission of assessments is not permitted.

### Appeals against grades for individual assessment components

If any student has concern about the marking of an assessment, they must:

1. Consult the member of staff who marked the work.
2. If there is no satisfactory resolution, an appeal should be made in writing to the unit convenor within **one week** of the marked assessment being returned or of results being made available. The student should explicitly state the basis of the appeal.

The unit convenor will review the marking and may, at their discretion, ask for re-marking by a second marker. If re-marking by a second marker is judged appropriate, the final mark will normally be the average of the two marks awarded for the assessment task. Students should note that the revised mark for the task may be higher, the same or lower than the original mark. Please note that it is MUSEC policy to double mark all failing assessments.

The decision of the unit convenor is final.

**Appeals against final unit grades**


You should also read the policy at [http://www.mq.edu.au/policy/docs/gradeappeal/policy.html](http://www.mq.edu.au/policy/docs/gradeappeal/policy.html)

The first step of the appeal process must be made within 20 days of the release of the unit results. As for requests for special consideration, appeals against finals grades must be made through [http://ask.mq.edu.au](http://ask.mq.edu.au).

The University defines plagiarism in its rules: “Plagiarism involves using the work of another person and presenting it as one’s own.” Plagiarism is a serious breach of the University’s rules and carries significant penalties.

**Academic Honesty**

You must read the University’s practices and procedures on Academic Honesty. These on the web at: [http://www.mq.edu.au/policy/docs/academic_honesty/policy.html](http://www.mq.edu.au/policy/docs/academic_honesty/policy.html)

The policies and procedures explain what academic honesty and plagiarism are, how to avoid plagiarism, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee. Details of possible penalties are at [http://www.mq.edu.au/policy/docs/academic_honesty/schedule_penalties.html](http://www.mq.edu.au/policy/docs/academic_honesty/schedule_penalties.html)

**Other important points:**

- Close paraphrasing of another persons’ writing is considered to be plagiarism. You must express ideas using your own words.
- Claim of ignorance of the University policy on plagiarism is NOT a defence within MUSEC. If you do not understand the preceding information, please seek advice from a member of the academic staff.

**University Assessment Policies**

Standardised Transcript Marks

Your overall unit result will be assigned a standardised numerical grade (SNG) on your University transcript. High Distinction grades are assigned a mark between 85 and 100, Distinction grades between 75 and 84, Credit grades between 65 and 74, Pass grades between 50 and 64, and Fail grades below 50. For further information, see the Grading Policy.

SNGs CORRESPOND WITH LETTER GRADES AWARDED THROUGHOUT THE UNIT (I.E., HD, D, CR, P, F) BUT DO NOT DIRECTLY CORRESPOND TO PERCENTAGE MARKS FOR INDIVIDUAL ASSESSMENTS.

Grade Descriptors

The following generic grade descriptors are applied across the university.

**High Distinction** Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.

**Distinction** Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.

**Credit** Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.

**Pass** Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.

**Fail** Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.
**Fail Grades**

Entry into units in the postgraduate coursework program requires a clear pass (i.e., a final unit grade of at least “C” or “P”) in all previously completed SPED units. That is, you will not be granted automatic entry into units if you have failures in previously attempted SPED prefixed units. If you have failing grades on our record (1) you may be allowed to continue at the discretion of the Director of MUSEC (or nominee) with a waiver, or, (2) You may be required to reattempt the relevant units until a clear pass is obtained.

Students with fail grades MUST seek academic advice before attempting to re-enrol.

**Satisfactory Progress**

Students are expected to maintain satisfactory progress in a course/program of study. Normally, students will be asked to show cause why their candidature should not be terminated if they fail any unit twice. Further, students may be asked to show cause if they receive more than two conceded passes and/or failures in a course/program of study.

Further information and forms are available at

http://www.reg.mq.edu.au/academic-index.html

**Pathways Upgrade**

Students who successfully complete the requirements for a Postgraduate Certificate may have these units credited towards an upgrade to a Postgraduate Diploma or Master of Special Education. Students who successfully complete a Postgraduate Diploma may have these units credited towards an upgrade to the Master of Special Education.

Students will not normally be considered for a pathway upgrade if they have more than one conceded pass and/or failure in a course/program of study.

**Special Consideration**

If your studies are seriously and unavoidably disrupted for more than three days, you may apply for special consideration. The university policy on Special Consideration is at http://www.mq.edu.au/policy/docs/special_consideration/policy.html and the Procedures to be followed are at http://www.mq.edu.au/policy/docs/special_consideration/procedure.html

You must submit your request within five (5) working days of the event and you are expected to provide documentary evidence.

A link to information and forms is at https://ask.mq.edu.au/kb.php?record=ce7c4e38-4f82-c4d7-95b1-4e2ee8fd075f&9

Special Consideration applications must be submitted through this website.

**Supervisor Nomination**

Supervisor nomination forms may be downloaded from the home page of the unit.
Teaching Staff

This unit will be convened and taught by Dr Alison Madelaine.

<table>
<thead>
<tr>
<th>Staff</th>
<th>Room</th>
<th>Contact Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Alison Madelaine</td>
<td>X5A108</td>
<td><strong>Telephone:</strong> 9850-9699</td>
</tr>
<tr>
<td>Part-time: Monday,</td>
<td></td>
<td><strong>Email:</strong> <a href="mailto:alison.madelaine@mq.edu.au">alison.madelaine@mq.edu.au</a></td>
</tr>
<tr>
<td>Wednesday, Thursday</td>
<td></td>
<td><strong>Audio or video conferencing:</strong> Skype: dralisonmadelaine</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Instant messaging:</strong> Skype: dralisonmadelaine</td>
</tr>
</tbody>
</table>

If the telephone is unattended or engaged, you will automatically be switched to voicemail. Your message will be automatically time-stamped and the call returned as soon as possible.

Consultation hours

Consultation hours are Wednesday 2:30-4:30pm during teaching weeks. Students may attend during these times without appointment. Occasionally, due to unforeseen circumstances, the unit staff may not be available for consultation at the nominated time. Notification will be provided of any such changes in the Forum section of the web site.

Internet audio and video conferencing is also using Skype.

Appointments

Appointments outside consultation hours can be arranged by contacting staff members directly. Contact details are provided above.

Note that I am employed on a part-time basis in 2013. I am on-campus on Mondays, Wednesdays and Thursdays.

Texts and Readings

Texts


* Note that if you have the 9th edition, this would also be suitable.

The texts may be obtained from the Co-op Bookshop (phone: (02) 8986 4016; fax: (02) 8986 4099).
Unit Rationale

This unit is mandatory for the Postgraduate Diploma in Special Education and the Masters in Special Education. As it is a postgraduate unit, it builds on the knowledge of research that students have gained in previous qualifications and through professional reading. A foundation knowledge of research in the social sciences is assumed, and there is a strong focus on research within special education. Students are expected to refine their understanding of research methodologies, which will enable them to discuss and critique the special education literature. They will build a deep appreciation of the key role of high quality empirical research in informing sound practice in special education.

Unit Web Page

Access

An iLearn web site has been established to support the unit. The site will offer the option of discussion forums on specific topics and dialogue (private communication) within the unit. Required study materials, review quizzes and assessment quizzes are available on the web site.

You should check the web site at least twice a week. You will NOT receive any material in the mail. ALL communication is through the web site.

The web site for the unit may be accessed at:

https://ilearn.mq.edu.au/

Information about using iLearn is available at

http://www.mq.edu.au/iLearn/student_info/

This page includes information and links (on the left hand side of the page) about topics such as:

- Navigating iLearn
- Using discussion forums
- Getting started with iLearn
- Student guides

How do I get a password?

Your username for iLearn is your student ID number (as found on your Campus Card). Your password will be the same password that you use to access myMQ Student Portal. If you have
Where do I Start

To get you started in this unit, tick off the following steps as they are completed:

<table>
<thead>
<tr>
<th>Step</th>
<th>Tick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carefully read this unit guide.</td>
<td></td>
</tr>
<tr>
<td>Carefully read this unit guide for a second time.</td>
<td></td>
</tr>
<tr>
<td>Purchase the unit texts</td>
<td></td>
</tr>
<tr>
<td>Go to the unit web site in iLearn (from Friday 22 February) and check Dialogue, Discussion Forums and Announcements for messages.</td>
<td></td>
</tr>
<tr>
<td>If you have problems accessing the web site, contact IT help urgently.</td>
<td></td>
</tr>
<tr>
<td>Go to the “Start Here!” section of the web site, read and follow the instructions.</td>
<td></td>
</tr>
<tr>
<td>While you are on the web site, check the arrangements for Practicum associated with your course and this unit in the Practicum Handbook (see the link on the web site). Take or plan the appropriate action now.</td>
<td></td>
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</tbody>
</table>
Go to the Module 1 section of the web site starting in week 1 and follow the instructions.