



# SPED937

## Signed Communication in Early Childhood Education

S2 External 2018

*Department of Educational Studies*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	4
<u>Policies and Procedures</u>	4
<u>Graduate Capabilities</u>	6
<u>Changes from Previous Offering</u>	8

#### **Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

## General Information

Unit convenor and teaching staff

Breda Carty

[breda.carty@mq.edu.au](mailto:breda.carty@mq.edu.au)

Lena Karam

[lena.karam@mq.edu.au](mailto:lena.karam@mq.edu.au)

Lecturer

Robyn Moore

[robyn.moore@mq.edu.au](mailto:robyn.moore@mq.edu.au)

Credit points

4

Prerequisites

Admission to MDisabilityStud

Corequisites

Co-badged status

Unit description

This unit provides an examination of the contexts in which signed communication is used with young deaf and hard of hearing (D/HH) children 0-3 years of age. The components of signed communication are investigated and pre-requisites for optimal language development described. Discussion of current approaches will include case-study examples and available resources.

Note: this unit does not include tuition in Auslan or other signed communication methods.

## 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 features of gesture and sign in early language and communication

Demonstrate an understanding of the role that interactive use of gestural communication plays in early language and cognitive development of young children

Summarise the theoretical perspectives on bilingual/bimodal approaches in early

childhood intervention and education

Demonstrate a range of strategies to support families in their early use of gesture and signed communication with young D/HH children

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Online quiz</u>	30%	No	Monday 27th August 2018
<u>Resource development</u>	35%	No	Friday 21st September 2018
<u>Case Study</u>	35%	No	Friday 19th October 2018

### Online quiz

Due: **Monday 27th August 2018**

Weighting: **30%**

This quiz will cover the first four topics of the unit. It will present three brief scenarios of families with young deaf children using signed communication (or wishing to introduce signed communication), with questions about the challenges and opportunities they present for early education professionals.

On successful completion you will be able to:

- Describe the features of gesture and sign in early language and communication

### Resource development

Due: **Friday 21st September 2018**

Weighting: **35%**

Present an analysis of resources which can facilitate the use of signed communication in early intervention programs. Your assignment should be presented in two parts: (a) Describe three to four existing resources, outlining your criteria for evaluating them; and (b) Plan a resource which could be used to enhance the effectiveness of such programs and/or to educate families about benefits and strategies for using signed communication with their deaf children. Give a rationale for the resource and a description of its components and uses.

On successful completion you will be able to:

- Demonstrate an understanding of the role that interactive use of gestural communication plays in early language and cognitive development of young children
- Demonstrate a range of strategies to support families in their early use of gesture and signed communication with young D/HH children

## Case Study

Due: **Friday 19th October 2018**

Weighting: **35%**

Using a case study of a family with a deaf/hard of hearing young child, outline an early intervention program incorporating the use of signed language. Using the research literature, identify and describe specific strategies to support/extend the family's everyday communication and the child's cognitive and social development.

On successful completion you will be able to:

- Demonstrate an understanding of the role that interactive use of gestural communication plays in early language and cognitive development of young children
- Summarise the theoretical perspectives on bilingual/bimodal approaches in early childhood intervention and education
- Demonstrate a range of strategies to support families in their early use of gesture and signed communication with young D/HH children

## Delivery and Resources

The unit is delivered online and in external mode - with the inclusion of a compulsory three-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.

## 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](#)

[ps://students.mq.edu.au/support/study/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](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](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 outcomes

- Summarise the theoretical perspectives on bilingual/bimodal approaches in early childhood intervention and education
- Demonstrate a range of strategies to support families in their early use of gesture and signed communication with young D/HH children

#### Assessment task

- Case Study

### 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 features of gesture and sign in early language and communication
- Demonstrate an understanding of the role that interactive use of gestural communication plays in early language and cognitive development of young children
- Summarise the theoretical perspectives on bilingual/bimodal approaches in early childhood intervention and education

#### Assessment tasks

- Online quiz
- Case Study

### 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 outcome**

- Summarise the theoretical perspectives on bilingual/bimodal approaches in early childhood intervention and education

## **Assessment tasks**

- Online quiz
- Resource development
- Case Study

## **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 an understanding of the role that interactive use of gestural communication plays in early language and cognitive development of young children
- Demonstrate a range of strategies to support families in their early use of gesture and signed communication with young D/HH children

## **Assessment tasks**

- Resource development
- 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**

- Demonstrate an understanding of the role that interactive use of gestural communication plays in early language and cognitive development of young children
- Summarise the theoretical perspectives on bilingual/bimodal approaches in early

childhood intervention and education

## **Assessment task**

- Resource development

## **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 task**

- Resource development

## **Changes from Previous Offering**

This unit is being offered for the first time.