

EDUC6088: Teaching Methods and Techniques in Special and Inclusive Education

Online

Semester 2 - 2023



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description	Provides an introduction to the range of instructional strategies available to educators working with students with special needs. Issues considered include the translation of research into practice, the relationship of emerging approaches to integration and inclusion; individualised, small and large group instruction, and the contribution of efficacy studies to the field.
Contact Hours	Online Integrated Learning Session Online 2 hour(s) per Week for Full Term
Unit Weighting	10
Workload	Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10 unit course.

COURSE OUTLINE

www.newcastle.edu.au

CRICOS Provider 00109J

CONTACTS

Course Coordinator	Online Ms Amanda Gray Amanda.Gray@newcastle.edu.au Consultation: Contact via email
Teaching Staff	Other teaching staff will be advised on the course Canvas site.
School Office	School of Education V Building Callaghan Education@newcastle.edu.au +61 2 4921 6428

SYLLABUS

Course Content	<p>The Context of Special Education:</p> <ol style="list-style-type: none">1. Inclusive Curriculum2. Response to Intervention3. Universal Design for Learning4. Evidence-Based Practice in Special Education5. Progress Monitoring: Curriculum Based Assessment and Curriculum-Based Measurement <p>Issues in the delivery of teaching and learning</p> <ol style="list-style-type: none">1. Using Technology to meet diverse needs2. Teaching for Generalisation and the importance of feedback <p>Stimulus Control and Consequential Approaches</p> <ol style="list-style-type: none">1. Applied Behaviour Analysis2. Explicit Teaching, Direct Instruction and Mastery Learning <p>Cognitive and Metacognitive Approaches</p> <ol style="list-style-type: none">1. Strategy Instruction <p>Social Emphasis Approaches</p> <ol style="list-style-type: none">1. Reciprocal Teaching, Peer Tutoring, Co-operative Learning
Course Learning Outcomes	<p>On successful completion of this course, students will be able to:</p> <ol style="list-style-type: none">1. Explore the theory, research and implementation of a range of teaching approaches used in special education, in the context of other variables such as educational settings, resourcing issues and emerging policy directions in the area.2. Discuss the theoretical basis for and current research directions around the demonstrated evidence-based practice or teaching strategy used in special education and related fields, and the concomitant relationships between theory and practice.3. Evaluate the role and impact of secondary variables that influence program delivery in special education, such as inclusion policies and resourcing issues.
Course Materials	<p>Recommended Reading:</p> <ul style="list-style-type: none">- As provided on Canvas and as a follow up to personal reading. <p>Required Text:</p> <p>Mitchell, D. & Sutherland, D. (2020). <i>What really works in special and inclusive education</i>. Routledge.</p> <p>Course Manual and follow up readings as provided in listing on Canvas</p>

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	17 Jul	Theory, practice and praxis... Chapter 1: Introduction, Part I: Foundations (Chapter 2 Evidence-based education, Chapter 3 Neuroscience, Chapter 4 Inclusive education,	See topic listing and Canvas Chapter 5 Ecological Model, Chapter 6 A learning and teaching model), Part III Conclusion Chapter 36 From research to practice	
2	24 Jul	The big picture... Chapter 34 Response to intervention (Strategy 28) Chapter 35 Universal design for learning (Strategy 29) (& Implementation Science; see Fixsen et al, 2009 paper on Canvas)	as above	
3	31 Jul	One-in all-in... Chapter 15 Collaborative teaching (Strategy 9) Chapter 16 Family engagement and support (Strategy 10)	Chapter 11 School-wide positive behaviour support (Strategies 5) Chapter 17 School culture (strategy 11) Chapter 25 Comprehensive reading programmes (Strategy 19) Chapter 20 Inter-agency cooperation (Strategies 14.1, 14.2, 14.3)	
4	7 Aug	Neuroscience beckons... Chapter 21 Cognitive strategy instruction (Strategy 15) Chapter 22 Self-regulated learning (Strategy 16)	Chapter 23 Memory strategies (Strategy 17) Chapter 8 Review and practice (Strategy 2) Chapter 24 Reading Comprehension (Strategy 18)	
5	14 Aug	Taking a social emphasis... Chapter 12 Cooperative group teaching (Strategy 6) Chapter 13 Peer tutoring and peer influences (Strategy 7)	Chapter 14 Social skills training (Strategy 8) Chapter 19 Social and emotional learning (Strategy 13)	
6	21 Aug	Assignment 1 preparation	as above	Assignment 1 Preparation and submission (see manual) due
7	28 Aug	Behaviour & behavioural approaches... Chapter 7 Behavioural assessment and approaches (Strategy 1) Chapter 27 Cognitive behavioural therapy (Strategy 21)	as above	
8	4 Sep	'ICT'... Chapter 28 Assistive technology (Strategy 22) Chapter 29 Augmentative and alternative communication (Strategy 23)	Chapter 31 Visual learning and communication (Strategy 25)	
9	11 Sep	Data speaking...	Chapter 26 Phonological	

		Chapter 9 Direct instruction (Strategy 3) Chapter 10 Formative assessment and feedback (Strategy 4)	awareness and processing (Strategy 20)	
10	18 Sep	A week to synthesise where we are up to....	as above	
Mid Term Break				
Mid Term Break				
11	9 Oct	Bits and pieces... Chapter 18 Classroom climate (Strategy 12) Chapter 30 Quality of the physical environment (Strategy 24)	Chapter 32 Early intervention (Strategy 26) Chapter 33 Transition from school to post-school environments (Strategy 27)	
12	16 Oct	The sum of the parts... Bringing it all together	as above	
13	23 Oct	Assignment 2 preparation		Assignment 2 due
Examination Period				
Examination Period				

ASSESSMENTS

This course has 2 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Assignment 1 50%	27 th August, 2023 11.59pm	Individual	50%	1, 2, 3
2	Assignment 2 50%	25 th October, 2023 11.59pm	Individual	50%	1, 2, 3

Late Submissions The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

Assessment 1 - Assignment 1 50%

Assessment Type	Written Assignment
Purpose	1. To critique research studies around a range of teaching strategies used in special education and related fields, in the context of their development and conceptual basis. 2. To discuss the theoretical basis for and current research directions around a number of teaching strategies widely used in special education, and the concomitant relationships between theory and practice. 3. To evaluate the role and impact of secondary variables that influence program delivery in special education, such as inclusion policies and resourcing issues.
Description	Essay 1 Explain two 'related' teaching strategies in a workplace context. These strategies will be selected from those listed for Weeks 1-6 in the Scope and Sequence detailed in the Course Manual. I will be looking for insightful commentary around the interrelated use of your focus teaching strategies in 'real' teaching/learning contexts. Additional explanation about and guidance will be provided early in and during the Semester.
Weighting	50%
Length	2000 words
Due Date	27 th August, 11.59pm
Submission Method	Online
Assessment Criteria	A marking criteria sheet will be provided on Canvas and explained in the first week of semester.
Return Method	Online
Feedback Provided	Online - Within 3 weeks of submission. Personal and group feedback will be provided..

Assessment 2 - Assignment 2 50%

Assessment Type	Written Assignment
Purpose	1. To critique research studies around a range of teaching strategies used in special education and related fields, in the context of their development and conceptual basis. 2. To discuss the theoretical basis for and current research directions around a number of teaching strategies widely used in special education, and the concomitant relationships between theory and practice. 3. To evaluate the role and impact of secondary variables that influence program delivery in special education, such as inclusion policies and resourcing issues.
Description	Essay 2 Explain two 'related' teaching strategies in a workplace context. These strategies will be selected from those listed for Weeks 7-12 in the Scope and Sequence detailed in the Course Manual. I will be looking for insightful commentary around the interrelated use of your focus teaching strategies in 'real' teaching/learning contexts. Additional explanation about and guidance will be provided early in and during the Semester.
Weighting	50%
Length	2000 words
Due Date	25 th October, 11.59pm
Submission Method	Online
Assessment Criteria	A marking criteria sheet will be provided on Canvas and explained in the first week of semester.
Return Method	Online
Feedback Provided	Online - Within 3 weeks of submission. Personal and group feedback will be provided..

ADDITIONAL INFORMATION

Grading Scheme

This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.
50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

*Skills are those identified for the purposes of assessment task(s).

Communication Methods

Communication methods used in this course include:

- Canvas Course Site: Students will receive communications via the posting of content or announcements on the Canvas course site.
- Email: Students will receive communications via their student email account.

Canvas : Discussion Forums or Blog

Course Evaluation	Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.
Oral Interviews (Vivas)	As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the Oral Examination (viva) Procedure . In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the Student Conduct Rule .
Academic Misconduct	All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students of the University in all modes of study and in all locations. For the Student Academic Integrity Policy, refer to https://policies.newcastle.edu.au/document/view-current.php?id=35 .
Adverse Circumstances	<p>The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online Adverse Circumstances system where:</p> <ol style="list-style-type: none">1. the assessment item is a major assessment item; or2. the assessment item is a minor assessment item and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;3. you are requesting a change of placement; or4. the course has a compulsory attendance requirement. <p>Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at: https://policies.newcastle.edu.au/document/view-current.php?id=236</p>
Important Policy Information	The Help button in the Canvas Navigation menu contains helpful information for using the Learning Management System. Students should familiarise themselves with the policies and procedures at https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures that support a safe and respectful environment at the University.

This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified and an amended course outline will be provided in the same manner as the original.

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EDUC6088 Semester 2 2023

Assignment 1 EDUC6088 Marking Rubric

Assignments Marking Rubric

Criteria	Ratings				Pts
Quality of knowledge about two selected teaching strategies in the context of practice issues	20 to >16.0 Pts Highly Developed Evidence of deep and sustained knowledge of strategies and context issues	16 to >14.0 Pts Generally Well Developed Consistent evidence of knowledge about strategies and context issues	14 to >10.0 Pts Acceptable Adequate evidence of knowledge of selected strategies and context issues	10 to >0 Pts Not Acceptable Poor level of knowledge and context issues. Little connection between various aspects	20 pts
Quality of critical analysis of theory and research base	20 to >16.0 Pts Highly Developed Deep analytical critique in relation to theory bases and research base	16 to >14.0 Pts Generally Well Developed Consistent evidence of critique in relation to theory and research	14 to >10.0 Pts Acceptable Adequate evidence of critique in relation to theory and research	10 to >0 Pts Not Acceptable Minimal or no critical discussion of theory and research base	20 pts
Quality of presentation including referencing	10 to >8.0 Pts Highly Developed The paper is error-free with respect to expression, referencing and structure	8 to >6.0 Pts Generally Well Developed Generally well presented with only occasional errors throughout	6 to >4.0 Pts Acceptable Satisfactory overall but consistent errors in several areas	4 to >0 Pts Not Acceptable Poorly presented with errors in the areas of expression, referencing and structure	10 pts
Total points: 50					

Assignment 2 EDUC6088 Marking Rubric

Assignments Marking Rubric

Criteria	Ratings				Pts
Quality of knowledge about two selected teaching strategies in the context of practice issues					20 pts
	20 to >16.0 Pts Highly Developed Evidence of deep and sustained knowledge of strategies and context issues	16 to >14.0 Pts Generally Well Developed Consistent evidence of knowledge about strategies and context issues	14 to >10.0 Pts Acceptable Adequate evidence of knowledge of selected strategies and context issues	10 to >0 Pts Not Acceptable Poor level of knowledge and context issues. Little connection between various aspects	
Quality of critical analysis of theory and research base					20 pts
	20 to >16.0 Pts Highly Developed Deep analytical critique in relation to theory bases and research base	16 to >14.0 Pts Generally Well Developed Consistent evidence of critique in relation to theory and research	14 to >10.0 Pts Acceptable Adequate evidence of critique in relation to theory and research	10 to >0 Pts Not Acceptable Minimal or no critical discussion of theory and research base	
Quality of presentation including referencing					10 pts
	10 to >8.0 Pts Highly Developed The paper is error-free with respect to expression, referencing and structure	8 to >6.0 Pts Generally Well Developed Generally well presented with only occasional errors throughout	6 to >4.0 Pts Acceptable Satisfactory overall but consistent errors in several areas	4 to >0 Pts Not Acceptable Poorly presented with errors in the areas of expression, referencing and structure	
Total points: 50					