UNSW Course Outline

EDST5138 Inclusive Education: Policy, Planning and Pedagogy - 2024

Published on the 12 May 2024

General Course Information

Course Code : EDST5138
Year : 2024
Term : Term 2
Teaching Period : T2
Is a multi-term course? : No
Faculty : Faculty of Arts, Design and Architecture
Academic Unit : School of Education
Delivery Mode : Online
Delivery Format : Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Postgraduate
Units of Credit : 6

Useful Links

Handbook [Class Timetable](Class%20Timetable)

Course Details & Outcomes

Course Description

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

Course Learning Outcomes
CLO1 : Discuss the prevailing attitudes towards people with disability.
CLO2 : Apply knowledge of legislation and government policies related to the education and inclusion of people with disabilities using professional judgment and current research.
CLO3 : Explain key terms related to disability and inclusion, and articulate the current issues and trends in the inclusion of students with disability.
CLO4 : Adjust curriculum via modification or accommodations to assist students with disability to meet educational outcomes.

Course Learning Outcomes	Assessment Item
CLO1 : Discuss the prevailing attitudes towards people with disability.	• UDLised lesson plans
CLO2 : Apply knowledge of legislation and government policies related to the education and inclusion of people with disabilities using professional judgment and current research.	• Concept demonstration
CLO3 : Explain key terms related to disability and inclusion, and articulate the current issues and trends in the inclusion of students with disability.	• Concept demonstration • UDLised lesson plans
CLO4 : Adjust curriculum via modification or accommodations to assist students with disability to meet educational outcomes.	• Concept demonstration • UDLised lesson plans

Learning and Teaching Technologies

Moodle - Learning Management System

Learning and Teaching in this course

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 polices 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.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Concept demonstration Assessment Format: Individual Short Extension: Yes (3 days)	40%	Due Date: 24/06/2024 05:00 PM
UDLised lesson plans Assessment Format: Individual Short Extension: Yes (3 days)	60%	Due Date: (a) Monday 1 July 2024 by 5pm, (b) Monday 8 July 2024 by 5pm, (c) Friday 2 August 2024 by 5pm

Assessment Details
Concept demonstration

Assessment Overview

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.

Course Learning Outcomes

- CLO2 : Apply knowledge of legislation and government policies related to the education and inclusion of people with disabilities using professional judgment and current research.
- CLO3 : Explain key terms related to disability and inclusion, and articulate the current issues and trends in the inclusion of students with disability.
- CLO4 : Adjust curriculum via modification or accommodations to assist students with disability to meet educational outcomes.

Detailed Assessment Description

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 research literature (i.e., within the last 10 years) 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 Length

2500 words

Assessment information

• RUBRIC/FEEDBACK SHEET EDST5138 UNSW SCHOOL OF EDUCATION • Assessment Task 1: Concept Demonstration • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue 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	
• Depth of analysis and critique in response to the task • 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 response • Ability to locate relevant, recently published (<10 years 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	
• Structure and organisation of response • Response method chosen clearly demonstrates your understanding and discussion • Clarity and coherence in the organisation of your ideas	
• Presentation of response according to appropriate academic and linguistic conventions • 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:	
• Lecturer: • Recommended: /20 (FL PS CR DN HD)	• Date: • 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.	

Hurdle rules

A hurdle requirement or hurdle rule is a course requirement that must be fulfilled in order to pass the course. In all courses within the School of Education, all assessments (regardless of their weighting) are hurdle requirements. That is, all assessments in a course must receive a pass mark in order to pass the course. Where a student has failed to meet the requirements of an

assessment, they may still be deemed to have met the hurdle requirement if the failure was due to a late penalty and if the overall mark for the course is still greater than 50.

UDLised lesson plans

<u>Assessment Overview</u>

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.

<u>Course Learning Outcomes</u>

- CLO1 : Discuss the prevailing attitudes towards people with disability.
- CLO3 : Explain key terms related to disability and inclusion, and articulate the current issues and trends in the inclusion of students with disability.
- CLO4 : Adjust curriculum via modification or accommodations to assist students with disability to meet educational outcomes.

<u>Detailed Assessment Description</u>

Assessment 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.

Assessment Length

3000 words

Assessment information

• RUBRIC/FEEDBACK SHEET EDST5138 UNSW SCHOOL OF EDUCATION • Assessment Task 2: UDLised Lesson Plans • Specific Criteria and Grading (FL/PS/CR/DN/HD)	
• Understanding of the question or issue 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	
• Depth of analysis and critique in response to the task • 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	
• Familiarity with and relevance of professional and/or research literature used to support response • Range of relevant, research literature on UDL, differentiation, disability, and inclusion • References are current (<10 years old)	
• Structure and organisation of response • 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 included and assessment methods) • 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	
• Presentation of response according to appropriate academic and linguistic conventions • 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	
• General comments/recommendations for next time:	
• Lecturer: • Recommended: /20 (FL PS CR DN HD)	• Date: • 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.

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General Assessment Information

Students are required to follow their course convenor's instructions when submitting their work for assessment. All assessment task/s are to be submitted online via Moodle by 5pm. Students are also required to retain all drafts, original data, and other evidence of the authenticity of the work for at least one year after submission/examination. For more detailed information about submission, late penalties, special consideration, and the like, visit the School of Education website on policies and procedures: SED Policies and Procedures (unsw.edu.au).

Grading Basis

Standard

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 1 : 27 May - 2 June	Module	• Module 1: What is Inclusion? Ideals and Present Realities
Week 2 : 3 June - 9 June	Lecture	• Introduction to the Course and Important Concepts on Inclusive Education • Explanation of Assignment 1
Week 3 : 10 June - 16 June	Module	• Module 2 (Part 1): Principles, Legislation, Policies, and Labels • Module 2 (Part 2): Adaptation, Accommodation, and Modifications to Curriculum
Week 4 : 17 June - 23 June	Lecture	• Universal Design for Learning • Explanation of Assignment 1
Week 5 : 24 June - 30 June	Module	• Module 3: Introduction to Universal Design for Learning (UDL) and the Three Principles
Week 6 : 1 July - 7 July	Lecture	• Key Concepts in UDL • Explanation of Assignment 2
Week 7 : 8 July - 14 July	Module	• Module 4: Lesson and Unit Design Using UDL
Week 8 : 15 July - 21 July	Module	• Module 5: Assessing Learner Needs: Who Needs What?
	Lecture	• Questions and Discussion
Week 9 : 22 July - 28 July	Module	• Module 6: Technology to Support UDL Approaches
Week 10 : 29 July - 4 August	Module	• Module 7: UDL Methods to Include Students with Diverse Needs

Attendance Requirements

The School of Education has a minimum attendance requirement of 80% for classes, including lectures, tutorials, seminars, and other learning activities – irrespective of delivery mode. The attendance requirement is a minimum threshold for engagement and ensures that programs meet the requirements of external accreditation authorities (i.e., NESA), and for a range of programs (e.g., initial teacher education programs and other accredited postgraduate coursework specialisations). Students must register their attendance according to the course convenor's directions.

General Schedule Information

This course outline sets out the description of classes at the date the outline is published. The nature of classes may change during the term after the course outline is published. Moodle should be consulted for up-to-date class descriptions. If there is an inconsistency in the description of activities between the University timetable and the course outline (as updated in Moodle), the description in the course outline on Moodle applies.

Course Resources

Prescribed Resources

Prescribed resources

- All students are expected to access the course's Moodle site on a regular basis for course materials, information, and announcements
- See Moodle for reading schedule

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

Recommended Resources

Recommended texts

- Strnadová, I., Arthur-Kelly, M., & Foreman, P. (Eds.). (2022). *Inclusion in Action* (6th ed.). South Melbourne, Victoria: Cengage Learning Australia.
- Hyde, M., Dole, S., & Tait, K. (Eds.). (2022). *Diversity, inclusion and engagement* (4th ed.).

Melbourne: Oxford University Press.

- Mitchell, D. R., & Sutherland, D. (2020). *What really works in special and inclusive education: Using evidence-based teaching strategies* (3rd ed.). Abingdon, Oxon: Routledge, Taylor and Francis Group.
- *Disability Standards for Education* (2005) see link in Moodle.

Recommended websites

- www.cast.org
- http://www.udlcenter.org
- http://www.indexforinclusion.org

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
Convenor	Kean Poon		Ground Floor, Morven Brown Building		Email to arrange an appointment	No	Yes

Other Useful Information

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).

Please see: https://www.unsw.edu.au/arts-design-architecture/student-life/resources-support/protocols-guidelines for essential student information relating to:

- UNSW and Faculty policies and procedures;
- Student Support Services;
- Dean's List;
- review of results;
- credit transfer;
- cross-institutional study and exchange;
- examination information;
- enrolment information;
- Special Consideration in the event of illness or misadventure;
- student equity and disability;

And other essential academic information.

Academic Honesty and Plagarism

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.

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

Use of AI for assessments

As AI applications continue to develop, and technology rapidly progresses around us, we remain committed to our values around academic integrity at UNSW. Where the use of AI tools, such as ChatGPT, has been permitted by your course convener, they must be properly credited and your submissions must be substantially your own work.

In cases where the use of AI has been prohibited, please respect this and be aware that where unauthorised use is detected, penalties will apply.

[Use of AI for assessments | UNSW Current Students](#)

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, alternative submission details will be stated on your course's Moodle site. For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

Late Submission Penalty

UNSW has a standard late submission penalty of:

- 5% per calendar day,
- for all assessments where a penalty applies,
- capped at five calendar days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request Special Consideration as early as possible before the deadline. Support with Time Management is available here.

School-specific Information

Policies and Procedures

For more detailed information about School of Education policies and procedures visit the following website: SED Policies and Procedures (unsw.edu.au).

School Contact Information

School of Education. Arts, Design and Architecture. Ground Floor, Morven Brown Building (Map Reference F20).

- T: +61 2 93851977
- E: education@unsw.edu.au
- W: https://www.arts.unsw.edu.au/education