# EDUC8270

# Language, Learning, and Communication

Session 2, Fully online/virtual 2021

*Macquarie School of Education*

# Contents

**Disclaimer**

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

**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
Lecturer
Hua-Chen Wang
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Contact via Contact via iLearn Dialogue
29WW 363
By appointment

Credit points
10

Prerequisites
Admission to MSpecEd or GradDipSpecEd or MInc&SpecEd or GradDipInc&SpecEd or GradCertInc&SpecEd or GradCertLearnDiffSuppTeach

Corequisites

Co-badged status

Unit description
This unit is designed to provide foundational and advanced knowledge of language and communication, and their central role in learning and participation within educational opportunities and beyond. It focuses on current research-based theories, assessment and intervention in language and communication. Key language and communication concepts such as phonological awareness, language comprehension and pragmatics will be discussed. Language and communication difficulties in developmental language, learning and behaviour difficulties, and autism will be introduced. Different assessments used to examine language and communication skills of students will be reviewed. Intervention approaches such as speech and language therapies, assistive technology and AAC (augmentative and alternative communication), and the role of communication partners in enabling shared communication, will be given specific consideration.

## 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:** Demonstrate foundational and advanced discipline knowledge in the areas of

language and communication.

**ULO2:** Demonstrate a sound understanding of language and communication difficulties and the role of language in facilitating learning and positive behavioural development.

**ULO3:** Draw on research-informed knowledge, professional experience and the evidence-based practice literature to evaluate and critically reflect on approaches in language, learning and communication for diverse learners.

**ULO4:** Critically evaluate a range of approaches to improve language and communication skills in diverse learners.

**ULO5:** Apply knowledge of evidence-based practice and assessment tasks, instructional strategies and progress monitoring to facilitate language and communication development.

# General Assessment Information

## Online Discussion Forum Participation

Due: **Dates nominated below**

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. Discussion questions for each topic will be included in the Discussion Forum for the topic available on the iLearn site. Alternatively, 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 at each Sunday 11.55pm of the week.

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

**Closing Dates for Discussion Forums**

| Topic | Closing Date |
| --- | --- |
| 1. Introduction to Language, Learning, and Communication | End of Week 3 |
| 2. Language Components | End of Week 3 |

| Topic | Closing Date |
|-------|-------------|
| 3. Language Development | End of Week 4 |
| 4. Language and Reading | End of Week 5 |
| 5. Language and Reading Assessments | End of Week 6 |
| 6. Language and Learning | End of Week 7 |
| 7. Language and Neurodiverse Learners | End of Week 8 |
| 8. Language and Communication | End of Week 10 |
| 9.  Language and Communication Instructions | End of Week 11 |
| 10. Assistive technology and Augmentative Alternative Communication | End of Week 12 |

## How much do I have to contribute?

**Each student is expected to make 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 seven (7) of the ten topics, otherwise you will receive 0 of the 10% mark.

## Do discussion posts count towards assessment?

**Yes. Discussion contributions are weighted at 10% of your final grade. Only contributions to Topic Forums are counted, social posts and general questions do not count towards your assessment. If you make fewer than ten posts to topic forums, your maximum possible mark will correspond to the number of posts made.**

# Language and Learning Problem Set

**Due: 27/09/2020**

**Weighting: 50%**

Students are to answer a set of questions on the competency in essential discipline knowledge in language development and learning, as well as questions related to program design and assessments for students with language and learning difficulties (2,200 to 2,700 words).

The assignment information will be available on the unit iLearn site from **Week 4**.

# Communication Problem Set

**Due: 31/10/2020**

**Weighting: 40%**

Students are to answer a set of questions on the competency in essential discipline knowledge in communication, as well as questions related to program design and assessments for students with communication difficulties (1,500 to 2,000 words).

The assignment information will be available on the unit iLearn site from **Week 8**.

**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:

- 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 <u>NOT</u> 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 - 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://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 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 (from Week 3) |
| Language and Learning Problem Set | 50% | No | Sept. 27th, 2021 (Week 8) |
| Communication Problem Set | 40% | No | Oct. 31st, 2021 (End of Week 12) |

## Online Discussion Forum Participation

Assessment Type [1]: Participatory task
Indicative Time on Task [2]: 10 hours
Due: **End of each week (from Week 3)**
Weighting: **10%**

Students are to contribute to online discussion forums under each topic.

On successful completion you will be able to:
- Demonstrate foundational and advanced discipline knowledge in the areas of language and communication.
- Demonstrate a sound understanding of language and communication difficulties and the role of language in facilitating learning and positive behavioural development.
- Draw on research-informed knowledge, professional experience and the evidence-based practice literature to evaluate and critically reflect on approaches in language, learning and communication for diverse learners.

## Language and Learning Problem Set

Assessment Type [1]: Problem set

Indicative Time on Task [2]: 25 hours
Due: **Sept. 27th, 2021 (Week 8)**
Weighting: **50%**

Students are to answer a set of questions on the competency in essential discipline knowledge in language development and learning, as well as questions related to program design and assessments for students with language and learning difficulties (2,200 to 2,700 words).

On successful completion you will be able to:

- Demonstrate foundational and advanced discipline knowledge in the areas of language and communication.

- Demonstrate a sound understanding of language and communication difficulties and the role of language in facilitating learning and positive behavioural development.

- Critically evaluate a range of approaches to improve language and communication skills in diverse learners.

- Apply knowledge of evidence-based practice and assessment tasks, instructional strategies and progress monitoring to facilitate language and communication development.

# Communication Problem Set

Assessment Type [1]: Problem set
Indicative Time on Task [2]: 15 hours
Due: **Oct. 31st, 2021 (End of Week 12)**
Weighting: **40%**

Students are to answer a set of questions on the competency in essential discipline knowledge in communication, as well as questions related to program design and assessments for students with communication difficulties (1,500 to 2,000 words).

On successful completion you will be able to:

- Demonstrate foundational and advanced discipline knowledge in the areas of language and communication.

- Demonstrate a sound understanding of language and communication difficulties and the role of language in facilitating learning and positive behavioural development.

- Critically evaluate a range of approaches to improve language and communication skills

in diverse learners.

- Apply knowledge of evidence-based practice and assessment tasks, instructional strategies and progress monitoring to facilitate language and communication development.

[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
## 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

- **Readings** are designed to prepare students for the seminars 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.**

- **Zoom Meetings** allow students to meet online with unit staff to seek clarification or discuss relevant issues.

- **Assessments** allow students to refine and demonstrate achievement of unit learning outcomes.

**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

Unit Schedule

The following table gives an overview of topics covered in the unit and the suggested completion date.

| Topic | Online Lecture Completion Date | Content |
|---|---|---|
| 1. | Week 1 (Aug 1st) | Welcome Message |
| 2. | Week 2 (Aug 8th) | Introduction to Language, Learning and Communication |
| 3. | Week 3 (Aug 15th) | Language Components |
| 4. | Week 4 (Aug 22nd) | Language Development |
| 5. | Week 5 (Aug 29th) | Language and Reading |
| 6. | Week 6 (Sep 5th) | Language and Reading Assessments |
| 7. | Week 7 (Sep 12th) | Language and Learning |
| | Recess | |

| | Recess | |
|---|---|---|
| 8. | Week 8 (Oct 3rd) | Language and Neurodiverse Learners |
| 9. | Week 9 (Oct 10th) | Language and Communication |
| 10. | Week 10 (Oct 17th) | Language and Communication Instructions |
| 11. | Week 11 (Oct 24th) | Assistive technology and Augmentative Alternative Communication |
| 12. | Week 12 (Oct 31st) | Unit Review |

## Consultation with the unit convenor via Zoom meetings is available weekly by appointment. Please contact the unit convenor via Dialogue to arrange a time.Zoom Meetings

# Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (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). 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) 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 or if you are a Global MBA student contact 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) 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.

# Changes from Previous Offering

This is a new unit, offering for the first time.

# 5Rs Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your teacher education course. Your use of the 5Rs Framework will help you develop the capabilities that will make your teaching career sustainable and fulfilling.

In this unit, you will learn using the 5Rs framework in the following important ways:

**Resilience.** In this unit, students are encouraged to form study groups and participate in online forums to practice drawing the social and structural supports around them. Given the unit materials are fully online and can be accessed with flexibility, students are encouraged to plan their study times and practice time management skills throughout the unit. Being able to use personal resource and social support, as well as managing time and multiple tasks are important resilience skills.

**Reflexive.** In this unit, students will be asked to share their knowledge and professional experience on the topics of language, learning and communication. After learning about the topics in the unit, students are asked to critically evaluate and reflect on their knowledge and practice. It is important to reflect and challenge our existing beliefs and make effective and impactful decisions based on research evidence to ensure quality teaching outcomes.

**Responsive.** For the online discussion assessment, students are encouraged to provide meaningful and supportive feedback to each other. Throughout the unit, students are also asked to think about how their practice and their relationships to the community may impact their students and families.

**Ready to learn.** Students will learn the foundational and advanced knowledge in language, learning and communication.  This knowledge forms a basis for future learning and understanding of the principals for effective instruction in language and communication. Students are encouraged to see this as a starting point, not an end point.

**Research engaged.** The importance of practice research-based instruction and making evidence-based decisions is embedded in all topics of the unit. In the main assessments, students will be given case scenarios and asked to provide appropriate assessments and instructions that are based on research.

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Unit information based on version 2021.02 of the Handbook