

## EDUC90766 Including Learners with Disabilities

<b>Credit Points:</b>	12.5
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2016, Parkville This subject commences in the following study period/s: August, Parkville - Taught on campus. During the pre-teaching period, students will be required to complete reading that will be provided via LMS.
<b>Time Commitment:</b>	Contact Hours: 18 hours face to face and 6 hours online learning Total Time Commitment: 170 hours
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.&lt;/p&gt; &lt;p&gt;It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>
<b>Coordinator:</b>	Dr Shiralee Poed
<b>Contact:</b>	<a href="mailto:spoed@unimelb.edu.au">spoed@unimelb.edu.au</a> (mailto:spoed@unimelb.edu.au)
<b>Subject Overview:</b>	In this subject, students will complete an individually negotiated project in which the student undertakes a literature review of current theories and principles underpinning the inclusion of children with disabilities in early childhood intervention or school education. Students will trace the research into the evolution of educational practices for children and students with disabilities, and contrast to current educational policy and practice. The research project will culminate with students synthesising the findings of their work in a written research proposal outlining a proposed investigation to address a challenge in the area of inclusive education. A hurdle requirement for this subject is that students will also provide an oral presentation of their findings, which should incorporate a reflection on the key learnings and understandings they have gained from their studies.
<b>Learning Outcomes:</b>	On completion of this subject, students should be able to: <ul style="list-style-type: none"> <li># Demonstrate in-depth knowledge of children and students with disabilities and strategies to facilitate their inclusion</li> <li># Demonstrate a capacity to engage in critical, reflective discussion in relation to inclusive education</li> <li># Apply analytical and critical thinking skills in relation to theories and practices influencing inclusive education</li> </ul>
<b>Assessment:</b>	There are two assessment tasks: Literature Review that generates a research question (2500 words) due mid-semester, 50% Research Proposal (including oral presentation) (2500 words) due end of semester, 50% Hurdle Task: Online task using discussion board, undertaken throughout semester and due end of semester due end of semester This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.

<b>Prescribed Texts:</b>	None
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<p>On completion of this subject, students should be able to:</p> <ul style="list-style-type: none"><li># Demonstrate their capacity and skills to review research</li><li># Identify gaps within the literature and formulate a research question(s) in response to them</li><li># Select appropriate research methodologies to explore an issue</li><li># Synthesise educational research to formulate a research question(s)</li><li># Position their research question within the broader theoretical framework</li><li># Demonstrate cultural sensitivity, understanding and problem solving when interpreting educational research</li></ul>
<b>Related Course(s):</b>	Master of Education Master of Education Master of Education (Special Education Inclusion and Early Intervention) Master of Learning Intervention