



SPED925

Technology for Learners with Vision Impairment

S2 External 2019

Department of Educational Studies

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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 9am-5pm

Administration

Lena Karam

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RIDBC Renwick Centre

9.00 - 4.00 Monday to Friday

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

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.

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.

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
Design of a training module	50%	No	9/9/2019
Critical evaluation	50%	No	28/10/2019

Design of a training module

Due: **9/9/2019**

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: **28/10/2019**

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

Required texts

Module 1 Introduction

Knight, M. (2012). *Early learning access technology framework: For children who are blind or have significant vision impairment*. (Introduction, pp. 5-7). Available for download from <http://www.spevi.net/technology-and-mobile-devices/>

Presley, I., & D'Andrea, .F.M. (2009). *Assistive technology for students who are blind or visually impaired: A guide to assessment*. (Chapter 1 Technology for learning and literacy, pp. 3-23). New York: AFB Press. **PRESCRIBED TEXT**

Module 2 Technology and the Sense of Touch

Knight, M. (2012). *Early learning access technology framework: For children who are blind or have significant vision impairment*. (Theme 5 Braille experiences, pp. 42-44.) Available from <http://www.spevi.net/technology-and-mobile-devices/>

Presley, I., & D'Andrea, .F.M. (2009). *Assistive technology for students who are blind or visually impaired: A guide to assessment*. (Chapter 2, pp. 56-61; Chapter 3, pp. 100-104; Chapter 4, pp. 133-142; and Chapter 5, pp. 153-165; Chapter 7, pp. 198-273). **Prescribed text**

Swenson, A.M. (2016). *Beginning with braille: Firsthand experiences with a balanced approach to literacy* (2nd ed., pp. 250-257). New York: AFB Press.

Module 3 Technology and the Sense of Sight

Knight, M. (2012). *Early learning access technology framework: For children who are blind or have significant vision impairment*. (Theme 7: I can see it! Customisation for low vision, pp. 51-56). Available from <http://www.spevi.net/technology-and-mobile-devices/>

Lewis, L.L. (2016). *iOS in the classroom: A guide for teaching students with visual impairments*. (Chapter 1 Getting Started). New York: AFB Press. **RENWICK LIBRARY 371.91145 lewi**

Presley, I., & D'Andrea, .F.M. (2009). *Assistive technology for students who are blind or visually impaired: A guide to assessment*. (Chapter 2, pp. 24-55; Chapter 3, pp. 80-99; Chapter 4, pp. 120-132; and Chapter 5, pp. 146-152; Chapter 7, pp. 198-273). **PRESCRIBED TEXT**

Module 4 Technology and the Sense of Hearing

Knight, M. (2012). *Early learning access technology framework: For children who are*

blind or have significant vision impairment. (Theme 2: Listen, understand and respond). Available from <http://www.spevi.net/technology-and-mobile-devices/>

Presley, I., & D'Andrea, .F.M. (2009). *Assistive technology for students who are blind or visually impaired: A guide to assessment*. (Chapter 2, pp. 61-77; Chapter 3, pp. 104-119; Chapter 4, pp. 142-144; and Chapter 5, pp. 165-169.)

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. 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, including electronic links and suggested references 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 unit comprises five modules that address specific areas relating to technology for children and adults with vision impairment. The modules include topic commentaries, links to relevant assistive and mainstream technology, focus questions, and required and supplementary sources of further reading. Students are expected to base their arguments/discussions on evidence from published research and other relevant material.

Unit Schedule

Week Beg	Topic title	Assignments
1. 29 July	Module 1 – Introduction Complete the assigned readings and activities.	
1. 5 August		
1. 12 August		
1. 19 August	Module 2 – Technology and the sense of touch Complete the assigned commentaries, readings and activities.	
1. 26 August		
1. 2 September		
1. 9 September	Module 3 – Technology and the sense of vision Complete the assigned commentaries, readings and activities.	Assessment task 1 due 9 th September
16 September		
23 September		
1. 30 September	Module 3 (cont.)	
1. 7 October	Module 4 – Technology and the sense of hearing Complete the assigned commentaries, readings and activities.	
1. 14 October		
1. 21 October	Module 5 – Beyond the classroom Complete the assigned commentaries and view the YouTube videos.	
1. 28 October		Assessment task 2 due 28 th October

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](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 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

Unit Expectations

- Students are expected to read the Module readings before completing focus questions or tasks

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

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) 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

- 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.