



SPED922

Educational Adjustments for Learners with Vision Impairment

S1 Online 2018

Department of Educational Studies

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General Information

Unit convenor and teaching staff

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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:

1. 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.
2. 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.

3. 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.
4. 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	9/4/18
<u>Presentation</u>	35%	No	14/5/18
<u>Discussion Paper</u>	40%	No	4/6/18

Critical Reviews

Due: **9/4/18**

Weighting: **25%**

Select and critically review **three** exemplary readings from the University of Newcastle electronic databases that relate to one or more of the topics covered during this semester (1500 words).

On successful completion you will be able to:

- 2. 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: **14/5/18**

Weighting: **35%**

This assessment task asks you to create a 30-40 minute PowerPoint presentation for the staff of a preschool, primary or secondary school that is enrolling a student with vision impairment.

On successful completion you will be able to:

- 2. 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.

- 3. 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: **4/6/18**

Weighting: **40%**

Conference paper on the Expanded Core Curriculum (ECC) for preschool or school-age learners with vision impairment (2000 words).

On successful completion you will be able to:

- 1. 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.
- 4. 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

The unit is delivered online and organized in external mode only, in a flexible delivery format. 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 following ten topics will be addressed during the semester:

- 1 Government and international legislation and policy frameworks supporting education of learners with vision impairment
- 2 Psychological, social and cultural implications of vision impairment; critical social skills
- 3 Educational implications of vision impairment
- 4 Roles and responsibilities of specialist teachers (vision impairment) and other professionals
- 5 Curriculum frameworks, pedagogy, and IEPs: General principles and approaches
- 6 Curriculum, assessment and reporting
- 7 Optical, assistive and mainstream technologies supporting education inclusion and visual

functioning

8 Early childhood, family and social contexts

9 Primary and secondary school years

10 Students with vision impairment and additional disabilities

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](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>).

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 <https://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

- 3. 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.
- 4. 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

- Presentation
- Discussion 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 outcomes

- 1. 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.
- 2. 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.
- 3. 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.
- 4. 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
- Presentation
- 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 outcome

- 3. 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 - 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

- 1. 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.
- 3. 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.
- 4. 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

- 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

- 2. 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.
- 3. 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

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

- 3. 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.
- 4. 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

- Presentation
- Discussion Paper