SPED925

Technology for Learners with Vision Impairment

S2 External 2018

Department of Educational Studies

Contents

General Information

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Credit points
4

Prerequisites
SPED926

Corequisites

Co-badged status

Unit description
This unit provides the theory and practice in the selection and application of technology for students who are blind or vision impaired (B/VI). Students will be introduced to a wide variety of technology that assists individuals with vision impairment to access information, including consideration of suitable assessment, instructional strategies, financing and usage. This unit will provide students with practical experiences with a range of technology.

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:

Identify international, national, regional, state and local sources of instructional materials and access hardware and software

Identify factors that influence the selection and use of technology necessary for the education of individuals who are (B/VI)

Identify, configure and demonstrate basic use of a range of access technology for individuals who are B/VI

Recognise issues and use various strategies to access print material, including Braille translation hardware and software.

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. 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/

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
Design of a training module	50%	No	10/09/2018
Critical evaluation	50%	No	29/10/2018

Design of a training module

Due: **10/09/2018**
Weighting: **50%**

To design a training module for support staff that outlines the implementation of one access technology device/equipment, that meets the specific technology requirements of a person with vision impairment, to facilitate their access to literacy.

On successful completion you will be able to:
- Identify international, national, regional, state and local sources of instructional materials and access hardware and software
- Identify factors that influence the selection and use of technology necessary for the education of individuals who are (B/VI)
- Identify, configure and demonstrate basic use of a range of access technology for individuals who are B/VI
- Recognise issues and use various strategies to access print material, including Braille translation hardware and software.

Critical evaluation

Due: **29/10/2018**
Weighting: **50%**

To critically evaluate the training module for support staff that outlines the implementation of one access technology device/equipment, that meets the specific technology requirements of a person with vision impairment, to facilitate their access to literacy.

On successful completion you will be able to:
- Identify factors that influence the selection and use of technology necessary for the education of individuals who are (B/VI)
- Recognise issues and use various strategies to access print material, including Braille translation hardware and software.

Delivery and Resources

Learning materials will be made available to students in the iLearn site. Students will attend a three day campus conference from Wednesday 5th to Friday 7th August 2018 at the RIDBC Renwick Centre, North Rocks NSW. Students will be introduced to a wide variety of technology that assists individuals with vision impairment to access information including consideration of suitable assessment, instructional strategies, financing and usage.

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). 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). 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).

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 factors that influence the selection and use of technology necessary for the education of individuals who are (B/VI)
- Identify, configure and demonstrate basic use of a range of access technology for individuals who are B/VI

- Recognise issues and use various strategies to access print material, including Braille translation hardware and software.

Assessment tasks

- Design of a training module
- Critical evaluation

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

- Identify international, national, regional, state and local sources of instructional materials and access hardware and software
- Identify factors that influence the selection and use of technology necessary for the education of individuals who are (B/VI)
- Identify, configure and demonstrate basic use of a range of access technology for individuals who are B/VI
- Recognise issues and use various strategies to access print material, including Braille translation hardware and software.

Assessment tasks

- Design of a training module
- Critical evaluation

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

- Identify international, national, regional, state and local sources of instructional materials and access hardware and software
- Identify factors that influence the selection and use of technology necessary for the

education of individuals who are (B/VI)

- Recognise issues and use various strategies to access print material, including Braille translation hardware and software.

Assessment tasks

- Design of a training module
- Critical evaluation

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

- Identify international, national, regional, state and local sources of instructional materials and access hardware and software
- Identify factors that influence the selection and use of technology necessary for the education of individuals who are (B/VI)
- Identify, configure and demonstrate basic use of a range of access technology for individuals who are B/VI
- Recognise issues and use various strategies to access print material, including Braille translation hardware and software.

Assessment tasks

- Design of a training module
- Critical evaluation

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 outcome

- Identify, configure and demonstrate basic use of a range of access technology for individuals who are B/VI

Assessment tasks

- Design of a training module
- Critical evaluation

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

- Recognise issues and use various strategies to access print material, including Braille translation hardware and software.