SPED8923

Literacy for Learners with Vision Impairment

Session 2, Fully online/virtual 2020

Macquarie School of Education

Contents

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Notice

As part of Phase 3 of our return to campus plan, most units will now run tutorials, seminars and other small group learning activities on campus for the second half-year, while keeping an online version available for those students unable to return or those who choose to continue their studies online.

To check the availability of face-to-face and online activities for your unit, please go to timetable viewer. To check detailed information on unit assessments visit your unit's iLearn space or consult your unit convenor.

General Information

Unit convenor and teaching staff
Unit Convener and Lecturer
Frances Gentle
frances.gentle@mq.edu.au; frances.gentle@ridbc.org.au
Contact via 02 9872 0808
RIDBC Renwick Centre
Mondays, Thursdays and Fridays, 9am - 5pm

Administration
Lena Karam
lena.karam@ridbc.org.au
Contact via 02 9872 0303
RIDBC Renwick Centre
Monday to Friday 8.30am - 5pm

Credit points
10

Prerequisites
Admission to MDisabilityStud and (SPED8926 or SPED926) and permission by special approval

Corequisites

Co-badged status

Unit description
This Unit examines the implications of vision impairment for language, literacy and numeracy development. Unit content includes current principles and concepts underlying emergent literacy and numeracy development, multisensory approaches to literacy and numeracy development, braille literacy instruction, learning media assessment, and guidelines for the production of alternative formats and examinations.

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:

ULO1: Display professional knowledge of educational planning and collaborative approaches in the area of literacy or numeracy development for students with vision impairment

ULO2: Draw on relevant literature and professional standards to design individualised braille literacy programs that link with the curriculum and expanded core curriculum for learners with vision impairment

ULO3: Produce individualised Braille resources that demonstrate your knowledge of Unified English Braille (Grade 2), current alternative format guidelines, and accessible media and production methods.

ULO4: Apply knowledge of the educational implications of low vision and blindness to the teaching of literacy and numeracy

General Assessment Information

More detailed information about assessment tasks is provided in the Unit iLearn site including, marking rubrics for the three assessment tasks and detailed instructions.

Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- The assignment title page should include the student name, student number, unit code, title of the assessment and submitted word count.
- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using Arial, 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin as an accessible 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: Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

- 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 <u>all</u> 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
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 http s://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. Please also contact Claire Farrington on 0298720811 or claire.farrington@ridbc.org.a u prior to withdrawing and for advice related to your progression.

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.m q.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
Unified English Braille Grade Two	0%	Yes	31/7/2020
Braille book kit production	25%	No	24/8/2020
Braille Literacy Teaching Program	35%	No	28/9/2020
Personalised learning plan	40%	No	19/10/2020

Unified English Braille Grade Two

Assessment Type [1]: Field work task
Indicative Time on Task [2]: 20 hours
Due: **31/7/2020**
Weighting: **0%**
This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

Provide evidence of attainment of UEB Grade Two (certificate level) competency

On successful completion you will be able to:

- Produce individualised Braille resources that demonstrate your knowledge of Unified English Braille (Grade 2), current alternative format guidelines, and accessible media and production methods.

Braille book kit production

Assessment Type [1]: Creative work
Indicative Time on Task [2]: 10 hours
Due: **24/8/2020**
Weighting: **25%**

Creation of a braille book and supporting braille materials

On successful completion you will be able to:

- Produce individualised Braille resources that demonstrate your knowledge of Unified English Braille (Grade 2), current alternative format guidelines, and accessible media and production methods.
- Apply knowledge of the educational implications of low vision and blindness to the teaching of literacy and numeracy

Braille Literacy Teaching Program

Assessment Type [1]: Essay
Indicative Time on Task [2]: 13 hours
Due: **28/9/2020**
Weighting: **35%**

Development of a two-term individualised braille literacy teaching program. (2000 words)

On successful completion you will be able to:

- Display professional knowledge of educational planning and collaborative approaches in the area of literacy or numeracy development for students with vision impairment
- Draw on relevant literature and professional standards to design individualised braille literacy programs that link with the curriculum and expanded core curriculum for learners with vision impairment
- Produce individualised Braille resources that demonstrate your knowledge of Unified English Braille (Grade 2), current alternative format guidelines, and accessible media and production methods.

Personalised learning plan

Assessment Type [1]: Essay
Indicative Time on Task [2]: 15 hours
Due: **19/10/2020**
Weighting: **40%**

Develop a Personalised Learning Plan for literacy and numeracy development. (2000 words)

On successful completion you will be able to:

- Display professional knowledge of educational planning and collaborative approaches in the area of literacy or numeracy development for students with vision impairment
- Produce individualised Braille resources that demonstrate your knowledge of Unified English Braille (Grade 2), current alternative format guidelines, and accessible media and production methods.

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[1] If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the Writing Centre for academic skills support.

[2] Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

Delivery and Resources

Required Texts

- Swenson, A.M. (2016). Beginning with braille: Firsthand experiences with a balanced approach to literacy (2nd. Ed.) Published by AFB Press ISBN: 978-0-89128-732-2
- Wormsley, D.P. (2016). *I-M-ABLE: Individualized meaning-centered approach to braille literacy education.* NY, New York: AFP Press ISBN for paperback version: 978-0-89128-722-3

These two required texts may be accessed online via the Macquarie University library at Multisearch or purchased from the American Printing House for the Blind APH

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, including a reading template and guide to lecture note taking to assist your studies.

Various activities and materials for discussion and critical reflection are included and external students especially 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.

Weekly online sessions

Your Unit Convenor will offer weekly presentations and discussion, using zoom, addressing Unit content and assessment tasks. A list of dates and times is available on iLearn.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

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 i*Learn* 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 weekly program for the Unit with the accompanying readings/ preparation is available on the unit iLearn site.

Unit Schedule

Week Beg	Topic	Topic title
1. 27 July	1	Communication, language and literacy development for students with VI, and the history of braille and other tactile codes
1. 3 August		
1. 10 August	2	Implications of blindness and low vision for communication, language and literacy development
1. 17 August	3	Literacy and numeracy development for students with VI
1. 24 August	4	Assessment and goal setting
1. 31 August	5	Instructional approaches to reading development for students with vision impairment
1. 7 September		

14 -21 September		Mid semester recess
1. 28 September	6	Instructional approaches to writing development for students with vision impairment
1. 5 October		
1. 12 October	7	Literacy and numeracy development for students with vision impairment and additional disabilities or deafblindness
1. 19 October	8	Enhancing literacy and numeracy development in inclusive settings
1. 26 October		
1. 2 November	9	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). 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.)*

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 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 weekly readings before completing tasks and attending tutorials
- Students are expected to listen to weekly presentations before completing any related 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 help you improve your marks and take control of your study.

- Getting help with your assignment
- Workshops
- StudyWise
- Academic Integrity Module

The Library provides online and face to face support to help you find and use relevant

information resources.

- Subject and Research Guides
- Ask a Librarian

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.