USC

Code: EDU412
Title: Diversity and Inclusion

School: Education
Teaching Session: Session 5
Year: 2019
Course Coordinator: Dr Sharon Louth   Email: slouth@usc.edu.au
Course Moderator: Dr Ken Young

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered

1.   What is this course about?

1.1   Description

Every learner in your class is diverse and has particular needs based on gender, ethnicity, language, culture, religion and/or socio-economic background. You will apply specialised knowledge to develop advanced and integrated understanding of socio-cultural theories and professional skills to respond to and support students in your care, to foster a strong sense of personal wellbeing. You will research socially just and equitable practices that support learners, investigate theories and policies and interrogate resources and current issues pertinent to your future professional role. .

1.2   Course topics

- Student diversity in classrooms – gender, linguistic, cultural, religious and socio-economic backgrounds, including Aboriginal and Torres Strait Islander students
- Inclusivity and equity
- Education for peace – wellbeing, respect, tolerance, community cohesion, including domestic violence awareness
- Differentiation of the curriculum, teaching and learning strategies and assessment practices for students from diverse backgrounds

2.   What level is this course?

400 level Graduate - Independent application of graduate knowledge and skills. Meets AQF and professional requirements. May require pre-requisites and developing level knowledge/skills. Normally taken in the 4th year of an undergraduate program

3.   What is the unit value of this course?

12 units

4.   How does this course contribute to my learning?

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to you becoming:
Apply knowledge and understanding of ethical and inclusive practices to adjust your existing teaching and learning activities to support diverse learner needs, giving consideration to students' physical, social and intellectual development. Create practical applications to demonstrate inclusive learning experiences.	Task 1: Online quizzes	Creative and critical thinkers.
Demonstrate knowledge of how students learn (physically, socially and intellectually) and the implication for teaching through undertaking research into inclusive teaching and learning practices	Task 2: Scripted Dialogue	Knowledgeable.
Design and create teaching resources that incorporate and promote inclusive practices and diversity	Task 1: Online quizzes Task 2: Scripted Dialogue	Empowered
Justify your professional decisions to effectively engage diverse learners. Including legislative requirements and policy.	Task 2: Scripted dialogue Task 3: Assignment – Scenario Response	Empowered

5.   Am I eligible to enrol in this course?

Refer to the USC Glossary of terms for definitions of "pre-requisites, co-requisites and anti-requisites".

5.1   Enrolment restrictions

Enrolled in Program AB101, ED304, ED306, ED305, AE304, SE303, ED315, UU301, UU302 or XU301

5.2   Pre-requisites

N/A

5.3   Co-requisites

N/A

5.4   Anti-requisites

N/A

5.5   Specific assumed prior knowledge and skills (where applicable)

N/A

6.   How am I going to be assessed?

6.1   Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2   Details of early feedback on progress

During workshops throughout the intensive students will be given feedback on their progress through group and individual discussion activities.

6.3   Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Online quizzes	Individual	30%	2 x 30mins	End of Week 1 & 2; Prior to 8/7/2019	Blackboard
2	Diversity Teaching Script	Group	30%	1500 words	Monday 15/7/2019	Blackboard Safe Assign
3	Assignment – Scenario response	Individual	40%	2000 words	Monday 5/8/2019	Blackboard SafeAssign
			100%			

Assessment Task 1: Online Quizzes

Goal:	You will demonstrate your knowledge and understanding of the course topics.
Product:	2 x 30 minute online quizzes
Format:	You will undertake two quizzes in order to determine your depth of knowledge and understanding of classroom diversity and inclusion practices.
Criteria:	1. Demonstrate knowledge of inclusive and ethical pedagogical practices to promote diversity, respect, and community cohesion amongst school students. 2. Demonstrate analysis of diversity and inclusion issues and practices within the classroom environment. 3. Demonstrate an understanding of strategies for promoting diverse and inclusive teaching practices.

Assessment Task 2: Diversity Teaching Script: Making Connections for Inclusive Teaching

Goal:	The goal of this task is to apply your knowledge and understanding of socio-cultural determinants contributing to student diversity to analyse and critically evaluate differentiation and inclusion in education.
Product:	Scripted Dialogue – 1500 words – submitted through Blackboard via SafeAssign
Format:	You will work in self-selected pairs or individually, to demonstrate your analysis of a situation through critical discussion within a scripted dialogue. Your dialogue should demonstrate research into how students learn and implications for teaching, as well as showcase teaching and learning adjustment strategies that are responsive to diverse learners. You will need to consider adjustment strategies at various stages: planning, teaching and assessment, as well as adjustments made for the environment and potential resources that can be implemented to promote diversity, respect and community cohesion amongst school students in Australia (noted in legislative requirements). You must consider differences in gender, ethnicity, language, culture (including Aboriginal and Torres Strait Islander cultures), religion and/or socio-economic backgrounds. You must consider the physical, social and intellectual development of students. You must consider strategies and resources (including ICTs) You will need to justify your choice of strategies with reference to relevant research and their suitability for the beginning classroom teacher in Australia.
Criteria:	• Knowledge of influence of socio-cultural determinants on learning needs of students • Critical analysis of arguments • Knowledge and understanding of inclusive and ethical practices and teaching strategies to support diversity and promote inclusion • Written communication skills and academic literacies including English expression, grammar, spelling, punctuation and APA referencing conventions.

Assessment Task 3: Assignment – Scenario response

Goal:	The goal of this task is to respond to a scenario evidencing knowledge and understanding about a range of diverse learners. Write a thoughtful response to a given scenario whilst professionally justifying your approaches and decisions to optimise learning for all students. Justify your personal pedagogy for diversity and your proposed interventions for the benefit of a diverse student cohort.
Product:	Assignment: Response to a Scenario 2000 word limit
Format:	You will be given a scenario that includes the details of a class of diverse learners of a specific year level in the school. The learners will have different learning needs based on gender, ethnicity, language, culture, religion and/or socio-economic backgrounds including Aboriginal and Torres Strait Islander backgrounds. You will respond to the scenario by applying it to one of your specialisation/teaching areas and draw on your own personal pedagogy for diversity. Your response to this scenario will require you to apply knowledge and understanding of: child development, effective ways to identify diverse learning needs; strategies that can be used to improve student learning and participation; learning engagement to promote respectful behaviour; ways of enhancing student wellbeing and safety; strategies for working effectively, sensitively and confidentially with parents/carers and relevant communities; and your professional responsibility in catering for a diverse class of students). You will also evaluate whether your approach has the potential to contribute to wellbeing, respect, tolerance, community cohesion and world peace.
Criteria:	1. Understanding of the diverse and complex backgrounds of students and their effect on student learning outcomes 2. Knowledge and understanding of pedagogies for inclusive and ethical practices. 3. Application of theoretical knowledge to a practical scenario for inclusive teaching in a learning area. 4. Justification of professional decisions and recommended strategies regarding effective teaching for engagement, inclusivity and diversity. 5. Written communication skills and academic literacies including English expression, grammar, spelling, punctuation, APA referencing conventions.

7.   What are the course activities?

7.1   Directed study hours

The directed study hours for this course are a portion of the workload for this course. A 12-unit course will have a total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. A blended learning approach is used to deliver this course, including a mix of synchronous and asynchronous materials and activities accessed through Blackboard. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

7.2   Course content

Week # / Module #	What key concepts/content will I learn?
Module 1	Understanding sociocultural determinants impacting on the learning and teaching environment for learners: • Aboriginal and Torres Strait Islander cultural diversity • Multicultural, religious and linguistic diversity • Socio-economic diversity • Gender and familial diversity including domestic violence awareness School and teacher responsibility regarding equity, inclusivity and learning engagement for all students from a diverse range of backgrounds throughout their schooling

Module 2	Theoretical frameworks relating to diversity and inclusion
Module 3	Practical implications for equity and inclusion • Creating positive learning environments • Differentiating curriculum, teaching, learning and assessment • Motivation and engagement • Education for peace – well-being, respect, tolerance and community cohesion

Please note that the course activities may be subject to variation.

8.   What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1   Prescribed text(s)

Whitton, D. (2017) Teaching and Learning Strategies. Port Melbourne, VIC: Cambridge University Press

8.2   Specific requirements

N/A

9.   Risk management

Health and safety risks have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the online Health Safety and Wellbeing training module for students, and following the instructions of the University staff.

10.   What administrative information is relevant to this course?

10.1   Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2   Assessment: Additional requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

a)   The final mark is in the percentage range 47% to 49.4%
b)   The course is graded using the Standard Grading scale
c)   You have not failed an assessment task in the course due to academic misconduct

10.3   Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4   Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to Student Hub.

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5   Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.6   General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC South Bank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast -** Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture -** Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au

10.7   School specific information

Assessment Task	Australian Professional Standards for Teachers (Graduate)		
	Introductory	Developing	Graduate
Task 1: Online quizzes			1.1; 1.2; 1.3; 1.4; 1.5; 2.4; 2.6; 4.1; 7.1; 7.2
Task 2: Scripted Dialogue			1.1; 1.2; 1.3; 1.4; 1.5; 2.4; 4.1; 4.4; 7.1; 7.2; 7.3; 7.4
Task 3: Assignment – Scenario Response		1.5	1.1; 1.3; 1.4; 1.5; 1.6; 2.6; 3.1; 3.7; 4.1; 4.3; 4.4; 7.1; 7.2; 7.3; 7.4