



Course Outline (Higher Education)

School:	School of Education
Course Title:	INCLUSION AND DIVERSITY IN STEM
Course ID:	EDMST6123
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	070301

Description of the Course :

This course is designed to explore diversity and inclusion from a social justice perspective in Science and Mathematics Education. Participants will engage in research that explores policy that informs inclusion and examines responses to diversity by schools. Inclusive approaches are examined as a way to support, extend and manage diversity in a range of contexts. Theoretical, political and cultural practices are applied to ground and examine diversity, abilities and inclusions. Social justice perspectives provide students with insight as to how notions of dis/ability and diversity are shaped by social, political and cultural perspectives.

Grade Scheme: Graded (HD, D, C, etc.)

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						
Intermediate						
Advanced				✓		

Learning Outcomes:

(On successful completion of the course the students are expected to be able to):

Knowledge:

- K1.** Investigate inclusion as a response to the diverse range of needs, within a social justice and human rights framework that offers explores equity and accessibility in a range of contexts including schools.
- K2.** Examine legislative requirements and teaching strategies that support participation and engagement of individuals who are considered to experience disadvantage with a particular focus on mathematics and science classrooms.
- K3.** Explore educational opportunities for all disadvantaged students.
- K4.** Examine issues relating to the education of indigenous students.
- K5.** Review assumptions, historical responses and practices for individuals with diverse and additional needs and apply these to notions of segregation, exclusion, integration and inclusion.

Skills:

- S1.** Critically question assumptions about diversity and inclusion.
- S2.** Examine and critique response to diversity in educational institutions within the context of inclusion.
- S3.** Identify inclusive responses and practices that support participation and engagement with a focus on educational institutions.
- S4.** Discuss and explain the construction of inclusive communities that support wellbeing and development of all individuals.

Application of knowledge and skills:

- A1.** Develop and describe attributes and experiences of individuals with diverse needs, abilities and backgrounds.
- A2.** Design inclusive responses to, and for, parents and children's abilities, needs and unique contributions to society.
- A3.** Identify and articulate social justice elements and requirements to support full participation, engagement and involvement.

Course Content:

Topics may include:

- Disability, diversity and citizenship.
- Social construction of identity and citizenship.
- Disadvantage and Education.
- Characteristics and approaches of inclusive environments including educational environments.
- Social justice and human rights paradigms of education and learning.
- Responses to managing and engaging diversity.

Values:

- V1.** Value individual strengths and contributions in difference.
- V2.** The importance of accessible, inclusive and collaborative education for all children.

Graduate Attributes

The Federation University FedUni 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)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
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.	K3, S1	A, A	AT1	A
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.	K4	A	AT2	A
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.	K1	A	AT1, AT2	A, A
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.	S4, A1	A, A	AT1	A
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.	K3	B	AT2	B

Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K4, S3, S4, A1, A3	Research and present an educational inclusion issue and describe how to approach the issue through a social justice lens.	Research Presentation	40 - 60%
K2, K3, K4, S1, S2, S4, A1, A2	Develop an interactive digital resource that explores diversity and a range of ability levels within an educational setting.	Digital Resource Development	40 - 60%

Adopted Reference Style:

APA