SPED912

Independent Project in Disability Studies (Deaf/Hard of Hearing or Vision Impairment)

S2 Online 2018

Department of Educational Studies

Contents

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General Information

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Credit points
4

Prerequisites
Admission to MDisabilityStud and 8cp from SPED910-SPED939 and permission by special approval

Corequisites

Co-badged status

Unit description
The unit is intended for students interested in studying a specialised topic with the close direction of a Renwick Centre faculty member. This is an advanced course with flexible goals and assessments organised around an individual project. Consent of the unit convener is required prior to enrolling and approval is contingent on available supervision.

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:

Analyse key issues, research literature, and/or practical initiatives in a specific area of education for students who are deaf/hard of hearing or have a vision impairment

Demonstrate skill in undertaking and reporting reviews of the literature and in applying research results to educational practice with students who are deaf/hard of hearing or have a vision impairment

Demonstrate critical thinking

Assessment Tasks

Name	Weighting	Hurdle	Due
Essay/Literature Review	50%	No	10/9/2018
Research paper	50%	No	5/11/2018

Essay/Literature Review

Due: **10/9/2018**
Weighting: **50%**

Provide a detailed literature review of the chosen research topic. An alternative assessment may be possible in consultation with the unit convenor.

This essay should be 2000 words in length, and should be presented in accordance with APA style. An assessment rubric will be provided on iLearn.

On successful completion you will be able to:

- Analyse key issues, research literature, and/or practical initiatives in a specific area of education for students who are deaf/hard of hearing or have a vision impairment
- Demonstrate skill in undertaking and reporting reviews of the literature and in applying research results to educational practice with students who are deaf/hard of hearing or have a vision impairment
- Demonstrate critical thinking

Research paper

Due: **5/11/2018**
Weighting: **50%**

Present a research proposal or practical application based on research, on an issue related to the education of students who are D/HH or have a vision impairment.

This essay should be 2000 words in length, and should be presented in accordance with APA style. An assessment rubric will be provided on iLearn.

On successful completion you will be able to:

- Analyse key issues, research literature, and/or practical initiatives in a specific area of education for students who are deaf/hard of hearing or have a vision impairment
- Demonstrate skill in undertaking and reporting reviews of the literature and in applying research results to educational practice with students who are deaf/hard of hearing or have a vision impairment

- Demonstrate critical thinking

Delivery and Resources

The unit is delivered online and organized in external mode only, in a flexible delivery format. It is an independent study unit, so specific learning materials are not provided. Students are required to consult the unit convenor to confirm the research topic and to maintain regular communication as they investigate their topic. The unit convenor will provide guidance and recommendations as required.

Unit Schedule

Specific learning materials are not provided for this unit.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/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/study/getting-started/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

- Analyse key issues, research literature, and/or practical initiatives in a specific area of education for students who are deaf/hard of hearing or have a vision impairment
- Demonstrate skill in undertaking and reporting reviews of the literature and in applying

research results to educational practice with students who are deaf/hard of hearing or have a vision impairment

• Demonstrate critical thinking

Assessment task

• Research paper

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 outcome

• Analyse key issues, research literature, and/or practical initiatives in a specific area of education for students who are deaf/hard of hearing or have a vision impairment

Assessment tasks

• Essay/Literature Review

• Research 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

• Analyse key issues, research literature, and/or practical initiatives in a specific area of education for students who are deaf/hard of hearing or have a vision impairment

• Demonstrate skill in undertaking and reporting reviews of the literature and in applying research results to educational practice with students who are deaf/hard of hearing or have a vision impairment

• Demonstrate critical thinking

Assessment tasks

• Essay/Literature Review

• Research 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:

Learning outcomes

- Demonstrate skill in undertaking and reporting reviews of the literature and in applying research results to educational practice with students who are deaf/hard of hearing or have a vision impairment
- Demonstrate critical thinking

Assessment task

- Research 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 outcome

- Demonstrate skill in undertaking and reporting reviews of the literature and in applying research results to educational practice with students who are deaf/hard of hearing or have a vision impairment

Assessment tasks

- Essay/Literature Review
- Research 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 outcomes

- Demonstrate skill in undertaking and reporting reviews of the literature and in applying research results to educational practice with students who are deaf/hard of hearing or have a vision impairment
- Demonstrate critical thinking

Assessment task

- Research paper