

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Doctor of Education
Programme QF Level	: 7
Course Title	: Evaluating Effective Special Education Support
Course Code	: EPC8175
Department	: Special Education and Counselling
Credit Points	: 3
Contact Hours	: 18 hrs (contact hours & consultations) 21 hrs (directed learning)
Pre-requisite(s)	: EDD8008; EDD8016; EDD8017
Medium of Instruction	: EMI
Course Level	: 7

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Undergraduate, Taught Postgraduate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course 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, analysis and modification of its implication locally.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will 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 and modify an international model to a local context.
- CILO₄ Critically analyze the outcome of the modification and 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.	CILO 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.	CILO 1,2, 4	Mini-lecture, discussion, presentation
Writing a concise critical analysis of the research literature in the area.	CILO 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.	CILO 2, 4	Mini-lecture, discussion, presentation

4. Assessment

Assessment Tasks	Weighting (%)	CILO
Report on a project to trial, evaluate and modify 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 words)	100%	CILO _{1, 2,3,4}

5. Required Text(s)

Nil

6. Recommended Readings

- Craig, D. V. (2009). *Action research essentials*. San Francisco, Calif: Jossey-Bass
- Day, T. (2012). *Special and inclusive education: A research perspective*. Oxford: Lang.
- 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.
- Lerner, J. W., & Johns, B. H. (2015). *Learning disabilities and related disabilities: Strategies for success*. Stamford, CT: Cengage Learning.
- 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.
- Rumrill, P. D., Cook, B. G., & Wiley, A. L. (2011). *Research in special education: Design, methods, and applications* (2nd ed.). Charles C. Thomas, Publisher, Ltd.
- 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 course.

7. Related Web Resources

Nil

8. Related Journals

Nil

9. Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the *Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students* (<https://www.eduhk.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.

10. Others

Nil

Annex

Programme Title : Doctor of Education
 Course Title : Evaluating Effective Special Education Support
 Course Code : EPC8175
 Department : Special Education and Counselling
 Credit Points : 3

Delivery mode:

Online learning as the primary delivery mode

Range of classroom-based contact hours (0-15)	Range of hours for online learning (24-39)	Total No. of-Contact Hours
		39

Directed study mode

Range of classroom-based contact hours (4-15)	Range of guided independent learning hours (24-35)	Total No. of-Contact Hours
18	21	39