



SPED8923

Literacy for Learners with Blindness/Low Vision

Session 2, Online-scheduled-weekday 2024

Macquarie School of Education

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	3
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	7
<u>Delivery and Resources</u>	9
<u>Unit Schedule</u>	10
<u>Policies and Procedures</u>	11

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General Information

Unit convenor and teaching staff

Unit Convenor

Frances Gentle

frances.gentle@mq.edu.au; frances.gentle@nextsense.org.au

Contact via 02 9872 0808

NextSense Institute

9am to 5pm, Monday, Wednesday, Friday

Course Director

Susan Silveira

susan.silveira@mq.edu.au

Contact via 0477202129

NextSense Institute

Monday to Friday 9-5pm

Graduate Studies Coordinator

Tanya Kysa

tanya.kysa@mq.edu.au

Contact via 0484913641

NextSense Institute

Monday, Tuesday, Thursday, Friday 9.30am-3pm

Administration

Celise Hill

celise.hill@mq.edu.au

NextSense Institute

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 blindness/low vision 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 blindness/low vision
- 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 blindness/low vision.
- 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

General Assessment Information

Academic honesty

- At all times, students should be aware of and apply the Macquarie University policy on academic honesty (<https://policies.mq.edu.au/document/view.php?id=3>)
- Information on the acceptable and permitted use of generative artificial intelligence tools (GAI) is outlined in the instructions for each unit assessment task
- In accordance with the Academic Integrity Policy a student must take responsibility, be proactive, take ownership and hold oneself responsible for ensuring all information and content, including citations and references in their assessment, have been generated and communicated in an ethical, honest and responsible manner. Failure to show

responsibility by checking the accuracy and integrity of your own content, citations and references, or the submission of falsified content, is a breach of the Academic Integrity Policy.

Assessment preparation guidelines

- All assignments must be submitted in a format that is accessible for people who are blind or have low vision
- Word limits (+/- 10%) should be adhered to.
- Allow a left and right-hand margin of at least 2cm in all assignments.
- All assignments should be types using a minimum of Arial, 12-point font and 1.5 spacing.
- Faculty assignment cover sheets are NOT required.
- The assignment title page should include the student's name, student number, unit code, title of the assessment and correct submitted word count.
- All assignments must be submitted electronically through Turnitin as a **Word document – do not submit as a pdf.**
- 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 Turnitin Similarity Report. The Turnitin 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.
- **GAIT use is permitted for assessment tasks 2 and 3.** Please refer to the assessment task descriptions and marking rubrics for more details. For all three assessment tasks, students may continue to use spelling/grammar checkers, e.g., Microsoft spell-check, Grammarly, and Turnitin Draft Coach; and referencing software, e.g., Endnote and Mendeley.
- Engaging with GAITs for SPED8923 assessment task 1 constitutes and will be treated as a breach of academic integrity.

Assessment submission guidelines

- It is the responsibility of the student to ensure that all assignments are successfully submitted through Turnitin - students should carefully check that they submit the correct file for an assessment as no re-submissions will be accepted after the due date and time,

including instances where students upload an incorrect file in error.

- For written assignments, the Turnitin Similarity Report must also be submitted using the correct Turnitin submission point at the time of assignment submission.

Application for Special Consideration – extensions

Applications for Special Consideration - extensions must be made via AskMQ (<https://ask.mq.edu.au/>).

Late submission of assessments

- Unless a Special Consideration (see: <https://students.mq.edu.au/study/assessment-exams/special-consideration>) request has been submitted and approved, a 5% penalty (of the total possible mark) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a mark of, 0 (zero) will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11:55pm. A 1-hour grace period is provided to students who experience a technical issue. This late penalty will apply to non-timed sensitive assessment (incl essays, reports, posters, portfolios, journals, recordings etc).
- Late submission of time sensitive tasks (such as tests/exams, performance assessments/presentations, scheduled practical assessments/labs etc) will only be addressed by the unit convenor in a Special Consideration application.
- The Special Consideration outcome may result in a new question or topic.
- It is not the responsibility of unit staff to contact students who have failed to submit assessments. It is the student's responsibility to contact the unit convenor when assessments are missed.

Assessment marking

- Word limits are strictly applied. Work 10% above the word limit will not be marked. Work below the word count may attract a penalty.
- All assessments are marked using a clear marking scheme or a rubric.
- Marking of all assessments is moderated by the Unit Convenor.
- Turnitin plagiarism detection software is used to check all written assessments.

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. For Professional Experience units the PE Report is marked as satisfactory or unsatisfactory and the Teaching Performance Assessment (in final PE units) is marked as not meets, meets or exceeds. 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.

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 contact the Graduate Studies Coordinator Tanya Kysa on 0484913641 or student.enquiries@nextsense.org.au, prior to withdrawing, for advice related to your progression. You can also seek academic advice via <https://ask.mq.edu.au> before withdrawing 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 the Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to the student

email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au

Assessment Tasks

Name	Weighting	Hurdle	Due
Unified English Braille Grade Two	0%	Yes	2024-07-26
Braille book kit production	40%	No	11:55pm, 26/08/2024
Braille Literacy Teaching Program	35%	No	11:55pm, 30/09/2024
Personalised learning plan	25%	No	11:55pm, 25/10/2024

Unified English Braille Grade Two

Assessment Type ¹: Field work task

Indicative Time on Task ²: 0 hours

Due: **2024-07-26**

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: 20 hours

Due: **11:55pm, 26/08/2024**

Weighting: **40%**

Creation of a braille book and supporting braille materials

On successful completion you will be able to:

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

Braille Literacy Teaching Program

Assessment Type ¹: Essay

Indicative Time on Task ²: 20 hours

Due: **11:55pm, 30/09/2024**

Weighting: **35%**

Development of a one term individualised braille literacy teaching program

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

Personalised learning plan

Assessment Type ¹: Essay

Indicative Time on Task ²: 10 hours

Due: **11:55pm, 25/10/2024**

Weighting: **25%**

Personalised learning planning for students with low vision.

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

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

1. Swenson, A. M. (2016). *Beginning with braille: Firsthand experiences with a balanced approach to literacy* (2nd Ed.). AFB Press. ISBN: 978-0-89128-732-2
2. Wormsley, D.P. (2016). *I-M-ABLE: Individualized meaning-centered approach to braille literacy education*. AFB Press. ISBN: 978-0-89128-723-0

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

Information about the iLearn site

SPED8923 has a full web presence through iLearn. All requirements for this unit begin Session 2 Week 1, 2024. Students are expected to access the iLearn site and engage with unit materials regularly during session 1.

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, 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. Assistance is available from IT Helpdesk ph: 02 98504357 and 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

Week Beg	Topics and assessment dates	Compulsory online sessions, Tuesdays 7:00-8:00pm (Syd time)
22 July (Wk1)	Topic 1: Communication, language and literacy development for students with VI; history of braille and other tactile codes ** Completion certificates for UEB literary and UEB introductory mathematics due 26 th July (end Wk 1)	No online session in Week 1
29 July (Wk2)	Topic 1 (cont.)	30 th July
5 August (Wk3)	Topic 2: Implications of blindness and low vision for communication, language and literacy development	6 th August
12 August (Wk4)	Topic 3: Literacy and numeracy development for students with VI	13 th August
19 August (Wk5)	Topic 3 (cont.)	20 th August
26 August (Wk6)	Topic 4: Assessment and goal setting Assessment 1 due Monday 26.8.24 (before midnight)	27 th August
2 September (Wk7)	Topic 5: Instructional approaches to reading development for students with vision impairment	3 rd September

9 September (Wk8)	Topic 5 (cont.)	10 th September
Monday 16 th to Friday 27 th September 2024 - Mid-semester recess		

30 September (Wk9)	Topic 6: Instructional approaches to writing development for students with vision impairment Assessment 2 due Monday 30.9.24 (before midnight)	1 st October
7 October (Wk10)	Topic 6 (cont.)	8 th October
14 October (Wk11)	Topic 7: Literacy and numeracy development for students with VI and additional disabilities or deafblindness	15 th October
21 October (Wk12)	Topic 8: Enhancing literacy and numeracy development in inclusive settings; and information and communication technologies Assessment 3 due Friday 25.10.24 (before midnight)	No online session
28 October (Wk13)	Topic 8 (cont.)	No online session

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 or if you are a Global MBA student contact 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 Advocacy](#) provides independent advice on MQ policies, procedures, and processes

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/.

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.

Unit information based on version 2024.02 of the [Handbook](#)