



# SPED8922

## Educational Adjustments for Learners with Blindness/Low Vision

Session 1, Online-flexible 2022

*Macquarie School of Education*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Administration

Lena Karam

[lena.karam@mq.edu.au](mailto:lena.karam@mq.edu.au)

Contact via 02 9872 0303

NextSense Institute (North Rocks, NSW)

Monday to Friday, 8.30am to 5pm

Frances Gentle

[frances.gentle@mq.edu.au](mailto:frances.gentle@mq.edu.au)

Credit points

10

Prerequisites

Admission to MDisabilityStud

Corequisites

Co-badged status

Unit description

This Unit provides students with a broad overview of reasonable adjustments and accommodations to curriculum, pedagogy and learning environments for children and young people with blindness/low vision. Unit content includes legislative and policy frameworks that promote inclusive and equitable education on the same basis as sighted students, implications of blindness/low vision for social development and learning, and the roles and responsibilities of specialist vision teachers and other professionals.

## 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 knowledge of current research into the physical, social and cognitive implications of congenital and adventitious low vision and blindness

**ULO2:** Explain the roles and responsibilities of specialist teachers (vision impairment)

and allied professionals in education of learners with blindness/low vision.

**ULO3:** In collaboration with class and subject teachers, design and implement reasonable adjustments to the curriculum, assessments and examinations, and educational environments for learners with blindness/low vision, with sensitivity to age, gender, ability and background

**ULO4:** Demonstrate knowledge of international and national legislation and policies that promote, protect and support the participation in education and training of learners with blindness/low vision on the same basis as their sighted peers

## **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/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
<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.

<p><b>P</b> (Pass).</p>	<p>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</p>
<p><b>F</b> (Fail)</p>	<p>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.</p>

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 the Course Director Sue Silveira on 0477202129 or [susan.silveira@mq.edu.au](mailto:susan.silveira@mq.edu.au), prior to withdrawing, 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="#">Presentation</a>	50%	No	08/05/2022
<a href="#">Discussion paper</a>	50%	No	23/05/2022

### Presentation

Assessment Type <sup>1</sup>: Media presentation

Indicative Time on Task <sup>2</sup>: 27 hours

Due: **08/05/2022**

Weighting: **50%**

Asynchronous online media presentation

On successful completion you will be able to:

- Demonstrate knowledge of current research into the physical, social and cognitive implications of congenital and adventitious low vision and blindness
- Explain the roles and responsibilities of specialist teachers (vision impairment) and allied professionals in education of learners with blindness/low vision.
- In collaboration with class and subject teachers, design and implement reasonable adjustments to the curriculum, assessments and examinations, and educational environments for learners with blindness/low vision, with sensitivity to age, gender, ability and background

## Discussion paper

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

Indicative Time on Task <sup>2</sup>: 27 hours

Due: **23/05/2022**

Weighting: **50%**

Paper addressing expanded core curriculum. (2500 words)

On successful completion you will be able to:

- Demonstrate knowledge of current research into the physical, social and cognitive implications of congenital and adventitious low vision and blindness
- Explain the roles and responsibilities of specialist teachers (vision impairment) and allied professionals in education of learners with blindness/low vision.
- Demonstrate knowledge of international and national legislation and policies that promote, protect and support the participation in education and training of learners with blindness/low vision on the same basis as their sighted peers

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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

SPED8922 has a full web presence through iLearn. All requirements for this unit begin Session 1 Week 1, 2022. Students are expected to access the iLearn site and engage with unit materials regularly during session 1. The Unit includes weekly online tutorials on Tuesdays at 7-8pm Sydney time. Details of the sessions and zoom links are presented in the topic overview on iLearn.

### Support resources

Macquarie University has a range of services for students. If you are struggling with any aspect of academic life or career trajectory and skills, we have great supports within the university. Please refer to the comprehensive list of support services [here](#).

### Access and technical assistance

Information for students about access to the online component of this unit is available at <https://students.mq.edu.au/support/study/tools-and-resources/ilearn>. 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](http://help.mq.edu.au). OneHelp is the online IT support service for both students and staff.

This unit requires students to use several ICT and software skills:

- Internet access: The iLearn site contains materials for this unit; it is also required for the online submission of all Assessment Tasks, and for the use of Turnitin submission for ALL tasks.
- Word processing, visual representations, and document formatting: You are required to use an appropriate form of software to present your assignments.
- Uploading of assessment tasks to iLearn.

### Structure

This unit includes two hours of weekly content and a one-hour weekly online tutorial. The weekly content is available on iLearn and includes topic commentaries, PowerPoint presentations, recorded presentations by leaders in the field of VI education, prescribed readings and focus questions. The weekly content, and any issues and questions arising, will be discussed during the online tutorials.

The online tutorials will be recorded and uploaded to the iLearn site for revision.

Students are required to participate in small group activities, whole class discussion, to read the weekly material in advance, and to complete any assigned tasks either as individuals or in pairs. The weekly program for the unit is available on the iLearn site.



## Unit Schedule

Week beginning	Topics
21 Feb	1 Roles and responsibilities of specialist teachers (vision impairment) and other professionals
28 Feb	2 Introduction to educational adjustments for learners with blindness and low vision
7 March	3 Expanded Core Curriculum
14 March	4 Curriculum frameworks, pedagogy, and planning for individual students: General principles and approaches
21 March	5 Curriculum, assessment and reporting
28 March	6 Government and international legislation and policy frameworks supporting education of learners with blindness and low vision
4 April	7 Educational implications of blindness and low vision
11 April	Mid-semester recess
18 April	Mid-semester recess
25 April	8 Early childhood, family and social contexts Assessment 1 due 8 May (by midnight)
2 May	9 Primary and secondary school years
9 May	10 Students with deafblindness and multiple disability
16 May	11 Psychological, social and cultural implications of vision impairment; critical social skills
23 May	12 Accessible ICT and optical devices supporting education inclusion and visual functioning Assessment 2 due 23 May (by midnight)
30 May	13 Conclusions

## 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](#)
- [Assessment Procedure](#)
- [Complaints Resolution 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)

## Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## Student Support

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

## The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)

- [Complete the 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

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault
- [Social support including information about finances, tenancy and legal issues](#)

## Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

## 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.

## **School of Education Procedures**

In addition, the following policies and procedures of the School of Education are applicable in this unit.

### **Unit Expectations**

Students are expected to review all learning content on time and to contribute to online discussion in a timely way

**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

### External Students

Please make effective use of the online component of the unit - access iLearn regularly and participate in the weekly online zoom sessions.

## Changes from Previous Offering

## 5Rs Framework

### 5 R's Framework

The 5Rs Framework, developed by the School of Education at Macquarie University, is embedded throughout your course. Your use of the 5Rs Framework will help you develop the capabilities that will make your 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 gain exposure to the disability sector and develop an understanding of the critical role they will play, the need for personal resilience and resilient approaches when supporting people with disability.	Students are encouraged to critically reflect in the context of themselves as a beginning practitioner, their previous and future professional experiences and the engagement they will have with people, organisations and society in general.	Given the complex nature of practice, students strive for high level problem solving skills, with a focus on person centered outcomes.  Students are expected to be responsive to the ideas of peers and provide meaningful and supportive feedback.	Students take responsibility for learning independently as well as fostering collaborative learning in other students.	Students engage with literature and base their practice on evidence. Students practice academic integrity as they learn to explore contemporary and relevant literature.