



School of Education

EDST5138 Inclusive Education: Policy, Planning, and Pedagogy

Semester 1, 2018

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IMPORTANT:

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bidjigal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

This course aims to:

Provide you with theoretical and practical knowledge about inclusive education and its principles.

Provide you with practical tools to assist in designing educational content that is fully accessible, and engages all learners in diverse classrooms.

demonstration					
3a. Mini-unit idea 3b. Peer feedback /resource on idea 3c. UDLised Lesson Plans	a. 100 words b. 100 words c. 2500 words	a = nil b = nil – hurdle c = 50%	1, 3, 4	1, 2, 3, 4, 6	3a. 23 rd April 3b. 30 th April 3c. 8 th June

Assessment Details

Assessment 1: Quiz

You will respond to a series of multiple choice and short-answer questions that assess your understanding of key concepts, terminology, and legislation raised in the first three weeks of the course.

Assessment 2: Universal Design for Learning concept demonstration.

Students with diverse learning needs in inclusive classrooms require teachers to employ effective teaching methods to ensure the required content is accessible for all students. Using recently published (2008-2018) research literature on Universal Design for Learning: (a) demonstrate your understanding of how this approach accommodates all learners, regardless of disability or special need in mainstream settings, and (b) how you could apply UDL principles in your current teaching situation/role/subject specialisation.

Assessment 3a: Mini-unit idea

You will post your mini-unit idea, that you will later create 2 sequenced lesson plans for in Task 3c, for peer review and comment. Indicate what grade/learners it will be for.

Assessment 3b: Peer feedback

You will also need to view 2 other peers' mini-unit ideas and provide two (2) ideas and/or resource suggestions (e.g., useful website, Youtube clip).

Assessment 3c: UDLised Lesson plans for Mini-Unit

You will adapt the first two lessons of a mini-unit of work in one subject area of your choice. Ideally it will be for a class you have taught. Your adaptations/activities/teaching methods must show a clear connection to the needs of

8. RESOURCES

Prescribed text

Gargiulo, R., & Metcalf, D. (2016). *Teaching in today's inclusive classrooms. A universal design for learning approach* (3rd ed.). Belmont, CA: Wadsworth Cengage.

Copies are available in the HUC, and hardcopies for sale in UNSW bookshop and online as e-book through Cengage – click [here](#))

This book is also available in screen-reader reader compatible format. Please contact Cengage for this format.

Recommended texts

Foreman, P., & Arthur-Kelly, M (eds.) (2016). *Inclusion in Action* (5th. ed.). South Melbourne, Australia: Cengage Learning.

Mitchell, D. (2014). *What really works in inclusive education* (2nd ed.). Abingdon, UK: Routledge.

Disability Standards for Education (2005) see link in Moodle

Recommended websites

www.cast.org

<http://www.udlcenter.org>

<http://www.indexforinclusion.org>

See Moodle for reading schedule

*****All students are expected to access the course's Moodle site on a regular basis for course materials, information, and announcements.**

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RUBRIC / FEEDBACK SHEET
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Assessment task 1a: Recount

SPECIFIC CRITERIA	(-) (+)				
Understanding of the question and the key concepts involved <ul style="list-style-type: none"> ◁ Understanding of the task and its relationship to relevant areas of theory, research, and practice ◁ Clarity and accuracy in use of key terms and concepts in relation to inclusion and disability 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> ◁ Depth of understanding of key inclusion principles, concepts and issues explicitly raised in your Module 1 readings 					
Familiarity with and relevance of professional and/or research literature used to support the response <ul style="list-style-type: none"> ◁ Inclusion of references to Module 1 prescribed readings ◁ Inclusion of recent literature (<10yrs old) beyond the prescribed readings to support response 					
Structure and organisation of response <ul style="list-style-type: none"> ◁ Appropriateness of overall structure of the recount ◁ Clarity and coherence of organisation including the use of referencing 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> ◁ Clarity, consistency, and appropriateness of writing conventions including sentence structure, vocabulary use, spelling, punctuation ◁ Correct referencing according to APA 6th edition in text and in reference list ◁ Word count is within 10% of the 1000 word limit 					
GENERAL COMMENTS					

Lecturer: Sue O'Neill

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 15%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.

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Assessment task 1b: Recount peer comments

SPECIFIC CRITERIA

| (-) —————> (+) |

Understanding of the question and the key concepts involved

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Assessment task 2a: Concept Demonstration

SPECIFIC CRITERIA	(-) (+)				
Understanding of the question and the key concepts involved <ul style="list-style-type: none"> < Understanding of the task and its relationship to relevant areas of theory, research, and practice. < Clarity and accuracy in use of key terms and concepts in relation to inclusion and disability. 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> < Depth of understanding of UDL and how it applies to your context 					
Familiarity with and relevance of professional and/or research literature used to support the response <ul style="list-style-type: none"> < Ability to locate relevant, recently published (<10yrs old) literature from high-quality, peer reviewed journals or edited books on UDL (beyond those used in the c01.56 Tf1 0 0 1 170.9 					

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Assessment task 2b: Cross discussion

SPECIFIC CRITERIA

| (-) —————> (+) |

Understanding of the question and the key concepts involved

- < Understanding of the task and its relationship to relevant areas of theory, research, and practice
- < Clarity and accuracy in use of key terms and concepts in relation to inclusion and disability

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Assessment task 3d: Self-assessment

SPECIFIC CRITERIA	(-) (+)				
Understanding of the question and the key concepts involved < Understanding of the task < Clarity and accuracy in use of key terms and concepts					
Depth of analysis and/or critique in response to the task < Depth of reflection and analysis of your own work < Critical assessment of your adherence to the guidelines					
Structure and organisation of response < Clarity and coherence of reflective comments to template questions					
Presentation of response according to appropriate academic and linguistic conventions < Clarity, consistency, and appropriateness of writing conventions including sentence structure, vocabulary use, spelling, punctuation < Word count is within 10% of the 500 word limit					
GENERAL COMMENTS					

Lecturer: Sue O'Neill

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 5%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**