



# SPED922

## Educational Adjustments for Learners with Vision Impairment

S1 Online 2017

*Institute of Early Childhood*

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## General Information

Unit convenor and teaching staff

Course convenor

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Administration

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Credit points

4

Prerequisites

Admission to MDisabilityStud

Corequisites

Co-badged status

Unit description

This unit examines the theory and practice of reasonable adjustments and accommodations to curriculum, pedagogy and learning environments, to ensure learners with vision impairment are able to participate in education on the same basis as their sighted peers. Unit content includes legislative and policy frameworks, psychological and social considerations, roles and responsibilities of specialist teachers (vision impairment), technology, and considerations for preschool and school-age learners who are blind or who have low vision, deafblindness or additional disabilities.

## 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:

On successful completion of this unit, students should be able to demonstrate knowledge of current research into the physical, social and cognitive implications of congenital and

adventitious low vision and blindness.

On successful completion of this unit, students should be able to explain the roles and responsibilities of specialist teachers (vision impairment) and allied professionals in education of learners with vision impairment.

In collaboration with class and subject teachers, design and implement reasonable adjustments to the curriculum, assessments and examinations, and educational environments for learners with vision impairment, with sensitivity to age, gender, ability and background.

On successful completion of this unit, students should be able to demonstrate knowledge of international and national legislation and policies that promote, protect and support the participation in education and training of learners with vision impairment on the same basis as their sighted peers.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Critical Reviews</u>	25%	No	3/4/17
<u>Presentation</u>	35%	No	8/5/17
<u>Discussion paper</u>	40%	No	29/5/17

### Critical Reviews

Due: **3/4/17**

Weighting: **25%**

Select and critically review **three** exemplary readings from the Macquarie University electronic databases that relate to one or more of the 12 topics covered during this semester. Each critical review should be approximately 500 words in length, and should present a fair and reasonable evaluation of the selected text.

On successful completion you will be able to:

- On successful completion of this unit, students should be able to explain the roles and responsibilities of specialist teachers (vision impairment) and allied professionals in education of learners with vision impairment.

### Presentation

Due: **8/5/17**

Weighting: **35%**

You have been asked to provide a 30-40 minute PowerPoint presentation for the staff of a preschool, primary or secondary school that is enrolling a student with vision impairment. The school executive and teachers are particularly interested in learning how to adjust curriculum content, assessments and teaching methods to ensure the enrolling student is fully included in the academic and social life of the school.

Using your prescribed text and other recent publications, develop a PowerPoint presentation that focusses on adjustments to one area of the syllabus (English, Maths, Science, Geography, etc).

On successful completion you will be able to:

- In collaboration with class and subject teachers, design and implement reasonable adjustments to the curriculum, assessments and examinations, and educational environments for learners with vision impairment, with sensitivity to age, gender, ability and background.

## Discussion paper

Due: **29/5/17**

Weighting: **40%**

You have been invited to submit a conference paper on the Expanded Core Curriculum (ECC) for learners with vision impairment. Your audience will include Australian and international educators and allied professionals who are keen to ensure equitable education access and participation for learners a disability, in accordance with the United Nations (UN) Convention on the Rights of Persons with Disability (CRPD), the UN Sustainable Development Goals, and/or the Australian Disability Standards for Education.

Your conference paper may address one or more areas of the ECC. You may also wish to consider the links between the ECC and the curriculum, the role of the specialist teacher (vision impairment), and any specific perspectives that relate to your local educational setting.

On successful completion you will be able to:

- On successful completion of this unit, students should be able to demonstrate knowledge of current research into the physical, social and cognitive implications of congenital and adventitious low vision and blindness.
- On successful completion of this unit, students should be able to demonstrate knowledge of international and national legislation and policies that promote, protect and support the participation in education and training of learners with vision impairment on the same basis as their sighted peers.

## Delivery and Resources

This unit is offered externally. Any on-campus requirements will be undertaken in facilities provided by, and managed by, RIDBC Renwick Centre.

The unit will be fully supported for study online by RIDBC Renwick Centre.

All resources will be provided by RIDBC Renwick Centre

## 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](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

Assessment Policy [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](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](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](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/](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](http://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](http://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](http://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/](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 outcome

- In collaboration with class and subject teachers, design and implement reasonable adjustments to the curriculum, assessments and examinations, and educational environments for learners with vision impairment, with sensitivity to age, gender, ability and background.

#### Assessment task

- Presentation

### 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

- On successful completion of this unit, students should be able to demonstrate knowledge of current research into the physical, social and cognitive implications of congenital and

adventitious low vision and blindness.

- On successful completion of this unit, students should be able to demonstrate knowledge of international and national legislation and policies that promote, protect and support the participation in education and training of learners with vision impairment on the same basis as their sighted peers.

## **Assessment tasks**

- Critical Reviews
- Discussion paper

## **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**

- On successful completion of this unit, students should be able to demonstrate knowledge of current research into the physical, social and cognitive implications of congenital and adventitious low vision and blindness.
- On successful completion of this unit, students should be able to demonstrate knowledge of international and national legislation and policies that promote, protect and support the participation in education and training of learners with vision impairment on the same basis as their sighted peers.

## **Assessment tasks**

- Critical Reviews
- Discussion paper

## **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:

## **Assessment tasks**

- Critical Reviews
- Presentation
- Discussion paper

## **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**

- On successful completion of this unit, students should be able to explain the roles and responsibilities of specialist teachers (vision impairment) and allied professionals in education of learners with vision impairment.
- In collaboration with class and subject teachers, design and implement reasonable adjustments to the curriculum, assessments and examinations, and educational environments for learners with vision impairment, with sensitivity to age, gender, ability and background.

## **Assessment tasks**

- Critical Reviews
- Presentation
- Discussion paper

## **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 outcome**

- On successful completion of this unit, students should be able to explain the roles and responsibilities of specialist teachers (vision impairment) and allied professionals in education of learners with vision impairment.



## **Assessment task**

- Presentation