SPED810

Current Issues in Special Education

S2 External 2017

Department of Educational Studies

Contents

General Information

Unit convenor and teaching staff
unit Convenor
Toni Hopper
toni.hopper@mq.edu.au
Contact via Dialogue on Home Page
X5A Room 208
Thursday by appointment

Credit points
4

Prerequisites
SPED802

Corequisites

Co-badged status

Unit description
This unit examines current issues in special education research and practice. Students will gain an understanding of current research in special education, particularly research carried out at Macquarie University and other Australian organisations. Students will be encouraged to critically consider the application of research to classroom practice, program design and policy in contemporary special education.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

Describe the research projects presented during the unit.

Critique the quality of research in special education.

Critique the evidence base for practices in special education.

Apply recent research findings to classroom practice.

Discuss the policy implications of research in special education.

Develop an annotated bibliography of research in a topical area.

Communicate research results to the wider community.

General Assessment Information

General Assessment Information

Rational for Modes of Assessment

Practicum- There is a five-day practicum placement linked to this unit. Competency based practicum assessment ensures students can apply in the classroom, the principles and strategies taught in the unit.

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.

Assignments are designed to enable you to reflect more deeply on a particular problem or scenario and to write a considered response.

Assessment quizzes are designed to asses understanding of specific topics.

Grading Procedures

Results for assessments will be reported as Grades (i.e., HD, D, Cr, P, F) consistent with University grade descriptors. Where the grades are used to report results for assessment components with significant weighting, convenors may also optionally add the suffixes of + (plus) or - (minus) to the generic descriptor in order to provide additional detail. For example:

Pass +

Pass

Pass -

In this case, a 'Pass +' would indicate performance in the upper end of the pass range, a grade of 'Pass' would indicate a mid range pass and a 'Pass -' would indicate performance at the lower end of the pass range. This principle is applied to all grade descriptors (i.e., HD, D, CR, P, F)

Raw scores for all assessments will be moderated according to the University guidelines so that work judged to be of a given standard is awarded a moderated score within the following distribution: High Distinction 85 - 100; Distinction 75 - 84; Credit 65 - 74; Pass 50 - 64; Fail 0 - 49.

For example, if it is judged that the HD standard for a particular assessment is met by work scoring 90 - 100, raw scores will be adjusted so that students received moderated scores between 85 and 100. This moderation takes into account both the stated performance standards for the assessment component and the degree of difficulty of the specific task.

Assessment weighting

All assessment tasks must be attempted for students to be eligible for an overall passing grade in the unit. Students who do not attempt all assignment tasks will receive a maximum unit mark of 40 and an overall grade of Fail (F) for the unit.

Consistent with the University assessment policy, moderated scores will be used in the calculation of final grades. The final unit score will be the weighted average of the moderated

scores for the unit.

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 a better performance in the other component. **Resubmission is not permitted**

Appeals against grades for individual assessment components

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

- Consult the member of staff who marked the work.

- 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 a 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 policy to double mark all failing assessments. The decision of the unit convenor is final.

  Appeals against final unit grades

  See the Policies and Procedures section for details on appeals against Unit Grades.

  Academic honesty and plagiarism

  You must read the Academic Honesty Policy in the the Policies and Procedures section of this guide. These are on the web at: 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.

  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. If you do not understand the Academic Honesty Poilicy, please seek advice from a member of the academic staff.

Assessment Tasks

Name	Weighting	Hurdle	Due
Online Participation	15%	Yes	13.11.2017
Assignment	60%	No	30.10.2017
Quizzes	25%	No	Weeks- nominated in Unit Guide
Practicum	0%	Yes	10th November, 2017

Online Participation

Due: **13.11.2017**
Weighting: **15%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Online Participation

Due: 13.11.2017

Weighting: **15%**

Online participation involves making posts on the Topics Discussion Forums of the unit website. Once a post is made in a topic Discussion Forum, anybody in the unit can read or respond to it. Staff will post questions periodically or you may ask your own questions, give answers or offer comment. Only posts to Topic 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 practice required skill competencies.

When can I contribute?

Topic discussion forums will close progressively through the semester. All forums will close at

11.55pm.

The content of each forum will remain accessible, but no further posts can be made after the closing date.

Closing Dates for Discussion Forums

Topic	Closing Date
Topic 1	14th August
Topic 2	21st August
Topic 3	28th August
Topic 4	4th September
Topic 5	11th September
Topic 6	9th October
Topic 7	16th October
Topic 8	23rd October
Topic 9	6th November
Topic 10	13th November

How much do I have to contribute?

Each student is expected to make a minimum of ten (10) contributions to the topic discussions over the course of the semester.

You should post in **at least eight of the ten** topics

Instructions on how to compile and submit posts will be provided on the iLearn website. **If you fail to submit your compiled posts by the due date, you will be subject to 5% penalty of the total mark per day late up to a maximum of ten days.**

Do discussion posts count towards assessment?

Yes. Discussion contributions are weighted at 0.15 of your final grade. Only contributions to Topic Forums are counted, social posts and general questions and comments do not count towards your assessment. If you make fewer than ten posts to topic 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 5% penalty of the total mark per day late, up tp a maximum of 10 days.

How do I know my submission was successful?

There are two options for you to see your uploaded Assignments/Post compilations.

1. Return to the Assignment activity submission point where the uploaded file will be viewable.

2. If the Activities block is available for the unit, click on the Assignments link. All Assignment activities, including those that are 'already open' and 'closed', will be viewable here**.**

Students should print a copy of one of these screens after submission. No claims regarding missing post compilation submissions will be considered under any circumstances without a copy of this printout.

What happens if I do not submit my compilation by the due date?

Post compilations received after the due date will be accepted provided they are received no later than

five working days late. No compilations 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 compilation is outstanding beyond the due date up to a maximum of 10 days. These

penalties are imposed in fairness to students who submit compilations on time.

How do I get an extension?

Please see the "General Assessment Information" for details on how to apply for an extension.

On successful completion you will be able to:
- Describe the research projects presented during the unit.
- Critique the quality of research in special education.
- Critique the evidence base for practices in special education.
- Apply recent research findings to classroom practice.
- Discuss the policy implications of research in special education.
- Develop an annotated bibliography of research in a topical area.
- Communicate research results to the wider community.

Assignment

Due: **30.10.2017**
Weighting: **60%**

Assignment

Due: 30.10.2017

Weighting: **60%**

Assignment information will be available from the Unit website from Monday 31st July, 2017 and will be due Monday 30th Oct 2017 11.55pm, either Australian Eastern Standard Time or Australian Eastern Daylight Saving time (whichever is applicable). The Assignment should be submitted on the iLearn website as a Word or pdf file with the completed MUSEC coversheet (see the Assessment section on the web site).

HOW DO I CHOSE A TOPIC?

Choose a topic or a question to investigate from the two broad areas below.

If you are unsure that your topic fits within the guidelines, please contact the unit convenor to discuss your options.

1. Any controversial intervention or assessment strategy used in special education (apart from those specifically covered in the unit). This topic could include interventions and assessments marketed to parents and teachers through the internet or other media.

2. Any specific intervention or assessment strategy that has shown to be effective or promising for students with special education needs (apart from those specifically addressed in this unit). Topics here should be specific , and not more generic practices such as explicit instruction or functional assessment.

Sample topics or questions: Effective strategies to teach handwriting to students who are having difficulty. Effective strategies to improve the vocabulary of students with special education needs. What are the benefits of inclusion for students with high support needs? Is there a research base for the claims made for XXXX intervention strategy? (insert the name of the particular strategy of interest).

HOW DO I FIND JOURNAL ARTICLES?

Conduct a search of the literature on your topic or question (1990 - Present) using Google Scholar and/or one or more of the databases available through the library.

In some cases it may be appropriate to include literature older than 1990. Please consult your convenor for guidance.

Information about using the library databases to locate journal articles is available at

http://infoskills.mq.edu.au/index.html

WHAT ARTICLES DO I INCLUDE IN MY BIBLIOGRAPHY?

a. From your search results, select 10 (ten) journal articles relevant to your chosen topic. You should choose the most salient and relevant articles for your selected topic. Articles must be experimental studies or literature reviews (not descriptive studies).

b. Provide the full reference (in APA style) and a copy of the abstract for each article. These are

to be submitted as part of this assessment task.

Sites providing information about APA style (for providing references) are at http://www.library.mq.edu.au/on_campus/library/research/referencing

You may also consult the APA manual (6th edition). American Psychological Association. (2009).*Publication manual of the American Psychological Association* (6th ed.) Washington, DC: Author

c. For each article, state in two sentences or less why you have selected it and its relevance to your selected topic.

d. Select the five articles you believe are **most salient** to your topic.

HOW DO I PREPARE THE ANNOTATED BIBLIOGRAPHY?

Prepare an annotated bibliography (using the **five** most salient articles). Each annotation should be a maximum of 300 words in length and should describe and critically evaluate the article. Provide the exact word count at the end of each annotation. The purpose of the annotation is to summarise the article content and to provide an evaluation of the content in relation to your topic or question.

HOW DO I PREPARE THE BRIEFING SUMMARY?

Write a one page summary of the main research findings, using the format and headings of a MUSEC Briefing. The summary should be easily understood by an intelligent parent or classroom teacher. To make it easier to understand do not cite references in the summary. It should stand alone and should synthesise the findings of the annotated bibliography.

The template for the Briefing can be downloaded from the unit website in the Assessment section.

MUSEC Briefings as examples are available at

http://www.musec.mq.edu.au/community_outreach/musec_briefings

WHAT DO I SUBMIT FOR ASSESSMENT/ WHAT ARE THE COMPONENTS?

The full references (in correct APA format) and abstracts of ten journal articles relevant to your topic.

A two sentence justification for the selection of each of the ten articles.

An annotated bibliography of FIVE of your articles.

A briefing presenting your findings to teachers and parents.

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, and observe any stated word limits. Please use single spacing.

HOW DO I SUBMIT MY ASSESSMENT?

You will submit your assignment through the iLearn website. Detailed instructions will be provided on the website.

You should follow the detailed instructions carefully. Marks (up to 5% of the total mark) may be deducted, for example, for failing to name submitted files correctly or for failing to write your name on the assignment.

KEEP A COPY OF YOUR ASSIGNMENT

HOW DO I USE THE ASSIGNMENT COVER SHEET?

A cover sheet for your assessment task is available electronically from the unit web site in the Assessment section. **Note that the checklist on the assignment COVER SHEET must be completed and signed before an assignment is accepted.** You may complete by hand and submit a scanned copy with your assessment task. You may also complete it electronically and type your student number in lieu of a signature.

Can I submit a late assignment?

Assignments received after the due date will be accepted provided they are received no later than 10 calendar days late. Note that this is a period of grace, not a new deadline, and extension requests for events after the original due date will not be considered. No assignment will be accepted after 10 days, 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 is 5% of the total mark for each calendar day the assignment is outstanding beyond the due date. These penalties are imposed in fairness to students who submit assignments on time.

What if My Hard Disk Crashed, My Pet Hippopotamus Ate My Computer, etc?

Computer problems will not be accepted as reasons for extensions. You are responsible for making sure your work is adequately backed up. Make sure your work is regularly backed up on a USB drive or to a cloud-based backup and don't leave your submission to the last minute. Always keep your hippopotamus and computer in separate rooms.

What if I Accidentally Submit a Blank Assignment, the Wrong Document, etc?

We can only mark what you submit. Make sure you re-download your assignment from the location that it was submitted and verify the correct document has been submitted. No

consideration will be offered if you submit the incorrect document.

How do I know my assignment submission was successful?

Staff will NOT respond to requests to confirm that assignments have been correctly submitted. You will receive an emailed receipt on successful submission of your assignment in your student email account. Make sure that this has been received and retain this receipt. No claims will be considered regarding missing assignments without this receipt. You can also re-download your assignment to double-check it was submitted (see above). Always keep a copy of your assignment.

Assignment extensions and late penalties

Applications for extensions must be made via AskMQ at https://ask.mq.edu.au as a "Disruption to Studies" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. Extensions can only be granted if they meet the Disruption to Studies policy and are submitted via ask.mq.edu.au. This will ensure consistency in the consideration of such requests is maintained. If the request meets the Disruption to Studies requirements, the request will be approved by the Faculty Student Support team.

Students are then required to attach their email approval of the extension to their assignment when they submit it.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at: https://students.mq.edu.au/study/my-study-program/special-consideration/disruption-to-studies

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

What if I exceed the word limit or sentence limits? What if I submit more than the required number of articles?

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

sentence limit. Only the stated number of articles will be marked.

When is the deadline for submission?

The deadline is 11:59 pm on the due date. Note that this means you must submit BEFORE 11:59 pm. Note that it takes time to upload your assignment to Turnitin. This is normally quite quick but will depend on the speed of your internet connection at the time. The submission time is the time that assignment is recorded as received by Turnitin as we can not verify the time you started uploading. You need to allow time for the upload. Do not leave submission of your assignment to the last hours (or minutes).

What if my assignment is only 11 seconds late?

Late is late. Any submission after the deadline will be considered late. Do not leave submission of your assignment to the last hours (or minutes).

How will I get feedback on my assignment?

Individual feedback will provided through the iLearn site. Assignment marks will be available in GRADES.

Can I resubmit an unsatisfactory assignment?

Resubmission of unsatisfactory assignments is not permitted.

Marking Criteria and Performance Descriptors for Assignments

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

- Selection of articles relevant to your topic
- Appropriate justification for article selection
- Quality of critical analysis
- Evidence of a deep understanding of the research papers selected for annotation.
- A concise and informative summary which accurately reflects the content of the articles selected.

You are encouraged to evaluate your work against these criteria.

WHAT ELSE DO I NEED TO CONSIDER?

Use the template supplied for the briefing summary.

CAN I CHANGE THE BRIEFING SUMMARY TEMPLATE?

No. If you change the briefing summary template, it will result in a reduction in your mark.

Assignment Rubric

In general, markers will be looking for the following qualities in your responses to the questions in the assignment.

- Effective communication of key concepts and understanding

- Appropriate critical analysis and justification where required

- Quality of critical analysis of research in special education

- Evidence of a deep understanding of the range of factors underpinning assessment and intervention

- Development of a 'briefing' showing evidence of critical analysis of an intervention.

On successful completion you will be able to:

- Describe the research projects presented during the unit.

- Critique the quality of research in special education.

- Critique the evidence base for practices in special education.

- Apply recent research findings to classroom practice.

- Discuss the policy implications of research in special education.

- Develop an annotated bibliography of research in a topical area.

- Communicate research results to the wider community.

Quizzes

Due: **Weeks- nominated in Unit Guide**
Weighting: **25%**

Quizzes

Due: **Dates nominated in schedule**

Weighting: **25%**

ASSESSMENT QUIZZES

WHAT ARE ASSESSMENT QUIZZES?

Assessment quizzes are online assessments in multiple-choice format. There is one quiz for each topic in the unit. Each Assessment quiz will be open for **FOUR DAYS** -Friday to Monday. See the **Open dates in the Unit Schedule**. Assessment quizzes are located on the iLearn page, the section called Assessment.

HOW DO I DO ASSESSMENT QUIZZES?

The quizzes may be taken by logging on to the unit website and scrolling down to the ASSESSMENT section. Click on the link to the quiz that you need to complete.

I AM CONCERNED ABOUT DOING AN ONLINE QUIZ. WHAT SHOULD I DO?

A "dummy quiz" has been set up to give you some practice and allow you to get used to the quiz module. You may attempt the dummy quiz as many times as you like and will receive "dummy" feedback. It is strongly recommended that every student attempt the dummy quiz each semester.

The dummy quiz is in the "Start here! IMPORTANT INFORMATION" section. The dummy quiz is under the headings "THINGS YOU SHOULD DO" AND "Attempt the Dummy Quiz". Click on the link to open the quiz.

HOW DO I KNOW MY ATTEMPT AT A QUIZ HAS BEEN SUCCESSFUL?

You will receive confirmation that your quiz has been submitted. Your mark will not be available in "Grades" until after the quiz has been closed on Monday night. The unit convenor will send an announcement when the scores have been released, typically it will be the following day, sometimes longer.

HOW DO I GET FEEDBACK?

Since the quizzes contribute to your formal assessment specific feedback will not be given.

HOW MANY TIMES MAY I ATTEMPT A QUIZ?

Since quiz marks contribute to your final grade, you may attempt each assessment quiz **ONLY ONCE.** Be sure you are ready to complete the quiz before you open it. Once you open the quiz, you must complete it.

CAN I REVISE A QUIZ AFTER IT HAS CLOSED?

No, the quizzes are deliberately only open for a fixed window of time to encourage students to stay on track with topic coverage. Consequently, once closed they will not be reopened.

DO THE ASSESSMENT QUIZZES COUNT TOWARD ASSESSMENT?

Yes, assessment quizzes are weighted at 0.25 of your final grade.

WHAT IS EACH QUIZ WORTH?

There are 10 assessment quizzes and each quiz is weighted evenly.

WHAT IF 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.

WHAT IF I HAVE PROBLEMS WITH ACCESS TO THE WEBSITE?

It is YOUR responsibility to ensure that each quiz is completed within the window of time allowable. If your Internet connection is not very reliable, it is strongly suggested that you do not leave the quiz until the last minute. If you lose your connection during a quiz, you should attempt to reconnect as soon as possible and finish the quiz. DON'T LEAVE IT UNTIL THE LAST MINUTE. There will be no allowances for students who do not complete quizzes on time due to Internet access problems.

WHEN DO I DO ASSESSMENT QUIZZES?

They must be completed within the period that each topic is open. Quizzes close at 11.55pm on a Monday, either Australian Eastern Time or Australian Eastern Daylight Saving Time (whichever is applicable). The exact closing dates may be found in the Topic Assessment Quizzes section of this guide. Please note that Assessment quizzes are only available for limited time and this window will not be extended. Each Assessment quiz will be open for **FOUR** days-Friday to Monday. **Make sure you put these deadlines in your diary.**

IS THERE A TIME LIMIT ON EACH QUIZ?

There is a time limit of 15 minutes to complete each quiz. You must submit the quiz within the time limit or your submission will be rejected. It is important to note that as soon as you open a quiz, the time clock starts. DO NOT open a quiz before you are ready to attempt it.

WHAT IF THE WEBSITE BECOMES UNAVAILABLE?

At times the iLearn sites will not be available due to routine maintenance. These dates and times are advertised well in advance in the Announcements section of the log in page and you will also be notified through your student email. Updates and notices are available at http://students.mq.edu.au/home and at http://informatics.mq.edu.au/informatics_news

You should take these times into account as you plan your work. Extra open time for Quizzes will NOT be provided for advertised outages.

If iLearn becomes unavailable **unexpectedly** for any length of time due to other causes, the cut-off dates for Assessment Quizzes may be extended by the equivalent time.

On successful completion you will be able to:

- Describe the research projects presented during the unit.
- Critique the quality of research in special education.
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- Apply recent research findings to classroom practice.
- Discuss the policy implications of research in special education.
- Communicate research results to the wider community.

Practicum

Due: **10th November, 2017**
Weighting: **0%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Practicum

Due: 10th November, 2017

Weighting: 0%

The purpose of the supervised Practicum is to allow for systematic and first-hand observation of a student teacher's teaching competencies. Students are expected to teach and manage a class/ small group from day 3 onward. Supervising teachers will make one formal observation each day using the protocol provided in the Practicum Handbook to evaluate your competencies in lesson planning and presentation, monitoring learning, providing feedback, delivering reinforcement and managing the class or group. Students are responsible for forwarding all the required documentation to the Prac. Supervisor. Email at des.pe@mq.edu.au

What happens if my practicum is unsatisfactory?

Student who are found to be unnsatisfactory during their placement, may be offered the opportunity of additional time or an additional placement in order to reach a satisfactory standard.

What is unsupervised practicum?

During unsupervised practicum (5 days only) students may spend one day at five different sites. This is a good opportunity to see a wide range of programs and services for individuals with special needs. Students are required to complete an observation activity (refer to the Practicum Handbook for the observation form) for each day they complete. These activities should be submitted to Sharyn Gilkes by mail as soon as they are completed. Please note that these activities may be handwritten but should provide adequate detail for assessment and credit. Incomplete or unsigned reports are not acceptable.

Where can I find out more about practicum?

Students should refer to the **Practicum Handbook** for details of practicum. The booklet is available on the web page at the Practicum Handbook Link at the top of the iLearn webpage.

Email queries about practicum should be sent to Prac Supervisor email at: des.pe@mq.edu.au

We strongly recommend you think about your practicum arrangements early in the semester as you may need to organise leave from your workplace to accommodate the practicum requirements.

When do I complete practicum?

Completion of practicum is part of the assessment for this unit.

Practicum must be completed before the end of the semester (that is, befoe 10th November, 2017)

If you have not completed practicum by the 10th November, 2017, you must apply for an extension, with the reasons documented though the disruption to studies process at askMQ.

You should read the additional information on disruption to studies in the General Assessment.

What happens if I do not complete all the requirements for

practicum?

If you have not completed practicum and have not requested an extension, you will receive a FAIL (F) grade for the unit.

If you **have an extension**, or if you have completed practicum and your **practicum reports have not been received by the due date**, you will receive an INCOMPLETE (UL) grade. Your final grade will be released when all practicum requirements have been met.

On successful completion you will be able to:

- Describe the research projects presented during the unit.
- Critique the quality of research in special education.
- Critique the evidence base for practices in special education.
- Apply recent research findings to classroom practice.
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- Communicate research results to the wider community.

Delivery and Resources

Delivery and Resources

General Organisation of the Unit.

This unit is offered in External mode only, and is organised in a flexible delivery format. Note that there are no classes offered this semester, but students may consult with the unit convenor as necessary. 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 topic coverage, it may be impossible to catch up. Please start your study as soon as possible.

Unit delivery: Teaching and learning activities

- Study guides provide an overview of topics and guide learning.

- Readings are designed to prepare students for the seminars as well as broaden their

  understanding of topics.

- Online presentations provide information and highlight key concepts.

- Review quizzes enable you to monitor your own learning. The review quizzes will remain open throughout the semester.

- Forums provide students with the opportunity to ask question and discuss issues relevant to the unit. Contributions to the online discussion forum are compulsory and can be a beneficial way of exchanging ideas and discussing unit content with other students. 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. Forums should be checked every 48 hours for important announcements.

- Dialog allows students to communicate privately with the unit staff. Dialog should be checked every 48 hours for important information.

- Zoom Meetings allow students to meet online with unit staff to seek clarification or discuss relevant issues.

- Assessments allow students to refine and demonstate achievement of unit learning outcomes.

Technologies used and required

1. he unit uses an Ilearn web site. You may access the site from: https://ilearn.mq.edu.au

   Zoom Meetings will be used for consultation. You can sign up to use the service for free (https://www.zoom.us) and download clients for computers and mobile devices here:

   https://www.zoom.us/download#client_4meeting Details regarding how to join the each meeting will be posted on the iLearn site.

Unit Schedule

Note that as the unit is running in external mode only, there will beno classes this semester.

The following table gives an overview of topics covered in the unit and the open dates for the assessment quizzes. Open dates indicate when the topic quiz can be completed. Note that Quizzes are only open for **4 days.** Each quiz will close at 11.59pm.

Open Dates for Assessment Quizzes	Content	Format

1	11/8 to 14/8	Research-based practice in special education	Echo Associate Professor Jennifer Stephenson
2	18/8 to 21/8	The use of perceptual-motor programs in special education	Echo Associate Professor Jennifer Stephenson
3	25/8 to 28/8	Hyperlexia	Echo Dr Toni Hopper
4	1/9 to 4/9	Multisensory environments	Echo Associate Professor Jennifer Stephenson
5	8/9 to 11/9	IPads in the classroom	Echo Associate Professor Jennifer Stephenson
6	6/10 to 9/10	NSW literacy benchmarks	Echo Dr Meree Reynolds
7	13/10 to 16/10	Surveying Practices used in Special Education	Echo Professor Mark Carter
8	20/10 to 23/10	iPad Research	Echo Ying Sng
9	3/11 to 6/11	Literacy instruction for indigenous students	Echo Dr Robyn Beaman

10	10/11 to 13/11	Autism behavioural intervention	Echo (Audio) Michaela Rafferty and Jill Hellemans

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:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy_2016.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Complaint Management Procedure for Students and Members of the Public http://www.mq.edu.au/policy/docs/complaint_management/procedure.html

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

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

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and 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.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

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 the research projects presented during the unit.
- Critique the quality of research in special education.
- Critique the evidence base for practices in special education.
- Apply recent research findings to classroom practice.
- Discuss the policy implications of research in special education.
- Develop an annotated bibliography of research in a topical area.
- Communicate research results to the wider community.

Assessment tasks

- Online Participation
- Assignment
- Quizzes

- Practicum

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

- Describe the research projects presented during the unit.
- Critique the quality of research in special education.
- Critique the evidence base for practices in special education.
- Apply recent research findings to classroom practice.
- Discuss the policy implications of research in special education.
- Develop an annotated bibliography of research in a topical area.
- Communicate research results to the wider community.

Assessment tasks

- Online Participation
- Assignment
- Quizzes
- Practicum

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 the research projects presented during the unit.
- Critique the quality of research in special education.
- Critique the evidence base for practices in special education.
- Apply recent research findings to classroom practice.
- Discuss the policy implications of research in special education.
- Develop an annotated bibliography of research in a topical area.
- Communicate research results to the wider community.

Assessment tasks

- Online Participation
- Assignment
- Quizzes
- Practicum

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 the research projects presented during the unit.
- Critique the quality of research in special education.
- Critique the evidence base for practices in special education.
- Apply recent research findings to classroom practice.
- Discuss the policy implications of research in special education.
- Develop an annotated bibliography of research in a topical area.
- Communicate research results to the wider community.

Assessment tasks

- Online Participation
- Assignment
- Quizzes
- Practicum

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

- Describe the research projects presented during the unit.
- Critique the quality of research in special education.

- Critique the evidence base for practices in special education.

- Apply recent research findings to classroom practice.

- Discuss the policy implications of research in special education.

- Develop an annotated bibliography of research in a topical area.

- Communicate research results to the wider community.

Assessment tasks

- Online Participation

- Assignment

- Quizzes

- Practicum

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 the research projects presented during the unit.

- Critique the quality of research in special education.

- Critique the evidence base for practices in special education.

- Apply recent research findings to classroom practice.

- Discuss the policy implications of research in special education.

- Develop an annotated bibliography of research in a topical area.

- Communicate research results to the wider community.

Assessment tasks

- Online Participation

- Assignment

- Quizzes

- Practicum

Other important information

Withdrawing from this Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to

https://aslmq.edu.au before doing so as this unit will no longer be offered after 2017.

Required Unit Materials and Readings

TEXT

There are NO required texts for this unit.

OTHER REQUIRED READINGS

Compulsory readings may be downloaded from eReserve section of the library web site at: http://www.library.mq.edu.au/reserve/ or from sites as advised in the study guide.

Required readings should be completed prior to viewing the relevant Echo recording and in conjunction with the study guide.

OTHER USEFUL RESOURCES

Information about using the library databases to locate journal articles is available at http://mq.edu.au/on_campus library/research/referencing/

You may also consult the APA manual (6th Edition). American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th Ed). Washington, DC

Guides to writing an annotated bibliography are at

http://olinuris.library.cornell.edu/ref/research/skill28.htm

http://en.wikipedia.org/wiki?Annotated_bibliography

(Note you are allowed a maximum of 300 words for your annotations in this unit).

Unit Web Page

Access

An iLearn website has been established to support this unit. The website may be accessed at:

https://ilearn.mq.edu.au

WHERE DO I START

To get you started in this unit, tick off each action as you complete it.	
ACTION	COMPLETED
Carefully read this unit guide	
Carefully read this unit guide a second time	

Note the open dates for the Assessment Quizzes, Discussion Forum Posts in your diary. Note the Assignment due date in your diary.	
Go to the unit website (from Friday before the start of semester 28th July,2017) and check Dialogue and discussion Forums for messages.	26
If you have problems accessing the site contact IT Help urgently.	
Go to the START HERE section of the website, read and follow the instructions.	
Go to the Topic 1 section of the website and follow the instructions.	
While you are on the website, check the practicum arrangements associated with your unit and course and download the Practicum Handbook.	