SPED101

Creating Effective Learning Environments for Students with Special Needs

S1 Day 2013

Institute of Early Childhood

Contents

General Information

Unit convenor and teaching staff
Unit Convenor
Mark Carter
mark.carter@mq.edu.au
Contact via mark.carter@mq.edu.au
X5A106
Wednesday, 2-4 pm

Credit points
3

Prerequisites

Corequisites

Co-badged status

Unit description
This unit explores the nature of disability and other special learning needs. Broadly based on a non-categorical model, the emphasis is on what research has determined to be the most effective modes of instruction for students with special needs. Effective inclusion of such students into the least restrictive environment is a primary consideration. The unit is available to all students and is particularly relevant to those studying psychology, linguistics and the humanities, as well as education.

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:

Demonstrate an understanding of the concepts of disability, handicap and impairment and the non-categorical approach to special education.

Demonstrate an awareness of the rights of people with disabilities and a basic understanding of relevant legislation pertaining to the provision of educational services for students with special needs.

Demonstrate an understanding of the principles of 'Normalisation' and 'Integration' and consider the educational options available to people with disabilities in light of the above

principles.

Demonstrate an understanding of the rationale for a scientific approach in special education.

Demonstrate an understanding of the basic principles of applied behaviour analysis

Describe components of effective learning environments for students with special needs.

Demonstrate an understanding of the basic principles of classroom behaviour management.

Demonstrate a basic understanding of issues related to the provision of educational support for a range of students with special needs.

Assessment Tasks

Name	Weighting	Due
Attendance	0%	Onoing
Topic Quizzes	20%	Weeks nominated in schedule
Problem Solving Exercise	35%	11/4/13
Media Exercise	5%	5/4/13
Final Examination	40%	Examination period

Attendance

Due: **Onoing**
Weighting: **0%**

As this is an internal unit, attendance tutorials is expected. Both are compulsory for all students and students must pass the component to pass the unit. A pass requires 80% attendance. Students must attend for the **whole session or they will be regarded as being absent.**

Topic Quizzes

Due: **Weeks nominated in schedule**
Weighting: **20%**

Description

A total of 9 Topic Quizzes will be conducted and each will be of 10 minutes duration and will typically consist of five (5) multiple choice questions. These quizzes will assess knowledge and understanding of required reading for the relevant tutorial (typically 3-4 questions) as well as key concepts from the preceding topic (typically 1-2 questions). For example, the quiz conducted in the second week of the semester will cover the readings for Topic 2 and the content of Topic 1.

Dates for quizzes and required readings are available in the Topics section. Please note that the required readings for the first quiz include the Unit Guide.

The best seven (7) scores in these quizzes will count toward the final mark for this component of the assessment. Students may elect not to complete all of the Topic Quizzes but will be disadvantaged if they complete less than 7. The facility to disregard quiz scores is designed to allow for missed quizzes due to events such as lateness, illness, political or industrial action, religious or public holidays, cancelled classes and unavoidable family disruptions. Remember that the University regulations require 80% attendance or better to pass the unit.

There will be no provision for repeats of the Topic Quizzes under any circumstances as only 7 quizzes need to be completed. Students missing more than two sessions will have breached the University attendance requirements.

Topic Quizzes will be conducted in the first 10 minutes of the session.

Students arriving late may elect to attempt the quiz in the remaining time but no additional time will be allocated. Students may not complete the Topic Quiz and then leave a session. Sessions must be attended in whole or the quiz will be discarded.

The use of references or notes is not allowed in the Quizzes. **Students may only write on the quiz**. Any breach of these provisions or collaboration will be regarded as misconduct. **Any misconduct will be automatically referred to the University for disciplinary action.**

Assessment Criteria

The assessment will address:

- Your understanding of the readings
- Your understanding of key concepts covered in the tutorials
- Your ability to apply key concepts covered in the tutorials to specific examples

Feedback

The results of Topic Quizzes for students will be posted on the unit web site as soon as possible following the tutorial session.

Answers to Topic Quizzes will be provided by the tutor in the week following the relevant quiz. Students may not take notes during this feedback.

On successful completion you will be able to:

- Demonstrate an understanding of the concepts of disability, handicap and impairment and the non-categorical approach to special education.
- Demonstrate an awareness of the rights of people with disabilities and a basic understanding of relevant legislation pertaining to the provision of educational services for students with special needs.
- Demonstrate an understanding of the principles of 'Normalisation' and 'Integration' and consider the educational options available to people with disabilities in light of the above

principles.

- Demonstrate an understanding of the rationale for a scientific approach in special education.

- Demonstrate an understanding of the basic principles of applied behaviour analysis

- Describe components of effective learning environments for students with special needs.

- Demonstrate an understanding of the basic principles of classroom behaviour management.

- Demonstrate a basic understanding of issues related to the provision of educational support for a range of students with special needs.

Problem Solving Exercise

Due: **11/4/13**
Weighting: **35%**

Description

The problems presented are typically scenario based and require the practical application of principles and knowledge addressed in the unit. The assessment may involve the presentation of video and/or text-based scenarios.

Many questions will be similar in format to the problem solving activities conducted during tutorials for the unit and these will provide excellent preparation for the problem solving exercise. For example, students may be required to comment on appropriate and inappropriate examples of normalisation, identify red flags and flaws in educational research or claims, identify educational strategies being used in a scenario, suggest strategies that a teacher might apply given a described scenario or provide analysis of media coverage of an issue related to disability. Students are encouraged to actively participate in the tutorial problem solving activities, evaluate their own work and provide feedback to each other.

This is an open book assessment. You may bring any paper-based materials to the assessment including readings and your own notes. Electronic devices may not be used. The duration of the exercise will be 2 hours. PLEASE NOTE THAT SHARING OF MATERIALS WILL NOT BE ALLOWED IN THE PROBLEM SOLVING EXERCISE UNDER ANY CIRCUMSTANCES.

Students MUST attend during scheduled tutorial session or provide documentary evidence of unavoidable disruption to study (as defined in the University Handbook) that is acceptable to the unit convenor. Students must then attend at a time nominated by the convenor or a failure will be recorded.

Marking Criteria

In general, markers will be looking for the following qualities in your responses to the scenarios:

- Concise address of the critical points in the scenario.

- Appropriate critical analysis and justification where needed.

- Integration of information from relevant content in the unit.

- Evidence of generalisation of concepts and principles to new examples.

You are encouraged to evaluate your work against these criteria.

Performance Descriptors

High Distinction There is pervasive address of the critical points in the scenarios with appropriate and concise justifications 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 the scenarios with appropriate and concise justifications 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 scenarios with appropriate and concise justifications 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 scenarios with appropriate and concise justifications integrating relevant information. Students demonstrate a clear understanding of the majority of concepts and principles and are able to apply these to the majority of examples. Fail There is poor address of the critical points in the majority of scenarios. Justifications 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.

Feedback

The problem solving exercise will be reviewed in the following workshop. Tutors will overview the general principles, marking key, sample answers and discuss common problems or misconceptions. Students will receive a summary of their performance across areas but notes may not be made during the feedback session. The problem solving exercise will be returned for this session but they may not be retained. If you have concerns about the problem solving exercise, please make an individual appointment with your tutor after the feedback. Students may review their paper with their tutor at any time during the semester.

Specific instructions for feedback sessions will be provided prior to the commencement of the feedback session. Any students who have not completed the problem solving exercise may **NOT** attend the feedback session.

On successful completion you will be able to:
- Demonstrate an understanding of the concepts of disability, handicap and impairment and the non-categorical approach to special education.
- Demonstrate an awareness of the rights of people with disabilities and a basic understanding of relevant legislation pertaining to the provision of educational services for students with special needs.
- Demonstrate an understanding of the principles of 'Normalisation' and 'Integration' and consider the educational options available to people with disabilities in light of the above

principles.

- Demonstrate an understanding of the rationale for a scientific approach in special education.
- Demonstrate an understanding of the basic principles of applied behaviour analysis
- Describe components of effective learning environments for students with special needs.

Media Exercise

Due: **5/4/13**
Weighting: **5%**

Description

In the media exercise you are required to (1) provide a commentary on an article from the print or internet media addressing the area of disability and (2) provide feedback to other students on the issues that have been raised in their commentaries.

 Specifically you are required to:

Identify an appropriate article. You may use media that is available in print format (e.g., newspaper articles or internet media content). The article should be intended for general public consumption and not a specialised professional audience. A simple way to identify content that may be appropriate is to set up a Google Alert for the word "disability". Articles may be no more than one month old.

2.   Register your article on the unit iLearn web site. Each student must offer a commentary on a unique article so you must register your article on the web site. Once you have identified an article, check the **ARTICLE REGISTRATION FORUM** on the web site. Registrations are on a first-in-first-served basis. Thus, if another student has already registered an article, you will be required to choose a different article. To register the article you should provide the title, date of publication, and place of publication or URL.

3.   Post your commentary on the web site in the **COMMENTARY FORUM**. You should **start a new discussion topic** for your commentary and the **subject should be the title of the article**. Your commentary should be at least 300 words in length and should be presented under the following headings"

1. Title, date of publication, place of publication or source.
2.   Comment on the use of appropriate language (including examples if relevant).
3. Comment on the use of inappropriate language (including examples if relevant).
4. Comment on the use of inappropriate stereotypes (including examples if relevant).
5. Your view on whether the coverage advances the interests of individuals with disability and a justification for this opinion.
6.   A full copy of the text of the article (preferred) or URL.

Provide at least two additional follow-up comments on the posts of other students. This may include relevant comments on the content of the articles selected, feedback on whether you think

the interpretation of language or stereotypes was correct or the identification of additional examples. There are no word length requirements for follow-up posts. **You must reply to an existing post using the REPLY button in order for your response to be counted.**

No submissions after this date will be accepted after the due date without an extension. If the requirements have not been met by this date, no marks will be awarded.

Marking Criteria

In general, markers will be looking for the following qualities in your commentary and follow-up responses:

- Capacity to identify appropriate and inappropriate language using principles and concepts addressed in the unit
- Ability to identify inappropriate stereotypes
- Capacity to forward and justify an argument regarding whether the coverage advances the interests of individuals with disability.
- Ability to provide constructive feedback or comments to fellow students.

You are encouraged to evaluate your work against these criteria.

Performance Descriptors

You will normally be awarded either a pass (5%) or fail (0%) for this assessment component. To achieve a pass for the component, you must complete (1) the commentary **and** (2) the two follow-up posts. A pass indicates that your performance was satisfactory and a fail indicates your performance was unsatisfactory.

Feedback

Unit staff will monitor all commentaries and may comment but this will not be routine, particularly where other students have effectively pointed out strengths or major issues with the your analysis. Once you have posted your commentary, you will receive a statement as to whether it was satisfactory or unsatisfactory. Detailed feedback will be provided for unsatisfactory commentaries. You will not receive a pass for the component, however, unless the (1) the commentary **and** (2) the two follow-up posts and both completed.

On successful completion you will be able to:
- Demonstrate an understanding of the concepts of disability, handicap and impairment and the non-categorical approach to special education.
- Demonstrate an awareness of the rights of people with disabilities and a basic understanding of relevant legislation pertaining to the provision of educational services for students with special needs.
- Demonstrate an understanding of the principles of 'Normalisation' and 'Integration' and consider the educational options available to people with disabilities in light of the above principles.

Final Examination

Due: **Examination period**
Weighting: **40%**

A two-hour examination will be held during the university examination period. It will be comprised typically of questions that require short and multiple-choice answers. For the final examination all lecture, tutorial material and readings are examinable.

A sample examination paper will be provided at the end of the unit.

On successful completion you will be able to:

- Demonstrate an understanding of the concepts of disability, handicap and impairment and the non-categorical approach to special education.
- Demonstrate an awareness of the rights of people with disabilities and a basic understanding of relevant legislation pertaining to the provision of educational services for students with special needs.
- Demonstrate an understanding of the principles of 'Normalisation' and 'Integration' and consider the educational options available to people with disabilities in light of the above principles.
- Demonstrate an understanding of the rationale for a scientific approach in special education.
- Demonstrate an understanding of the basic principles of applied behaviour analysis
- Describe components of effective learning environments for students with special needs.
- Demonstrate an understanding of the basic principles of classroom behaviour management.
- Demonstrate a basic understanding of issues related to the provision of educational support for a range of students with special needs.

Delivery and Resources
Overview

The unit is primarily organised in an on-campus tutorial format. The unit web site is used for delivery of resource materials, support and for some assessment tasks.

A combination of presentations, tutorial activities, readings and assessments are employed. In addition, support is available via the unit web site and consultation. Students are expected to attend tutorials, complete the assigned readings and assessments. Content in this unit may be presented a number of formats, which are detailed below.

Presentations and Tutorial Activities

Each tutorial will typically start with a presentation. Typically, this will provide the basis for

following tutorial activities. Tutorial activities will include discussion and practical activities.

University regulations require you to attend at least 80% of tutorial sessions or you may be excluded from the unit. That is, absence from more than two tutorials may lead to exclusion from the unit.

A roll will be distributed in each tutorial session. **It is the student's responsibility to ensure that they sign-on for each tutorial attended.** Tutors cannot keep track of individual students. Failure to sign the roll will be considered an absence from that tutorial.

Tutorials will start punctually. Topics Quizzes, changes and important administrative issues are usually dealt with at the early in the workshop. This information will not be repeated for students who arrive late. **It is the individual student's responsibility to obtain any information that was missed due to lateness or absence.**

Readings

Readings are designed to prepare students for the tutorials as well as broaden their understanding of topics. Readings should be completed prior to the tutorials for each topic.

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:

- Providing a review session at the end of the unit.
- Reducing reading requirements to more manageable levels.

Unit Schedule

Week	Date	Topic	Presenter	Quiz	Required Readings
1	28/2	An introduction to special education	A/P Mark Carter		Wheldall, K. (1994). Why do contemporary special educators favour a non-categorical approach to teaching? *Special Education Perspectives*, 3, 45-47.
2	7/3	Normalisation, legislation & inclusion	A/P Mark Carter	Yes	a. SPED 101 Unit Guide b. Foreman, P., & Arthur Kelly, M. (2008). Social justice principles, the law and research, as bases for inclusion. *Australasian Journal of Special Education*, *32*, 109-124.
3	14/3	The scientific approach to education – basic principles	A/P Mark Carter	Yes	Carter, M. & Wheldall, K. (2008). Why can't a teacher be more like a scientist? Science, pseudoscience and the art of teaching. *Australasian Journal of Special Education*, *32*, 5-21.

4	21/3	The scientific approach to education – understanding research	A/P Mark Carter	Yes	Heward, W.L. (2003). Ten faulty notions about teaching and learning that hinder the effectiveness of special education. *The Journal of Special Education*, 36, 186-205.
5	28/3	Principles of applied behaviour analysis	A/P Mark Carter	Yes	Alberto, P. A., & Troutman, A. C. (2009). *Applied behavior analysis for teachers* (8th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice-Hall. (Chapter 1)
6	4/4	Mid semester Review	A/P Mark Carter		No reading.
7	11/4	Problem Solving Exercise	A/P Mark Carter		No reading.
RECESS					
8	2/5	Autism/ Problem Solving Exercise Feedback	A/P Mark Carter	Yes	Iovannone, R., Dunlap, G., Huber, H., & Kincaid, D. (2003). Effective educational practices for students with autism spectrum disorders. *Focus on Autism and Other Developmental Disabilities*, *18*, 150-165.
9	9/5	School-based interventions	A/P Mark Carter	Yes	Vaughn, S. & Linan-Thompson, S. (2003). What is so special about special education for students with learning disabilities. *Journal of Special Education*, *37*, 140-147.
10	16/5	Effective instruction	A/P Mark Carter	Yes	Rosenshine, B. (2012). Principles of instruction: Research-based strategies that all teachers should know. *American Educator*, *36*(1), 12-19, 39. Retrieved from http://mikemcmahon.info/InstructionPrinciples.pdf
11	23/5	Students with high support needs	A/P Mark Carter	Yes	Westling, D. L., & Fox, L. (2009). *Teaching students with severe disabilities*. (4th ed.). Upper Saddle River, NJ: Prentice Hall. (Chapter 1).
12	30/5	Managing disruptive behaviour	A/P Jennifer Stephenson	Yes	OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. http://www.pbis.org/school/what_is_swpbs.aspx http://www.pbis.org/school/primary_level/default.aspx

13	6/6	Unit Review/ Sample Examination Review	A/P Mark Carter	No reading.

Learning and Teaching Activities

Readings

Completion of background readings in preparation for tutorials

Presentations

Presentation of content within tutorials

Tutorials

Activities and discussions within tutorials

Assessments

Assessments activities within the unit

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:

Academic Honesty Policy http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://www.mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://www.mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://www.mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Special Consideration Policy http://www.mq.edu.au/policy/docs/special_consideration/policy.html

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

This guide provides information relevant to the successful negotiation of the unit. Students should be familiar with the rules, policies and procedures outlined in the Macquarie University Handbook (available athttp://handbook.mq.edu.au/2013/, the Macquarie University Calendar of Governance, Legislation and Rules (available at http://universitycouncil.mq.edu.au/legislation.html), and Macquarie University policies, procedures, guidelines and schedules (available at http://www.mq.edu.au/policy/)

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/

UniWISE provides:

- Online learning resources and academic skills workshops 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 Portal

The Student Portal (myMQ), provides the gateway to information for current students. It has been designed to bring all student resources to one location. The Portal contains links to:

- Student Email and Calendar

- Online Units ?

- eStudent?

- askMQ

- and many other student and university resources

Access the portal at http://students.mq.edu.au/home/.

The link for First Time Login is on this page. You must complete this login to get access to other sites such as eStudent.

The link to eStudent is on the Student Portal Page

eStudent is where students can enrol online, change their study programs, view their academic record, receive announcements from the university, as well as change some personal information that may become out of date. End of semester results can also be found on the eStudent web site. You must complete a "First Time Login" before you can access eStudent.

If you are having problems accessing the site (e.g. password/browser/technical issues) contact the Helpdesk - see the IT Help section of this guide

Check the eStudent Noticeboard and your university email weekly for important communication from the university such as advice of iLearn outages.

AskMQ

Visit http://ask.mq.edu.au to find answers to your student administration questions. Search the Q & A Section for answers and, if you can't find what you're looking for, submit an online enquiry and get a response to your official Macquarie University student email address. Requests for Special Consideration and Appeals against Final Grades should be submitted through this web site and the responses will come through your MQ email.

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

The Disability Support Unit 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.

To register with DSU, download a Campus Well-being Registration form from www.registrar.mq.edu.au/academic-index.htm. This form must be completed annually, irrespective of whether a disability/health condition is temporary, long-term or permanent.

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

- Phone: 02 9850 6494
- Fax: 02 9850 6063
- TTY: 02 9850 6493
- email: disability@mq.edu.au
- in person: Level 2, Lincoln Building (C8A), Macquarie University
- website: http://www.campuslife.mq.edu.au/campus-wellbeing/disability-support-unit

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 within the Macquarie University Special Education Centre.

Typically, we require a minimum of **three weeks notice** to be able to ensure that accommodations for problem solving exercises or in-class assessments can be put into place.

MUSEC Academic Disability Liaison Officer

Dr Jennifer Stephenson

Macquarie University Special Education Centre

Building X5A, Room 113

Ph: 9850 8694

Email: Jennifer.stephenson@mq.edu.au

Student Enquiries

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

IT Help

If you wish to receive IT help, we would be glad to assist you at http://informatics.mq.edu.au/help/.

When using the university's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students and it outlines what can be done.

If you require assistance or information about student email accounts, technical problems associated with using the Internet or instructions for using Library Services via the Internet, contact IT Help:

IT Help

Phone: (02) 9850 HELP (4357) (option 1) or Freecall: 1800 063 191 **Email:** help@mq.edu.au **Face to Face:** Building C5C Room 244, Macquarie University

Web site: http://www.sith.mq.edu.au/

IT Service Desk Request Form: https://help.mq.edu.au/cgi-bin/WebObjects/OneHelp.woa

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Assessment task

- Problem Solving Exercise

Learning and teaching activity

- Presentation of content within tutorials
- Activities and discussions within tutorials
- Assessments activities within the unit

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcome

- Demonstrate an understanding of the rationale for a scientific approach in special education.

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the concepts of disability, handicap and impairment and the non-categorical approach to special education.
- Demonstrate an awareness of the rights of people with disabilities and a basic understanding of relevant legislation pertaining to the provision of educational services for students with special needs.
- Demonstrate an understanding of the principles of 'Normalisation' and 'Integration' and consider the educational options available to people with disabilities in light of the above principles.
- Demonstrate an understanding of the rationale for a scientific approach in special education.
- Demonstrate an understanding of the basic principles of applied behaviour analysis
- Describe components of effective learning environments for students with special needs.
- Demonstrate an understanding of the basic principles of classroom behaviour management.
- Demonstrate a basic understanding of issues related to the provision of educational

support for a range of students with special needs.

Assessment tasks

- Attendance
- Topic Quizzes
- Problem Solving Exercise
- Media Exercise
- Final Examination

Learning and teaching activities

- Completion of background readings in preparation for tutorials
- Presentation of content within tutorials
- Activities and discussions within tutorials
- Assessments activities within the unit

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcome

- Demonstrate an understanding of the rationale for a scientific approach in special education.

Assessment tasks

- Attendance
- Problem Solving Exercise
- Media Exercise

Learning and teaching activities

- Presentation of content within tutorials
- Activities and discussions within tutorials
- Assessments activities within the unit

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and

they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcome

- Demonstrate an understanding of the rationale for a scientific approach in special education.

Assessment tasks

- Attendance
- Problem Solving Exercise

Learning and teaching activities

- Presentation of content within tutorials
- Activities and discussions within tutorials
- Assessments activities within the unit

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Assessment task

- Attendance

Learning and teaching activity

- Activities and discussions within tutorials
- Assessments activities within the unit

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcome

- Describe components of effective learning environments for students with special needs.

Assessment tasks

- Attendance
- Problem Solving Exercise
- Media Exercise
- Final Examination

Learning and teaching activities

- Activities and discussions within tutorials
- Assessments activities within the unit

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the concepts of disability, handicap and impairment and the non-categorical approach to special education.
- Demonstrate an awareness of the rights of people with disabilities and a basic understanding of relevant legislation pertaining to the provision of educational services for students with special needs.
- Demonstrate an understanding of the principles of 'Normalisation' and 'Integration' and consider the educational options available to people with disabilities in light of the above principles.
- Demonstrate a basic understanding of issues related to the provision of educational support for a range of students with special needs.

Assessment tasks

- Attendance
- Problem Solving Exercise
- Media Exercise

Learning and teaching activities

- Completion of background readings in preparation for tutorials

- Presentation of content within tutorials
- Activities and discussions within tutorials
- Assessments activities within the unit

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Demonstrate an understanding of the concepts of disability, handicap and impairment and the non-categorical approach to special education.
- Demonstrate an awareness of the rights of people with disabilities and a basic understanding of relevant legislation pertaining to the provision of educational services for students with special needs.
- Demonstrate an understanding of the principles of 'Normalisation' and 'Integration' and consider the educational options available to people with disabilities in light of the above principles.
- Demonstrate a basic understanding of issues related to the provision of educational support for a range of students with special needs.

Assessment tasks

- Attendance
- Problem Solving Exercise

Learning and teaching activities

- Completion of background readings in preparation for tutorials
- Presentation of content within tutorials
- Activities and discussions within tutorials
- Assessments activities within the unit

Assessment - General Information
Rationale for Modes of Assessment

1. Attendance at tutorials assists students develop their understanding of the subject through the semester, and engage in discussion and problem-solving with peers.
2. Topic Quizzes ensure students complete and understand essential points in required

reading and are able to understand and apply key concepts covered in lectures and tutorials. These quizzes are completed progressively through the semester to assist students to monitor and self-manage their own learning. Quizzes start in the second week of the semester and allow students to receive "low risk" feedback on their grasp of the topics from the beginning of the unit.

3. The problem solving exercise is designed to assess understanding, problem solving and application of concepts, principles and strategies covered in the unit.

4. The media exercise addresses understanding of the relevant principles and the ability to effectively and concisely communicate an argument.

5. The final examination provides a summative assessment of understanding of unit content.

Assessment Weighting

There are several components of the assessment in this unit. All components must be completed. The overall pass for the unit will be determined by the weighted total of the passing scores for individual components. You do not need to pass every component but muse get an overall pass. Students must meet the attendance requirement to pass the unit.

Late Submission

Late submissions will not be accepted except where an extension has been negotiated prior to the due date. In all other circumstacnes, late submissions will receive a mark of zero.

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).Resubmission of assessments is not permitted.

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 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

Students should refer to the Handbook of Postgraduate Studies for information about appeals against a final grade. The Handbook is at http://handbook.mq.edu.au/2013/

You should also read the policy at http://www.mq.edu.au/policy/docs/gradeappeal/policy.html

 The first step of the appeal process must be made within 20 days of the release of the unit results. As for requests for special consideration, appeals against finals grades must be made throughhttp://ask.mq.edu.au.

 The University defines plagiarism in its rules:"Plagiarism involves using the work of another person and presenting it as one's own." Plagiarism is a serious breach of the University's rules and carries significant penalties.

Academic Honesty

You must read the University's practices and procedures on Academic Honesty. These 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 athttp://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

http://www.mq.edu.au/policy/docs/assessment/policy.html

http://www.mq.edu.au/policy/docs/assessment/policy_code_of_practice.html

http://www.mq.edu.au/policy/docs/assessment/procedure.html

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, and Fail grades below 50. For further information, see the Grading Policy.

PLEASE NOTE THAT SNGs ARE *NOT*

PERCENTAGES.

SNGs CORRESPOND WITH LETTER GRADES AWARDED THROUGHOUT THE UNIT (I.E., HD, D, CR P, F) BUT DO NOT DIRECTLY CORRESPOND PERCENTAGE MARKS FOR INDIVIDUAL ASSSESSMENTS.

Grade Descriptors

The following generic grade descriptors are applied across the university.

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.

Special Consideration

If your studies are seriously and unavoidably disrupted for more than three days, you may apply for special consideration. The university policy on Special Consideration is at http://www.mq.edu.au/policy/docs/special_consideration/policy.html and the Procedures to be followed are at http://www.mq.edu.au/policy/docs/special_consideration/procedure.html

You must submit your request within five (5) working days of the event and you are expected to provide documentary evidence.

A link to information and forms is at https://ask.mq.edu.au/kb.php?record=ce7c4e38-4f82-c4d7-95b1-4e2ee8fd075f&9

Special Consideration applications must be submitted through this website.

Teaching Staff
Staff

This unit will be convened and taught by A/Prof Mark Carter

Staff	Room	Contact Details
A/P Mark Carter	X5A209	**Telephone:** 9850-7880 **Email:** mark.carter.mq@gmail.com **Audio or video conferencing:** Skype: drmarkcarter **Instant messaging**: Skype: drmarkcarter

If the telephone is unattended or engaged, you will automatically be switched to voicemail. Your message will be automatically time-stamped and the call returned as soon as possible.

Consultation hours

Consultation hours are Tuesday 3-5pm during teaching weeks. Students may attend during these times without appointment. Occasionally, due to unforseen circumstances, the unit staff may not be available for consultation at the nominated time. Notification will be provided of any such changes in the Forum section of the web site.

Internet audio and video conferencing is also using Skype.

Appointments

Appointments outside consultation hours can be arranged by contacting staff members directly. Contact details are provided above.

Texts and Readings
Text

There is no required text for this unit.

Required reading

Most compulsory readings may be downloaded from the eReserve section of the Library web site at:

http://www.library.mq.edu.au/reserve/

Additional resources may need to be downloaded from the internet.

Details of readings for each week are provided in the Unit Schedule section.

Unit Rationale

This unit provides a broad introduction to the area of special education. Students interested in obtaining a recognised qualification in special education should investigate the postgraduate offerings by MUSEC.

Unit Web Page

An iLearn web site has been established to support the unit. The site will offer the option of discussion forums on specific topics and dialogue (private communication) within the unit. Required study materials are available on the web site.

You should check the web site at least twice a week.

The web site for the unit may be accessed at:

https://ilearn.mq.edu.au/

Information about using iLearn is available at

http://www.mq.edu.au/iLearn/studentinfo.htm

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
- Student guides

How do I get the password to the web site?

Your username is your student ID number (as found on your Campus Card). Your password will be the same password that you use to access myMQ Student Portal. If you have not yet accessed myMQ, your password will be your initial MQID password mailed to you after you enrolled (two random numbers followed by your birth date)

What if I have password problems or need IT help?

If you have password problems or any other difficulties accessing the web site please contact the

IT Helpdesk

Where Do I Start

Tick off the following steps as they are completed:

- Carefully read this unit guide.

- Carefully read this unit guide for a second time.

- Log onto the unit web site to check whether there are any announcements and download the study guide for week 1.

- Download the required reading from the library and read it.

- Attend the tutorial in the first week.