



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.**

Assessment task 1a: Recount

8

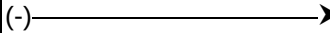
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Assessment task 1b: Recount peer comments

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 - 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 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 - 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.					
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					

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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	

Assessment task 3d: Self-assessment

Lecturer: Sue O'Neill

Date:

Recommended: /20 (FL PS CR DN HD)

Weighting: 5%

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