

UNIT OUTLINE FOR EDU123.7 Inclusive and Differentiated Learning

Name of Unit
Inclusive and Differentiated Learning (EDU123.7)

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards	Duration	Level <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	Unit Coordinator <i>(incl. academic title)</i>
Bachelor of Education – Secondary	One semester	3 rd year	Head of Program

Core or elective unit

Indicate if the unit is a

- core unit
 elective unit
 other (please specify below):

Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points	Total course credit points
6	192 credit points

Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week	No. personal study hours per week	Total workload hours per week
3	6	9

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 0 hours per week

Pre-requisites and co-requisites

Are students required have undertaken a prerequisite or co-requisite unit for this unit?

- Yes No

SECTION 2 – ACADEMIC DETAILS**Brief description of the content of the unit**

This unit will focus on the following topics: diverse learning abilities, disabilities and learning, family perspectives, identifying and planning for diverse abilities, specific learning difficulties, behavioural, social and emotional issues, gifted students, inclusivity, strategies for teaching and learning, universal design, current research and resources for teaching.

Learning outcomes for the unit.

1. Identify the learning and teaching needs engendered by diverse learning abilities and behaviours.
2. Evaluate issues in inclusion for children with diverse learning abilities, as supported by current research and literature.
3. Examine the social, family and personal implications of teaching children with diverse learning abilities
4. Apply aspects of the policy, documentation and teamwork requirements for inclusion of children with diverse needs and abilities

Assessment tasks

Type	Learning Outcome/s assessed	When assessed – year, session and week	Weighting
Report <i>Inclusion theory and its practical application in Australian classrooms</i> (1,800 words)	1,2,3,4	S1 Week 6	35%
Resource e-folio <i>Collate information about specific learning needs. Make recommendations to support students with diverse learning needs. Identify disability classifications.</i> (3,200 words)	1,2,3,4	S1 Week 14	65%

2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

Prescribed reading:

Hyde, M., Carpenter, L., & Dole, S. (eds.) (2018). *Diversity, Inclusion and Engagement* (2nd ed.). Oxford University Press

Recommended reading:

Ashman, A., & Elkins, J. (Eds.). (2015). *Education for inclusion and diversity* (5th ed.). Pearson Education.

Foreman, P., & Arthur-Kelly, M. (2017). *Inclusion in action* (5th ed.). Cengage Learning Australia.

Hodkinson, A., & Vickerman, P. (2016) *Key issues in special educational needs and inclusion* (2nd ed.). SAGE.

Le Messurier, M. (2020). *What's the buzz? for Primary students: a social and emotional enrichment programme* (2nd ed.). Routledge.

Le Messurier, M. (2020). *Teaching values of being human: a curriculum that links education, the mind and the heart* (1st ed.). Routledge.

Recommended Journals

Australasian Journal of Special Education.

Australian Journal of Learning Difficulties.

Australian Journal of Learning Disabilities.

Educational Psychology in Practice.

International Journal of Disability, Development and Education.

Special Education Perspectives.