



# SPED923

## Literacy for Learners with Vision Impairment

S2 External 2018

*Department of Educational Studies*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convener and Lecturer

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Contact via 0298720808

RIDBC Renwick Centre

Tuesdays, Wednesdays and Fridays

Administration

Lena Karam

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RIDBC Renwick Centre

Credit points

4

Prerequisites

Admission to MDisabilityStud

Corequisites

Co-badged status

Unit description

This unit examines the theory and practice of language, literacy and numeracy development for preschool and school-aged learners who are blind or have low vision, deafblindness or additional disabilities. Unit content includes theoretical and instructional approaches to such areas as concept development, communication modes, and curriculum and pedagogic adjustments and accommodations. Students will have practical opportunities to investigate optical aids and braille equipment, learning media assessment and production of alternative formats, and instructional approaches to emergent literacy.

## 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:

2. Demonstrate knowledge of the impact of sensory disability on the physical, social, psychological and educational domains.
4. Implement a range of differentiated instructional programs and strategies that foster habilitation, rehabilitation and learning for people with sensory disability.
5. Understand the need for the range of communication modalities used by people with sensory disability.
10. Demonstrate competency in Unified English Braille (UEB), Grade Two

## General Assessment Information

### Extensions

Applications for extensions must be made via AskMQ at <https://ask.mq.edu.au> as a "Disruption to Studies" request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. Extensions can only be granted if they meet the Disruption to Studies policy and are submitted via [ask.mq.edu.au](https://ask.mq.edu.au). This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, and currently available at:

[http://students.mq.edu.au/student\\_admin/exams/disruption\\_to\\_studies/](http://students.mq.edu.au/student_admin/exams/disruption_to_studies/)

### Penalties for late submissions

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). Students are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Personalised Learning Plan</a>	40%	No	01/10/18

Name	Weighting	Hurdle	Due
<a href="#">Braille Literacy Teaching Prog</a>	35%	No	22/10/18
<a href="#">Braille Book Kit Production</a>	25%	No	01/10/18

## Personalised Learning Plan

Due: **01/10/18**

Weighting: **40%**

With reference to wider reading, describe how you would approach the development of a Personalised Learning Plan for literacy and numeracy development for a secondary school student with a deteriorating eye condition who must transition from regular print to alternative literacy formats (2500-3000 words)

On successful completion you will be able to:

- 2. Demonstrate knowledge of the impact of sensory disability on the physical, social, psychological and educational domains.
- 5. Understand the need for the range of communication modalities used by people with sensory disability.

## Braille Literacy Teaching Prog

Due: **22/10/18**

Weighting: **35%**

Development of a two-term individualised braille literacy teaching program (2500 words)

On successful completion you will be able to:

- 2. Demonstrate knowledge of the impact of sensory disability on the physical, social, psychological and educational domains.
- 4. Implement a range of differentiated instructional programs and strategies that foster habilitation, rehabilitation and learning for people with sensory disability.
- 5. Understand the need for the range of communication modalities used by people with sensory disability.

## Braille Book Kit Production

Due: **01/10/18**

Weighting: **25%**

Creation of a braille book and supporting braille materials for a learner in the early years of schooling (750 words for overview, plus braille book kit)

On successful completion you will be able to:

- 5. Understand the need for the range of communication modalities used by people with sensory disability.
- 10. Demonstrate competency in Unified English Braille (UEB), Grade Two

## Delivery and Resources

### Unit Delivery

This Unit includes online course material and a compulsory five-day campus conference that will be held at RIDBC Renwick Centre, Monday 6th to Friday 10th August 2018 (9am to 4.30pm each day).

### Prescribed Texts

1. Swenson, A. M. (2016). *Beginning with braille: Firsthand experiences with a balanced approach to literacy* (2<sup>nd</sup> Ed.). NY, New York: AFB Press - <http://www.afb.org/store/Pages/ShoppingCart/ProductDetails.aspx?ProductId=978-0-89128-698-1>
2. Wormsley, D.P. (2016). *I-M-ABLE: Individualized meaning-centered approach to braille literacy education*. NY, New York: AFB Press - <http://www.afb.org/store/Pages/ShoppingCart/ProductDetails.aspx?ProductId=978-0-89128-722-3>

## Unit Schedule

Topic 1 (Weeks 1 & 2): Communication, language and literacy development for students with vision impairment, and the history of braille and other tactile codes

Topic 2 (Week 3) : Implications of blindness and low vision for communication, language and literacy development

Topic 3 (Week 4): Literacy and numeracy development for students with vision impairment

Topic 4 (Week 5): Assessment

Topic 5 (Weeks 6 & 7): Instructional approaches to reading development for students with vision impairment

Topic 6 (Weeks 8 & 9): Instructional approaches to writing development for students with vision impairment

Topic 7 (Week 10): Literacy and numeracy development for students with vision impairment and additional disabilities or deafblindness

Topic 8 (Weeks 11 & 12): Enhancing literacy and numeracy development in inclusive settings; and information communication technologies (ICT)

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.m) (<https://staff.m>

[mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central](http://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](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

- 2. Demonstrate knowledge of the impact of sensory disability on the physical, social, psychological and educational domains.
- 4. Implement a range of differentiated instructional programs and strategies that foster habilitation, rehabilitation and learning for people with sensory disability.
- 5. Understand the need for the range of communication modalities used by people with sensory disability.
- 10. Demonstrate competency in Unified English Braille (UEB), Grade Two

#### Assessment tasks

- Personalised Learning Plan
- Braille Literacy Teaching Prog
- Braille Book Kit Production

### 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**

- 2. Demonstrate knowledge of the impact of sensory disability on the physical, social, psychological and educational domains.
- 4. Implement a range of differentiated instructional programs and strategies that foster habilitation, rehabilitation and learning for people with sensory disability.
- 5. Understand the need for the range of communication modalities used by people with sensory disability.
- 10. Demonstrate competency in Unified English Braille (UEB), Grade Two

## **Assessment tasks**

- Personalised Learning Plan
- Braille Literacy Teaching Prog
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## **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**

- 2. Demonstrate knowledge of the impact of sensory disability on the physical, social, psychological and educational domains.
- 4. Implement a range of differentiated instructional programs and strategies that foster habilitation, rehabilitation and learning for people with sensory disability.
- 5. Understand the need for the range of communication modalities used by people with sensory disability.
- 10. Demonstrate competency in Unified English Braille (UEB), Grade Two

## **Assessment tasks**

- Personalised Learning Plan
- Braille Literacy Teaching Prog
- Braille Book Kit Production



## 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

- 2. Demonstrate knowledge of the impact of sensory disability on the physical, social, psychological and educational domains.
- 4. Implement a range of differentiated instructional programs and strategies that foster habilitation, rehabilitation and learning for people with sensory disability.
- 5. Understand the need for the range of communication modalities used by people with sensory disability.
- 10. Demonstrate competency in Unified English Braille (UEB), Grade Two

### Assessment tasks

- Personalised Learning Plan
- Braille Literacy Teaching Prog
- Braille Book Kit Production

## 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. Demonstrate knowledge of the impact of sensory disability on the physical, social, psychological and educational domains.
- 4. Implement a range of differentiated instructional programs and strategies that foster habilitation, rehabilitation and learning for people with sensory disability.
- 5. Understand the need for the range of communication modalities used by people with sensory disability.
- 10. Demonstrate competency in Unified English Braille (UEB), Grade Two

## Assessment tasks

- Personalised Learning Plan
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- Braille Book Kit Production

## 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

- 4. Implement a range of differentiated instructional programs and strategies that foster habilitation, rehabilitation and learning for people with sensory disability.