



The University of Southern Queensland

## Course specification

The current and official versions of the course specifications are available on the web at  
<<http://www.usq.edu.au/coursespecification/current>>.  
Please consult the web for updates that may occur during the year.

### Description: Diversity and Pedagogy

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDC	2400	87324	1, 2009	ONC	1.00	Toowoomba

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE002
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070100

### STAFFING

Examiner: Nicole Todd  
Moderator: Janice Stenton

### RATIONALE

Modern learning communities and workplaces are becoming increasingly complex social environments as the forces of change impact on families, economics, technology, culture, roles of government and workplace reform. Influences such as globalisation, information technology development, increased social and cultural diversity, shifting patterns of wealth and disadvantage, and the ongoing explosion of knowledge demand a response from educational contexts. Children, young people and adults are being challenged to live with complexity, uncertainty and diversity more so in current times than ever before. Diversity in the student population comes in many forms and encompasses cultural and linguistic differences, varying abilities, aptitudes and interests, differences in social and economic resources, family structures, values and aspirations. Beginning career educators require engagement with learning contexts that promote diversity as a valuable resource for learning and that enable the development of process skills, attitudes and knowledge essential in the reflective and responsive practitioner.

### SYNOPSIS

This course is designed to assist educators to develop their pedagogical awareness and skills so that they are best placed to cater for the collective and individual educational needs of diverse learning communities. Students will participate in a broad range of learning contexts focusing on the exploration of best practice in quality teaching for diversity. The socio-cultural, legislative, policy and professional contexts that inform inclusive education will be explored along with their implications for teaching and learning. Students will be given the opportunity to access specialist knowledge and pedagogy associated with a range of issues in Diversity and Pedagogy. Students will be provided with core instructional material dealing with key concepts in the field. NOTE: Minimum enrolment numbers apply to this offering. Should enrolments not reach the minimum number required for on-campus study, students may be transferred to the EXT or WEB offering and advised of this change before semester commences.

## OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On completion of this course students will be able to:

1. critically discuss the rationale for and implementation of inclusive education, with particular reference to learners with a diverse range of learning needs (Quizzes)
2. define and critically discuss the nature of student diversity and the implications for teaching and learning in all contexts. (Research Tasks)
3. Identify barriers to access and participation for all learners (Case study and Research Tasks)
4. demonstrate the ability to develop, modify and implement inclusive curriculum to meet the specific needs of individuals and groups of students (Case Studies and Research Tasks)
5. demonstrate ability to search online and databases to find information and to critically reflect on issues that relate to diversity and inclusive education (Research Tasks)
6. demonstrate knowledge, understanding and application of course content using appropriate personal, professional and academic literacies (Quizzes, Case Studies and Research Tasks)

## TOPICS

Description	Weighting (%)
1. Key concepts in diversity and pedagogy:  1.1. Module 1. Exploration of the socio-cultural, legislative, policy and professional contexts that inform the educational responses to diversity and inclusive education. Module 2. Barriers to access and participation for Indigenous peoples in Australia and globally. Strategies to reduce barriers of diverse cultural backgrounds, homelessness, mental health, disability, poverty, English as a second language and learning styles will be addressed. Module 3. Relationships and collaboration in the inclusive setting. Module 4. Differentiating the curriculum and Universal Design principles. Module 5. Planning, implementation and assessment for diverse learning groups.	70.00
2. Peer mediations and portfolio: Online research activities and workshops to enhance student understanding of International and Australian inclusive education contexts and issues through the critical appraisal of readings and resources.	30.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Merrill, Teacher Prep Access Card (12 month) - an online resource from Pearson Education Australia

Ashman, A & Elkins, J (eds) 2009, *Education for inclusion and diversity*, 3rd edn, Pearson Education Australia, Frenchs Forest.

## REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Foreman, P (ed) 2007, *Inclusion in action*, 2nd edn, Thomson Learning Australia, Southbank, VIC.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessments	40.00
Directed Study	18.00
Lectures	22.00
Private Study	18.00
Tutorials or Workshops	22.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
QUIZZES	30.00	30.00	20 Mar 2009 (see note 1)
CRITICAL ANALYSIS	50.00	30.00	20 Mar 2009 (see note 2)
CASE STUDY	20.00	40.00	02 Jun 2009

### NOTES

1. APA style is the referencing system required in this course. Students should use APA style in their assignments to format details of the information sources they have cited in their work. The USQ library provides advice on how to format information sources using this system. [http://www.usq.edu.au/library/help/ehelp/ref\\_guides/apastyle/default.htm](http://www.usq.edu.au/library/help/ehelp/ref_guides/apastyle/default.htm)  
There will be three quizzes over the semester. Each quiz will have a weighting of 10%.
2. Two critical analyses will be presented over the semester.

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
It is the students' responsibility to attend and participate appropriately in all activities scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks.

- 3 Penalties for late submission of required work:  
If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 4 Requirements for student to be awarded a passing grade in the course:  
To be assured of receiving a passing grade a student must achieve at least 50% of the total weighted marks available for the course.
- 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the aggregate of the weighted marks obtained for each of the summative assessment items in the course.
- 6 Examination information:  
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
As there are no examinations in this course, there will be no deferred or supplementary examinations.
- 8 University Regulations:  
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm>

## **OTHER REQUIREMENTS**

- 1 Students will require access to e-mail and have Internet access to USQConnect for this course.
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