



**UNSW**  
SYDNEY

**Arts & Social Sciences**

**School of Education**

**EDST5138**

**Inclusive Education: Policy, Planning, and  
Pedagogy**

**Term 2, 2019**

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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 Bedegal people as the traditional custodians of the lands upon which we learn and teach.

## 1. LOCATION

Arts and Social Sciences

School of Education

EDST 5138 Inclusive Education: Policy, Planning, and Pedagogy (6 units of credit)

Term 2 2019

## 2. STAFF CONTACT DETAILS

Course Coordinator: Dr Sue O'Neill  
Office Location: Rm 133 John Goodsell  
Email: [sue.oneill@unsw.edu.au](mailto:sue.oneill@unsw.edu.au)  
Phone: 9385 2909  
Availability: By appointment only

## 3. COURSE DETAILS

<b>Course Name</b>	Inclusive education: policy, planning, and pedagogy
<b>Credit Points</b>	6 units of credit (uoc)
<b>Workload</b>	Includes 150 hours including the completion of online activities, readings, assessment, and follow up activities. You should allow 3 hours per week to complete the online activities. Additional time will be required to complete the reading and assessment tasks
<b>Schedule</b>	<a href="http://classutil.unsw.edu.au/EDST_T2.html">http://classutil.unsw.edu.au/EDST_T2.html</a>

## SUMMARY OF 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.

## THE MAIN WAYS IN WHICH THE COURSE HAS CHANGED SINCE LAST TIME AS A RESULT OF STUDENT FEEDBACK:

- Optional online synchronous sessions will be included for each module to consolidate or clarify key learning outcomes/content
- Online quiz now has no grade weighting and is not time-limited

## STUDENT LEARNING OUTCOMES

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

## GRADUATE ATTRIBUTES

Standard	Assessment/s
1 <b>Advanced disciplinary knowledge and practices</b> You will be able to demonstrate an advanced understanding of the field of education as it relates to your specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1, 2, 3
2 <b>Enquiry-based learning</b> You will be able to demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education	2, 3
3 <b>Cognitive skills and critical thinking</b> You will be able to demonstrate advanced critical thinking and problem-solving skills	1, 2, 3
4 <b>Communication, adaptive and interactional skills</b> You will be able to communicate effectively with a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1, 2, 3
5 <b>Global outlook</b> You will be able to demonstrate an understanding of international perspectives relevant to the educational field	1, 2
6 <b>Ethics</b> You will be able to demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1, 2, 3

#### 4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

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.

#### 5. TEACHING STRATEGIES

- 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.
- Use of assessments to enable students to become more familiar with practices which are shown to be effective in inclusive education and will also enhance students' ability to assess, alter and adapt programming options that are currently used in order to reflect research-based practice and contextual needs.

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

#### 6. COURSE CONTENT AND STRUCTURE

<b>Module</b>	<b>Module Topics</b>
1	<i>Introduction to the course</i> <i>What is inclusion? Ideals and present realities.</i>
2	<i>Principles, legislation, policies, and labels</i> <i>Adaptation, accommodation, and modifications to curriculum</i>
3	<i>An introduction to Universal Design for Learning</i> <i>The three pillars: Representation, Action and Expression, and Engagement</i>
4	<i>Lesson and Unit design using Universal Design for Learning</i>
5	<i>Assessing learner needs: Who needs what?</i>

Module	Module Topics
6	<i>Including students from diverse cultural background UDL methods to enhance second language acquisition</i>
7	<i>Technology to support UDL approaches</i>
8	<i>UDL methods to include students with diverse cognitive or learning needs, particularly in literacy</i>
9	<i>UDL methods to include students with diverse behavioural needs</i>
10	<i>UDL methods to enhance numeracy</i>

## 7. RESOURCES

### Prescribed text

Gargiulo, R., & Metcalf, D. (2016). *Teaching in today's inclusive classrooms. A universal design for learning approach* (3<sup>rd</sup> 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* (5<sup>th</sup>. ed.). South Melbourne, Australia: Cengage Learning.

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

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

Disability Standards for Education (2005) see link in Moodle

### Recommended websites

[www.cast.org](http://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.**

## 8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
1. Online quiz	10 multiple choice questions	0%	1, 2, 3	3, 5, 6	By Friday 21 <sup>st</sup> June 2019 5:00 PM
2. UDL concept demonstration	2500 words	40%	2, 3, 4	1, 2, 4, 5, 6	Wednesday 3 <sup>rd</sup> July 5:00 PM
3a. Mini unit idea 3b. Peer feedback /resource on idea 3c. Adapted Mini Unit	a. 50-100 words b. 100 words c & d.3000 words	a & b nil  c = 60%	1, 3, 4	1, 2, 3, 4, 6	a)Wed'10 <sup>th</sup> July, 5 pm b) c)Monday 5 <sup>th</sup> August, 5 pm

### **Submission of assessments**

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc. <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

## **Assessment Details**

### **Assessment 1: Pre-census Quiz**

You will respond to ten multiple-choice type questions that assess your understanding of key concepts, terminology, and legislation raised in the first two modules 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 (2009-2019) 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. This is a hurdle requirement.

### **Assessment 3b: 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 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 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.



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**Assessment Task:** Concept Demonstration

SPECIFIC CRITERIA	(-)  (+)				
<b>Understanding of the question and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Understanding of the task and its relationship to relevant areas of theory, research, and practice.</li> <li>• Clarity and accuracy in use of key terms and concepts in relation to inclusion and disability.</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Depth of understanding of UDL and how it applies to your context</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support the response</b> <ul style="list-style-type: none"> <li>• Ability to locate relevant, recently published (&lt;10yrs old) literature from high-quality, peer reviewed journals or edited books on UDL (beyond those used in the course).</li> <li>• Ability to synthesise and present research findings that support your context.</li> </ul>					
<b>Structure and organisation of response</b> <ul style="list-style-type: none"> <li>• Response method chosen clearly demonstrates your understanding and discussion.</li> <li>• Clarity and coherence in the organisation of your ideas</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity, consistency, and appropriateness of writing/communication conventions including sentence structure, vocabulary use, spelling, and punctuation.</li> <li>• Adheres to word length, not in excess of 10% over.</li> <li>• Correct referencing according to APA 6<sup>th</sup> edition in text/chosen method and in reference list.</li> </ul>					
<b>GENERAL COMMENTS</b>					

**Lecturer:** Sue O'Neill

**Date:**

**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 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 3c: Adapted Mini-Unit of Work**

SPECIFIC CRITERIA	(-)  (+)				
<b>Understanding of the question and the key concepts involved</b> <ul style="list-style-type: none"> <li>• Understanding of the task and its relationship to relevant areas of theory, research and practice.</li> <li>• Clarity and accuracy in use of key terms and concepts in relation to inclusion and disability.</li> </ul>					
<b>Depth of analysis and/or critique in response to the task</b> <ul style="list-style-type: none"> <li>• Depth of understanding of UDL principles, strategies, concepts and issues explicitly raised during the course and in your follow up readings.</li> <li>• Depth of analysis of specific inclusive strategies suited to diverse learners' strengths and needs.</li> <li>• Depth of understanding of suitable teaching methods as per Chapters 8-10</li> </ul>					
<b>Familiarity with and relevance of professional and/or research literature used to support the response preamble</b> <ul style="list-style-type: none"> <li>• Range of relevant, research literature on UDL, differentiation, disability, and inclusion.</li> <li>• References are current (&lt;10yrs old).</li> </ul>					
<b>Structure and organisation of lessons/unit</b> <ul style="list-style-type: none"> <li>• Concise yet informative preamble about the mini-unit and how it has been designed for diverse learners for the grade selected.</li> <li>• Logical sequence of lessons in mini-unit (syllabus outcomes included and assessment methods).</li> <li>• 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</li> <li>• Use of colour coding to indicate the 3 pillars of UDL</li> </ul>					
<b>Presentation of response according to appropriate academic and linguistic conventions</b> <ul style="list-style-type: none"> <li>• Clarity, consistency, and appropriateness of writing conventions.</li> <li>• Clarity and appropriateness of sentence structure, vocabulary use, spelling, and punctuation.</li> <li>• Correct referencing according to APA 6<sup>th</sup> edition in preamble text and in reference list.</li> <li>• Adheres to word length, not in excess of 10% over.</li> </ul>					
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>					

**Lecturer:** Sue O'Neill

**Date:**

**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 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.**