

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

<b>Programme Title</b>	: Doctor of Education
<b>Course Title</b>	: Critical Literature Review in Special Education (Directed Study)
<b>Course Code</b>	: EPC7172
<b>Department</b>	: SEC
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 18 hrs (contact hours & consultations) 21 hrs (directed learning)
<b>Pre-requisite(s)</b>	: <i>(If applicable)</i>
<b>Level</b>	: 7

### Part II

#### 1. Synopsis

The course is offered to strengthen analytical skills of candidates and develop their background knowledge in being able to undertake a critical examination of current literature in the area of special education. Candidates will develop competence in literature review techniques and in preparing writing suitable for publication. An examination of the philosophical under-pinning of research in one selected area of special education will be undertaken in order to identify methodologies, pedagogy and ethical issues related to the topic.

#### 2. Course Intended Learning Outcomes (CILOs)

*Upon successful completion of this course, students should be able to:*

- CILO<sub>1</sub> Describe the reasons for reviewing available literature and other information during the preparation of a research protocol.
- CILO<sub>2</sub> Identify the resources that are available for carrying out literature reviews.
- CILO<sub>3</sub> Prepare index cards, computer entries or notes that summarize important information obtained from literature.
- CILO<sub>4</sub> Prepare a review of literature in one area of special education and other information pertaining to the research topic that will adequately describe the context and outcomes of the research.

#### 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Problem identification and prioritizing of literature. Literature analysis and justification.	CILO <sub>1,2,3</sub>	Mini-lecture, discussion, presentation

Providing a cohesive and concise summary of relevant literature and establishing the context of the topic or problem.	<i>CILO</i> <sub>2,3,4</sub>	Mini-lecture, discussion, presentation
Identifying and comparing methodologies and/or research methods.	<i>CILO</i> <sub>3,4</sub>	Mini-lecture, discussion, presentation
Analysing previous findings and placing the research in a historical context to show familiarity with state-of-the-art developments.	<i>CILO</i> <sub>3,4</sub>	Mini-lecture, discussion, presentation
Writing a rationale and relevance for the study - distinguishing what has been done from what needs to be done.	<i>CILO</i> <sub>3,4</sub>	Mini-lecture, discussion, presentation
Establishing the context of the topic or problem and rationalising its significance.	<i>CILO</i> <sub>3,4</sub>	Mini-lecture, discussion, presentation
Producing a relevant and justified conclusion.	<i>CILO</i> <sub>3,4</sub>	Discussion, presentation

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Critically review all pertinent literature in one area of special education: identify sub themes and key issues related to the topic. Prepare a paper suitable for publication in a refereed journal. (summative 3000-4000 words)	100%	<i>CILO</i> <sub>1,2,3,4</sub>

#### 5. Required Text(s)

Nil

#### 6. Recommended Readings

- Beattie, J., Jordan, L., Algozzine, B. (2006). *Making inclusion work: Effective practices for all teachers*. Thousand Oaks, Calif.: Corwin Press
- Florian, L. (Ed.). (2007). *The SAGE handbook of special education*. London: SAGE.
- Forlin, C., & Lian, M-G. J. (Eds.) (2008). *Reform, Inclusion & Teacher Education: Towards a New Era of Special Education in the Asia-Pacific Region*. Abingdon: Routledge.
- Hannell, G. (2008). *Success with inclusion: 1001 teaching strategies and activities that really work*. London: Routledge
- Jones, G. (in press) *Good practice guidance in ASDs, Child health: Care and education*.
- Jorgensen, C. M., Schuh, M. C., & Nisbet, J. (2006). *The inclusion facilitator's guide*. Baltimore, Md.: Paul H. Brookes.
- McCartney, K., & Phillips, D. (Eds.). (2006). *The handbook of early childhood development*. Oxford, UK: Blackwell.
- Machi, Lawrence A. (2009) *Literature review: Six steps to success*. US: Corwin Sage
- McGrath, C. (2007). *The inclusion-classroom problem solver: Structures and supports to serve*

*all learners*. Portsmouth, N.H.: Heinemann.

Plimley, L. & Bowen, M. (2007) *Autistic spectrum disorders in the early years*. London: Paul Chapman.

Plimley, L. & Bowen, M. (2007) *Social skills and autistic spectrum disorder*. London: Paul Chapman.

Ridley, Diana. (2008) *The literature review; a step by step guide for students*. London .Sage

Schmidt, Randell. K, Smyth, Maureen.M. Kowalski, Virginia.K.(2008) *Lessons for a scientific literature review; guiding the inquiry*. US: Libraries Unlimited

## **7. Related Web Resources**

Nil

## **8. Related Journals**

Nil

## **9. Other**

Nil