

EDST5138

Inclusive Education: Policy, Planning and Pedagogy

Term 2, 2022



Course Overview

Staff Contact Details

Convenors

| Name | Email | Availability | Location | Phone |
|---------------------|--|----------------|----------|-------|
| Dr Caroline Basckin | c.basckin@unsw.edu.au | By appointment | | |

School Contact Information

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Acknowledgement of Country

UNSW Arts, Design and Architecture Kensington and Paddington campuses are built on Aboriginal Lands. We pay our respects to the Bidjigal and Gadigal peoples who are the Custodians of these lands. We acknowledge the Aboriginal and Torres Strait Islander peoples, the First Australians, whose lands, winds and waters we all now share, and pay respect to their unique values, and their continuing and enduring cultures which deepen and enrich the life of our nation and communities.



Image courtesy of the Office of the Pro Vice-Chancellor Indigenous [UNSW's Indigenous strategy](#)

Course Details

Units of Credit 6

Workload

150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.

Summary of the Course

This course will provide an overview of the principles, policies, and philosophies underpinning inclusion. The Universal Design for Learning approach to curriculum design for students with disabilities or diverse needs will be a central focus as well as evidence and research-based approaches to teaching these students in mainstream school settings. The role of teachers, special educators, and the leadership team in promoting the successful inclusion of students with diverse needs will also be highlighted.

Course Learning Outcomes

1. Discuss the prevailing attitudes towards people with disability.
2. Apply knowledge of legislation and government policies related to the education and inclusion of people with disabilities using professional judgment and current research.
3. Explain key terms related to disability and inclusion, and articulate the current issues and trends in the inclusion of students with disability.
4. Adjust curriculum via modification or accommodations to assist students with disability to meet educational outcomes.

Teaching Strategies

Rationale and teaching strategies

Today's classrooms present a diversity of students, including students who are gifted and those who have language barriers, learning difficulties, and disabilities. Thus, teachers must make accommodations and modifications to meet the needs of the diverse range of learners in their classrooms. This course aims to provide not just an overview of inclusion principles and policies but will also provide you with the knowledge of how to make relevant curriculum adjustments and adaptations using Universal Design for Learning Principles, along with a range of teaching strategies to facilitate students' access to the general education curriculum.

Teaching strategies employed in this course include:

- Explicit teaching including reading and/or listening to audio-visual materials to foster interest and support learning.
- Structured occasions for critical reflection on issues raised in the course and on others' ideas.
- Opportunities for peer and instructor interaction via forums, and synchronous chats allowing you the opportunity to demonstrate your capacity to communicate, to question, and to problem solve.
- Completion of online modules and activities to permit flexible interaction with course materials.
- Use of activities within some modules for students get feedback on key capacities/skills required

in the final assessment task.

These activities will occur in a climate that is supportive and inclusive of all learners.

Assessment

| Assessment task | Weight | Due Date | Course Learning Outcomes Assessed |
|--------------------------|--------|--|-----------------------------------|
| 1. Concept demonstration | 40% | 24/06/2022 05:00 PM | 2, 3, 4 |
| 2. UDLised lesson plans | 60% | a) 04/07/2022 5:00PM; b) 11/07/2022 5:00PM; c) 04/08/2022 5:00PM | 1, 3, 4 |

Assessment 1: Concept demonstration

Due date: 24/06/2022 05:00 PM

Demonstrate understanding of recent UDL theory and research by applying UDL principles in current teaching situation/role/teaching specialisation.

2500 words

Students will receive written/audio feedback within 10 days of submission

Additional details

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 (2012-2022) 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 2: UDLised lesson plans

Due date: a) 04/07/2022 5:00PM; b) 11/07/2022 5:00PM; c) 04/08/2022 5:00PM

Create a mini-unit idea and two sequenced lesson plans and apply UDL principles and guidelines.

3000 words

Students will receive written feedback within 10 days of submission

Additional details

Task 2a: Mini-unit idea

You will post your mini-unit idea, that you will later create 2 sequenced lesson plans for in Task 2c, for

peer review and comment. Indicate what grade/learners it will be for. This is a hurdle requirement.

Assessment 2b: Peer feedback

You will also need to view 1 other peer's mini-unit idea and provide one (1) idea and/or resource suggestion (e.g., useful website, Youtube clip). This is a hurdle requirement.

Assessment 2c: 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 your students with sensory, physical, learning, cognitive, or behavioural needs. You must use UDL principles and [guidelines](#), and NSW NESA (BOSTES) Curriculum documents when adapting the mini-unit lessons. Assessment methods (formative and summative) that reflect UDL principles must be included in each lesson: how do you know your students are achieving the intended learning outcomes of the lesson? You will also need to critique, and support with literature, the suitability of four (4) of your chosen teaching methods or activity choices used in your second lesson plan in catering for your students' diverse learning needs. Refer to Moodle for more information and templates.

RUBRIC/FEEDBACK SHEET
EDST5138 INCLUSIVE EDUCATION: POLICY, PLANNING AND
PEDAGOGY
UNSW SCHOOL OF EDUCATION

Assessment Task 1: Concept demonstration

| Specific Criteria | (-)—————>(+) | | | | |
|--|--------------|--|--|--|--|
| <p>Understanding of the question or issue and the key concepts involved</p> <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 | | | | | |
| <p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Depth of understanding of UDL and how it applies to your context | | | | | |
| <p>Familiarity with and relevance of professional and/or research literature used to support response</p> <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 course) • Ability to synthesise and present research findings that support your context | | | | | |
| <p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Response method chosen clearly demonstrates your understanding and discussion • Clarity and coherence in the organisation of your ideas | | | | | |
| <p>Presentation of response according to appropriate academic and linguistic conventions</p> | | | | | |

| Specific Criteria | (-)—————>(+) | | | | |
|---|--------------|--|--|--|--|
| <ul style="list-style-type: none"> • Clarity, consistency, and appropriateness of writing/communication conventions including sentence structure, vocabulary use, spelling, and punctuation • Adheres to word length, not in excess of 10% over • Correct referencing according to APA 7th edition in text/chosen method and in reference list | | | | | |
| General comments/recommendations for next time: | | | | | |

Recommended: /20 (FL PS CR DN HD)

Weighting: 40%

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 contextualise 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.

RUBRIC/FEEDBACK SHEET
EDST5138 INCLUSIVE EDUCATION: POLICY, PLANNING AND
PEDAGOGY
UNSW SCHOOL OF EDUCATION

Assessment Task 2: UDLised lesson plans

| Specific Criteria | (-)—————>(+) | | | | |
|---|--------------|--|--|--|--|
| <p>Understanding of the question or issue and the key concepts involved</p> <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 | | | | | |
| <p>Depth of analysis and critique in response to the task</p> <ul style="list-style-type: none"> • Depth of understanding of UDL principles, strategies, concepts and issues explicitly raised during the course and in your follow up readings • Depth of analysis of specific inclusive strategies suited to diverse learners' strengths and needs • Depth of understanding of suitable teaching methods as per Chapters 8-10 | | | | | |
| <p>Familiarity with and relevance of professional and/or research literature used to support response</p> <ul style="list-style-type: none"> • Range of relevant, research literature on UDL, differentiation, disability, and inclusion • References are current (<10yrs old) | | | | | |
| <p>Structure and organisation of response</p> <ul style="list-style-type: none"> • Concise yet informative preamble about the mini-unit and how it has been designed for diverse learners for the grade selected • Logical sequence of lessons in mini-unit (syllabus outcomes | | | | | |

| Specific Criteria | (-)—————>(+) | | | | |
|--|--------------|--|--|--|--|
| <p>included and assessment methods)</p> <ul style="list-style-type: none"> • Smart goals included in lessons, as well as differentiated goal statements of what all, some, and a few will be able to do by the end of the lesson • Use of colour coding to indicate the 3 pillars of UDL | | | | | |
| <p>Presentation of response according to appropriate academic and linguistic conventions</p> <ul style="list-style-type: none"> • Clarity, consistency, and appropriateness of writing conventions • Clarity and appropriateness of sentence structure, vocabulary use, spelling, and punctuation • Correct referencing according to APA 7th edition in preamble text and in reference list • Adheres to word length, not in excess of 10% over | | | | | |
| <p>General comments/recommendations for next time:</p> | | | | | |

Recommended: /20 (FL PS CR DN HD) Weighting: 60%

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 contextualise 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.

Attendance Requirements

School of Education Attendance Requirement

The School of Education (SED) requires students meet a minimum attendance requirement of 80% of all scheduled classes (i.e. lectures, tutorials, workshops, seminars) for all courses. Attendance in person is required for tutorials, seminars, and workshops when courses are delivered in face-to-face mode. It is the responsibility of students to ensure that their attendance is recorded for the face-to-face either by electronic means or via an attendance register. Attendance in online or blended mode will be assessed through digital. Further information can be found [here](#).

Course Schedule

[View class timetable](#)

Timetable

| Date | Type | Content |
|---------------------------|------------|--|
| O week: 23 May - 27 May | | |
| Week 1: 30 May - 3 June | Seminar | <ul style="list-style-type: none"> • Introduction to the course • What is inclusion? Ideals and present realities |
| Week 2: 6 June - 10 June | Seminar | <ul style="list-style-type: none"> • Principles, legislation, policies, and labels • Adaptation, accommodation, and modifications to curriculum |
| Week 3: 13 June - 17 June | Seminar | <ul style="list-style-type: none"> • An introduction to Universal Design for Learning • The three pillars: Representation, Action and Expression, and Engagement |
| Week 4: 20 June - 24 June | Seminar | <ul style="list-style-type: none"> • Lesson and Unit design using Universal Design for Learning |
| | Assessment | Concept demonstration |
| Week 5: 27 June - 1 July | Seminar | <ul style="list-style-type: none"> • Assessing learner needs: Who needs what? |
| Week 6: 4 July - 8 July | Seminar | <ul style="list-style-type: none"> • Including students from diverse cultural background • UDL methods to enhance second language acquisition |
| Week 7: 11 July - 15 July | Seminar | <ul style="list-style-type: none"> • Technology to support UDL approaches |
| Week 8: 18 July - 22 July | Seminar | <ul style="list-style-type: none"> • UDL methods to include students with diverse cognitive or learning needs, |

| | | |
|------------------------------|---------|--|
| | | particularly in literacy |
| Week 9: 25 July - 29 July | Seminar | <ul style="list-style-type: none"> • UDL methods to include students with diverse behavioural needs |
| Week 10: 1 August - 5 August | Seminar | <ul style="list-style-type: none"> • UDL methods to enhance numeracy |

Resources

Prescribed Resources

Prescribed text

Gargiulo, R., & Metcalf, D. (2017). *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.) (2017). *Inclusion in Action* (5th. ed.). South Melbourne, Australia: Cengage Learning.

Hyde, M., Carpenter, L., & Conway, R. (eds.) (2017). *Diversity, inclusion & engagement* (2nd ed.). South Melbourne, Australia: Oxford University Press. (copies in HUC)

Mitchell, D. (2020). *What really works in inclusive education* (3rd 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.**

Submission of Assessment Tasks

Turnitin Submission

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on externalteltsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

Copying: Using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This includes copying materials, ideas or concepts from a book, article, report or other written document, presentation, composition, artwork, design, drawing, circuitry, computer program or software, website, internet, other electronic resource, or another person's assignment without appropriate acknowledgement.

Inappropriate paraphrasing: Changing a few words and phrases while mostly retaining the original information, structure and/or progression of ideas of the original without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

Collusion: Working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student for the purpose of them plagiarising, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

Inappropriate citation: Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

Duplication ("self-plagiarism"): Submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices

The [UNSW Academic Skills support](#) offers resources and individual consultations. Students are also reminded that careful time management is an important part of study. One of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library has [the ELISE tool](#) available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study. Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time
- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Academic Information

Due to evolving advice by NSW Health, students must check for updated information regarding online learning for all Arts, Design and Architecture courses this term (via Moodle or course information provided.)

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines>

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