SPED810
Current Issues in Special Education
S2 Day 2013

Institute of Early Childhood

Contents

General Information .................................................. 2
Learning Outcomes ................................................. 2
Assessment Tasks ................................................ 3
Delivery and Resources ......................................... 11
Unit Schedule ....................................................... 13
Policies and Procedures .......................................... 16
Graduate Capabilities .............................................. 18
For Students Beginning Mid-Year ............................. 22
General Assessment Information ............................... 23
Required Unit Materials and Readings ...................... 28
Unit Web Page ....................................................... 28
Where Do I Start ................................................... 29
Changes since First Published .................................. 30

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
Toni Hopper
toni.hopper@mq.edu.au
Contact via toni.hopper@mq.edu.au
X5A Room 208
2pm to 4pm Thursdays

Credit points
4

Prerequisites
SPED802

Corequisites

Co-badged status

Unit description
This unit examines current issues in special education research and practice. Students will gain an understanding of current research in special education, particularly research carried out at Macquarie University and other Australian organisations. Students will be encouraged to critically consider the application of research to classroom practice, program design and policy in contemporary special education.

Important Academic Dates
Information about important academic dates including deadlines for withdrawing from units are available at https://students.mq.edu.au/important-dates

Learning Outcomes
1. Describe the research projects presented during the unit.
2. Critique the quality of research in special education
3. Critique the evidence base for practices in special education.
4. Apply recent research findings to classroom practice
5. Discuss the policy implications of research in special education.
6. Develop an annotated bibliography of research in a topical area.
7. Communicate research results to the wider community.
Assessment Tasks

<table>
<thead>
<tr>
<th>Name</th>
<th>Weighting</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online participation</td>
<td>15%</td>
<td>11th November 2013</td>
</tr>
<tr>
<td>Assignment</td>
<td>60%</td>
<td>14th October 2013</td>
</tr>
<tr>
<td>Quizzes</td>
<td>25%</td>
<td>Dates nominated in schedule</td>
</tr>
<tr>
<td>Practicum</td>
<td>0%</td>
<td>End of Semester</td>
</tr>
</tbody>
</table>

Online participation

Due: 11th November 2013  
Weighting: 15%

What does online participation involve?

Minimum of ten (10) posts of at least 50 words to Topic Discussion Forums and compilation of Posts. Once a post is made in a topic Discussion Forum, anybody in the unit can read or respond to it. Staff will post questions periodically or 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?

You may contribute up until midnight on 11th November.

How much do I have to contribute

Each student is expected to make a minimum of ten (10) contributions to the topic discussions over the course of the semester. Instructions on how to compile and submit posts will be provided on the iLearn website. If you fail to submit your compiled posts by the due date, you will be subject to 5% penalty of the total mark per day late.

Do discussion posts count towards assessment?

Yes. Discussion contributions are weighted at 0.15 of your final grade. Only contributions to Topic Forums are counted, social posts and general questions and comments 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.

If you fail to submit your compiled posts by the due date, you will be subject to 5% penalty of the total mark per day late.
This Assessment Task relates to the following Learning Outcomes:

- Describe the research projects presented during the unit.
- Critique the quality of research in special education
- Critique the evidence base for practices in special education.
- Apply recent research findings to classroom practice
- Discuss the policy implications of research in special education.
- Develop an annotated bibliography of research in a topical area.
- Communicate research results to the wider community.

Assignment

Due: 14th October 2013
Weighting: 60%

Assignment information will be available from the unit website from Monday 29th July 2013 and will be due Monday 14th October, 11.55pm, either Australian Eastern Standard Time or Australian Eastern Daylight Saving Time (whichever is applicable). The Assignment should be submitted on the iLearn website as a Word or pdf file with the completed MUSEC coversheet (see the Assessment section on the website).

HOW DO I CHOOSE A TOPIC?

Choose a topic or a question to investigate from the two broad areas below.

If you are unsure that your topic fits within the guidelines, please contact the unit convenor to discuss your options.

1. Any controversial intervention or assessment strategy used in special education (apart from those specifically covered in the unit). This topic could include interventions and assessments marketed to parents and teachers through the internet or other media.

2. Any specific intervention or assessment strategy that has shown to be effective or promising for students with special education needs (apart from those specifically addressed in this unit). Topics here should be specific, and not more generic practices such as explicit instruction or functional assessment.

Sample topics or questions: Effective strategies to teach handwriting to students who are having difficulty. Effective strategies to improve the vocabulary of students with special
education needs. What are the benefits of inclusion for students with high support needs? Is there a research base for the claims made for XXXX intervention strategy? (insert the name of the particular strategy of interest).

HOW DO I FIND JOURNAL ARTICLES?

Conduct a search of the literature on your topic or question (1990 - Present) using Google Scholar and/or one or more of the databases available through the library. In some cases it may be appropriate to include literature older than 1990. Please consult your convenor for guidance.

Information about using the library databases to locate journal articles is available at http://infoskills.mq.edu.au/index.htm

WHAT ARTICLES DO I INCLUDE IN MY BIBLIOGRAPHY?

a. From your search results, select 10 (ten) journal articles relevant to your chosen topic. You should choose the most salient and relevant articles for your selected topic. Articles must be experimental studies or literature reviews (not descriptive studies).

b. Provide the full reference (in APA style) and a copy of the abstract for each article. These are to be submitted as part of this assessment task.

Sites providing information about APA style (for providing references ) are at http://www.library.mq.edu.au/on_campus/library/research/referencing


c. For each article, state in two sentences or less why you have selected it and its relevance to your selected topic.

d. Select the five articles you believe are most salient to your topic.

HOW DO I PREPARE THE ANNOTATED BIBLIOGRAPHY?

Prepare an annotated bibliography (using the five most salient articles). Each annotation should be a maximum of 300 words in length and should describe and critically evaluate the article. Provide the exact word count at the end of each annotation. The purpose of the annotation is to summarise the article content and to provide an evaluation of the content in relation to your topic or question.

HOW DO I PREPARE THE BRIEFING SUMMARY?

Write a one page summary of the main research findings, using the format and headings of a MUSEC Briefing. The summary should be easily understood by an intelligent parent or classroom teacher. To make it easier to understand do not cite references in the summary. It should stand alone and should synthesise the findings of the annotated bibliography.

The template for the Briefing can be downloaded from the unit website in the Assessment section.

MUSEC Briefings as examples are available at http://www.musec.mq.edu.au/
WHAT DO I SUBMIT FOR ASSESSMENT/ WHAT ARE THE COMPONENTS?

The full references (in correct APA format) and abstracts of ten journal articles relevant to your topic.

A two sentence justification for the selection of each of the ten articles.

An annotated bibliography of FIVE of your articles.

A briefing presenting your findings to teachers and parents.

WHAT ELSE DO I NEED TO CONSIDER?

Check the presentation of your assessment task.

Good presentation, correct grammar, spelling and appropriate word choice will be expected. Express your ideas concisely and clearly.

Double space the annotated bibliography and number the pages. Use the template supplied for the briefing summary.

HOW DO I SUBMIT MY ASSESSMENT TASKS?

You should save your work (the annotated bibliography and the briefing summary) as a Microsoft Word File or a pdf and when completed, upload them on the unit website. Carefully follow the step-by-step assignment instructions in the Assessment section of the unit website.

The documents should be named according to your surname and first initial (e.g., SmithJ annotated bibliography.doc; SmithJ briefing.doc).

You can upload the SPED810 assignment once only on or before the due date. Once uploaded your assignment will be ready for marking. It will automatically go to Turnitin for a plagiarism check.

You should also upload a copy of the completed assessment cover sheet, named according to your surname and first initial (e.g; SmithJ810 cover sheet.doc) according to the relevant directions in the Assessment section of the unit website.

KEEP A COPY OF YOUR ASSIGNMENT

HOW DO I USE THE ASSIGNMENT COVER SHEET?

A cover sheet for your assessment task is available electronically from the unit web site in the Assessment section. Note that the checklist on the assignment COVER SHEET must be completed and signed before an assignment is accepted. You may complete by hand and submit a scanned copy with your assessment task. You may also complete it electronically and type your student number in lieu of a signature.

CAN I SUBMIT A LATE ASSIGNMENT?

https://unitguides.mq.edu.au/unit_offerings/2494/unit_guide/print
Assignments received after the due date will be accepted provided they are received no later than five working days late. No assignment will be accepted after this time, except when an extension has been applied for before the due date and granted. After the due date (unless an extension has been granted) a late penalty will be applied, leading to a reduction in the awarded mark. The late penalty is 5% of the total mark for each day the assignment is outstanding beyond the due date. These penalties are imposed in fairness to students who submit assignments on time.

WHAT IF I EXCEED THE WORD OR SENTENCE LIMIT? WHAT IF I SUBMIT MORE THAN THE REQUIRED ARTICLES?

Components of answers beyond the stated word and/or sentence limit will not be marked. That is, answers will only be marked up to the stated word limit. Answers will only be marked up to the stated sentence limit. Only the stated number of articles will be marked.

CAN I CHANGE THE BRIEFING SUMMARY TEMPLATE?

No you cannot change the briefing summary template. The briefing summary must be one page only, keeping the headings and font size of the template. If you change the template it will result in a reduction of your mark.

How do I get an extension?

In extenuating circumstances, students may apply to the unit coordinator for an extension to the assignment due date. Reasons for the extension need to be documented through the special consideration form accessible through ask@mq.edu.au and supported (e.g., a doctor’s certificate in the case of illness).

NOTE: Additional information about the conditions for special consideration are in the General Assessment Information section of this unit guide.

Note that:

• Students MUST speak with the unit coordinator prior to submitting their request through ask@mq.edu.au
• Extension will only be granted in receipt of the completed form submitted through askMQ, plus documentation.
• Emails are not appropriate means of extension requests.
• It is essential that you plan ahead and organise your study time effectively. Poor time management is not grounds for an extension

Extensions are usually not granted on the due date.

How will I get feedback on my assignment?

Individual feedback will provided through the iLearn site. Assignment marks will be available in GRADES.

CAN I RESUBMIT AN UNSATISFACTORY ASSIGNMENT?

Resubmission of unsatisfactory assignments is not permitted.
WHAT IS A PLAGIARISM CHECK AND HOW DO I GET ONE?

Assignments will be required to be submitted for an electronic plagiarism check where your work is compared with previous and current student assignments, Internet sources and journal articles. All of the work you submit remains on permanent file in the plagiarism website and will be compared with work submitted by future students.

Your assessment task (annotated bibliography and the briefing summary) will automatically go to Turnitin for a plagiarism check when you upload it as required, on the unit website.

WHAT HAPPENS IF I DO NOT FOLLOW THE INSTRUCTIONS FOR ASSIGNMENT SUBMISSION?

If you do not follow the assignment and submission guidelines, your assignment will not be marked. You will be notified through Dialogue or your student email that your assignment was incorrectly submitted and you will be asked to resubmit correctly.

This Assessment Task relates to the following Learning Outcomes:
- Describe the research projects presented during the unit.
- Critique the quality of research in special education
- Critique the evidence base for practices in special education.
- Apply recent research findings to classroom practice
- Discuss the policy implications of research in special education.
- Develop an annotated bibliography of research in a topical area.

Quizzes
Due: Dates nominated in schedule
Weighting: 25%

ASSESSMENT QUIZZES

WHAT ARE ASSESSMENT QUIZZES?

Assessment quizzes are online assessments in multiple-choice format. There is one quiz for each topic in the unit. Each Assessment quiz will be open for FOUR DAYS - Friday to Monday. See the Open dates in the Unit Schedule. Assessment quizzes are located on the iLearn page, the section called Assessment.

HOW DO I DO ASSESSMENT QUIZZES?

The quizzes may be taken by logging on to the unit website and scrolling down to the ASSESSMENT section. Click on the link to the quiz that you need to complete.

I AM CONCERNED ABOUT DOING AN ONLINE QUIZ. WHAT SHOULD I DO?

A "dummy quiz" has been set up to give you some practice and allow you to get used to the quiz module. You may attempt the dummy quizz as many times as you like and will receive "dummy"
feedback. It is strongly recommended that every student attempt the dummy quiz each semester. The dummy quiz is in the "Start here! IMPORTANT INFORMATION" section. The dummy quiz is under the headings "THINGS YOU SHOULD DO" AND "Attempt the Dummy Quiz". Click on the link to open the quiz.

HOW DO I KNOW MY ATTEMPT AT A QUIZ HAS BEEN SUCCESSFUL?

You will receive confirmation that your quiz has been submitted. Your mark will not be available in "Grades" until after the quiz has been closed on Monday night. The unit convenor will send an announcement when the scores have been released, typically it will be the following day, sometimes longer.

HOW DO I GET FEEDBACK?

Since the quizzes contribute to your formal assessment specific feedback will not be given.

HOW MANY TIMES MAY I ATTEMPT A QUIZ?

Since quiz marks contribute to your final grade, you may attempt each assessment quiz ONLY ONCE. Be sure you are ready to complete the quiz before you open it. Once you open the quiz, you must complete it.

CAN I REVISE A QUIZ AFTER IT HAS CLOSED?

No, the quizzes are deliberately only open for a fixed window of time to encourage students to stay on track with topic coverage. Consequently, once closed they will not be reopened.

DO THE ASSESSMENT QUIZZES COUNT TOWARD ASSESSMENT?

Yes, assessment quizzes are weighted at 0.25 of your final grade.

WHAT IS EACH QUIZ WORTH?

There are 10 assessment quizzes and each quiz is weighted evenly.

WHAT IF I CAN'T ACCESS THE QUIZ OR IT WON'T WORK CORRECTLY?

Such problems are ALMOST ALWAYS RELATED TO USING AN INCORRECT BROWSER. Firefox is the recommended Browser for iLearn.

WHAT IF I HAVE PROBLEMS WITH ACCESS TO THE WEBSITE?

It is YOUR responsibility to ensure that each quiz is completed within the window of time allowable. If your Internet connection is not very reliable, it is strongly suggested that you do not leave the quiz until the last minute. If you lose your connection during a quiz, you should attempt to reconnect as soon as possible and finish the quiz. DON'T LEAVE IT UNTIL THE LAST MINUTE. There will be no allowances for students who do not complete quizzes on time due to Internet access problems.

WHEN DO I DO ASSESSMENT QUIZZES?
They must be completed within the period that each topic is open. Quizzes close at 11.55pm on a Monday, either Australian Eastern Time or Australian Eastern Daylight Saving Time (whichever is applicable). The exact closing dates may be found in the Topic Assessment Quizzes section of this guide. Please note that Assessment quizzes are only available for limited time and this window will not be extended. Each Assessment quiz will be open for **FOUR** days-Friday to Monday. **Make sure you put these deadlines in your diary.**

**IS THERE A TIME LIMIT ON EACH QUIZ?**

There is a time limit of 15 minutes to complete each quiz. You must submit the quiz within the time limit or your submission will be rejected. It is important to note that as soon as you open a quiz, the time clock starts. **DO NOT** open a quiz before you are ready to attempt it.

**WHAT IF THE WEBSITE BECOMES UNAVAILABLE?**

At times the iLearn sites will not be available due to routine maintenance. These dates and times are advertised well in advance in the Announcements section of the log in page and you will also be notified through your student email. Updates and notices are available at [http://students.mq.edu.au/home](http://students.mq.edu.au/home) and [http://informatics.mq.edu.au/informatics_news](http://informatics.mq.edu.au/informatics_news).

You should take these times into account as you plan your work. Extra open time for Quizzes will **NOT** be provided for advertised outages.

If iLearn becomes unavailable **unexpectedly** for any length of time due to other causes, the cut-off dates for Assessment Quizzes may be extended by the equivalent time.

---

This Assessment Task relates to the following Learning Outcomes:

- Describe the research projects presented during the unit.
- Critique the quality of research in special education
- Critique the evidence base for practices in special education.
- Apply recent research findings to classroom practice
- Discuss the policy implications of research in special education.

**Practicum**

**Due:** *End of Semester*

**Weighting:** 0%

Five days competency-based assessment.

This Assessment Task relates to the following Learning Outcomes:

- Apply recent research findings to classroom practice
- Discuss the policy implications of research in special education.
Communicate research results to the wider community.

**Delivery and Resources**

**General Organisation of the Unit**

The unit is organised in a flexible delivery format. A combination of seminars (for on campus students), readings, and Internet delivery may be employed. In addition, support is available via telephone, Skype, the unit web site (including discussion forums and Dialogue for private communication) and on-site consultation.

It is very important to note that some components of the unit will be conducted on the web site. This means that internet access is essential to the completion of the unit.

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.

All seminars (apart from feedback seminars) are audio and/or video recorded and made available on ECHO360 (previously iLecture). Students who attend on campus should be aware that they may be recorded during the seminar.

Students participate in Discussion Forums on the subject web site, complete the Assessment Quizzes for each topic on the web site, complete the assigned readings and activities in the Study Guides and seminars.

Students who attend on-campus seminars will participate in individual and small group activities and discussion.

There is a practicum component associated with this subject, please refer to the Practicum Handbook which is available on the unit website.

**Changes Made Since the Last Offering of the Unit.**

The content, resources, readings and activities for Topic 5 have been changed to reflect the growing use of iPads in the classroom.

**Response to Student Feedback**

Student feedback to our units is generally very positive, and we retain practices that students appreciate. We have made some changes to units as a result of feedback.

Discussion forum posts are a required component.

**Optional Seminars**

These are typically used for delivery of new content or review. See the "Topics" table for further details. Any student may choose to attend an optional seminar.
Drop-in Sessions

One-hour drop-in sessions may be offered during the semester. These sessions provide students with additional opportunities to ask questions or discuss issues of concern. Please note, these sessions will ONLY function to address student questions - there is no point attending unless you have a question to ask or issues to discuss. If there are no students attending in the first 15 minutes of a drop-in session, it will be cancelled.

Assessment Quizzes

There are Assessment quizzes for this Unit and all information relating to these quizzes may be found by looking in the Assessment Section of the Unit Guide under Assessment Quizzes.

Downloadable Documents

ALL study guides and resource materials must be downloaded from the website. Readings must be downloaded from the eReserve website in the library, or from other sites as indicated in the study guides.

ECHO360

What is ECHO360?

Topics in this unit will involve a seminar recording via ECHO360 and will be accessed through links on the relevant topic pages. These presentations will typically consist of video or audio. They are accessed from the unit website. The presentation may include elucidation of the readings, additional information and practical exercises. Seminars should be viewed after you have completed the relevant reading for the topic.

Information about using ECHO360 is available at

http://www.mq.edu.au/iLearn/student_info/lecture_recordings.htm

and

http://www.mq.edu.au/iLearn/student_info/podcasts.htm

What do I need to do before I access ECHO360?

In order to use ECHO360 you will need QuickTime or other video player software (iTunes, VLC or Windows Media Player) and Flash for streaming playback or for downloading. You can download QuickTime through the iLearn site and you will be prompted to install Flash when you first access ECHO360, if it is not already installed on your computer.

What if I can't get ECHO360 working?

Don't panic. Contact the Student IT Helpdesk

Phone: (02) 9850 HELP (4357) (Option 1) or freecall 1800 67 4357

Email: help@mq.edu.au

Face to face: Building C5C Room 244, Macquarie University

Website: http://www.mq.edu.au/onehelp/
IT Onehelp ticket lodgement: https://help.mq.edu.au/cgi-bin/WebObjects/OneHelp.woa

**Discussion Forums**

Important information about the unit will be posted in Discussions in the “General” section. You should check it regularly – **TWICE a week should be considered a minimum.**

There will also be a Discussion Forum for each topic where students can post questions or comments and discuss the issues raised during the unit. These topics will remain open for the duration of the unit. Students are required to contribute 10 posts to these Topic Forums as part of the assessment requirements for this unit. (see Assessment Tasks).

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.

**Dialogue**

Preferably, unit related messages should be directed to unit staff using Dialogue on the website. Questions that you have that are relevant to others in the unit should be posted in Discussion Forums. If you send such questions using Dialogue, they may be posted anonymously and answered in Discussions.

**Unit Schedule**

All seminars are in Room 130 at MUSEC Building X5A. Seminars in SPED810 are optional and are held on Thursday.

**NOTE:** Only afternoon seminars are available.

Seminars will vary in length depending on the content to be covered.

PLEASE NOTE: Where there is a live seminar, the ECHO 360 should be available within 1 week **AFTER** the seminar.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Seminar Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/8</td>
<td>5.00pm to 8.00pm</td>
<td>Seminar: Unit Overview</td>
</tr>
<tr>
<td>8/8</td>
<td>5.00pm to 6.00pm</td>
<td>Drop-in Session</td>
</tr>
<tr>
<td>15/8</td>
<td>5.00pm to 6.00pm</td>
<td>Seminar: Assignment Overview</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Event</td>
</tr>
<tr>
<td>--------</td>
<td>--------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>22/8</td>
<td>5.00pm to 6.00pm</td>
<td>Drop-in Session</td>
</tr>
<tr>
<td>29/8</td>
<td>5.00pm to 8.00pm</td>
<td>Seminar: iPads - Assoc. Professor Jennifer Stephenson</td>
</tr>
<tr>
<td>5/9</td>
<td>5.00pm to 6.00pm</td>
<td>Drop-in Session</td>
</tr>
<tr>
<td>13/9</td>
<td>5.00pm to 6.00pm</td>
<td>Drop-in Session</td>
</tr>
<tr>
<td>16/9</td>
<td></td>
<td>UNIVERSITY RECESS</td>
</tr>
<tr>
<td>27/9</td>
<td></td>
<td>TWO WEEKS</td>
</tr>
<tr>
<td>3/10</td>
<td>5.00pm to 6.00pm</td>
<td>Drop-in Session</td>
</tr>
<tr>
<td>7/10 to 25/10</td>
<td></td>
<td>FULL-TIME PRAC BLOCK</td>
</tr>
<tr>
<td></td>
<td></td>
<td>THREE WEEKS</td>
</tr>
<tr>
<td>31/10</td>
<td>5.00pm to 6.00pm</td>
<td>Drop-in Session</td>
</tr>
<tr>
<td>7/11</td>
<td>5.00pm to 6.00pm</td>
<td>Drop-in Session</td>
</tr>
<tr>
<td>14/11</td>
<td>5.00pm to 6.00pm</td>
<td>Assignment Feedback</td>
</tr>
</tbody>
</table>

*** ASSIGNMENT DUE MONDAY 14/10, 11.55pm ***
The following table gives an overview of topics covered in the unit and the open dates for the assessment quizzes. Open dates indicate when the topic quiz can be completed.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Open Dates for Assessment Quizzes</th>
<th>Content</th>
<th>Format</th>
</tr>
</thead>
</table>
| 1     | 9/8 to 12/8                      | Research-based practice in special education | Echo360  
Associate Professor Jennifer Stephenson |
| 2     | 16/8 to 19/8                     | The use of perceptual-motor programs in special education | Echo360  
Associate Professor Jennifer Stephenson |
| 3     | 23/8 to 26/8                     | Hyperlexia | Echo360  
Dr Toni Hopper |
| 4     | 30/8 to 2/9                      | Multisensory environments | Echo360  
Associate Professor Jennifer Stephenson |
| 5     | 6/9 to 9/9                       | IPads in the classroom | Seminar  
Associate Professor Jennifer Stephenson |
| 6     | 4/10 to 7/10                     | NSW literacy benchmarks | Echo360  
Dr Meree Reynolds |
Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:


In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Support

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at: [http://students.mq.edu.au/support/](http://students.mq.edu.au/support/)
UniWISE provides:

- Online learning resources and academic skills workshops [http://www.students.mq.edu.au/support/learning_skills/](http://www.students.mq.edu.au/support/learning_skills/)
- Personal assistance with your learning & study related questions.
- The Learning Help Desk is located in the Library foyer (level 2).
- Online and on-campus orientation events run by Mentors@Macquarie.

Student Enquiry Service

Details of these services can be accessed at [http://www.student.mq.edu.au/ses/](http://www.student.mq.edu.au/ses/).

Equity Support

Students with a disability are encouraged to contact the [Disability Service](http://www.student.mq.edu.au/disability_service/) who can provide appropriate help with any issues that arise during their studies.

Equity Support

The Disability Service provides support and assistance to students with a disability/health condition in aiming to ensure that they do not experience disadvantage in reaching their academic potential. Service provision is determined on a case-by-case basis following an assessment of a student's needs and the provision of supporting documentation. Service provision is also dependent on the availability of resources.

For information about registering with the Disability Service and to download the Campus Wellbeing Registration Form and Health professional form go:


You must register annually, irrespective of whether a disability/health condition is temporary, long-term or permanent.

Students wishing to request support services from the Disability Service should make an appointment to see a Disability Advisor IMMEDIATELY AFTER ENROLLING at Macquarie University. If you are not registered with the Disability Service at the time of an assessment task, you may not be provided with any accommodations.

Phone: (02) 9850 7497  TTY (02) 9850 6493

Email: campuswellbeing@mq.edu.au

In person: Level 2, C8A (Lincoln Building).

It is strongly recommended that you contact convenors IMMEDIATELY AFTER ENROLLING (or as soon as possible for temporary disabilities) to discuss adaptations that may assist you in the successful negotiation of units with the Macquarie University Special Education Centre.

Typically, we require a minimum of three weeks notice to be able to ensure that accommodations
Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

This graduate capability is supported by:

**Learning outcomes**

- Describe the research projects presented during the unit.
- Critique the quality of research in special education
- Critique the evidence base for practices in special education.
- Apply recent research findings to classroom practice
• Discuss the policy implications of research in special education.
• Develop an annotated bibliography of research in a topical area.
• Communicate research results to the wider community.

Assessment tasks

• Online participation
• Assignment
• Quizzes
• Practicum

PG - Critical, Analytical and Integrative Thinking

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

This graduate capability is supported by:

Learning outcomes

• Describe the research projects presented during the unit.
• Critique the quality of research in special education
• Critique the evidence base for practices in special education.
• Apply recent research findings to classroom practice
• Discuss the policy implications of research in special education.
• Develop an annotated bibliography of research in a topical area.
• Communicate research results to the wider community.

Assessment tasks

• Online participation
• Assignment
• Quizzes
• Practicum

PG - Effective Communication

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

This graduate capability is supported by:
Learning outcomes

- Describe the research projects presented during the unit.
- Critique the quality of research in special education
- Critique the evidence base for practices in special education.
- Apply recent research findings to classroom practice
- Discuss the policy implications of research in special education.
- Develop an annotated bibliography of research in a topical area.
- Communicate research results to the wider community.

Assessment tasks

- Online participation
- Assignment
- Quizzes
- Practicum

PG - Research and Problem Solving Capability

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and problem solving.

This graduate capability is supported by:

Learning outcomes

- Describe the research projects presented during the unit.
- Critique the quality of research in special education
- Critique the evidence base for practices in special education.
- Apply recent research findings to classroom practice
- Discuss the policy implications of research in special education.
- Develop an annotated bibliography of research in a topical area.
- Communicate research results to the wider community.

Assessment tasks

- Online participation
- Assignment
- Quizzes
- Practicum
PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues.

This graduate capability is supported by:

**Learning outcomes**

- Describe the research projects presented during the unit.
- Critique the quality of research in special education
- Critique the evidence base for practices in special education.
- Apply recent research findings to classroom practice
- Discuss the policy implications of research in special education.
- Develop an annotated bibliography of research in a topical area.
- Communicate research results to the wider community.

**Assessment tasks**

- Online participation
- Assignment
- Quizzes
- Practicum

PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

This graduate capability is supported by:

**Learning outcomes**

- Describe the research projects presented during the unit.
- Critique the quality of research in special education
- Critique the evidence base for practices in special education.
- Apply recent research findings to classroom practice
- Discuss the policy implications of research in special education.
- Develop an annotated bibliography of research in a topical area.
- Communicate research results to the wider community.
Assessment tasks

• Online participation
• Assignment
• Quizzes
• Practicum

For Students Beginning Mid-Year

Important Information for Students Beginning Mid-Year

Students enrolling in coursework programs (i.e., Master, Postgraduate Diploma, Postgraduate Certificates excluding the Postgraduate Certificate in Educational Research Methods) are normally required to include the foundation unit SPED802: Effective Instruction for Students with Special Education Needs in their first semester of study. Due to resource limitations SPED802 can only be offered in first semester.

In order to assist students who wish to commence their studies in the second half-year, under normal circumstances we are willing to provide a special approval (waiver) to allow other units to be completed before SPED802. However, two conditions apply to this waiver:

1. In order to ensure that you have the essential background knowledge to complete units in your first semester of study, you will be required to purchase the required text for SPED802 (and SPED806).
   
   
   The 8th ed. (2009) would also be suitable.
   
   You should read Chapters 1-3 and 6-10. It is suggested you do this as early in the semester as possible. If you have difficulty with this material you may contact Dr Jennifer Stephenson (jennifer.stephenson@mq.edu.au or 02 9850 8694).

2. You must complete SPED802 in your second semester of study. You will only be allowed to enrol in further units if you complete SPED802 in your second semester of study.

A special approval (waiver) must be obtained through askMQ.

Log in at ask.mq

Click "Special Approval (waiver)" from the MY STUFF menu on the left

Complete the form, then click on SUBMIT

You must request a waiver for EACH unit you want to enrol in.
General Assessment Information
Rationale for Modes of Assessment

Practicum – There is a five-day practicum placement linked to this unit. Competency based practicum assessment ensures students can apply in the classroom, the principles and strategies taught in the unit.

Online participation – participation in on-line discussion assists students to develop an understanding of each Topic, provides an opportunity for self and peer assessment and provides a means of regular feedback on academic progress.

Assignments are designed to enable you to reflect more deeply on a particular area of knowledge and to write a considered response.

Assessment Quizzes are designed to assess understanding of specific topics

Assessment Weighting

There are several components of the assessment in this unit. All components must be completed. You must pass the practicum and you must get an overall pass in the assignment.

Please note there is a requirement to satisfactorily complete FIVE DAYS of practicum for this unit.

Marking Criteria for the Assignment

In general, markers will be looking for the following qualities in your article selection, annotations and briefing summary.

- Selection of articles relevant to your topic.
- Appropriate justification for article selection.
- Quality of critical analysis.
- Evidence of a deep understanding of the research papers selected for annotation.
- A concise and informative summary briefing which accurately reflects the content of the articles located.

You are encouraged to evaluate your work against these criteria.

Performance Descriptors

High Distinction

There is pervasive address of critical points in all responses and a demonstration of deep understanding of all key principles. There are appropriate and concise justifications, descriptions or analyses integrating relevant information. There is no evidence of consequential gaps in
understanding of basic principles and a clear ability to generalise concepts and principles to the most difficult examples.

**Distinction**

There is *extensive* address of the critical points in all responses and a demonstration of deep understanding of all key principles. There are appropriate and concise justifications or analyses integrating relevant information. There is no evidence of consequential gaps in understanding of basic principles although students may have difficulty in applying some concepts and principles to the most difficult examples.

**Credit**

There is *strong* address of the critical points in the vast majority of responses and a deep understanding of the majority of key principles. There are appropriate and concise justifications, descriptions or analyses integrating relevant information. There may be a small number of consequential gaps in understanding of basic principles. Students may have difficulty in applying some concepts and principles to a limited number of examples.

**Pass**

There is *solid* address of the critical points in the majority of responses and a demonstration of deep understanding of most key principles. There are appropriate and concise justifications, descriptions and analysis integrating relevant information. Students may have difficulty in applying some concepts and principles to some examples.

**Fail**

There is *poor* address of the critical points in the majority of responses. There is little evidence of deep understanding of principles. Justifications, descriptions and analyses would often be incomplete and/or unclear. Students demonstrate a poor understanding of the majority of concepts and principles and are only able to apply these to a minority of examples.

**Resubmission**

Students are required to gain an overall pass on the unit, but do not have to pass all assessment components. If you perform poorly on one component, you may compensate for this with an improved performance in the other component(s). You must, however, gain an overall pass on the assignment.

**Resubmission of assessments and assignments is not permitted.**

**Special consideration and extensions for assignments.**

In extenuating circumstances, students may apply to the unit coordinator for an extension to the assignment due date. Reasons for the extension need to be documented through the special consideration form accessible through ask@mq.edu.au and supported (e.g., a doctor’s certificate in the case of illness). Pressures of work or study are not considered grounds for special consideration.

Students MUST speak with the unit coordinator prior to submitting their request through ask@mq.edu.au
Extension will only be granted in receipt of the completed form submitted through askMQ, plus documentation.

**University Special Consideration Guidelines**

Special Consideration is intended for a student who is prevented by serious and unavoidable disruption from completing any unit requirements in accordance with their ability. All students have the right to submit an application for Special Consideration.

For an application to be valid, the student must have been performing satisfactorily in the unit prior to experiencing serious and unavoidable disruption.

The University defines serious and unavoidable disruption to studies as resulting from an event or set of circumstances that:

- could not have reasonably been anticipated, avoided or guarded against by the student; and
- was beyond the student's control; and
- caused substantial disruption to the student's capacity for effective study and/or the completion of required work; and
- substantially interfered with the otherwise satisfactory fulfilment of unit or course requirements; and
- was of at least three (3) consecutive days duration within a study period and/or prevented completion of the formal examination.

The University definition of serious and unavoidable disruption explicitly excludes acute problems, except where the disruption affects completion of a formal examination.

The University defines acute problems as those involving fewer than three (3) consecutive days within a study period. In these cases, the student is responsible for contacting the relevant Unit Convenor so that a local solution may be discussed, except where the disruption affects completion of a formal examination.

The University reserves the right to determine if a Special Consideration application should be considered and any subsequent action to be taken. [http://www.mq.edu.au/policy/docs/special_consideration/policy.html](http://www.mq.edu.au/policy/docs/special_consideration/policy.html)

**Appeals against grades for individual assessment components.**

If any student has concern about the marking of an assessment, they must:

1. Consult the member of staff who marked the work.

2. If there is no satisfactory resolution, an appeal should be made in writing to the unit convenor within one week of the marked assessment being returned or of results being made available. The student should explicitly state the basis of the appeal.

The unit convenor will review the marking and may, at their discretion, ask for a re-marking by a second marker. If re-marking by a second marker is judged appropriate, the final mark will normally be the average of the two marks awarded for the assessment task. Students should note that the revised mark for the task may be higher, the same, or lower than the original mark.
Please note that it is MUSEC policy to double mark all failing assessments.

The decision of the unit convenor is final.

**Appeals against final unit grades**


Grade Appeals must be submitted within 20 days of the release of the unit results.

Grade Appeals are submitted through ask.mq.edu.au

**Academic Honesty and Plagiarism**

You must read the University's practices and procedures on Academic Honesty. These are on the web at: http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

The policies and procedures explain what academic honesty and plagiarism are, how to avoid plagiarism, the procedures that will be taken in cases of suspected plagiarism, and the penalties if you are found guilty. Penalties may include a deduction of marks, failure in the unit, and/or referral to the University Discipline Committee. Details of possible penalties are at http://www.mq.edu.au/policy/docs/academic_honesty/schedule_penalties.html

**Other important points:**

- Close paraphrasing of another persons' writing is considered to be plagiarism. You must express ideas using your own words.
- Claim of ignorance of the University policy on plagiarism is NOT a defence within MUSEC. If you do not understand the preceding information, please seek advice from a member of the academic staff.

**University Assessment Policies**

The University Assessment Policy, Code of Practice and Procedures are available at


**Standardised Transcript Marks**

Your overall unit result will be assigned a standardised numerical grade (SNG) on your University transcript. High Distinction grades are assigned a mark between 85 and 100, Distinction grades between 75 and 84, Credit grades between 65 and 74, Pass grades between 50 and 64, Pass Conceded grades between 45 and 49 and Fail grades below 45. For further information, see the Grading Policy.

**Grade Descriptors**

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

**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.

**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.

**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.

**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.

**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.

### Fail Grades

Entry into units in the postgraduate coursework program requires a clear pass (i.e., a final unit grade of at least “C” or “P”) in all previously completed SPED units. That is, you will not be granted automatic entry into units if you have failures in previously attempted SPED prefixed units. If you have failing grades on our record (1) you may be allowed to continue at the discretion of the Director of MUSEC (or nominee) with a special approval (waiver), or, (2) You may be required to reattempt the relevant units until a clear pass is obtained.

Students with fail grades MUST seek academic advice before attempting to re-enrol.

**Satisfactory Progress**

Students are expected to maintain satisfactory progress in a course/program of study. Normally, students will be asked to **show cause** why their candidature should not be terminated if they fail any unit twice. Further, students may be asked to show cause if they receive more than two conceded passes and/or failures in a course/program of study.
Pathways upgrade

Students who successfully complete the requirements for a Postgraduate Certificate may have these units credited towards an upgrade to a Postgraduate Diploma or Master of Special Education. Students who successfully complete a Postgraduate Diploma may have these units credited towards an upgrade to the Master of Special Education.

Students will not normally be considered for a pathway upgrade if they have more than one conceded pass and/or failure in a course/program of study.

Required Unit Materials and Readings

TEXT

There are NO required texts for this unit.

OTHER REQUIRED READINGS

Compulsory readings may be downloaded from eReserve section of the Library web site at: http://www.library.mq.edu.au/reserve/ or from sites as advised in the study guide.

Required readings should be completed prior to viewing the relevant Echo360 recording or seminar and in conjunction with the study guide.

OTHER USEFUL RESOURCES

Information about using the library databases to locate journal articles is available at http://mq.edu.au/on_campus/library/research/referencing/.


Guides to writing an annotated bibliography are at http://olinuris.library.cornell.edu/ref/research/skill28.htm http://en.wikipedia.org/wiki/Annotated_bibliography

(Note you are allowed a maximum of 300 words for your annotations in this unit).

Unit Web Page

Access

An iLearn website has been established to support this unit. The site will offer the option of discussion forums on specific topics and Dialogue (Private communication) within the unit.
Unit guide SPED810 Current Issues in Special Education

Required study materials, review quizzes and assessment information are available on the website.

You should check the website (General Discussion Forum and your Dialogue) at least TWICE a week. You will NOT receive any material in the mail.

ALL communication is through the website.

The website may be accessed at:
https://ilearn.mq.edu.au

Information about using iLearn is available at:
http://www.mq.edu.au/iLearn/student_info/

This page includes information and links (on the left hand side of the page) about topics such as: navigating iLearn, using discussion forums, getting started with iLearn.

How do I get a password?

Information on first time log in and passwords is at

You will need your Student OneID number, surname and data of birth.

What if I have password problems or need IT help?

If you have password problems or any other difficulties accessing the website, please contact:

Student IT Help

Phone: (02) 9850 HELP (4357) (option 1) or freecall 1800 67 4357

Email: help@mq.edu.au

Face-to-face: Building C5C, Room 244

Website: http://www.mq.edu.au/onehelp/

Onehelp Ticket Lodgement: https://help.mq.edu.au/cgi-bin/WebObjects/OneHelp.woa

PLEASE NOTE:

If you have contacted IT Help and still have difficulties obtaining your user name and password and are UNABLE to access unit websites at the end of the first week of semester, please contact Natalie Watson (natalie.watson@mq.edu.au) at MUSEC. Arrangements may be made to email you important study materials.

Where Do I Start

To get you started in this unit, tick off each action as you complete it.
**Changes since First Published**

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/07/2013</td>
<td>*</td>
</tr>
</tbody>
</table>

---

**Unit guide** SPED810 Current Issues in Special Education

<table>
<thead>
<tr>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carefully read this unit guide</td>
</tr>
<tr>
<td>Carefully read this unit guide a second time</td>
</tr>
<tr>
<td>Note the open dates for the Assessment quizzes in your Diary.</td>
</tr>
<tr>
<td>Note the due date for your Assignment in your Diary.</td>
</tr>
<tr>
<td>Go to the unit website (from Friday 26th July) and check Dialogue and Discussion Forums for messages.</td>
</tr>
<tr>
<td>If you have problems accessing the site contact IT Help urgently.</td>
</tr>
<tr>
<td>Go to the START HERE section of the website, read and follow the instructions.</td>
</tr>
<tr>
<td>While you are on the website, check the Practicum arrangements associated with your unit and course and download the Practicum Handbook.</td>
</tr>
<tr>
<td>Go to Topic 1 section of the website and follow the instructions.</td>
</tr>
</tbody>
</table>