



# SPED922

## Educational Adjustments for Learners with Vision Impairment

S1 Online 2019

*Department of Educational Studies*

### Contents

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<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	6
<u>Delivery and Resources</u>	7
<u>Unit Schedule</u>	8
<u>Policies and Procedures</u>	9
<u>Graduate Capabilities</u>	10

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Unit Convener and Lecturer

Frances Gentle

[frances.gentle@mq.edu.au](mailto:frances.gentle@mq.edu.au)

Contact via 0298720808

RIDBC Renwick Centre

Mondays, Tuesdays and Fridays, 9am to 5pm

Administration

Lena Karam

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

Contact via 0298720303

RIDBC Renwick Centre

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:

Demonstrate knowledge of current research into the physical, social and cognitive implications of congenital and adventitious low vision and blindness.

Explain the roles and responsibilities of specialist teachers (vision impairment) and allied professionals in education of learners with vision impairment.

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.

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.

## **General Assessment Information**

### **Assessment presentation and submission guidelines**

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.
- RIDBC Renwick Centre assignment cover sheets are required.
- Macquarie University's referencing style is APA (6<sup>th</sup> edition) of the American Psychological Association. APA guides are available from the RIDBC Renwick Centre library or the following link: <http://libguides.mq.edu.au/APA>

### **Draft submissions and Turnitin Originality Reports**

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

### **Please note**

- Students should regularly save a copy of all assignments before submission,
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

### Assignment extensions and late penalties

- In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>
- Applications for extensions must be made via AskMQ according to the Special Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.
- 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). You 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.

### Requesting a re-assessment of an assignment

If you have **evidence** that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within **7 days** of the date of return of the assignment and provide **a detailed assessment of your script against the task criteria**. Evidence from your assignment must be provided to support your judgements.

**Note:** Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

**Please note:** The outcome of a re-mark may be a **higher/lower or unchanged grade**. Grades are *standards referenced* and effort is NOT a criterion.

### University Policy on grading

#### **Criteria for awarding grades for assessment tasks:**

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

#### **Descriptive Criteria for awarding grades in the unit:**

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
<b>HD</b> (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
<b>D</b> (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
<b>Cr</b> (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
<b>P</b> (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
<b>F</b> (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

**Note:** *If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of the placement.*

## Withdrawing from this Unit

If you are considering withdrawing from this unit, please seek academic advice from Claire Farrington at the RIDBC Renwick Centre, email [claire.farrington@ridbc.org.au](mailto:claire.farrington@ridbc.org.au), as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

## 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](#).

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Presentation</a>	50%	No	29/04/2019
<a href="#">Discussion Paper</a>	50%	No	27/05/2019

### Presentation

Due: **29/04/2019**

Weighting: **50%**

Develop a presentation and related discussion questions for a preschool, primary or secondary school that is enrolling a student with blindness or low vision. Please refer to the assessment section of the SPED922 iLearn site for detailed information about the assessment requirements.

On successful completion you will be able to:

- Demonstrate knowledge of current research into the physical, social and cognitive implications of congenital and adventitious low vision and blindness.
- Explain the roles and responsibilities of specialist teachers (vision impairment) and allied professionals in education of learners with vision impairment.
- 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: **27/05/2019**

Weighting: **50%**

You have been invited to submit a conference paper of approximately 2500 words that

addresses one or more of the expanded core curriculum areas. Please refer to the assessment section of the SPED922 iLearn site for detailed information about the assessment requirements.

On successful completion you will be able to:

- Demonstrate knowledge of current research into the physical, social and cognitive implications of congenital and adventitious low vision and blindness.
- Explain the roles and responsibilities of specialist teachers (vision impairment) and allied professionals in education of learners with vision impairment.
- 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

### Information about the Unit iLearn site

This unit has a full web presence through *iLearn*.

Students will need regular access to a computer and the Internet to complete this Unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials. Various activities and materials for discussion and critical reflection are included, together with weekly topic commentaries and PowerPoint presentations.

### Access and technical assistance

Information for students about access to the online component of this unit is available at [ilearn.mq.edu.au/login/MQ/](https://ilearn.mq.edu.au/login/MQ/). You will need to enter your student username and password.

Please do **NOT** contact the Unit Convenor regarding *iLearn* technical help.

No extensions will be given for any technical issues. Allow enough time for your submissions.

Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at [help.mq.edu.au](https://help.mq.edu.au). OneHelp is the online IT support service for both students and staff.

### This unit requires students to use several ICT and software skills:

- **Internet access:** The *iLearn* site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- **Word processing, visual representations, and document formatting:** You are required to use an appropriate form of software to present your assignments.
- **Uploading** of assessment tasks to **iLearn**.

### Prescribed texts

Allman, C.B., Lewis, S. (2014). *ECC essentials: Teaching the expanded core curriculum to students with visual impairments*. New York, AFB Press.

Telec, F., Boyd, A. & King, J. (1997). *Vision impairment: A reference for schools*. Sydney: NSW Department of School Education, Special Education Directorate. **Note:** Available for download from the iLearn site (with permission from the publisher)

A full list of prescribed and suggested readings for each of the Unit topics is available on the iLearn site.

## Unit Schedule

### Weekly Topics - Semester 1, 2019

Week beginning	Topic	
25 <sup>th</sup> February (wk1)	1	Government and international legislation and policy frameworks supporting education of learners with vision impairment
4 <sup>th</sup> March (wk2)	2	Psychological, social and cultural implications of vision impairment; critical social skills
11 <sup>th</sup> March (wk3)	3	Educational implications of vision impairment
18 <sup>th</sup> March (wk4)	4	Roles and responsibilities of specialist teachers (vision impairment) and other professionals
25 <sup>th</sup> March (wk5) & 1 <sup>st</sup> April (wk 6)	5	Curriculum frameworks, pedagogy, and IEPs: General principles and approaches
8 <sup>th</sup> April (wk 7)	6	Curriculum, assessment and reporting
Mid-Semester Recess – 15 <sup>th</sup> April to 26 <sup>th</sup> April		
29 <sup>th</sup> April (wk 8)	6 cont.	Curriculum, assessment and reporting; Assessment Task 1 due Monday 29 <sup>th</sup> April
6 <sup>th</sup> May (wk 9)	7	Optical, assistive and mainstream technologies supporting education inclusion and visual functioning
13 <sup>th</sup> May (wk10)	8	Early childhood, family and social contexts
20 <sup>th</sup> May (wk11)	9	Primary and secondary school years
27 <sup>th</sup> May (wk12) & 3 <sup>rd</sup> June (Wk13)	10	Students with vision impairment and additional disabilities; Assessment Task 2 due Monday 27 <sup>th</sup> May



## 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 published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](https://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official *MQ Student Email Address*
- The *Dialogue* function on iLearn
- Other iLearn communication functions

## 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)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@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

- Explain the roles and responsibilities of specialist teachers (vision impairment) and allied professionals in education of learners with vision impairment.
- 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.

- 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**

- Demonstrate knowledge of current research into the physical, social and cognitive implications of congenital and adventitious low vision and blindness.
- Explain the roles and responsibilities of specialist teachers (vision impairment) and allied professionals in education of learners with vision impairment.
- 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.
- 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 - 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**

- Demonstrate knowledge of current research into the physical, social and cognitive implications of congenital and adventitious low vision and blindness.
- Explain the roles and responsibilities of specialist teachers (vision impairment) and allied professionals in education of learners with vision impairment.
- 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**

- Presentation
- Discussion Paper

## **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 knowledge of current research into the physical, social and cognitive implications of congenital and adventitious low vision and blindness.
- Explain the roles and responsibilities of specialist teachers (vision impairment) and allied professionals in education of learners with vision impairment.
- 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.
- 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 outcome

- 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

- Presentation
- Discussion Paper

## 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

- 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.
- 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