



EDUC8210

Disability Equity Education

Session 1, Online-flexible 2024

Macquarie School of Education

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	5
<u>Delivery and Resources</u>	7
<u>Unit Schedule</u>	8
<u>Policies and Procedures</u>	8
<u>5Rs Framework</u>	10

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.

General Information

Unit convenor and teaching staff

Unit Convenor

Poulomee Datta

poulomee.datta@mq.edu.au

Contact via Contact via email

29WW, Office Number 236

Credit points

10

Prerequisites

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

Corequisites

Co-badged status

Unit description

This unit focuses on learning about Disability Equity Education and applying theoretical learning to practice. A key focus will be on identifying barriers to education for many students, including a range of social, cultural, political, economic, and environmental barriers. There will be opportunities to critically examine and develop a range of strategies for addressing these barriers in order to ensure meaningful engagement with the curriculum for all students. Ableism and the social and affirmation models of disability will be explored. Topics will include consideration of neurodiversity, intersectionality, wellbeing, and the perspectives of people with lived experience of the oppression that constitutes disability. Principles of social justice and equity, which underpin inclusive practices, will be examined in relation to international agreements, national legislation, policy and procedures, as well as contemporary research and practice. The unit will also address effective collaboration with paraprofessionals to facilitate genuine participation and learning. The socio-cultural and historical context will also be considered in order to meaningfully engage with effective instruction.

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: Articulate understanding of ethical, legislative and policy responsibilities of teachers as related to educational provision for diverse learners.

ULO2: Identify and critically evaluate complex and conflicting theoretical perspectives and demonstrate understanding of social constructions of disability including the implications for education practice of the pervasive nature of ableism.

ULO3: Apply advanced understandings and critical analysis of key issues related to inclusive and special education in contemporary education contexts

ULO4: Identify and critically reflect on barriers to equity in education for students with disability

ULO5: Apply research-informed knowledge to addressing common misunderstandings regarding students and their learning abilities and opportunities

ULO6: Interpret research-informed knowledge of the effective approaches to collaboration in educational practice

General Assessment Information

This section provides students with general information about assessment tasks and how to submit them.

- Students should be aware of and apply the University policy on academic honesty (see: <https://policies.mq.edu.au/document/view.php?id=3>)
- 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. Special Consideration outcome may result in a new question or topic.
- Please format assessments using 12-point font and 1.5 spacing.
- All assessments are submitted electronically. Turnitin plagiarism detection software is used to check all written assessments.

- Students can use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- 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.
- Word limits are strictly applied. Work above the word limit will not be marked.
- All assessments are marked using a clear marking scheme or a rubric.
- Marking of all assessments is moderated by the Unit Convenor.
- Applications for extensions must be made via AskMQ (<https://ask.mq.edu.au/>).
- It is not the responsibility of unit staff to contact students who have failed to submit assessments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

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.

Descriptive Criteria for awarding grades in the unit

To meet the unit outcomes and successfully pass this unit, students should attempt all assessment tasks.

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 your course 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 <https://ask.mq.edu.au>

Assessment Tasks

Name	Weighting	Hurdle	Due
Assignment	30%	No	23:55, Sunday, weeks 2-6. Submission on 23:55 07/04/2024
Assignment	30%	No	23:55 03/05/2024
Assignment	40%	No	23:55 31/05/2024

Assignment

Assessment Type ¹: Reflective Writing

Indicative Time on Task ²: 15 hours

Due: **23:55, Sunday, weeks 2-6. Submission on 23:55 07/04/2024**

Weighting: **30%**

Weekly critical reflection task.

On successful completion you will be able to:

- Articulate understanding of ethical, legislative and policy responsibilities of teachers as related to educational provision for diverse learners.
- Identify and critically reflect on barriers to equity in education for students with disability
- Apply research-informed knowledge to addressing common misunderstandings regarding students and their learning abilities and opportunities
- Interpret research-informed knowledge of the effective approaches to collaboration in educational practice

Assignment

Assessment Type ¹: Case study/analysis

Indicative Time on Task ²: 20 hours

Due: **23:55 03/05/2024**

Weighting: **30%**

This task requires students to undertake a case study involving critical analysis of relevant materials through the application of a Disability Equity Education lens

On successful completion you will be able to:

- Identify and critically evaluate complex and conflicting theoretical perspectives and demonstrate understanding of social constructions of disability including the implications for education practice of the pervasive nature of ableism.
- Identify and critically reflect on barriers to equity in education for students with disability
- Apply research-informed knowledge to addressing common misunderstandings regarding students and their learning abilities and opportunities

Assignment

Assessment Type ¹: Report

Indicative Time on Task ²: 30 hours

Due: **23:55 31/05/2024**

Weighting: **40%**

Analyse, synthesise and apply research in developing strategies to address an issue of significance in bringing about Disability Equity Education within diverse classrooms.

On successful completion you will be able to:

- Apply advanced understandings and critical analysis of key issues related to inclusive and special education in contemporary education contexts
 - Identify and critically reflect on barriers to equity in education for students with disability
 - Apply research-informed knowledge to addressing common misunderstandings regarding students and their learning abilities and opportunities
 - Interpret research-informed knowledge of the effective approaches to collaboration in educational practice
-

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

The required text for this unit is Lalvani, P., & Baglieri, S. (2020). *Undoing Ableism: Teaching Disability in the K-12 Classroom*. Milton: Taylor & Francis Group. There will be additional required and recommended readings as outlined weekly in the iLearn site.

Information about the unit iLearn site

This unit has a full web presence through iLearn.

Students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials.

Various activities and materials for discussion and critical reflection are included. Electronic links and suggested references will be included in the Resources section. Please check the iLearn unit regularly.

Weekly lectures are available on the iLearn site. You must listen to all lectures.

PowerPoint slides are available in iLearn in advance of the weekly lecture and/or are available in the Active Learning Tool.

Access and technical assistance

Information for students about access to the online component of this unit is available at <https://ilearn.mq.edu.au/login/index.php>. 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: 9850 4357 or 1800 67 4357

Log a request: help.mq.edu.au.

On Campus: Ground floor at 18 Wally's Walk

Structure

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

The unit comprises lectures and online tasks. Students will discuss issues and questions arising from the lectures and prescribed readings. Students are expected to base their arguments/discussions on evidence from published research and other relevant material. There will be a supporting website for the unit providing additional readings, links and materials.

Students are required to participate in all aspects of the unit activities, including the readings, lectures and online tasks.

Unit Schedule

Please see the iLearn site for the Unit Schedule.

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 \(https://students.mq.edu.au/su\)](https://students.mq.edu.au/su)

[port/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

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](#).

School of Education Procedures

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

Electronic Communication

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official MQ Student Email Address
- The Dialogue function on iLearn
- Other iLearn communication functions

Student Support

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

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.

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:

Resilient

There will be opportunities to critically examine and develop a range of strategies for addressing a range of social, cultural, political, economic, and environmental barriers to ensure meaningful engagement with the curriculum for all students.

Reflexive

Students engage critically with theory and research through a socio-cultural and historical context in order to meaningfully engage with effective instruction.

Responsive

During online discussions and weekly critical reflection tasks, students are expected to address key aspects of their learning and draw out implications for their practice.

Ready to learn

Students are encouraged to challenge ableism and barriers to education, and develop deeper understandings of contemporary research.

Research engaged

Contemporary research and practice will be examined in relation to principles of social justice and equity in international agreements, national legislation, policies and procedures. In assignment two, students critically analyse a public document addressing disability and develop a response demonstrating engagement with and application of a Disability Equity Education lens.

Unit information based on version 2024.01 of the [Handbook](#)