



Course Outline (Higher Education)

:	School of Education
Course Title:	INCLUSIVE EDUCATION
Course ID:	EDBED1014
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070113

Description of the Course:

This course is designed to introduce students to the purpose, policy and practice of inclusive education. Emphasis will be placed on developing an understanding of the needs and abilities of diverse learners and ways in which their learning experience be optimised to achieve equitable outcomes. The course has a focus on the planning and design of learning environments, sequences and activities that meet the specific needs of learners across the full spectrum of abilities. Students will acquire knowledge of inclusive legislation, curriculum and ethics; build skills needed to implement inclusive practice, and develop attitudes essential for learning and teaching success.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Describe a philosophical framework, a range of educational approaches and a variety of teaching strategies that can be used to create inclusive learning environments.
- K2.** Name and explain inclusive strategies that support the access, participation, engagement and achievement of all learners, including those experiencing disability or additional challenge.
- K3.** Outline ways in which legislation, curriculum, policy, attitudes and classroom management can impact diverse learners.

Skills:

- S1.** Provide multiple options for learners to express, represent and engage with learning through organisation and differentiation of content, process, product and environment.
- S2.** Organise elements of the educational environment to support the participation and learning of individuals experiencing disability or additional challenge.
- S3.** Identify and select effective resources to support the engagement and achievement of all learners.
- S4.** Use inclusive language for effective communication of instructions, directions and feedback.

Application of knowledge and skills:

- A1.** Identify specific needs of learners with disability and develop teaching strategies to address barriers to their access, participation, engagement and/or achievement.
- A2.** Create and demonstrate differentiated learning activities that incorporate a variety of resources and multimodal options to support engagement and achievement for all learners.
- A3.** Respond to learner diversity with sensitivity and respect

Course Content:

Topics to be covered

- The philosophical differences between exclusion, segregation, integration and inclusion.
- Understand how students learn through investigation of learner attributes, diversity and spectrums of difference: including specific needs of learners with disability, giftedness and cultural and linguistic diversity
- Legislation and policy: implications for learning and teaching
- Pedagogical approaches that support full participation and engagement of a full range of abilities, including Universal Design for Learning, Differentiation, Personalised Learning
- Proactive preventative practices that support student participation in the educational setting: climate, culture, instructional practice and physical environment.
- Teaching activities, strategies, communication and resources (including ICT) to support effective experiences for all learners

Values:

- V1.** respect diversity, difference and disability are perceived within a social justice and human rights framework.

V2. Appreciate that all learners have the right to belong and benefit from a diverse learning community.

Graduate Attributes

The Federation University graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, S1	AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K1, A2	AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K2, K3, A1, A3	AT1, AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S1, S2, S3, S4, A1	AT1, AT2, AT3
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K1	AT1, AT2, AT3

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K2, S2, S3, S4, A1, A3 APST 1.6, 4.1	Scenario Evaluation: Students identify supportive strategies to meet learner needs, explain the connections and justify the purpose.	Written Task	10-20 %
K1, K2, S1, S2, S4, A2, A3 APST 1.2, 1.5, 2.2, 2.3, 3.4, 4.1,4.2	Differentiated lesson, justification and analysis including peer presentations and reviews	Applied Task	40-60%
K1, K3, S2, S4, A3 APST 1.6, 3.4, 4.1	Learning portfolio and inclusive vision: Students maintain an annotated portfolio of course work to inform and create an inclusive vision on theory and practice to support student participation?	Reflective Task	30-40%

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)