



# SPED8923

## Literacy for Learners with Vision Impairment

Session 2, Fully online/virtual 2021

*Macquarie School of Education*

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#### **Disclaimer**

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#### **Session 2 Learning and Teaching Update**

The decision has been made to conduct study online for the remainder of Session 2 for all units WITHOUT mandatory on-campus learning activities. Exams for Session 2 will also be online where possible to do so.

This is due to the extension of the lockdown orders and to provide certainty around arrangements for the remainder of Session 2. We hope to return to campus beyond Session 2 as soon as it is safe and appropriate to do so.

Some classes/teaching activities cannot be moved online and must be taught on campus. You should already know if you are in one of these classes/teaching activities and your unit convenor will provide you with more information via iLearn. If you want to confirm, see the list of [units with mandatory on-campus classes/teaching activities](#).

Visit the [MQ COVID-19 information page](#) for more detail.

## General Information

Unit convenor and teaching staff  
Course Director, Master of Disability Studies  
Susan Silveira  
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NextSense Institute  
Monday to Friday 9am - 5pm

Administration  
Lena Karam  
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NestSense Institute  
Monday to Friday, 8.30am to 5pm

Lena Karam  
[lana.karam@mq.edu.au](mailto:lana.karam@mq.edu.au)

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

### Assessment Presentation and Submission Guidelines

Please follow these guidelines when you submit each assignment:

- **All assignments must comply with the NextSense Accessible Style Guide**
- 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 assignments must be submitted through Turnitin as an accessible word document – **do not submit as a pdf.**
- It is the responsibility of the student to ensure that all assignments are successfully submitted through Turnitin (<https://students.mq.edu.au/support/technology/systems/ilearn>).
- **For written assignments, the Turnitin Similarity Report must also be submitted using the correct Turnitin submission point at the time of assignment submission.**
- Faculty assignment cover sheets are NOT required.

### Draft Submissions & Turnitin Similarity Reports

- Students must use the Turnitin Similarity Report as a learning tool to improve their academic writing and, in consideration of the report outcome, attend to any potential academic integrity issues, prior to submission of the final version of the assignment.

- Students are strongly encouraged to upload a draft copy of each assignment to Turnitin at least one week prior to the due date to obtain a Similarity Report.
- The Similarity 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 Similarity Report is generated every 24 hours up to the due date.
- For all written assignments, the Similarity Report must also be submitted using the correct Turnitin submission point.

**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/assessment-exams/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 - 10/100 marks of credit (10% of the total assessment weighting) will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted seven days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessment - e.g. quizzes, online tests. A zero result for the assignment will be recorded after the late submission period has ended if no task has been received.
- 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:

- Please do not request a re-mark for a Failed assessment as they are all double-marked as a part of the moderation process.
- 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://policies.mq.edu.au/document/view.php?id=17&version=2>

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

Grade	Descriptor
<b>HD</b> (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
<b>D</b> (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.

<b>Cr</b> (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
<b>P</b> (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
<b>F</b> (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

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

### **Withdrawing from this unit**

If you are considering withdrawing from this unit, please seek academic advice 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. Please also contact Sue Silveira on 0298720248 or [susan.silveira@mq.edu.au](mailto:susan.silveira@mq.edu.au), 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.mq.edu.au](#).

## **Assessment Tasks**

Name	Weighting	Hurdle	Due
<a href="#">Unified English Braille Grade Two</a>	0%	Yes	26/07/21
<a href="#">Braille book kit production</a>	25%	No	23/8/21
<a href="#">Personalised learning plan</a>	40%	No	27/9/21
<a href="#">Braille Literacy Teaching Program</a>	35%	No	18/10/21

## **Unified English Braille Grade Two**

Assessment Type <sup>1</sup>: Field work task

Indicative Time on Task <sup>2</sup>: 20 hours

Due: **26/07/21**

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: **23/8/21**

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

## Personalised learning plan

Assessment Type **1**: Essay

Indicative Time on Task **2**: 15 hours

Due: **27/9/21**

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.

# Braille Literacy Teaching Program

Assessment Type <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 13 hours

Due: **18/10/21**

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.

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<sup>1</sup> 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.

<sup>2</sup> 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

Prescribed 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

E-Book versions of the prescribed texts may be downloaded from the Macquarie University MultiSearch at the following links:

Swenson: [https://multisearch.mq.edu.au/permalink/f/1b3gi1p/MQ\\_ALMA51178579880002171](https://multisearch.mq.edu.au/permalink/f/1b3gi1p/MQ_ALMA51178579880002171)

Wormsley: [https://multisearch.mq.edu.au/permalink/f/1b3gi1p/MQ\\_ALMA51178589920002171](https://multisearch.mq.edu.au/permalink/f/1b3gi1p/MQ_ALMA51178589920002171)

Alternatively, the texts may be purchased at [APH](#)



## Unit Schedule

Week Beg	Topic and Assessment Task due dates	Online sessions 7pm on dates indicated
26 July	<b>Topic 1:</b> Communication, language and literacy development for students with VI; history of braille and other tactile codes	
2 August		<b>5 August</b>
9 August	<b>Topic 2:</b> Implications of blindness and low vision for communication, language and literacy development	<b>11 August</b>
16 August	<b>Topic 3:</b> Literacy and numeracy development for students with VI	No online session
23 August	<b>Topic 4:</b> Assessment and goal setting Assessment 1 due 23.8.21 (before midnight)	<b>26 August</b>
30 August	<b>Topic 5:</b> Instructional approaches to reading development for students with vision impairment	<b>2 September</b>
6 September		<b>Wednesday 8</b>
13 & 20 September	Mid semester recess	No online sessions
27 September	<b>Topic 6:</b> Instructional approaches to writing development for students with vision impairment Assessment 2 due 27.9.21 (before midnight)	<b>30 September</b>
4 October		<b>7 October</b>
11 October	<b>Topic 7:</b> Literacy and numeracy development for students with VI and additional disabilities or deafblindness	<b>13 October</b>
18 October	<b>Topic 8:</b> Enhancing literacy and numeracy development in inclusive settings Assessment 3 due 18.10.21 (before midnight)	<b>21 October</b>
25 October		<b>28 October</b>
1 November	<b>Topic 9:</b> Information communication technologies	No online session planned

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). 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](#)

Students seeking more policy resources can visit [Student Policies](https://students.mq.edu.au/support/study/policies) (<https://students.mq.edu.au/support/study/policies>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central](https://policies.mq.edu.au) (<https://policies.mq.edu.au>) and use the [search tool](#).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to 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](http://ask.mq.edu.au)

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

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## 5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course ( you may want to just refer to course).

Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career ( you may want to just refer to career) sustainable and fulfilling. In this unit, you will learn using the 5Rs framework in the following important ways:

Resilient	Reflexive	Responsive	Ready to learn	Research engaged
Students develop an understanding of the field of sensory impairment and the need for personal resilience when engaging professionally with colleagues, parents and caregivers, and the disability community.	Students are encouraged to critically reflect on their learning in literacy and numeracy for students with blindness and low vision and reflect on the knowledge and skills required to promote equitable inclusion in education and society.	Students are responsive to current research and practice in literacy and numeracy development for students with blindness and low vision. Students participate in online discussions and demonstrate sensitivity and responsiveness to each other's perspectives and concerns.	Students take responsibility for learning independently and foster a spirit of collaborative learning with other students.	Students engage with relevant research literature and base their practice on evidence.  Students demonstrate critical thinking and academic integrity by seeking to corroborate arguments and information through reference to relevant published literature.

Unit information based on version 2021.03 of the [Handbook](#)