



SPED8300

Current Developments in Special Education

Session 2, Fully online/virtual 2020

Macquarie School of Education

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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

Lecturer

Hua-Chen Wang

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Contact via Dialogue on iLearn

29 Wally's Walk, Room 363

By appointment

Credit points

10

Prerequisites

Corequisites

(SPED8210 or SPED821) and (SPED8260 or SPED826)

Co-badged status

Unit description

This unit examines current issues in special education research and practice. Students will gain an understanding of current research in special education, particularly research carried out at Macquarie University and other Australian organisations. Students will be encouraged to critically consider the application of research to classroom practice, program design and policy in contemporary special education.

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: Critically evaluate the research projects presented during the unit and the theories underpinning them.

ULO2: Investigate and analyse the application of the theories and principles of quality research design in special education.

ULO3: Reflect in depth on the evidence base for practices in special education.

ULO4: Analyse, synthesise and apply recent research findings to classroom scenarios.

ULO5: Discuss and effectively communicate the policy implications of research in

special education.

ULO6: Communicate to an academic audience, applying appropriate academic conventions.

ULO7: Communicate to the wider community regarding research based practices in special education.

General Assessment Information

Online discussion forum participation

Due: **Sunday of each Week (specific dates indicated on iLearn and unit schedule) BEFORE 11:55 PM**

Weighting: **10%**

What does online participation involve?

Online participation involves making posts on the Topic Discussion Forums of the unit website. Once a post is made in a topic Discussion Forum, anybody in the unit can read or respond to it. Staff will post questions periodically or you may ask your own questions, give answers or offer comment. Only posts to Topic Forums will be counted.

Online participation allows you to give feedback and receive feedback from other students and staff, to explore issues in discussion with other students and staff and to practice required skill competencies.

When can I contribute?

Topic discussion forums will close progressively through the semester. All forums will close on Sunday of each week at 11.55pm, as indicated on iLearn, either Australian Eastern Time or Australian Eastern Daylight Saving Time (whichever is applicable).

The content of each forum will remain accessible, but posts made after the closing date will not count towards your assessment.

How much do I have to contribute?

Each student is expected to make a minimum of ten (10) contributions to the topic discussions over the course of the semester. Each post should be a minimum of 50 words in length.

You should post in **at least eight (8) of the ten (10)** topics.

Instructions on how to compile and submit posts will be provided on the iLearn website.

Online Quizzes

Due: **Sunday of each Week (date specified on iLearn and unit schedule) BEFORE 11:55 PM**

Weighting: **20%**

Assessment quizzes are online assessments in multiple-choice format. There is one quiz for each topic in the unit on iLearn.

How do I do assessment quizzes?

I am concerned about doing an online quiz. What should I do?

A "practice quiz" has been set up to give you some practice and allow you to get used to the quiz module. You may attempt the practice quiz as many times as you like and will receive "practice" feedback. It is strongly recommended that every student attempt the practice quiz each semester. The practice quiz is in the "Start here! IMPORTANT INFORMATION" section. The practice quiz is under the headings "THINGS YOU SHOULD DO" AND "Attempt the Practice Quiz". Click on the link to open the quiz.

How do I know my attempt at a quiz has been successful?

You will receive confirmation that your quiz has been submitted. Your mark will not be available in "Grades" until after the quiz has been closed on Monday night. The unit convenor will send an announcement when the scores have been released, typically it will be the following day, sometimes longer.

What is each quiz worth?

There are 10 assessment quizzes and each quiz is weighted evenly.

What if I have problems with access to the website?

It is YOUR responsibility to ensure that each quiz is completed within the window of time allowable. If your Internet connection is not very reliable, it is strongly suggested that you do not leave the quiz until the last minute. If you lose your connection during a quiz, you should attempt to reconnect as soon as possible and finish the quiz. **DON'T LEAVE IT UNTIL THE LAST MINUTE.** There will be no allowances for students who do not complete quizzes on time due to Internet access problems.

Is there a time limit on each quiz?

There is a time limit of 15 minutes to complete each quiz. You must submit the quiz within the time limit or your submission will be rejected. It is important to note that as soon as you open a quiz, the time clock starts. **DO NOT** open a quiz before you are ready to attempt it.

You should take these times into account as you plan your work. Extra open time for Quizzes will **NOT** be provided for advertised outages.

If iLearn becomes unavailable **unexpectedly** for any length of time due to other causes, the cut-off dates for Assessment Quizzes may be extended by the equivalent time.

Systematic literature search

Due: **13/09/20 BEFORE 11:55 PM**

Weighting: **20%**

This assignment (1,000 - 1,500 words) involves a literature search on a selected topic or question selected from the two broad areas below.

1. Any controversial intervention or assessment strategy used in special education (apart

from those specifically covered in the unit). This topic could include interventions and assessments marketed to parents and teachers through the internet and other media.

2. Any specific intervention or assessment strategy that has shown to be effective or promising for students with special education needs (apart from those specifically addressed in this unit). Topics here should be specific, and not more generic practices such as explicit instruction or functional assessment.

Sample topics or questions include: Is Reading Recovery an effective intervention for children with reading difficulties? Can CogMed improve academic outcomes for children with ADHD? Is there a research base for the claims made for XXXX intervention strategy? (insert the name of the particular strategy of interest).

Tip: If you don't have a specific treatment program in mind, you can start with a broad search, for example, "Effective strategies to teach reading to students who are poor readers" or "Effective strategies to improve the vocabulary of students with special education needs". From this search result, you can select a specific program of interest (e.g., Reading Recovery) or the specific skill that the program is based on (e.g., phonological awareness). Once you decided on the program, you can go back to form the research topic and start your search again.

Students will provide a brief description of the search strategy, identify research articles appropriate to the topic, and provide a brief justification for the selection of each of these specific articles.

The assignment will be available on the unit iLearn site in Week 1 of the semester.

Literature review and summary

Due: **25/10/20 BEFORE 11:55 PM**

Weighting: **50%**

The assignment (2000 words) will involve the review of key articles from the systematic literature search. Students will select and justify a subset of the most salient articles for review. The review will include providing a concise overview of the methodology, an evaluation of the relevance, strengths and weaknesses of the selected articles. The final component of this assignment will involve producing a plain language summary of findings and implications for practice, suitable for a non-specialist audience.

The assignment will be available on the unit iLearn site in Week 2 of the semester.

General organisation of the unit

The unit is organised in external mode only, and in a flexible delivery format.

Delivery is designed such that students may seek as much or as little assistance as required in completing the unit. In flexible delivery units, it is critical that students are organised and disciplined. It is suggested that you allocate a total of 8-12 hours per week to study for this unit. If

you get significantly behind in your topic coverage, it may be impossible to catch up. Please start your study as soon as possible.

Unit delivery: Teaching and learning activities

- **Study guides** provide an overview of topics and guide learning.
- **Readings** are designed to prepare students for the online presentations as well as broaden their understanding of topics.
- **Online presentations** provide information and highlight key concepts.
- **Forums** provide students with the opportunity to ask question and discuss issues relevant to the unit. Contributions to the online discussion forum can be a beneficial way of exchanging ideas and discussing unit content with other students. Although unit convenors typically check the Discussion Forums daily (on weekdays), they will not respond to all posts, as discussion between students may be more appropriate. **Forums should be checked every 48 hours for important announcements.**
- **Dialogue** allows students to communicate privately with the unit staff. **Dialogue should be checked every 48 hours for important information.**
- **Assessments** allow students to refine and demonstrate achievement of unit learning outcomes.

When preparing your assignments, it is essential that:

- Students regularly save a copy of all assignments before submission.
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.

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.

- Faculty assignment cover sheets are NOT required.

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.

Online quizzes are an individual assessment task and **MUST BE COMPLETED** by each student individually. Similarities in responses between students will be checked and investigated for possible collusion. Please see the Academic Honesty Handbook for more information.

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
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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
Online Discussion Forum Participation	10%	No	End of each week as indicated on iLearn and unit schedule
Online Quizzes	20%	No	End of each week as indicated on iLearn and unit schedule
Systematic literature search	20%	No	End of Week 7 (13/09/20)

Name	Weighting	Hurdle	Due
<u>Literature review and summary</u>	50%	No	End of Week 11 (25/10/20)

Online Discussion Forum Participation

Assessment Type ¹: Participatory task

Indicative Time on Task ²: 5 hours

Due: **End of each week as indicated on iLearn and unit schedule**

Weighting: **10%**

Students are to contribute to Online discussion forums for each topic.

On successful completion you will be able to:

- Critically evaluate the research projects presented during the unit and the theories underpinning them.
- Investigate and analyse the application of the theories and principles of quality research design in special education.
- Reflect in depth on the evidence base for practices in special education.
- Analyse, synthesise and apply recent research findings to classroom scenarios.
- Discuss and effectively communicate the policy implications of research in special education.
- Communicate to an academic audience, applying appropriate academic conventions.
- Communicate to the wider community regarding research based practices in special education.

Online Quizzes

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 5 hours

Due: **End of each week as indicated on iLearn and unit schedule**

Weighting: **20%**

Assessment of discipline knowledge under each topic.

On successful completion you will be able to:

- Critically evaluate the research projects presented during the unit and the theories underpinning them.
- Investigate and analyse the application of the theories and principles of quality research design in special education.
- Analyse, synthesise and apply recent research findings to classroom scenarios.

Systematic literature search

Assessment Type ¹: Literature review

Indicative Time on Task ²: 10 hours

Due: **End of Week 7 (13/09/20)**

Weighting: **20%**

A literature search on a selected intervention program (1,000 to 1,500 words).

On successful completion you will be able to:

- Investigate and analyse the application of the theories and principles of quality research design in special education.
- Reflect in depth on the evidence base for practices in special education.
- Communicate to an academic audience, applying appropriate academic conventions.

Literature review and summary

Assessment Type ¹: Problem set

Indicative Time on Task ²: 30 hours

Due: **End of Week 11 (25/10/20)**

Weighting: **50%**

Critical evaluation of the literature and provide a summary of the findings and implications (2,000 to 2,500 words).

On successful completion you will be able to:

- Investigate and analyse the application of the theories and principles of quality research design in special education.
- Reflect in depth on the evidence base for practices in special education.
- Analyse, synthesise and apply recent research findings to classroom scenarios.
- Discuss and effectively communicate the policy implications of research in special education.
- Communicate to an academic audience, applying appropriate academic conventions.

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 and recommended texts

There is no textbook required for this unit.

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 strongly recommended 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.

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.

Unit Schedule

Topic	Study schedule	Closing date
1. Research-based practice in special education	Week 2	End of Week 3 (Aug. 16th)

Topic	Study schedule	Closing date
2. Teaching conversational skills to individuals with ASD	Week 3	End of Week 3 (Aug. 16th)
3. Hyperlexia	Week 4	End of Week 4 (Aug. 23rd)
4. Intervention decision-making of parents of children with ASD	Week 5	End of Week 5 (Aug. 30th)
5. Surveying practices used in special education	Week 6	End of Week 6 (Sep. 6th)
6. iPads in classrooms	Week 8	End of Week 8 (Oct. 4th)
7. Sensory integration	Week 9	End of Week 9 (Oct. 11th)
8. University students with ASD	Week 10	End of Week 10 (Oct. 18th)
9. Oral narrative intervention	Week 11	End of Week 11 (Oct. 25th)
10. The use of perceptual motor programs (PMPs) in special education	Week 12	End of Week 12 (Nov. 1st)

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.*)

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

Department Procedures

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

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.