



School of Education

EDST5138

Inclusive Education: Policy, Planning, and
Pedagogy

Term 2, 2019

Contents

1. LOCATION

1. LOCATION

Arts and Social Sciences

School of Education

EDST 5138 Inclusive Education: Policy, Planning, and Pedagogy (6 units of credit)

Term 2 2019

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Sue O'Neill
Office Location: Rm 133 John Goodsell
Email: sue.oneill@unsw.edu.au
Phone: 9385 2909
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

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	

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

- Explicit teaching including reading and/or listening to audio-visual materials to foster interest and support learning.
- Structured occasions for critical reflection on issues raised in the course and on others' ideas.

8. ASSESSMENT

Assessment Task	Length	Weight	Learning Outcomes Assessed	Graduate Attributes Assessed	Due Date
1. Online quiz	10 multiple choice questions	0%	1, 2, 3	3, 5, 6	By Friday 21 st June 2019 5:00 PM Wednesday
2. UDL concept demonstration	2500 words	40%	2, 3, 4	1, 2, 4, 5, 6	

Assessment Details

Assessment 1: Pre-census Quiz

You will respond to ten multiple-choice type questions that assess your understanding of key concepts, terminology, and legislation raised in the first two modules of the course.

Assessment 2: Universal Design for Learning concept demonstration.

Students with diverse learning needs in inclusive classrooms require teachers to employ effective teaching methods to ensure the required content is accessible for all students. Using recently published (2009-2019) research literature

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Assessment Task: Concept Demonstration

SPECIFIC CRITERIA	(-) (+)				
<p>Understanding of the question and the key concepts involved</p> <ul style="list-style-type: none"> • 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 relation to inclusion and disability. <p>Depth of analysis and/or critique in response to the task</p> <ul style="list-style-type: none"> • 					

