



School of Education

EDST5138

Inclusive Education: Policy, Planning, and
Pedagogy

Term 2 2021

Contents

1. LOCATION.....

1. LOCATION

Faculty of Arts, Design & Architecture
 School of Education
 EDST 5138 Inclusive Education: Policy, Planning, and Pedagogy (6 units of credit)
 Term 2 2021

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Ellen (Hee Min) Lee
 Office Location: Ground Floor, Morven Brown Building
 Email: heemin.lee@unsw.edu.au
 Availability: By appointment only

3. COURSE DETAILS

Course Name	Inclusive Education: policy, planning, and pedagogy
Credit Points	6 units of credit (uoc)
Workload	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
Schedule	http://classutil.unsw.edu.au/EDST_T2.html#EDST5138T2

SUMMARY OF COURSE

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

AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS

Standard		Assessment/s
1	Advanced disciplinary knowledge and practices 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	Enquiry-based learning 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	Cognitive skills and critical thinking You will be able to demonstrate advanced critical thinking and problem-solving skills	1, 2, 3
4	Communication, adaptive and interactional skills 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	Global outlook You will be able to demonstrate an understanding of international perspectives relevant to the educational field	1, 2
6	Ethics You will be able to demonstrate an advanced capacity to recognise and	

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

- x Explicit teaching including reading and/or listening to audio-visual materials to foster interest and support learning.
- x Structured occasions for critical reflection on issues raised in the course and on others' ideas.
- x 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.
- x Completion of online modules and activities to permit flexible interaction with course materials.
- x Use of activities within some modules for students get feedback on key capacities/skills required in the final assessment task.
- x 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

Module	Module Topics
1	Introduction to the course What is inclusion? Ideals and present realities.
2	Principles, legislation, r[po-dP <<gref205.44 729.24 341</M

7. RESOURCES

8. ASSESSMENT

Assessment Task	Length	Weight	Student Learning Outcomes Assessed	Australian Professional Standards Assessed	Due Date
1. Online quiz	10 multiple choice questions	0%	1-3	1, 3-6	Friday 25 th of June, by 5pm
2. UDL concept demonstration	2500 words	40%	2-3	1-6	Wednesday 30 th of June, by 5pm

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

UNSW SCHOOL OF EDUCATION
RUBRIC / FEEDBACK SHEET
EDST5138 Inclusive Education

Student name:

Student number:

Assessment task 2: **Concept Demonstration**

SPECIFIC CRITERIA	(-) _____ h (+)				
<p>Understanding of the question and the key concepts involved</p> <ul style="list-style-type: none"> x Understanding of the task and its relationship to relevant areas of theory, research, and practice. x Clarity and accuracy in use of key terms and concepts in relation to inclusion and disability. 					
<p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> x Depth of understanding of UDL and how it applies to m2.9 (D)-235.16 (er)-6i2 (l)3.96 526.56 669 Tm()T12 Tm 					

