SPED830

Current Developments in Special Education

S1 Day 2017

Institute of Early Childhood

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Disclaimer

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General Information

Unit convenor and teaching staff
Unit Convenor
Sarah Carlon
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Contact via Dialogue
X5A 108
By appointment

Mark Carter
mark.carter@mq.edu.au

Credit points
4

Prerequisites

Corequisites
SPED821 and SPED826

Co-badged status

Unit description
This unit examines current issues in special education 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:

Critically evaluate the research projects presented during the unit and the theories underpinning them.

Investigate and analyse the application of the theories and principles of quality research design in special education.

Reflect in depth on the evidence base for practices in special education.

Analyse, synthesise and apply recent research findings to classroom practice.

Discuss and effectively communicate the policy implications of research in special education.

Communicate to an academic audience, applying appropriate written academic conventions.

Use clear and succinct writing to communicate to the wider community regarding research based practices in special education.

General Assessment Information

Rationale for Modes of Assessment

Online participation – participation in online 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 assess understanding of specific topics.

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 and students will receive a maximum numerical grade of 40.

Marking Criteria and Performance Descriptors for Assignments

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

- Appropriate critical analysis and justification where needed.
- Integration of information from relevant content in the unit.
- Quality of critical analysis

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

Resubmission of assessments and assignments is not permitted.

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.

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:

http://students.mq.edu.au/student_admin/exams/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.

Appeals

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 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 all failing assessments are double marked. 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 University's policies and procedures on Academic Honesty. More information can be found in the Policies and Procedures section of this unit guide.

Grading Procedures

With the exception of participation, results for other assessments will be reported as either grades (i.e., HD, D, Cr, P, F) or moderated scores. 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. Similarly, if it is judged that the Pass standard is met by work scoring 63 -70, raw scores will be adjusted so that students received moderated scores between 50 and 64. This moderation takes into account both the stated performance standards for the assessment

component and the degree of difficulty of the specific task.

Grade Descriptors

The following generic grade descriptors provide university-wide standards for awarding final grades.

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. If you fail more than 51% of your units in a semester, you will be subject to review.

Assessment Tasks

Name	Weighting	Hurdle	Due
Online participation	15%	No	9/6/2017
Assignment	60%	No	24/5/2017

Name	Weighting	Hurdle	Due
Quizzes	25%	No	Dates nominated in schedule

Online participation

Due: **9/6/2017**
Weighting: **15%**

WHAT DOES ONLINE PARTICIPATION INVOLVE?

Online participation involves making posts on the Topic 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	12th March
Topic 2	19th March
Topic 3	26th March
Topic 4	2nd April
Topic 5	9th April
Topic 6	7th May
Topic 7	14th May
Topic 8	21st May
Topic 9	28th May
Topic 10	4th June

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 seven (7) of the ten** topics.

Instructions on how to compile and submit posts will be provided on the iLearn website. **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.

DO DISCUSSION POSTS COUNT TOWARDS ASSESSMENT?

Yes. Discussion contributions are weighted at 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. **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)**.

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?

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.

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.

HOW DO I GET AN EXTENSION?

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.

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:

http://students.mq.edu.au/student_admin/exams/disruption_to_studies/

On successful completion you will be able to:

- Critically evaluate the research projects presented during the unit and the theories underpinning them.
- Investigate and analyse the application of the theories and principles of quality research design in special education.
- Reflect in depth on the evidence base for practices in special education.
- Analyse, synthesise and apply recent research findings to classroom practice.
- Discuss and effectively communicate the policy implications of research in special education.
- Communicate to an academic audience, applying appropriate written academic conventions.
- Use clear and succinct writing to communicate to the wider community regarding research based practices in special education.

Assignment

Due: **24/5/2017**
Weighting: **60%**

Assignment information will be available from the Unit website from Monday 6th March 2017 and the assignment will be due Wednesday 24th May 2017 by 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 coversheet (see the Assessment section on the web site).

HOW DO I CHOOSE 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 (1995 - 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 1995. Please consult your convenor for guidance.

**See Required Unit Materials and Readings section of this unit guide for links to resources that will provide you with information about using the library databases to locate journal articles. Additional information will also be provided on the unit web site.*

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.

For information about APA style (for providing references) see

http://libguides.mq.edu.au/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.

**See Required Unit Materials and Readings section of this unit guide for links to resources that*

may assist you in preparing the annotated bibliography.

HOW DO I PREPARE THE BRIEFING SUMMARY?

Write a one page summary of the main research findings, using the format and headings provided in the Briefing Summary template. 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, and examples of Briefings will also be provided via the unit website.

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

The full list of TEN 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.

You must complete the cover sheet provided for each assignment.

HOW DO I SUBMIT MY ASSIGNMENT?

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.

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. You may submit your assignment as many times as you wish before the due date and only the last submitted version will be marked.

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.

HOW DO I USE THE ASSIGNMENT COVER SHEET?

The cover sheet will be attached to the assignment (available on the iLearn website). Note that the checklist on the assignment must be completed or your assignment will not be accepted. You will be notified through Dialogue that your assignment was not acceptable and you will need to submit the assignment again with a completed cover sheet. Note that typing your student number on the coversheet is considered equivalent to providing a signature.

CAN I SUBMIT A LATE ASSIGNMENT?

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.

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HOW DO I GET AN EXTENSION?

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http://students.mq.edu.au/student_admin/exams/disruption_to_studies/

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.

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.

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 of your mark.

On successful completion you will be able to:

- Investigate and analyse the application of the theories and principles of quality research design in special education.
- Reflect in depth on the evidence base for practices in special education.
- Analyse, synthesise and apply recent research findings to classroom practice.
- Discuss and effectively communicate the policy implications of research in special education.
- Communicate to an academic audience, applying appropriate written academic conventions.
- Use clear and succinct writing to communicate to the wider community regarding research based practices in special education.

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 Unit Schedule 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 https://macquarieuniversity.statuspage.io

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:

- Critically evaluate the research projects presented during the unit and the theories underpinning them.
- Investigate and analyse the application of the theories and principles of quality research design in special education.
- Reflect in depth on the evidence base for practices in special education.
- Analyse, synthesise and apply recent research findings to classroom practice.
- Discuss and effectively communicate the policy implications of research in special education.

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.

Most materials will be available online this semester. Drop-in sessions will be offered for internal students to discuss content (see dates and times in unit schedule). There are no compulsory sessions for this unit.

It is very important to note that most 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 topic coverage, it may be impossible to catch up. Please start your study as soon as possible.

Unit delivery: Teaching and Learning Activities

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

All seminars are available on ECHO360.

Students participate in Discussion Forums on the subject web site, complete the Assessment Quizzes for each topic on the web site, complete the assigned readings and activities in the Study Guides and seminars.

Changes Made Since the Last Offering of the Unit

- New readings have been added

Response to Student Feedback

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

Drop-in Sessions

One-hour drop-in sessions will be offered during the semester (see unit schedule). 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.

Assessment Quizzes

There are Assessment quizzes for this Unit and all information relating to these quizzes may be found by looking in the Assessment Section of the Unit Guide under Assessment Quizzes.

Downloadable Documents

ALL study guides and resource materials must be downloaded from the website. Readings must be downloaded from the Multisearch website in the library, or from other sites as indicated in the study guides.

ECHO360

What is ECHO360?

Topics in this unit will involve a seminar recording via ECHO360 and will be accessed through links on the relevant topic pages. These presentations will typically consist of video or audio. They are accessed from the unit website. The presentation may include elucidation of the readings, additional information and practical exercises. Seminars should be viewed after you have completed the relevant reading for the topic.

Information about using ECHO360 is available at

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

and

http://www.mq.edu.au/iLearn/student_info/podcasts.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 ECHO360 working?

Don't panic. Contact the Student IT Helpdesk

Phone: (02) 9850 HELP (4357) (Option 1) or freecall 1800 67 4357

Email: help@mq.edu.au

Face to face: Building C5C Room 244, Macquarie University

Website: http://www.mq.edu.au/onehelp/

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 –**AT LEAST ONCE EVERY 48 HOURS.**

There will also be a Discussion Forum for each topic where students can post questions or comments and discuss the issues raised during the unit. These topics will close progressively through the unit (see Assessment Tasks). Students are required to contribute ten (10) posts across seven (7) of the ten topics to these Topic 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

Important information for all students will be sent through Dialogue. You should check it regularly- AT LEAST ONCE EVERY 48 HOURS.

Preferably, unit related messages should be directed to unit staff using Dialogue on the website. 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.

Unit Schedule

All seminars are in Room 130 at Building X5A. All seminars are optional.

These dates are the WEDNESDAY of each semester week. All sessions for SPED824 are held on Wednesday.

DATE	TIME	SEMINAR FORMAT
1/3/17	10.00am-11.00am	Optional Welcome Session
8/3/17	10.00am-11.00am	Optional Drop-in Session
15/3/17	10.00am-11.00am	Optional Drop-in Session
22/3/17	10.00am-11.00am	Optional Drop-in Session
29/3/17	10.00am-11.00am	Optional Drop-in Session
5/4/17	10.00am-11.00am	Optional Drop-in Session
12/4/17		No session this week
19/4/17 26/4/17		University Break
3/5/17	10.00am-11.00am	Optional Drop-in Session
10/5/17		No session this week
17/5/17	10.00am-11.00am	Optional Drop-in Session
24/5/17	10.00am-11.00am	Optional Drop-in Session ASSIGNMENT DUE
31/5/17	10.00am-11.00am	Optional Drop-in Session

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.

Topic	Open Dates for Assessment Quizzes (Inclusive)	Content	Format
1	10/3-13/3	Research-based practice in special education	ECHO360 Associate Professor Jennifer Stephenson
2	17/3-20/3	The use of perceptual-motor programs in special education	ECHO360 Associate Professor Jennifer Stephenson
3	24/3-27/3	Hyperlexia	ECHO360 Dr Toni Hopper
4	31/3-3/4	Multisensory environments	ECHO360 Associate Professor Jennifer Stephenson
5	7/4-10/4	IPads in the classroom	ECHO360 Associate Professor Jennifer Stephenson
6	5/5-8/5	NSW literacy benchmarks	ECHO360 Dr Meree Reynolds
7	12/5-15/5	Surveying Practices used in Special Education	ECHO360 Professor Mark Carter
8	19/5-22/5	iPad Research	ECHO360 Ying Sng
9	26/5-29/5	Literacy instruction for indigenous students	ECHO360 Dr Robyn Beaman

10	2/6-5/6	Assessments and behaviour intervention	ECHO360 (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 Portal

The Student Portal 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 calender, online units, eStudent, askMQ and many other student and university resources.

Access the portal at http://students.mq.edu.au/home/

The link for First Time Login is on this page. You must complete this login to get access to other sites such as eStudent.

The link to eStudent is on the Student Portal page.

eStudent is where students can enrol online, change their study programs, view their academic record, receive announcements from the university, as well as change some personal information that may become out of date.

End of semester results can be found on the eStudent website.

Check the eStudent Noticeboard and your university email weekly for important communication from the university such as advice of iLearn outages.

Visit http://ask.mq.edu.au to find answers to your student administration questions. Search the Q & A Section for answers and, if you can't find what you're looking for, submit an online enquiry and get a response to your official Macquarie University student email address.

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.

The Disability Service 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.

For information about registering with the Disability Service and to download the Campus Wellbeing Registration Form and Health professional form go:

http://students.mq.edu.au/campus_life/campus_wellbeing_support_services/disability_service/how_to_register/

You must register annually, irrespective of whether a disability/health condition is temporary, long- term or permanent.

Students wishing to request support services from the Disability Service should make an

appointment to see a Disability Advisor IMMEDIATELY AFTER ENROLLING at Macquarie University. If you are not registered with the Disability Service at the time of an assessment task, you may not be provided with any accommodations.

Phone: (02) 9850 7497 TTY (02) 9850 6493

Email: campuswellbeing@mq.edu.au

In person: Level 2, C8A (Lincoln Building).

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 your units.

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 in place. **Please contact your unit convenors and Associate Professor Mark Carter a minimum of three (3) weeks before the assessment to ensure your needs are met.**

SPECIAL EDUCATION DISABILITY LIAISON OFFICER: Associate Professor Mark Carter

Building X5A, Room 113

Phone (02) 9850 7880 email mark.carter.mq@gmail.com

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.

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

Website: http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/

IT Service Desk Request Form: https://help.mq.edu.au/cgi-bin/WebObjects/OneHelp.woa

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

- Critically evaluate the research projects presented during the unit and the theories underpinning them.
- Reflect in depth on the evidence base for practices in special education.
- Analyse, synthesise and apply recent research findings to classroom practice.
- Discuss and effectively communicate the policy implications of research in special education.
- Communicate to an academic audience, applying appropriate written academic conventions.
- Use clear and succinct writing to communicate to the wider community regarding research based practices in special education.

Assessment tasks

- Online participation
- Assignment
- Quizzes

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

- Critically evaluate the research projects presented during the unit and the theories underpinning them.
- Investigate and analyse the application of the theories and principles of quality research design in special education.
- Reflect in depth on the evidence base for practices in special education.
- Discuss and effectively communicate the policy implications of research in special education.

- Communicate to an academic audience, applying appropriate written academic conventions.
- Use clear and succinct writing to communicate to the wider community regarding research based practices in special education.

Assessment tasks

- Online participation
- Assignment
- Quizzes

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

- Critically evaluate the research projects presented during the unit and the theories underpinning them.
- Investigate and analyse the application of the theories and principles of quality research design in special education.
- Reflect in depth on the evidence base for practices in special education.
- Analyse, synthesise and apply recent research findings to classroom practice.
- Discuss and effectively communicate the policy implications of research in special education.
- Communicate to an academic audience, applying appropriate written academic conventions.
- Use clear and succinct writing to communicate to the wider community regarding research based practices in special education.

Assessment tasks

- Online participation
- Assignment
- Quizzes

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

- Critically evaluate the research projects presented during the unit and the theories underpinning them.
- Investigate and analyse the application of the theories and principles of quality research design in special education.
- Reflect in depth on the evidence base for practices in special education.
- Analyse, synthesise and apply recent research findings to classroom practice.
- Discuss and effectively communicate the policy implications of research in special education.
- Communicate to an academic audience, applying appropriate written academic conventions.
- Use clear and succinct writing to communicate to the wider community regarding research based practices in special education.

Assessment tasks

- Online participation
- Assignment
- Quizzes

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

- Critically evaluate the research projects presented during the unit and the theories underpinning them.
- Investigate and analyse the application of the theories and principles of quality research design in special education.

- Reflect in depth on the evidence base for practices in special education.
- Analyse, synthesise and apply recent research findings to classroom practice.
- Discuss and effectively communicate the policy implications of research in special education.
- Communicate to an academic audience, applying appropriate written academic conventions.
- Use clear and succinct writing to communicate to the wider community regarding research based practices in special education.

Assessment tasks

- Online participation
- Assignment
- Quizzes

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

- Critically evaluate the research projects presented during the unit and the theories underpinning them.
- Investigate and analyse the application of the theories and principles of quality research design in special education.
- Reflect in depth on the evidence base for practices in special education.
- Analyse, synthesise and apply recent research findings to classroom practice.
- Discuss and effectively communicate the policy implications of research in special education.
- Communicate to an academic audience, applying appropriate written academic conventions.
- Use clear and succinct writing to communicate to the wider community regarding research based practices in special education.

Assessment tasks

- Online participation

- Assignment

Required Unit Materials and Readings

TEXT

There are NO required texts for this unit.

OTHER REQUIRED READINGS

Compulsory readings may be downloaded from MultiSearch http://multisearch.mq.edu.au/ or from sites as advised in the study guide.

Required readings should be completed prior to viewing the relevant Echo360 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://www.mq.edu.au/about/campus-services-and-facilities/library/research/researching-your-assignment/how-to-search-a-database

and

http://www.mq.edu.au/about/campus-services-and-facilities/library/research/infowise

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.

Guides to writing an annotated bibliography are at

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

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

https://student.unsw.edu.au/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 site will offer the option of discussion forums on specific topics and Dialogue (Private communication) within the unit. Required study materials and assessment information are available on the website.

You should check the website (General Discussion Forum and your Dialogue) at least ONCE every 48 hours. You will NOT receive any material in the mail.

ALL communication is through the website.

The website 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.

How do I get a password?

Information on flrst time log in and passwords is at

https://mypassword.mq.edu.au/index.php?screen=MQInitPW

You will need your Student OneID number, surname and data of birth.

What if I have password problems or need IT help?

If you have password problems or any other difficulties accessing the website, please contact:

Student IT Help

Phone: (02) 9850 HELP (4357) (option 1) or freecall 1800 67 4357

Email: help@mq.edu.au

Face-to-face: Building C5C, Room 244

Website: http://www.mq.edu.au/onehelp/

Onehelp TIcket Lodgement: https://help.mq.edu.au/cgi-bin/WebObjects/OneHelp.woa

PLEASE NOTE:

If you have contacted IT Help and still have difficulties obtaining your user name and password and are **UNABLE** to access unit websites **at the end of the first week of semester,** please contact X5A Reception (musec.reception@mq.edu.au). Arrangements may be made to email you important study materials.

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 in your Diary.	
Note the due date for your Assignment in your Diary.	
Go to the unit website (from the Friday before semester starts) and check Dialogue and Discussion Forums for messages.	
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 Topic 1 section of the website and follow the instructions.	