



SPED938

Theory and Practice in Sign Bilingual Education

S1 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>Unit Schedule</u>	4
<u>Policies and Procedures</u>	4
<u>Graduate Capabilities</u>	6
<u>Changes from Previous Offering</u>	8

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General Information

Unit convenor and teaching staff Breda Carty breda.carty@mq.edu.au Kathleen Tait kathleen.tait@mq.edu.au
Credit points 4
Prerequisites Admission to MDisabilityStud and permission by special approval
Corequisites
Co-badged status
Unit description This unit introduces theoretical frameworks for sign bilingual education and develops practical competence in the use of signed language for pedagogical purposes. Fluency in Auslan is required for enrolment in this unit by Special Approval and the unit does not include tuition in Auslan.

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 theory and practice of sign bilingualism and its applications to the education of deaf and hard of hearing students
- Identify the principal linguistic features of Auslan relevant to its use as a language of instruction
- Describe the range of currently available options for assessing Auslan development in children
- Demonstrate the process of translation between English and Auslan for pedagogical purposes
- Analyse and reflect on practical exercises in sign bilingual teaching pedagogy.

Assessment Tasks

Name	Weighting	Hurdle	Due
Auslan linguistics quiz	30%	No	23/3/2018
Teaching log	40%	No	11/5/2018
Resource development	30%	No	4/6/2018

Auslan linguistics quiz

Due: **23/3/2018**

Weighting: **30%**

This quiz will assess students' knowledge of the linguistic features of Auslan

On successful completion you will be able to:

- Identify the principal linguistic features of Auslan relevant to its use as a language of instruction

Teaching log

Due: **11/5/2018**

Weighting: **40%**

Students will present written and videotaped teaching activities in a sign bilingual setting, with a log of reflective analysis based on class feedback. Presentation should include an overview of the theory and practice of sign bilingualism, demonstrating how proposed activities support good practice.

The Teaching Log should be 2000 words in length (or equivalent in video material and/or teaching activities), 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 theory and practice of sign bilingualism and its applications to the education of deaf and hard of hearing students
- Describe the range of currently available options for assessing Auslan development in children
- Demonstrate the process of translation between English and Auslan for pedagogical purposes
- Analyse and reflect on practical exercises in sign bilingual teaching pedagogy.

Resource development

Due: **4/6/2018**

Weighting: **30%**

Students will develop a teaching resource utilising both Auslan and English, and will provide feedback on resources presented by other students. The assignment should give a brief overview of the range of educational settings in which sign bilingualism can be used, identifying the settings for which the resource is appropriate. It should also demonstrate how the resource can support assessment of Auslan development.

The assignment should be 1500 words in length (or equivalent in resource creation), and presented in accordance with APA style. An assessment rubric will be provided on iLearn.

On successful completion you will be able to:

- Describe the range of currently available options for assessing Auslan development in children
- Demonstrate the process of translation between English and Auslan for pedagogical purposes

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.

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:

- Overview of the linguistic features of Auslan
- Application of bilingualism theory and practice to sign-bilingual education
- Sign Language assessment
- Code-switching and translanguaging between different types of sign communication
- Literacy skill development for students whose first language is a sign language
- Teaching strategies using signed language

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](https://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.

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

- Describe the range of currently available options for assessing Auslan development in children
- Analyse and reflect on practical exercises in sign bilingual teaching pedagogy.

Assessment tasks

- Teaching log
- Resource development

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 theory and practice of sign bilingualism and its applications to the education of deaf and hard of hearing students

- Identify the principal linguistic features of Auslan relevant to its use as a language of instruction
- Describe the range of currently available options for assessing Auslan development in children

Assessment tasks

- Auslan linguistics quiz
- Teaching log

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

- Analyse and reflect on practical exercises in sign bilingual teaching pedagogy.

Assessment tasks

- Teaching log
- Resource development

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 the process of translation between English and Auslan for pedagogical purposes
- Analyse and reflect on practical exercises in sign bilingual teaching pedagogy.

Assessment task

- Resource development

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 theory and practice of sign bilingualism and its applications to the education of deaf and hard of hearing students
- Identify the principal linguistic features of Auslan relevant to its use as a language of instruction
- Demonstrate the process of translation between English and Auslan for pedagogical purposes
- Analyse and reflect on practical exercises in sign bilingual teaching pedagogy.

Assessment tasks

- Auslan linguistics quiz
- Teaching log
- 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:

Learning outcome

- Analyse and reflect on practical exercises in sign bilingual teaching pedagogy.

Assessment task

- Teaching log

Changes from Previous Offering

This unit is offered for the first time.