THEEDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title : All undergraduate Programmes

Programme QF Level : 5

Course Title : Service Based Learning for School SEN Students

體驗學習：教導學校特殊學習需要學生

Course Code : GEM1005

Department : Social Sciences and Policy Studies

Credit Points : 3

Contact Hours : **9** hours (Classroom sessions)

28-36 hours (Out-of-classroom service-based learning)

6 hours (Reflection and group sharing sessions)

Pre-requisite(s) : Nil

Medium of Instruction: CMI

Course Level : 1

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 Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):
● **P**rofessional **E**xcellence;
● **E**thical **R**esponsibility; **&**
● **I**nnovation.

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 intends to provide students an opportunity to work in groups and present a service-based proposal with learning plan, intended learning outcomes and service delivery related to providing service to those students with special education needs.

Students will be presented with their interested service proposal that is based on the real needs of SEN students, e.g. students with Attention Deficit, Hyperactivity Disorder, Autism, Dyslexia, etc. Guided by the supervisor who is qualified professionally with regard to the concerned service. They will work in groups to identify the necessary service and generate the service delivery plan by their own. They will discuss and determine what they want to serve, what they need to know and plan to fulfil the service needs. Providing justifications for the service plan is expected.

Students are expected to research widely from web or literature focusing on meeting those SEN students' learning needs in a small group of setting in schools. They need to identify those SEN students' learning needs and the required teaching competence for meeting their needs, then work out a proposal with detailed implementation plan. In the plan, the covered areas may include characteristics and learning needs of the SEN students, learning and teaching strategies for the SEN students, their language development, social skills, assessment and intended learning outcomes. Follow the plan, student will implement and measure the outcomes, evaluation the results and reflect the progress.

Throughout the progress students will document their service experience through writing, audio, video, and/or photography, etc. Students build their service video and record their reflections. The service video should include a description of the service, a brief description of the process and the results of the implementation.

Students are expected to explore the area of their selected service from multiple perspectives, formulate and criticize different ideas, generate the best feasible service mode, evaluate their results critically with evidence, work collaboratively among their group mates.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

$CILO_1$	identify service needs for SEN students
$CILO_2$	evaluate the needs, generate ideas, develop and implement a feasible teaching plan to provide the service to the SEN students
$CILO_3$	acquire an extensive, integrated, and multidisciplinary knowledge base related to the service by using a multidisciplinary approach
$CILO_4$	organize and record the services, evaluate the progress and outcomes
$CILO_5$	Develop skills required for the services including teaching skills, collaborative and communication skills, ICT skills, creative and critical thinking competencies and problem-solving proficiencies.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Formulation of support programmes for SEN students – to identify the SEN students' needs and the possible ways of catering for their needs	$CILO_1$ $CILO_5$	Discussions / lectures / seminars/ training / tutorials / workshops, web and literature research (3-hr approximately)
Development of a service plan	$CILO_1$ $CILO_2$ $CILO_3$ $CILO_5$	Discussions / lectures / seminars / training workshops/tutorials, web and literature research (6-hr approximately)
Implementation and evaluation	$CILO_2$ $CILO_4$ $CILO_5$	Implementation and evaluation of service Programme for SEN students for (32-36hr as at 4-hr per week in a total no of 8 weeks approximately)
Sharing and publishing results and reflection	$CILO_1$ $CILO_2$ $CILO_3$ $CILO_4$ $CILO_5$	Reporting, discussing and appraising on the experiences of participation in service activities in groups and share with course mates. (6-hr approximately)

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) Activity/Lesson Plan	10%	$CILO_{1-5}$
(b) E-Portfolio	50%	$CILO_{1-5}$
(c) Group presentation	30%	$CILO_{1-5}$
(d) Attendance	10%	$CILO_4$

5. Required Text(s)
Nil

6. Recommended Readings
Students will need to conduct literature review based on their identified service areas.

(a) General:

Garner, P. (2009). *Special Educational Needs: The Key Concepts*. London: Routledge.

Liasidou, A. (2013). Bilingual and Special Educational Needs in Inclusive Classrooms: Some Critical and Pedagogical Considerations. *Support for Learning*, *28*, 11-16.

Hallahan, D. P. (2005). *Special Education: What It Is and Why We Need It*. Boston: Pearson.

Peer, L. & Reid, G. (2012). *Special Educational Needs: A Guide for Inclusive Practice*. London: SAGE.

Vernon-Dotson, L.J., Floyd, L. O., Dukes, C. & Darling, S. M. (2014). Course Delivery: Keystones of Effective Special Education Teacher Preparation. *Teacher Education and Special Education, 37*, 34-50.

Wong, R. M. & Ho, K. K. (2011). Can Integrated Education Meet the Needs of Students with SEN? *New Horizons in Education, 59*, 101-115.

(b) Autism Spectrum Disorder:

Drifte, C. (2007). *Meeting Special Needs: A Practical Guide to Support Children with Autistic Spectrum Disorders (Autism)*. London: Step Forward Pub.

Kalyva, E. (2011). *Autism: Educational and Therapeutic Approaches*. Los Angeles: SAGE.

Lynch, S. L. & Irvine, A. N. (2009). Inclusive Education and Best Practice for Children with Autism Spectrum Disorder: An Integrated Approach. *International Journal of Inclusive Education, 13*, 845-859.

McAllister, K. & Hadjri, K. (2013). Inclusion and the Special Educational Needs (SEN) Resource Base in Mainstream Schools: Physical Factors to Maximise Effectiveness. *Support for Learning, 28*, 57-65.

Oller, J. W. (2010). *Autism: The Diagnosis, Treatment & Etiology of the Undeniable Epidemic*. Sudbury: Jones and Bartlett.

Sansosti, J. M. & Sansosti, J. M. (2013). Effective School-based Service Delivery for Students with Autism Spectrum Disorders: Where We Are and Where We Need to Go. *Psychology in the Schools, 50*, 229-244.

(c) Attention Deficit Hyperactivity Disorder:

Conners, C. K. (2007). *Attention Deficit Hyperactivity Disorder*. Kansas City: Compact Clinicals.

Cooper, P. (2002). *Attention Deficit/ Hyperactivity Disorder*. London: David Fulton.

Fabiano, G. A. (2014). Interventions for High School Students with Attention-Deficit/Hyperactivity Disorder: Considerations for Future Directions.

School Psychology Review, 43, 203-209.

Leithead, L. & Freeborn, D. (2013). A Practical Guide for Diagnosing Adult Attention Deficit Hyperactivity Disorder. *Journal for Nurse Practitioners, 9*, 688-694.

Parker, H.C. (2002). *Problem Solver Guide for Students with ADHD: Ready-to-use Interventions for Elementary and Secondary Students with Attention Deficit Hyperactivity Order*. Plantation: Specialty Press.

Sherman, J., Rasmussen, C. & Baydala, L. (2008). The Impact of Teacher Factors on Achievement and Behavioural Outcomes of Children with Attention Deficit/Hyperactivity Disorder (ADHD): A Review of the Literature. *Educational Research, 50*, 347-360.

(d) Emotional & Behavioral Problems:

Alisauskas, A. & Simkiene, G. (2013). Teachers' Experiences in Educating Pupils Having behavioural and/or Emotional Problems. *Special Education, 1*, 62-72.

Cooper, P. & Cefai, C. (2013). *Understanding and Supporting Students with Social, Emotional and Behavioral Difficulties a Practical Guide for Staff in Schools*. Msida: University of Malta.

Hirn, R. G. & Park, K. L. (2012). Teacher-mediated instructional Strategies for Students with Emotional of Behavioral Disorders. *Beyond Behavior, 22*, 32-39.

McDuffie, K. A., Landrum, T. J. & Gelman, J. A. (2008). Co-teaching and Students with Emotional and Behavioral Disorders. *Beyond Behavior, 17*, 11-16.

Webber, J. (2008). *Emotional and Behavioral Disorders: Theory and Practice*. Hong Kong: Pearson.

Zionts, P. (2002). *Emotional and Behavioral Problems: A Handbook for Understanding and Handling Students*. Thousand Oaks: Corwin Press.

(e) Dyslexia:

Prevett, P., Bell, S. & Ralph, S. (2013). Dyslexia and Education in the 21st Century. *Journal of Research in Special Educational Needs, 13*, 1-6.

Shaywitz, S. E. (2003). *Overcoming Dyslexia: A New and Complete Science-Based Program for Reading Problems at Any Level*. New York: A.A. Knopf.

Thomson, M. (2003). *Dyslexia Included: A Whole School Approach*. London: David Fulton.

Thomson, M. (2009). *The Psychology of Dyslexia: A Handbook for Teachers*. Malden: Wiley-Blackwell.

Wai, N., Chan, Y. & Zhang, K. C. (2014). Effective Spelling Strategies for Students with Dyslexia in Hong Kong Secondary Schools. *International Journal of*

Special Education, 29, 14-24.

Williams, J. A. & Lynch, S. A. (2010). Dyslexia: What Teachers Need to Know. *Kappa Delta Pi Record, 46*, 66-70.

(f) Others:

Bleck, E. E. & Nagel, D. A. (1982). *Physically Handicapped Children: A Medical Atlas for Teachers*. Boston: Allyn and Bacon.

Chen, D. & Downing, J. (2006). *Tactile Strategies for Children Who Have Visual Impairments and Multiple Disabilities: Promoting Communication and Learning Skills*. New York: AFB Press.

Downing, J. E. (2010). *Academic Instruction for Students with moderate and Severe Intellectual Disabilities in Inclusive Classrooms*. Thousand Oaks: Corwin Press.

Dizdarevic, A. & Ibralic, F. (2011). Adjusting the Curriculum to Meet the Individual Needs of Students with Intellectual Disabilities in Regular Schools. *Special Edcation, 1*, 169-176.

Easterbrooks, S. R. & Alvarez, J. B. (2013). *Literacy Instruction for Students Who are Deaf and Hard of Hearing*. UK: Oxford University Press Inc.

Mpofu, J., Chimhenga, S. & Mafa, O. (2013). Developing Effective Learning Material to Students with Hearing Impairment (HI) Through Odl in Zimbabwe. *Turkish Online Journal of Distance Education, 14*, 44-52.

Zhou, L., Parker, A. T., Smith, D. W. & Griffin-Shirley, N. (2011). *Journal of Visual Impairment and Blindness, 105*, 197-210.

7. Related Web Resources

(a) General:

Centre for Special Educational Needs and Inclusive Education:
http://www.ied.edu.hk/csenie/
Distinctive Learning Society:
http://news.sld2000.com/2012/01/blog-post_2193.html
Heep Hong Society:
http://www.heephong.org/
The Special Education Society of Hong Kong Ltd.：
http://www.seshk.org.hk/en/home.html
全國特殊教育資訊網：
http://www.spc.ntnu.edu.tw/site

(b) Autism Spectrum Disorder:

Society for the Welfare of the Autistic Persons:

http://www.swap.org.hk/cms/

TEACCH Autism Program:
http://www.teacch.com/
The Parents Association of Autistic Children in Mainstream Education:
http://www.paacme.org.hk/

(c) Attention Deficit Hyperactivity Disorder:

ADHD Foundation:
http://www.adhd.hk/web/
Hong Kong Association for AD/HD:
http://www.adhd.org.hk/
Inclusion Pavilion:
http://www.hkedcity.net/sen/adhd/basic

(d) Emotional & Behavioral Problems:

Positive Behavioral Interventions & Supports:
http://www.pbis.org/
Society of Boys' Centres:
http://www.sbc.org.hk/
STEP Center for Child Development:
http://www.step-hk.com/2010/faq_behavior.htm

(e) Dyslexia:

Davis Dyslexia Association International:
http://www.dyslexia.com/
Teacher Development for Students with Specific Learning Difficulties:
http://www.fed.cuhk.edu.hk/~tdspld/content/index.html
The Pathways Foundation Ltd.:
http://www.pathways.org.hk/tc/index.php

(f) Others:

Hong Chi Association for People with Intellectual Disabilities:
http://www.hongchi.org.hk/en_about_intro.asp
Hong Kong Association of the Deaf:
http://www.hongkongdeaf.org.hk/
Hong Kong Blind Union:
http://www.hkbu.org.hk/b5_index.php
The Hong Kong Down Syndrome Association:
http://www.hk-dsa.org.hk/eng/about_us_01.php

The Hong Kong Society for Rehabilitation:

http://www.rehabsociety.org.hk/c/main-2.html

8. Related Journals

Australasian Journal of Special Education
British Journal of Special Education
The European Journal of Special Needs Education
International Journal of Whole Schooling
International Journal of Inclusive Education
教育曙光
特殊教育季刊

9. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the Policy on Academic Honesty, Responsibility and Integrity (https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5).   Students should familiarize themselves with the Policy.

10. Others

Nil

November 2023