STUDENT LEARNING OUTCOMES

Outcome	Assessment/s

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

You will learn different evidence-based practices that can be used not only during the educational process in early, pre-school, primary school, and secondary school age of students with intellectual disabilities, but also within ongoing life-long education. You will become acquainted with the Disability Standards for Education (2005) and learn the instructional and curriculum-based assessment strategies they can use in practice. You will also learn about the Quality-of-Life concept and its implications for the life of people with intellectual disabilities. Attention will also be paid to issues

	After lecture: O'Byrne, C., & Muldoon, O. T. (2019). The construction of intellectual disability by parents and teachers. *Disability & Society,* 34(1), 46-67. doi: 10.1080/09687599.2018.1509769
3 **27th September**	**Children/students with intellectual disabilities in early and pre-school age. School-aged children/students with intellectual disabilities. Learning/ support needs, methods supporting teaching and learning evidence-based practices. Self-determination development.** <u>Readings</u> **Before lecture:** Australian Government (2005). *Disability Standards for Education.* Nieto, C., & Moriña, A. (2019). The dream school: Mind changing perspectives of people with intellectual disabilities. *Journal of Applied Research in Intellectual Disabilities, 32,* 1549-1557. DOI: 10.1111/jar.12650 **After lecture:** Wehmeyer, M. L., & Shogren, K. A. (2017). Chapter 15. Problem solving and self-advocacy. In Shogren, K. A., Wehmeyer, M. L., & Singh, N. N. (2017). *Handbook of positive psychology in intellectual and developmental disabilities* (pp. 217-229). Springer International Publishing AG.
4 **4th Octob7 re**	

5 **11th October**	**Students with profound and multiple learning disabilities effective teaching approaches. Self-determination development.** Readings **Before lecture:** Australian Government (2005). *Disability Standards for Education.* Nind, M., & Strnadová, I. (2020). Changes in the lives of people with profound intellectual	

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7. RESOURCES

Required Readings and Further Readings

Please see Section 6 – Course Content and S

8. ASSESSMENT

Topic 2 Attitudes towards people with intellectual disabilities

This assessment requires you to write an essay on how society's attitudes towards people with intellectual disabilities are reflected in the media, and how the media in reverse influences society's attitudes towards people with intellectual disabilities. To do so, you are asked to:

1. View one of the movies suggested below involving a person with intellectual disabilities,
2. Identify the focus of the movie (e.g., parenting with intellectual disabilities – *I am Sam*; relationships and people with intellectual disabilities – *The Other Sister* or *Charly*; prejudice towards social inclusion for people with intellectual disabilities – *Radio*)
3. Read a minimum of **10 peer-reviewed journal articles, which were published in last 5 - 10 years**

Assessment 1: Topic 1

Depth of analysis and/or critique in response to the task • depth of understanding of key principles, concepts and issues explicitly raised during the course and in your follow up readings • demonstration of knowledge of, and respect for, the diverse social, ethnic, cultural, and religious backgrounds of people and the effects of these factors on learning	The essay critically analyses key concepts, principles, and issues, incorporating breadth and depth into their synthesis of ideas and perspectives. Complexities relating to various identity factors and their influence of people's experiences, perspectives, and possible solutions are integrated into the

Weighting: 25%

Structure and organization of response: • appropriateness of overall structure of response • clarity and coherence of organisation, including use of section headings and summaries to enhance readability **Weighting:** 15%	The structure and organisation of the essay are exceedingly effective, showing logical cohesion of ideas and reflection. Use of subheadings and other structural features seamlessly and creatively guide the reader through a clear path of argument and analysis.	The structure and organisation of the essay are clear, showing

Assessment 1: Topic 2

Rubric

Criterion	High distinction	Distinction	Credit	Pass	Fail
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 the area of intellectual disabilities **Weighting:** 25% **Topic 2**	Deep, insightful understanding of the task is creatively demonstrated with a strong relationship to relevant areas of theory. Choices in the selected topic are well-justified, demonstrating broad knowledge of the subject area. Use of terminology demonstrates accurate, self-reflective, and respectful usage. Reflective insights into relevant theory, practice and research are creatively and seamlessly woven into the balance of the essay. Choice of film is appropriate for the task and engagement with media shows evidence of deep reflection. The film contains salient portrayals of a person/people with intellectual disabilities. The focus theme is highly relevant to the lives of people with intellectual disabilities. The chosen theme and solutions are insightfully and creatively explored and critiqued.	Deep understanding of the task is demonstrated with a strong relationship to relevant areas of theory. Choices in the selected topic are appropriately justified. Use of terminology demonstrates accurate, self-reflective, and respectful usage Choice of film is appropriate for the task and engagement with media shows evidence of reflection. The film contains salient portrayals of a person/people with intellectual disabilities. The focus theme is highly relevant to the lives of people with intellectual disabilities.	Understanding is demonstrated and choices in either topic are appropriately justified. Use of terminology demonstrates accurate and respectful usage. Choice of film is appropriate for the task Portrayals of a person/people with intellectual disabilities are unpacked reflectively. The focus theme is appropriately selected and relevant to the lives of people with intellectual disabilities.	Understanding of key concepts is generally adequate but may only be superficial or have some minor gaps to be filled with further reading and engagement with course materials. Possible minor eC qu25	

Depth of analysis and/or critique in response to the task • depth of understanding of key principles, concepts and issues explicitly raised during the course and in your follow up readings	The essay critically analyses key concepts, principles, and issues, incorporating breadth and depth into their synthesis of ideas and perspectives.
• demonstration of knowledge of, and respect for, the diverse social, ethnic, cultural, and religious backgrounds of people and the effects of these factors on learning	Complexities relating to various identity factors and their influence of people's

Weighting: 25%

Structure and organization of response:

Assessment 2 Information Booklet

Rubric

Criterion	[redacted]	Distinction	Credit	Pass	Fail

Depth of analysis and/or critique in response to the task • depth of understanding of key principles, concepts and issues explicitly raised during the course and in your follow up readings • depth of analysis of information provided to parents, introduction on the topic of a booklet provided advice to parents based on evidence-based practice • useful examples and tips for parents **Weighting:** 25%	The booklet's introduction creatively and insightfully critically analyses key concepts, principles, and issues, incorporating breadth and depth into their synthesis of ideas and perspectives. Complexities relating to various identity factors and their influence of people's experiences are a core consideration within in examples and advice. Logical and insightful advice, examples, and solutions are communicated creatively and clearly.	The booklet's introduction addresses key concepts, principles and issues with insightful interpretation and synthesis of ideas and perspectives. Complexities relating to various identity factors and their influence of people's experiences are considered in examples and advice. Logical and relevant advice, examples, and solutions are communicated practically and clearly.	The booklet's introduction addresses key concepts, principles and issues with some interpretation and synthesis of ideas and perspectives. Complexities relating to various identity factors and their influence of people's experiences may be acknowledged, with examples and advice. Logical and relevant advice, examples, and

Familiarity with and relevance of professional and/or research literature used to support response: • familiarity with the booklet's topic • list of related and appropriate resources recommended to parents for further reading • list of references that you used in order to create the booklet (use citations and reference pages) **Weighting:** 20%	The booklet demonstrates consistent, deeply insightful, and creative use of credible, relevant sources to support ideas that are situated within the academic discourse in inclusive education.	The booklet demonstrates insightful use of credible, relevant sources to support ideas that are situated within the research in inclusive education.	The booklet demonstrates some careful selectivity in the identification of a research base for the booklet and applies insights from these articles and course readings with a degree of skill.	Some selected literature may be of borderline relevance or suitability, but in general the main body of consulted literature is adequate for the task.
	Literature is highly relevant and elegantly curated to support the flow of ideas. Close reading of relevant literature is evident, and care has been taken to interpret and evaluate articles within their research context.	Literature is highly relevant and curated to the support the flow of ideas. Close reading of relevant literature is evident, and care has been taken to interpret and evaluate articles within their research context.	All literature, including parent resources, is unquestionably suitable to the task. The booklet draws with varying detail and depth from across selected academic research, including course materials.	An adequate number of articles and parent resource recommendations have been consulted according to the
	Suggested resources for parents are highly appropriate, varied, and have been selected and shared with regard for family and student diversity, and diverse family literacy needs/supports.			
	Includes inclusive research that authentically incorporates the perspectives and needs of people with intellectual disabilities.	May include inclusive research that authentically incorporates the perspectives and needs of people with intellectual disabilities.	May include inclusive research that authentically incorporates the perspectives and needs of people with intellectual disabilities.	

Structure and organization of response: • appropriateness of overall structure of response • clarity and coherence of organization **Weighting:** 15%	The structure and organisation of the booklet are exceedingly effective, showing logical cohesion of ideas and reflection.	The structure and organisation of the booklet are clear, showing logical cohesion of ideas and reflection.	The structure and organisation of the booklet are clear, showing logical cohesion of ideas and reflection.	The structure and organisation of the booklet may require additional attention in order to support clarity of argument.	The structure and organisation of the booklet needs work to improve clarity and logical cohesion of ideas. For example, run-on sentences, inadequately organised paragraphs, poorly applied relevant academic writing, and formal communication structure conventions may impede the message.
	Use of subheadings and other structural and visual features seamlessly and creatively guide the reader through the topics addressed in the booklet.	Use of subheadings and other structural and visual features smoothly guide the reader through the topics addressed in the booklet.	Use of subheadings and other structural and visual features guide the reader through the topics addressed in the booklet, perhaps with a few minor disruptions or inconsistencies.	It is possible that at this level some concerns around overall structures such as the introduction, paragraph and section organisation, or conclusion may at times hinder effective communication of analysis and content understanding components of the task. Use of subheadings and other structural and visual features is generally adequate but would benefit from further attention in order due to inconsistencies and lack of cohesive structural theme.	Significant concerns around overall structures such as the introduction, paragraph and section organisation, or conclusion .48 353.

Presentation of response according to appropriate academic and linguistic conventions: • clarity, consistency, and appropriateness of conventions for quoting, paraphrasing, attributing sources of information, and listing references • clarity and consistency in presenting the booklet • clarity and appropriateness of sentence structure, vocabulary use, spelling, punctuation, and word limit **Weighting:** 15%	The booklet demonstrates the use of graceful language that skilfully communicates meaning to readers with clarity and fluency and is virtually error-free. Presentation, formatting, and stylistic choices are creative and effective, in addition to being compatible with the APA 7th style guide. Reference list and in-text referencing are flawless or nearly flawless. Seamless paraphrasing is elegantly integrated, according to APA conventions, within the structure of the booklet sections. When paraphrasing is inadequate, quotes are used and correctly attributed. Language is judiciously selected for the context, and sentence structure, flow of argument and tone fluently enhance insightful and creative communication.	The booklet demonstrates the use of skilful use of language to communicates meaning to readers with clarity and accuracy. Presentation, formatting, and stylistic choices are highly effective, in addition to being compatible with the APA 7th style guide. Reference list and in-text referencing are thorough and virtually error-free. Seamless paraphrasing is integrated, according to APA conventions, within the structure within the structure of the booklet sections. When paraphrasing is inadequate, quotes are used and correctly attributed. Language is judiciously selected for the context, and sentence structure, flow of argument and tone fluently enhance communication.	The booklet demonstrates the use of skilful use of language to communicates meaning to readers with clarity and accuracy. Care needs to be taken not to overly rely on quoting directly from academic texts. Presentation, formatting, and stylistic choices are highly effective, in addition to being compatible with the APA 7th style guide. Reference list and in-text referencing may contain only minor referei