



SPED923

Literacy for Learners with Vision Impairment

S2 External 2019

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

lena.karam@mq.edu.au

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RIDBC Renwick Centre

9.00 - 4.00 Monday to Friday

Susan Silveira

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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 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:

Demonstrate knowledge of the impact of sensory disability on the physical, social, psychological and educational domains.

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

Understand the need for the range of communication modalities used by people with sensory disability.

Demonstrate competency in Unified English Braille (UEB), Grade Two

General Assessment Information

This section provides students with general information about assessment tasks and how to submit them.

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- All assessments must be formatted to fully comply with accessibility requirements.
- All assessments must be submitted through Turnitin as a word document.
- It is the responsibility of the student to ensure that all assessments are successfully submitted through Turnitin.

Draft Submissions & 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.

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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-plan-ning-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
HD (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.
D (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.
Cr (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.
P (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
F (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 via <https://ask.mq.edu.au> before doing so 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
Personalised Learning Plan	40%	No	14/10/19
Braille Literacy Teaching Prog	35%	No	21/10/19
Braille Book Kit Production	25%	No	16/9/2019

Personalised Learning Plan

Due: **14/10/19**

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 words)

On successful completion you will be able to:

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

Braille Literacy Teaching Prog

Due: **21/10/19**

Weighting: **35%**

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

On successful completion you will be able to:

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

Braille Book Kit Production

Due: **16/9/2019**

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:

- Understand the need for the range of communication modalities used by people with sensory disability.
- 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 5th to Friday 9th August 2019 (9am to 4.30pm each day). Attendance at the RIDBC Renwick Centre campus conference is essential in order to complete the Unit. Resources for the campus days will be uploaded to the iLearn site prior to the August. Please save the resources and bring them along to the campus conference.

Students are also required to complete a training course in Unified English Braille. Please submit evidence of course completion to the Unit Convenor - via email, frances.gentle@ridbc.org.au. This may take the form of completion certificates.

Prescribed Texts

1. Swenson, A. M. (2016). *Beginning with braille: Firsthand experiences with a balanced approach to literacy* (2nd 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>

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 recommended 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 and students are encouraged to use this web component. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

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/. 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. 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.

Structure

The SPED923 iLearn site includes a series of topics that address the Unit theme of literacy for learners with vision impairment. The iLearn topics detail the required readings for the particular topic area, topic commentaries (text-based), videos or PowerPoint slides, and focus questions. These resources are designed to support your development of knowledge and understanding of the implications of vision impairment for literacy development. The content and recommended readings also serves as essential background information for completing assessment tasks. Please note that you are expected to base your arguments/discussions on evidence from published research and other relevant material.

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 \(https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central\)](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 or if you are a Global MBA student contact 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

External Students

1. The on-campus sessions on Monday 5th - Friday 9th August 2019 are essential to student engagement and learning and attendance on all days is expected. Failure to attend or to have an approved Special Consideration, may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.
2. Prior to the on-campus sessions, you should have read the prescribed readings and reviewed the resources that are available on iLearn. Summarise the main points, and make a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.
3. Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

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

If you are a Global MBA student contact 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/.

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

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

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

Assessment tasks

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

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

- Demonstrate knowledge of the impact of sensory disability on the physical, social, psychological and educational domains.
- Implement a range of differentiated instructional programs and strategies that foster

habilitation, rehabilitation and learning for people with sensory disability.

- Understand the need for the range of communication modalities used by people with sensory disability.
- 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

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

Assessment tasks

- Personalised Learning Plan
- Braille Literacy Teaching Prog
- 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

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