

EDUC6164: Critical Reflections in Special and Inclusive Education Settings

Online

Semester 1 - 2024



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

OVERVIEW

Course Description

This course provides an investigation of the historical and philosophical underpinnings of inclusive education, offering a comparative analysis of the theories and practices in different classroom contexts. Students will be familiarised with contemporary literature on critical reflection, will apply components of this literature to their work practice, and will compare and contrast examples of critical reflection in a variety of Inclusive, special education and disability service settings with reference to global perspectives in inclusive education.

Contact Hours

Integrated Learning Session

Online

2 hour(s) per Week for Full Term

Unit Weighting Workload

10

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 Meena Viswanathan E: meena.viswanathan@newcastle.edu.au Consultation: phone, email, zoom, or in person
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	Topics will include: <ul style="list-style-type: none">• Defining critical reflection• Critical reflection and other forms of learning• Levels of reflection• Using critical reflection tools• Critical reflection in inclusive special education and disability service settings• The history of special and inclusive education: theory and models of practice• Global perspectives and controversies that impact inclusive education practices• Issues of inclusion implementation: Australian and international contexts
Course Learning Outcomes	On successful completion of this course, students will be able to: <ol style="list-style-type: none">1. Identify and discuss the principal features of critical reflection in workplace environments;2. Apply the important features of critical reflection to a present or past professional experience;3. Demonstrate theoretical understanding of, and critique (critically reflect upon), current models of inclusive practice in terms of their relevance to particular educational contexts;4. Develop personal professional goals and to evaluate the extent of their achievement.
Course Materials	Weekly Content: will be available via the course CANVAS site with weekly integrated learning sessions delivered via a mix of synchronous and asynchronous learning. Required Reading: Please find access to all course materials on CANVAS. Course Readings are accessed via the tab on our course page. All other course materials: Including, assignment support materials and exemplars, discussion board triggers and stimulus questions will be available via the course CANVAS site. .

SCHEDULE

Week	Week Begins	Topic	Learning Activity	Assessment Due
1	26 Feb	Defining critical reflection		
2	4Mar	Defining critical reflection continued	Trigger 1, Assignment 2 – posted Monday, 9am	
3	11 Mar	Critical reflection and other forms of learning		
4	18 Mar	Critical reflection and other forms of learning continued		
5	25 Mar	Critical reflection and other forms of learning continued		
6	1Apr	Levels of reflection		Assignment 1 - Monday, 11:59pm
7	8 Apr	Levels of reflection continued	Trigger 2, Assignment 2 – posted Monday, 9am	
Mid Term Break				
Mid Term Break				
8	29 Apr	Using critical reflection tools		
9	6 May	Using critical reflection tools continued	Task 3, Assignment 2 – posted Monday, 9am	
10	13 May	Using critical reflection tools continued		
11	20 May	Critical reflection in inclusive, special education and disability support settings		
12	27 May	Critical reflection in inclusive, special education and disability support settings continued		Assignment 2 - Monday, 11:59am Discussion Board closes Friday, 11:59pm
13	3 Jun	Critical reflection in inclusive, special education and disability support settings continued		Assignment 3 - Monday, 11:59pm
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	Essays/Written Assignments - S-M-A-R-T(-E-R) Goals	Monday Week 6, 11:59pm	Individual	25%	3
2	Discussion Board Participation	Summary document due Monday Week 12, by 11:59pm	Individual	45%	1, 2, 4
3	Essays/Written Assignments - Ideology Review	Monday Week 13, by 11:59pm	Individual	30%	2, 4

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 - Essays/Written Assignments - S-M-A-R-T(-E-R) Goals

Assessment Type	Essay
Purpose	Setting SMART / SMARTER learning goals and strategies to address them.
Description	<p>Part of the process of enhancing our capacity to be critically reflective lies in refining our ability to create and set meaningful personal and professional learning goals inclusive of identifying and/or assessing areas of strength and weakness.</p> <p>To assist you in this process, complete the rating scale accessed via the course materials tab on our CANVAS Site at the beginning of the semester (please note, for the purposes of this assignment, you are free to modify the template to meet your learning needs)</p> <p>This assignment is in two parts:</p> <p>Part 1: Based on your judgments and background experiences, develop three (3) SMART learning goals that you plan to achieve this semester in your work or study (these could be personal professional goals, class/student/client goals, or a mix thereof).</p> <p>In up to 1000 words justify your selection of these learning goals by discussing the specific reasons and experiences that you have led you to decide on the goals (15 marks).</p> <p>Remember to use the scaffold of SMART(ER) GOALS to support your response that can be presented in tabular form for this section of the assignment.</p> <p>Part 2: Provide a discussion related to each of your goals focusing on strategies you will employ to address and achieve these goals, inclusive of indicators you will be looking for as progress is made toward goal achievement (10 marks, maximum of 500 words).</p> <p>You are encouraged to self-evaluate achievement of your goals at the end of semester, although this will not be an assessed component of the course.</p>
Weighting	25%
Length	1500 words max
Due Date	Monday Week 6, 11:59pm
Submission Method	Online
Assessment Criteria	Marking criteria as per the assignment rubric
Return Method	Online
Feedback Provided	Online - . Online - Within 3 weeks of submission. Tracked comments and general feedback.

Assessment 2 - Discussion Board Participation

Assessment Type	Online Learning Activity
Purpose	To promote engagement and interaction with course participants
Description	<p>The focus for this assignment is critical reflection on readings and associated multimedia provided in the course content. An assessable forum for three topics will be opened across the semester as per the course schedule. A reminder CANVAS announcement and email will also be sent to advise the forum has opened. For each forum, engage with the stimulus and respond in the manner explained in the announcement/email.</p> <p>Each trigger question will require an INITIAL response. You are then expected to respond to other students' contributions. As conversations develop it may be appropriate to share your professional experiences and resources.</p> <p>Write no more than 600 words for EACH initial post (please note this means a total word count of 1800 words for your submitted document) and does NOT include a word count for your responses to other students for each of the three topics.</p>

Weighting	45%
Length	1800 words (3 x 600 words per initial post)
Due Date	Summary document due Monday Week 12, by 11:59pm
Submission Method	Online
Assessment Criteria	Marking criteria as per the assignment rubric
Return Method	Online
Feedback Provided	Online - . Online - Throughout semester and within 3 weeks of final summary task submission.

Assessment 3 - Essays/Written Assignments - Ideology Review

Assessment Type	Written Assignment
Purpose	To critique ideology in practice.
Description	Ideology (Definition, from Collins English Dictionary, 2003) 1. (Government, Politics & Diplomacy) a body of ideas that reflects the beliefs and interests of a nation, political system, etc. and underlies political action. 2. (Philosophy) Philosophy Social the set of beliefs by which a group or society orders reality so as to render it intelligible. 3. speculation that is imaginary or visionary. 4. (Philosophy) the study of the nature and origin of ideas.

You should present this assignment in two parts:

Part 1. Select an incident or practice that typifies the way in which you normally work in your work setting. In no more than 400 words describe that incident/practice and the reason(s) why you operate in that manner (10 marks)

Examples of incidents or practices might be the manner in which you and other staff may have responded to the challenging behaviour of a student, a conversation you've had with a colleague, a parent, a workplace procedure or policy, your workplace's approach / policies / procedures toward inclusion.

Part 2. In 800 words, re-examine your description and analyse it by -
- checking to see if it reflects the accepted and dominant view (i.e., the extent it is supported by the principles of special/inclusive education service provision)
- examine that view for any inconsistencies, contradictions or omissions (e.g., is there a discrepancy between best practice and your reality or a tension between the two?)
- identify reasons for any anomalies (e.g., who has benefited or been disadvantaged and why?)
- speculate on an alternative process (if there is one) that may be more rational or just than the view you described (20 marks)

Please Note: the purpose of this assignment is for you to demonstrate understanding of the philosophy of critical reflection covered in the course, contextualised in the principles that support inclusive and special education. Don't breach confidentiality by naming your place of employment or by naming individuals in your report – please use pseudonyms.

Weighting	30%
Length	1200 words max
Due Date	Monday Week 13, by 11:59pm
Submission Method	Online
Assessment Criteria	Marking criteria as per the assignment rubric

Return Method	Online
Feedback Provided	Online - . Online - Within 3 weeks of submission.

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.

Communication methods used in this course include: Canvas, Zoom, Email, Phone, and In-person (if required)

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.

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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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EDUC6164 ASSIGNMENT MARKING RUBRICS

Assignment 1 Personal professional goals (25%)

Part 1: Description of learning goals and Justification /15	0-3 marks	4-6	7-10	10-15
	Description is brief and is lacking in important detail on the goals and their relevance. Little or no justification for these goals.	Description is brief and barely provides sufficient detail on the goals and their relevance. Limited justification for these goals.	Description is adequate and provides good detail on the goals and their relevance. Clear justification for these goals. At least 4 components of SMART goals evident.	Description is comprehensive and provides clear detail on the goals and their relevance. Very clear justification for these goals. All components of SMART goals evident.
Part 2: Strategies and Indicators /10	0-3	4-6	7-8	9-10
	Discussion lacks essential detail on several of the following: extent of goal achievement, factors related to achievement, modifications of goals and reasons for those modifications. No use of a critical reflection tool.	Discussion provides barely adequate detail on several of the following: extent of goal achievement, factors related to achievement, modifications of goals and reasons for those modifications. One or two references that may not be well-related to the content. No or limited use of a critical reflection tool.	Discussion gives good detail on most or all of the following: of extent of goal achievement, factors related to achievement, modifications of goals and reasons for those modifications. Some independently sourced references and citations that are well-related to the content. Evidence of the use of at least one critical reflection tool.	Discussion gives extensive detail on all of the following: extent of goal achievement and evidence for this, factors related to achievement, modifications of goals and reasons for those modifications. Many relevant citations to independently sourced references. Evidence of the use of several critical reflection tools.

Assignment 2: Discussion Board Participation (45% - 15 marks per forum)

Timely response in forum /3	0 marks	1	2	3	Trigger		
					1	2	3
	No initial response to trigger	Delayed response to trigger	Response to trigger within a week of first posting	Response to trigger within 48hours of first posting			
Quality of response to trigger /9	0-3 marks	4-5	6-7	8-9			
	No response or synthesis of literature to support response is lacking or barely evident. Not referenced or appropriately cited.	Limited response lacking literature-informed analysis and critique of the trigger stimulus material and service provision principles (where required). Few references or citations that are not well-linked to discussion.	Effective response providing literature-informed analysis and critique of the trigger stimulus material and service provision principles (where required). At least two relevant references appropriately cited. One independently sourced.	High quality response providing literature-informed analysis and critique of the trigger stimulus material and service provision principles (where required). At least four references that are highly relevant, mostly independently sourced, and cited appropriately.			
Interaction with peers /3	0	1	2	3			
	No responses to peers	Limited and/or very brief responses to peers	Mostly respectful, constructive and supportive Interaction with other students in the forum	Highly respectful Interaction with other students in the forum by replying to their responses in a manner that is constructive and supportive to the learning of all participants			

Assignment 3 Ideology review (30%)

Description of situation /10	0-4 marks	5-6	7-8	9-10
	Description is brief and is lacking in important detail on the setting and the players. Reference made only to the author; no other players discussed.	Description is brief and barely provides sufficient detail on the setting that the players. Little insight is given into the workplace context. Limited number (1-2) players discussed in brief terms.	Description is sound and provides sufficient detail on the setting and the players. Some insight is given into the workplace situation and its context. More than two players discussed, some interaction details provided.	Description is comprehensive and provides clear detail on the setting and the players. Good insight is given into the workplace situation and its context. A range of players are outlined, including their roles, responsibilities and relationships to each other.
Analysis /20	0-8 marks	9-13	14-16	17-20
	Analysis of the relationship between the workplace situation and service provision principles is lacking or barely evident. Minimal discussion of inconsistencies, contradictions and alternatives. Not referenced or appropriately cited.	Analysis of the relationship between the workplace situation and service provision principles is barely adequate. Some limited discussion of inconsistencies, contradictions and alternatives. A few references and citations that are not well-linked to the discussion.	Analysis of the relationship between the workplace situation and service provision principles is well-evident. Good discussion of inconsistencies, contradictions and alternatives. At least four relevant references that are well cited. One or two independently sourced references.	Analysis of the relationship between the workplace situation and service provision principles is discussed in great detail. High quality discussion of inconsistencies, contradictions and alternatives. Wide range of references that are correctly cited. References are very relevant to the content and many are independently sourced.