

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Doctor of Education
Course Title	: Evaluating Effective Special Education Support
Course Code	: EPC8175
Department	: SEC
Credit Points	: 3
Contact Hours	: 18 hrs (contact hours & consultations) 21 hrs (directed learning)
Pre-requisite(s)	: EDD8008; EDD8013; EDD8014
Level	: 7

Part II

1. Synopsis

This course will enable the candidate to undertake an evaluative project based on the findings from the Asia-Pacific and international investigations. One identified practice for supporting students with special educational needs will be selected for trialing in the Asia-Pacific context. Candidates will be expected to critically reflect upon the application of the support module as seen internationally and undertake a detailed evaluation and analysis of its implication locally.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Develop a critical understanding and knowledge regarding the implementation of a selected model for supporting students with special educational needs.
- CILO₂ Synthesize ideas from a critical analysis of the international application and analyse the effectiveness of the approach in promoting learning for children with a special education need in the Asia-Pacific region.
- CILO₃ Demonstrate the ability to apply an international model to a local context.
- CILO₄ Critically analyze the outcome of the application of a model for supporting students with a special education need; the impact of the education system and specialist and mainstream teachers on the application; and associated practical, cultural and socio-political issues, with reference to literature.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Identifying an issue, selecting a model of support and adapting it for a local context.	<i>CILO</i> 1, 2, 3, 4	Mini-lecture, discussion, presentation
Designing the research method and undertaking an evaluation of the model of support related to the special education context.	<i>CILO</i> 1,2, 4	Mini-lecture, discussion, presentation
Writing a concise critical analysis of the research literature in the area.	<i>CILO</i> 1, 2	Mini-lecture, discussion, presentation
Reporting the research design and procedure, method and data analysis together with a discussion of the results and a rationalization for modifications to the model.	<i>CILO</i> 2, 4	Mini-lecture, discussion, presentation

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Report on a project to trial and evaluate a selected model for supporting students with special educational needs within the Asia-Pacific context. Critically review its implementation as a means for supporting students in the selected area of special education compared to its international application. Prepare a paper suitable for publication in a refereed journal. The specific topic of the project will be decided in consultation with the Project Supervisor to ensure that it is both relevant to the module and the candidate's interests. (summative 3000- 4000words)	100%	<i>CILO</i> 1, 2,3,4

5. Required Text(s)

Nil

6. Recommended Readings

Craig, D. V. (2009). *Action research essentials*. San Francisco, Calif: Jossey-Bass

Ekins, A., & Grimes, P. (2009). *Inclusion: Developing an effective whole school approach*. Maidenhead, England: McGraw Hill Open University Press.

Friend, M., & Bursuck, W. D. (2006). *Including students with special needs: A practical guide for*

- classroom teachers*. Boston, Mass. ; Hong Kong : Pearson/Allyn & Bacon.
- Giangreco, M. F., & Doyle, M. B. (2007). *Quick-guides to inclusion: Ideas for educating students with disabilities* (2nd ed.). Baltimore, Md.: Paul H. Brookes.
- Hannell, G. (2008). *Success with inclusion: 1001 teaching strategies and activities that really work*. London: Routledge.
- Karten, T. J., & Karten, T. J. (2010). *Inclusion strategies that work!: Research-based methods for the classroom* (2nd ed.). Thousand Oaks, Calif.: Corwin Press.
- Lewis, R. B., Doorlag, D. H., & Lewis, R. B. (2011). *Teaching students with special needs in general education classrooms* (8th ed.). Upper Saddle River, N.J.: Pearson.
- Lewis, R. B., & Doorlag, D. H. (2006). *Teaching special students in general education classrooms*. Upper Saddle River, N.J. : Pearson/Merrill/Prentice Hall.
- Loreman, T., Deppeler, J., & Harvey, D. (2005). *Inclusive education: A practical guide to supporting diversity in the classroom*. London : RoutledgeFalmer.
- McGrath, C. (2007). *The inclusion-classroom problem solver: Structures and supports to serve all learners*. Portsmouth, N.H.: Heinemann.
- Noffke, S. E., & Somekh, B. (2009). *The SAGE handbook of educational action research*. Los Angeles, Calif. : SAGE
- Rose, R., & Grosvenor, I. (Eds.) (2001). *Doing research in special education: Ideas into practice*. London: David Fulton Publishers.
- Sage, R. (2007). *Inclusion in schools: Making a difference*. England: Network Continuum Education.
- Salvia, J., Bolt, S., & Ysseldyke, J. E. (2010). *Assessment in special and inclusive education* (11th ed.). Belmont, Calif.: Wadsworth Cengage Learning.
- Spatz, C., & Kardas, E. P. (2008). *Research methods in psychology: Ideas, techniques, and reports*. Boston, Mass.: McGraw-Hill.
- Wiersma, W., & Jurs, S. G. (2009). *Research methods in education* (9th ed.). Boston, Mass.: Pearson/Allyn & Bacon.

Selected papers from international refereed journals will be recommended during the module.

7. Related Web Resources

Nil

8. Related Journals

Nil

9. Other

Nil