



SPED935

Social Perspectives on Deafness and Deaf Education

S1 External 2018

Department of Educational Studies

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General Information

Unit convenor and teaching staff

Breda Carty

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Kathleen Tait

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Credit points

4

Prerequisites

Admission to MDisabilityStud or GradDipAuslEngInt

Corequisites

Co-badged status

Unit description

This unit provides students with a broad context for professional practice in education of deaf and hard of hearing learners. It will introduce students to the historical background and current settings, policies and approaches used in deaf education. Socio-cultural contexts of deaf people's lives will be explored, including the role of spoken and signed languages and identity and social-emotional development.

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 social, cultural and family contexts of deaf people's lives

Explain the historical context of deaf education and development of communication approaches used

Identify the legislative and curricular requirements for deaf education in Australia

Describe the role of spoken and signed languages in deaf people's lives and linguistic perspectives on their usage

Summarise the influences on deaf people's identity and social-emotional development

Assessment Tasks

Name	Weighting	Hurdle	Due
Quiz	30%	No	29/3/2018
Case Study	40%	No	30/4/2018
Interview Analysis	30%	No	28/5/2018

Quiz

Due: **29/3/2018**

Weighting: **30%**

The quiz will be address the historical context of deaf education and the development of communication approaches. It will comprise multiple-choice, matching and short-answer questions, and can be completed using class notes and readings. The quiz will be available for one week, and may be completed over more than one sitting.

On successful completion you will be able to:

- Describe the social, cultural and family contexts of deaf people's lives
- Explain the historical context of deaf education and development of communication approaches used

Case Study

Due: **30/4/2018**

Weighting: **40%**

Using one of a number of case studies of deaf students and their families, outline the state and federal legislative, policy and service provision issues that impact on their educational options.

The Case Study 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:

- Identify the legislative and curricular requirements for deaf education in Australia

Interview Analysis

Due: **28/5/2018**

Weighting: **30%**

Using an interview with a deaf adult, describe the impact of the subject's education and family context on his/her social development, life experiences and opportunities.

The Interview Analysis should be 1500 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:

- Describe the social, cultural and family contexts of deaf people's lives
- Describe the role of spoken and signed languages in deaf people's lives and linguistic perspectives on their usage
- Summarise the influences on deaf people's identity and social-emotional development

Delivery and Resources

The unit is delivered online and in external mode - with the inclusion of a compulsory two-day campus conference. All learning materials will be available for download in the iLearn site. Students are required to frequently access the iLearn site, and to participate in online discussion forums. The unit convenor will moderate the online discussion as required.

Unit Schedule

The unit is divided into a series of topics that will be released during the session. Once a topic has been released it will remain available until the end of the session. The topics include the following:

- Social and cultural contexts of deaf people's lives
- History of deaf education
- Communication philosophies/approaches and their historical development
- Overview of deaf education settings and services at local, national and international levels
- Legislative and policy contexts of deaf education
- Curriculum frameworks and reasonable adjustments for D/HH students
- The role of signed and spoken languages in the lives of D/HH people
- Identity and social-emotional development in D/HH children
- Impact of social, cultural and family contexts on the learning environments of D/HH children

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](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](http://students.mq.edu.au/support/study/student-policy-gateway) (<http://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](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://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

- Identify the legislative and curricular requirements for deaf education in Australia
- Summarise the influences on deaf people's identity and social-emotional development

Assessment tasks

- Case Study
- Interview Analysis

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 social, cultural and family contexts of deaf people's lives
- Explain the historical context of deaf education and development of communication approaches used
- Identify the legislative and curricular requirements for deaf education in Australia
- Describe the role of spoken and signed languages in deaf people's lives and linguistic perspectives on their usage

- Summarise the influences on deaf people's identity and social-emotional development

Assessment tasks

- Quiz
- Case Study
- Interview Analysis

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 social, cultural and family contexts of deaf people's lives
- Identify the legislative and curricular requirements for deaf education in Australia
- Describe the role of spoken and signed languages in deaf people's lives and linguistic perspectives on their usage
- Summarise the influences on deaf people's identity and social-emotional development

Assessment tasks

- Quiz
- Interview Analysis

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 outcome

- Identify the legislative and curricular requirements for deaf education in Australia

Assessment task

- Case Study

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 social, cultural and family contexts of deaf people's lives
- Explain the historical context of deaf education and development of communication approaches used
- Describe the role of spoken and signed languages in deaf people's lives and linguistic perspectives on their usage

Assessment tasks

- Quiz
- Interview Analysis

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:

Assessment tasks

- Case Study
- Interview Analysis

Changes from Previous Offering

This unit is being offered for the first time

Mandatory Course Requirement

In order to complete this unit, students are required to demonstrate Auslan Basic (or equivalent) proficiency.