

EDUC6053: Understanding How Students Who are Deaf or Hard of Hearing Learn

Online

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description This course introduces students to the historical, social, cultural and political contexts of educating children and young people who are deaf or hard of hearing. It provides an overview of deaf education and early intervention settings and services at local, national and international levels; reviews political, legislative and professional contexts of deaf education; and identifies reasonable adjustments for students who are deaf or hard of hearing. Family-centred early intervention and education is identified from a theoretical and practical perspective with an additional focus on Indigenous children with otitis media.

Contact Hours

Online Integrated Learning Session
Online
9 hour(s) per Term Full Term

Tutorial
Online
1 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

CONTACTS

Course Coordinator **Online**
Dr Tim Byatt
Tim.Byatt@newcastle.edu.au
Consultation: Please email for a video conference or phone appointment

Teaching Staff Other teaching staff will be advised on the course Canvas site.

School Office **School of Education**
V Building
Callaghan
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SYLLABUS

Course Content Topics will include:

1. Social and cultural contexts of people who are deaf or hard of hearing; history of deaf education; historical perspectives of communication philosophies and educational approaches;
2. Overview of deaf education settings and services at local, national and international levels;
3. Political, legislative and professional contexts of deaf education and the specific needs of Indigenous children and families;
4. National curriculum framework and reasonable adjustments for students who are deaf or hard of hearing;
5. The role of signed and spoken languages in the lives of people who are deaf or hard of hearing;
6. Technology in the lives of people who are deaf or hard of hearing;
7. Family contexts of children who are deaf or hard of hearing;
8. Identity and social-emotional development of children who are deaf or hard of hearing;
9. Influence of social, cultural, Indigenous and family contexts on the learning environments of children who are deaf or hard of hearing.

Course Learning Outcomes **On successful completion of this course, students will be able to:**

1. Demonstrate advanced knowledge and understanding of the social historical aspect of people who are deaf and hard of hearing;
2. Demonstrate advanced knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may influence learning;
3. Demonstrate advanced knowledge and understanding of research into how students learn and the implications for teaching;
4. Demonstrate advanced knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds;
5. Demonstrate advanced knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds;
6. Demonstrate advanced knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability;
7. Demonstrate advanced knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages and the associated influence of hearing loss;
8. Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage; and

9. Understand strategies for working effectively, sensitively and confidentially with children with disabilities and their families.

10. Demonstrate an understanding of how to independently identify, locate and critically evaluate evidence pertaining to the above-listed outcomes.

Course Materials

Required Text:

Marschark, M., (2018). *Raising and educating a deaf child (3rd ed.)*. New York: Oxford University Press.

No other version of this textbook should be used because much has changed in the study of deafness in the past ten years

SCHEDULE

Week	Week Begins	Topic	Readings	Assessment Due
1	26 Feb	A Deaf Child in the Family	Marschark, M., (2018). Raising and educating a deaf child (3rd ed.). New York: Oxford University Press. CHAPTER 1	
2	4 Mar	Practical Aspects of a Hearing Loss	Marschark, M., (2018). Raising and educating a deaf child (3rd ed.). New York: Oxford University Press. CHAPTER 2	optional Zoom that will be recorded Tuesday week 2
3	11 Mar	Communication with Deaf and Hard of Hearing Children	Marschark, M., (2018). Raising and educating a deaf child (3rd ed.). New York: Oxford University Press. CHAPTER 3	
4	18 Mar	Early Interactions: The Roots of Childhood	Marschark, M., (2018). Raising and educating a deaf child (3rd ed.). New York: Oxford University Press. CHAPTER 4	
5	25 Mar	Language Development and Language Use	Marschark, M., (2018). Raising and educating a deaf child (3rd ed.). New York: Oxford University Press. CHAPTER 5	Assessment 1 due
6	1 Apr	Going to School	Marschark, M., (2018). Raising and educating a deaf child (3rd ed.). New York: Oxford University Press. CHAPTER 6	optional Zoom that will be recorded Tuesday week 6
7	8 Apr	Learning to Read and Write	Marschark, M., (2018). Raising and educating a deaf child (3rd ed.). New York: Oxford University Press. CHAPTER 7	
Mid Term Break				
Mid Term Break				
8	29 Apr	How Deaf Children Learn (and Why They Sometimes Don't)	Marschark, M., (2018). Raising and educating a deaf child (3rd ed.). New York: Oxford University Press. CHAPTER 8	
9	6 May	Living in the Real World	Marschark, M., (2018). Raising and educating a deaf child (3rd ed.). New York: Oxford University Press. CHAPTER 9	optional Zoom that will be recorded Tuesday week 9
10	13 May	Where Do We Go from Here?	Marschark, M., (2018). Raising and educating a deaf child (3rd ed.). New York: Oxford University Press. CHAPTER 10	Assessment 2 due
11	20 May	Circles of Influence	Duncan, J. (2017). Circles of influence. In E.A. Rhoades & J. Duncan (Eds.), Auditory-verbal early intervention practice: Toward a family-centered approach (2nd ed.) (pp. 67-77). Springfield, IL: Charles C. Thomas.	
12	27 May	Growing up with a Hearing Loss in Australia	Jacobs, P., and Duncan, J. (2018). Preservice preparation for teacher of the deaf in Australia: Current issues, concerns, and opportunities.	
13	3 Jun	Special Hearing Health and Learning Needs of Indigenous Children with Hearing Loss	Australian Government. (2014). Ear disease in Aboriginal and Torres Strait Islander children. Retrieved from https://www.aihw.gov.au/reports/indigenous-australians/ear-disease-in-aboriginal-and-torres-strait-island/formats	Assessment 3 due
Examination Period				
Examination Period				

ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Essay - 40%	Week 5	Individual	40%	2, 3, 9
2	Case Study - 40%	Week 10	Individual	40%	4, 7, 8
3	Discussion and Comment Post - 20%	Week 13	Individual	20%	1, 5, 6, 10

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 - Essay - 40%

Assessment Type Essay
Purpose To demonstrate understanding of decisions, decision-making processes, and decision-making outcomes in the context of families with children who are deaf or hard of hearing.

Description Using the library online database and peer reviewed journal articles only, students are required to investigate decisions, decision-making processes and decision-making outcomes in the context of families with children who are deaf or hard of hearing.

1. Describe the decisions parents of newly identified newborns with hearing loss must make (e.g., which hearing technology to choose, which early intervention centre to attend, which communication mode is best for the child).
2. Describe the role of the early intervention practitioner (e.g., teacher of the deaf) in supporting parents' decision-making processes during the child's infancy and preschool years.
3. Describe the decisions parents of young school-age children with hearing loss must make (e.g., which school the child should attend, whether to change communication modalities).
4. Describe the role of the practitioner (e.g., teacher of the deaf) in supporting the decision-making of parents of school age children with hearing loss.
5. Explain how biases may influence decision making processes in deaf education.

Only peer-reviewed journal articles published after 2016 may be used as references. No website may be used as a reference. A minimum of five journal articles from at least two different journals must be cited. Students must rigorously adhere to the APA referencing style.

Please note that the Deafness & Education International (journal) 2018 Number 3 & 4 (combined volume) is related to decision-making in deaf education and D&EI 2019 Number 1 also has an additional interesting article related to decision-making. An article in The Volta Review published in 2020 is also related to decision making.

The word limit includes headings, sub-heading, in-text citations, quotes, and referencing but does not include the reference list or appendices. Please do not use footnotes. The word limit will allow a minimum tolerance of 10%. There will be no penalty for exceeding the word limit; however, any work after the maximum word limit will not be included within the allocation of marks.

Weighting 40%
Length 2,000 words including references
Due Date Week 5
Submission Method Online
Essay must be submitted via the assignment submission point on the course Canvas site.
Assessment Criteria

1. Describe the decisions parents of newly identified newborns with hearing loss must make. (7 points)
2. Describe the role of the early intervention practitioner in supporting parents' decision-making processes during the child's infancy and preschool years. (6 points)

3. Describe the decisions parents of young school-age children with hearing loss must make. (7 points)
4. Describe the role of the practitioner in supporting the decision-making of parents of school age children with hearing loss. (7 points).
5. Explain how biases may influence decision making processes in deaf education. (7 points)
6. References, APA style, grammar, and punctuation. (6 points)

Return Method

Online

Feedback Provided

Online.

Assessment 2 - Case Study - 40%

Assessment Type

Case Study / Problem Based Learning

Purpose

To demonstrate understanding of hearing loss, its influence on learning, and Australian legislation related to the Disability Discrimination Act (DDA) and the Disability Standards for Education (DSE) in relation to a school age child with hearing loss.

Description

Students will be given a comprehensive case study of an adolescent (JA) with a hearing loss who attends secondary school. The school has not previously had a child with a hearing loss enrolled. As the student's itinerant teacher of the deaf, you must prepare a narrated PowerPoint presentation for the school personnel to help them understand hearing loss in general and the case study adolescent in specific. You must also explain the school's legal obligations under the DDA DSE. The PPT will be viewed by the school staff asynchronously.

You must provide a transcript of each narrated slide in the note section of each slide. All slide must be referenced. The slide limit includes references. There will be no penalty for exceeding the slide limit; however, any work after the maximum word limit will not be included within the allocation of marks.

Weighting

50%

Length

Maximum of 25 slides

Due Date

Week 10

Submission Method

Online

Assessment Criteria

explanation of all types of hearing loss (8 marks)

-explanation of the influence of hearing loss on learning, including Indigenous students (10 marks)

-background to the DDA and DSE (3 marks)

-application of the DSE to students with hearing loss (3 marks)

-practical strategies for the school to ensure the case study adolescent (JA) learning needs will be met under the DDA and DSE (12 marks)

-quality of presentation, referencing, grammar, and punctuation (4 marks).

Minimum of ten references must be cited

Return Method

Online

Feedback Provided

Online.

Assessment 3: Discussion and Comment Post- 20%

Assessment Type Understanding and communicating best practice and research

Purpose To demonstrate an understanding of a peer-reviewed journal article on a topic of interest related to deaf education. Additionally, students will demonstrate an ability to summarise the key findings, explain the broader implications to practice of the results and/or findings, and critically evaluate the article. Students must also make at least one meaningful comment on another student's discussion post.

Description

Part A (15%)

Students will select a time throughout the semester to write a 300-500 word Canvas Discussion Post. This post should be written in a professional manner, however it does not need to adhere to all the conventions of APA7. The Discussion Post will be a summary and discussion of a relevant journal article published from 2019-2023 from one of the following journals:

- American Annals of the Deaf

- Deafness & Education International

- Journal of Deaf Studies and Deaf Education

The first line of the post should contain the journal article reference using APA7 formatting.

Students should include a discussion of the following key areas in their post:

- Context
- Methodology
- Key results and/or findings
- Implications for practice
- Critical evaluation

Part B (5%)

Students will write at least one reply to at least one discussion post during the semester. The reply should not exceed 200 words and should make a meaningful contribution to the discussion. Students should read and understand the article that they are commenting on.

Read the Assessment Rubric closely as this will further guide you as to what is expected in a professional and collaborative response.

Weighting 20%

Length Discussion Post: 500 words
Comment on a Discussion Post: 200 words

Due Date 11.59pm Friday 12 May Week 10

Submission Method Online

Submission via the creation of a new Discussion Post or comment on an existing Discussion Post in Canvas.

Final mark and feedback to be provided through Canvas.

Assessment Criteria

- Contextualisation of chosen article (5 marks)
- Discussion of the key results/findings (5 marks)
- Implications for practice and critical evaluation (5 marks)
- Provides a cogent and collaborative reply to a Discussion Post (5 marks)

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.

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

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:

1. the assessment item is a major assessment item; or
2. 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; or
4. the course has a compulsory attendance requirement.

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>

Important Policy Information

The 'HELP for Students' tab in UoNline contains important information that all students should be familiar with, including various systems, policies and procedures.

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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Assessment 1 Essay

Criteria	Ratings			Pts
<p>Decisions and Newly Identified Newborn Describe the decisions parents of newly identified newborns with hearing loss must make (e.g., which hearing technology to choose, which early intervention centre to attend, which communication mode is best for the child).</p>	<p>7 to >5.0 Pts Exceptional Excellent description of decisions parents of newly identified newborns with hearing loss must make.</p>	<p>5 to >3.0 Pts Satisfactory Some or inadequate description of decisions parents of newly identified newborns with hearing loss must make</p>	<p>3 to >0 Pts Developing No or poor description of decisions parents of newly identified newborns with hearing loss must make.</p>	7 pts
<p>Role of EI Practitioners in Decision-making Describe the role of the early intervention practitioner (e.g., teacher of the deaf) in supporting parents' decision-making processes during the child's infancy and preschool years.</p>	<p>6 to >5.0 Pts Exceptional Excellent description the role of the early intervention practitioner (e.g., teacher of the deaf) in supporting parents' decision-making processes during the child's infancy and preschool years.</p>	<p>5 to >3.0 Pts Satisfactory Some or inadequate description the role of the early intervention practitioner (e.g., teacher of the deaf) in supporting parents' decision-making processes during the child's infancy and preschool years.</p>	<p>3 to >0 Pts Developing No or poor description the role of the early intervention practitioner (e.g., teacher of the deaf) in supporting parents' decision-making processes during the child's infancy and preschool years.</p>	6 pts
<p>Decisions and School-age Children Describe the decisions parents of young school-age children with hearing loss must make (e.g., which school the child should attend, to change communication mode is best for the child.)</p>	<p>7 to >5.0 Pts Exceptional Excellent description of the decisions parents of young school-age children with hearing loss must make</p>	<p>5 to >3.0 Pts Developing Some or inadequate description of the decisions parents of young school-age children with hearing loss must make</p>	<p>3 to >0 Pts Developing No or poor description of the decisions parents of young school-age children with hearing loss must make.</p>	7 pts
<p>Role of the Practitioner School-age Children Decision-making Describe the role of the practitioner (e.g., teacher of the deaf) in supporting the decision making of parents of school age children with hearing loss.</p>	<p>7 to >5.0 Pts Exceptional Excellent description of the role of the practitioner (e.g., teacher of the deaf) in supporting the decision making of parents of school age children with hearing loss.</p>	<p>5 to >3.0 Pts Satisfactory Some or inadequate description of the role of the practitioner (e.g., teacher of the deaf) in supporting the decision making of parents of school age children with hearing loss.</p>	<p>3 to >0 Pts Developing No or poor description of the role of the practitioner (e.g., teacher of the deaf) in supporting the decision making of parents of school age children with hearing loss.</p>	7 pts
<p>Bias in Decision-making Explain how biases may influence decision making processes in deaf education.</p>	<p>7 to >5.0 Pts Exceptional Excellent explanation of how biases may influence decision making processes in deaf education</p>	<p>5 to >3.0 Pts Satisfactory Some or inadequate explanations of how biases may influence decision making processes in deaf education.</p>	<p>3 to >0 Pts Developing No or poor explanation of how biases may influence decision-making processes in deaf education.</p>	7 pts
<p>Writing Style References, APA style. grammar and punctuation.</p>	<p>6 to >5.0 Pts Exceptional References APA style. grammar and punctuation.</p>	<p>5 to >3.0 Pts Satisfactory Adequate references, APA style. grammar and punctuation.</p>	<p>3 to >0 Pts Developing Poor references, APA style. grammar and punctuation</p>	6 pts

Assessment 2 - Case Study				
Criteria	Ratings			Pts
Hearing loss types -explanation of all types of hearing loss (10 marks)	8 to >6.0 Pts Exceptional	6 to >4.0 Pts Satisfactory	4 to >0 Pts Developing	8 pts
Influence of hearing loss -explanation of the influence of hearing loss on learning, including Indigenous students (10 marks)	10 to >8.0 Pts Exceptional	8 to >5.0 Pts Satisfactory	5 to >0 Pts Developing	10 pts
DDA and DSE -background to the DDA and DSE (5 marks)	3 to >2.0 Pts Exceptional	2 to >1.0 Pts Satisfactory	1 to >0 Pts Developing	3 pts
Application of DSE -application of the DSE to students with hearing loss (5 marks)	3 to >2.0 Pts Exceptional	2 to >1.0 Pts Satisfactory	1 to >0 Pts Developing	3 pts
Practical strategies -practical strategies for the school to ensure the case study adolescent (JA) learning needs will be met under the DDA and DSE (15 marks)	12 to >9.0 Pts Exceptional	9 to >6.0 Pts Satisfactory	6 to >0 Pts Developing	12 pts
Quality of presentation -quality of presentation, referencing, grammar, and punctuation (5 marks)	4 to >3.0 Pts Exceptional	3 to >1.0 Pts Satisfactory	1 to >0 Pts Developing	4 pts

Assessment 3 - Discussion and Comment Post				
Criteria	Ratings			Pts
Contextualisation of chosen article Explains why this article is relevant to deaf education ; includes pertinent details about the participants in the study / review ; and discusses further details about the methodology of the article .	5 to > 4.0 Pts Exceptional Provides a superior and sophisticated contextualisation of the article .	4 to 2.0 Pts Satisfactory Provides a satisfactory contextualisation of the article .	2 to > 0 Pts Developing Provides a developing contextualisation of the article .	5 pts
Discussion of the key results / findings A discussion of the relevant results and / or findings of the chosen article .	5 to > 4.0 Pts Exceptional Provides a superior and sophisticated discussion of the results / findings of the article .	4 to > 2.0 Pts Satisfactory Provides a satisfactory discussion of the results / findings of the article .	2 to > 0 Pts Developing Provides a developing discussion of the results / findings of the article .	5 pts
Implications for practice and critical evaluation A discussion of the implications for practice in deaf education . A superior response will also provide some critical commentary on the merits of the article (e.g. literature review , methodology , results and findings , and / or discussion / conclusions) .	5 to > 4.0 Pts Exceptional Provides a superior and sophisticated discussion of the implications for practice and a critical commentary .	4 to > 2.0 Pts Satisfactory Provides a satisfactory discussion of the implications for practice and a critical commentary .	2 to > 0 Pts Developing Provides a developing discussion of the implications for practice and a critical commentary .	5 pts
Provides a cogent and collaborative reply to a Discussion Post Provides a clearly written , thoughtful , and collaborative reply to a Discussion Post .	5 to > 4.0 Pts Exceptional Provides a superior and sophisticated comment to a Discussion Post .	4 to > 2.0 Pts Satisfactory Provides a satisfactory comment to a Discussion Post .	2 to > 0 Pts Developing Provides a developing comment to a Discussion Post .	5 pts