



School of Education

EDST5458

Researching Special Education

Term 1, 2020



## 1. LOCATION

Faculty of Arts and Social Sciences  
School of Education  
EDST 5458 Researching Special Education (6 units of credit)  
Term 1, 2020

## 2. STAFF CONTACT DETAILS

Course Coordinator: Professor Terry Cumming  
Office Location: Morven Brown G29  
Email: [t.cumming@unsw.edu.au](mailto:t.cumming@unsw.edu.au)  
Phone: 9385 1944  
Availability: Tuesdays 11-1; virtual office hours change weekly (see Moodle)

## 3. COURSE DETAILS

<b>Course Name</b>	Researching Special Education
<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 2 hours per week to complete the online activities. Additional time will be required to complete the reading and assessment tasks.
<b>Schedule</b>	Modules online <a href="http://classutil.unsw.edu.au/EDST_T1.html">http://classutil.unsw.edu.au/EDST_T1.html</a>

### SUMMARY OF THE COURSE

This course is designed to support students to explore and critique their chosen area of research by locating it in the context of key issues and approaches in special education and viewing it from a diversity of methodological perspectives. The course introduces the impact of different epistemological and methodological approaches in special education research and will also encourage students to build collaboration with others in the course using self and peer review. This course is unique in that it is the first education course to be a part of the UNSW Sydney/ASU PLS Alliance, meaning that students from both universities will be enrolled in the course. This will provide you with the unique opportunity to experience and international perspective on special education.

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

Parts of the course have been adapted to accommodate the ASU students  
Virtual office hours will be balanced throughout the course, to account for time zones and student work schedules/outside commitments  
Office hours can be scheduled through appointment



#### 4. RATIO4.

## 6. COURSE CONTENT AND STRUCTURE

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Module	Lecture Topic
	Introduction to special education research
Module 1	



## Assessment Details

### Assignment 1: Critical reflection on published research.

This task requires you to find and select two peer reviewed original research papers published within the last 10 years. Answer the following questions critically:

1. *Briefly summarise* each of the two texts in terms of their topic(s) and where they 'fit' into the landscape of special education research (e.g. 'this is a paper in the area of autism that found...').
2. *Briefly describe the research method* used in each paper and each paper's *main finding/s* (e.g.





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FEEDBACK SHEET

EDST5458: Researching Special Education

Student Name:

Student No.:

Assessment task 1: Critical reflection

<b>SPECIFIC CRITERIA</b>	(-) _____ (+)
<b>Understanding of special education and the key concepts involved</b> understanding of the task and its relationship to relevant areas of theory, research and practice summaries of texts representations of writers' arguments and methods	

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 EDST5458: Researching Special Education

Student Name:

Student No.:

Assessment task 2: Case studies

SPECIFIC CRITERIA	(-)	_____	(+) _____	(+)
<b>Understanding of special education and the key concepts involved</b> understanding of the task and its relationship to relevant areas of theory, research and practice extent to which each of the components was addressed adequately coordination and cohesion between sections, particularly research questions and research design				
<b>Depth of analysis and/or critique in response to the task</b> depth of understanding of research methodology, methods, and underlying issues adequacy of consideration of ethical issues				
<b>Familiarity with and relevance of professional and/or research literature used to support response</b> range of research and professional literature on special education; resources are current and relevant				
<b>Structure and organization</b> appropriateness of overall structure clarity and coherence of organisation, including use of section headings and summaries to enhance readability.				
<b>Presentation of response according to appropriate academic and linguistic conventions</b> clarity and consistency of use of APA (7 <sup>th</sup> ed.) style clarity and consistency in the format of the report clarity and appropriateness of sentence structure, vocabulary use, of spelling, punctuation and word length				
<b>GENERAL COMMENTS/RECOMMENDATIONS FOR NEXT TIME</b>           				

Lecturer

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.**