The University of Hong Kong

Faculty of Education

# Educational Professional Core (EPC) Year 3 (2022-23) Course Outline (sample for reference only)

## Course instructor:

**Name:**

**Email:**

**Telephone:**

**Office:**

## Course information overview:

**Course code:** BBED3002A

**Course title:** Learning Support 1 – Catering for Diverse Learning Needs

**Credit weighting:** 6-credit course

**Class time:** Tuesday, 10:30am – 12:20pm

**Venue:** RM206

## Course description:

The two courses, **Learning Support 1 & 2**, aim to enable students to understand and support students at individual level in primary and secondary school contexts. The course content of **Learning Support 1** covers topics mainly related to students with diverse learning needs, and the course content of **Learning Support 2** covers guidance and counselling. The following is the course description of **Learning Support 1 – Catering for Diverse Learning Needs**.

While there are numerous benefits, inclusive schools face many challenges in educating students with diverse learning needs. This focus on inclusive education is an international concern and one that the Hong Kong government has embraced since 1997. Particular emphasis is given to supporting students with different types of disabilities, such as specific learning difficulties, intellectual disabilities, autism spectrum disorder, and ADHD in the context of inclusive schools. The impact of disability on learning will also be examined, and attention will be given to teachers’ pedagogical knowledge and classroom management skills in response to students’ diverse learning needs in the classroom. Collaborative teamwork with other professionals and family will be emphasized as these contribute to successful student outcomes. Current issues and trends in special education within both international and Hong Kong contexts will be explored.

Coursework will be guided by continuous assessment. Assessment tasks will include issue-based problem-solving exercises and an issues paper on each student’s topic of interest.

## Course learning outcomes (CLOs) and alignment with Programme learning outcomes (PLOs):

Upon successful completion of this course, students should be able to achieve the following learning outcomes.

Table 1. CLOs and alignments with PLOs

| **Detailed explanation** | **PLOs (BEd&BSc)** | **PLOs (BEd&BSocSc)** | **PLOs (Chinese)** | **PLOs (English)** |
| --- | --- | --- | --- | --- |
| CLO 1: Describe the nature and characteristics of major areas of disability/impairment and their impacts; and the impact of environmental factors on the behaviors and development of children with SEN. | PLO 1, 2, 3 | PLO 1, 2, 3, 4, 5, 6 | PLO 1, 2, 3, 4, 5, 6, 7, 10 | PLO 1, 2, 3 |
| CLO 2: Plan and apply basic accommodation and remediation/ intervention knowledge and skills from a range of theoretical and evidence-based models in the IEP presentation and the issues paper. | PLO 1, 2, 3 | PLO 1, 2, 3, 4, 5, 6 | PLO 1, 2, 3, 4, 5, 6, 7, 10 | PLO 1, 2, 3 |
| CLO 3: Evaluate and apply some latest inclusive education intervention models, in particular reference to the Hong Kong context in the IEP presentation. | PLO 4 | PLO 5, 7, 10 | PLO 13, 14 | PLO6 |
| CLO 4: Be aware of and sensitive to students and families from diverse background/needs. | PLO 3, 4 | PLO 5, 6, 7, 10 | PLO 6, 7, 13, 14 | PLO3, 6 |
| CLO 5: Acquire effective skills in and develop positive attitudes towards working with different stakeholders including professionals like Speech Therapists, and parents, and devise possible interventions in the IEP presentation and the issues paper. | PLO 3, 5 | PLO 5, 6, 8, 9, 10 | PLO 6, 7, 8 | PLO3, 4 |
| CLO 6: Reflect critically a few controversial special education issues (e.g., inclusion, cultural diversity) to make changes to the quality of education and life for students. | PLO 4, 6 | PLO 5, 7, 9, 10 | PLO 11, 12, 13, 14 | PLO5, 6 |

## Course teaching and learning activities (TLAs):

Table 2. Course teaching and learning activities (TLAs)

| **Detailed explanation** | **Estimated Teacher-Student Face-to-Face Contact (CT) hours; or estimated Study Load (SL) hours; Total 130 hours** | **Alignment with CLOs** |
| --- | --- | --- |
| TLA 1: Interactive Lecture (Lecture interwoven with interactive tasks/activities), including the following: e.g., small group discussion, student group presentation, interactive workshop, etc.) | 24 CT hours | CLO 1, 2, 3, 4, 5, 6 |
| TLA 2: Moodle discussion of preparation tasks and preparatory readings | 40 SL hours | CLO 1, 2, 3, 4, 5, 6 |
| TLA 3: School visit | 6 SL hours | CLO 1, 2, 3, 4, 6 |
| TLA 4: Self-study: e.g., reading, drafting, library research, data collection and analysis, writing, etc. for course assigned tasks | 60 SL hours | CLO 1, 2, 3, 4, 5, 6 |

## Assessment tasks or activities:

Table 3. Type of assessment tasks or activities

| **Type of Assessment Tasks or Activities** | **Weighting in final course grade** | **Alignment with CLOs** |
| --- | --- | --- |
| 1. Online forum and class participation | 20% | CLO 1, 2, 3, 4, 5, 6 |
| 1. Individualized Education Program or Plan (IEP) | 30% | CLO 1, 2, 3, 4, 5 |
| 1. Issues paper | 50% | CLO 1, 2, 3, 4, 5 |

### Online forum and class participation (20%)

Preparation task

Beforeeach session, students are expected to work on at least one preparation task and post your response on Moodle Forum the day before the lesson (11 pm).There is no need to write long answers (half a page is acceptable; better not exceed one page). You are strongly encouraged not just to write your own answer to the assigned problem but also to build on and reply to entries from others. Each session’s Moodle preparation task is 2%. A total of 8 Moodle tasks will contribute to 16% while an extra 4% will be awarded to students who have completed 11 Moodle tasks on time and demonstrated excellent participation/leadership in group and class activities throughout all sessions including punctuality.

### Individualized Education Program or Individualized Educational Plan (IEP) (Presentation: 10%; Report: 20%)

Co-planning is one common practice to support students with diverse learning needs. This assignment consists of a 5-minute group presentation and a report. You will work in groups of maximum 4 persons for this assignment based on one of the given cases (videos and the written description) (on Moodle). You will need to set one objective to be achieved within a timeframe of 2-3 months. Please include the following information in both your group presentation and report: a) One observable and measurable objective (learning, social, or behavioural) which provides a clear indicator for monitoring whether learning has occurred, b) Rationales for the objective, and c) Step by step teaching strategies and appropriate resources used to achieve the objective.

The PowerPoint presentation should be no more than 8 slides. **The group presentation will be at the 8th lesson of the course**. There will be a peer review discussion for students to receive feedback from peers and the instructor on their IEP to facilitate their preparation for the report. The group leader should submit the soft copy of the **report (PowerPoint slides OR word document) onto Moodle on or before the 10th lesson**.

### Issues paper (50%)

Select one specific disability (e.g., learning disabilities, intellectual disabilities, Down syndrome, cerebral palsy, autism spectrum disorders, ADHD, giftedness) that you are interested in (not limited to the types of disability/impairment introduced in the course) for studying. Utilize available resources of information (e.g., textbooks on children with exceptional learning needs, journal articles, EDB booklets/brochures/websites, etc.). Write an issues paper of 2000 words and include the following:

* A title page.
* Major characteristics of the disability selected and its educational implications (30%).
* Teacher accommodation and intervention strategies to enhance learning in inclusive education classroom in Hong Kong (70%).
* A list of no less than 5 to 10 appropriate references.

IMPORTANT:About the length of the assignment, 10% exceeding or less is accepted. The paper should be typed with double-spacing and have the number of words indicated at the end. APA citation and referencing format is needed. Submission of soft version (Turnitin) is required.

For better support, students are advised to submit the intended “disability” of their reflective paper to the teacher in lesson 8.

Table 4. Submission Requirements of Assessment Tasks or Activities

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Assessment Tasks or Activities** | **Quantity** | **Submission deadline** | **Submission format** |
| 1. Online forum and class participation (20%) | Half a page | 11pm before the next lesson | Submit on Moodle |
| 1. IEP  (Presentation: 10%; Report: 20%) | 1 group work 800 words, or maximum of 8 slides | 10th lesson November 8, 2022 | Submit softcopy on Moodle by the **group leader** |
| 1. Issues Paper (50%) | 2000 words | December 20, 2022 | Submit a soft copy to Turnitin |

## Assignment grading criteria:

Course grade descriptors (Annex A)

## Course content and major topics:

**Schedule:** September 6, 2022 to December 6, 2022 (Tuesday, 10:30am to 12:20pm)

**Venue:** RM206

Non-tabulated format of the course content and major topics is available at the end of the course outline.

Table 5. Course content and major topics

| **Session**  **No. and Date** | **Session Topics and Description (Tentative)** | **Related CLO** |
| --- | --- | --- |
| 1st Session; September 6, 2022 | **Course introduction**  **Who are exceptional children? What is special education?**   * Overview * Prevalence and causation * Key terminology   **Exploring current trends and issues in special and inclusive education and sharing views through in-class discussions and Moodle forum**  **Cultural diversity** | 1, 3, 6 |
| 2nd Session; September 13, 2022 | **Integration/Inclusion Policy**   * Whole-school approach * RTI Model * Examining the extent of applicability of these policies in frontline school contexts and the relevance to devising feasible and appropriate interventions based on these policies | 2, 3, 6 |
| 3rd Session; September 20, 2022 | **IEP**   * Policies and practices (International and Hong Kong) * IEP process * IEP Planning * Exploring and discussing the factors of success and limitations in the IEP planning and learning how to apply these factors in the IEP planning | 1, 2, 3, 4 |
| 4th Session; September 27, 2022 | **Learning Disabilities/Specific Learning Difficulties**   * Definitions, characteristics, prevalence and possible causes * Information processing model * Introducing the Three-tier intervention approach (i.e., RTI Model) and educational practices and discussing the feasibility and practicality of the RTI model | 1, 2, 3, 4 |
| October 4, 2022 | **Chung Yeung Festival – NO LESSON** |  |
| October 10, 2022 | **Professional Practicum I – NO LESSON** |  |
| 5th Session; October 18, 2022 | **Attention Deficit Hyperactivity Disorder**   * Definitions and diagnosis * Characteristics, prevalence, possible causes and assessment * Introducing the educational approaches and exploring the possible collaborations with different stakeholders in the frontline school context * Reflecting upon the practicality of these educational approaches through in-class sharing or discussion | 1, 2, 3, 4, 5 |
| 6th Session; October 25, 2022 | **Autism Spectrum Disorders**   * History, prevalence, definitions, and identifications * Characteristics and possible causes * Introducing the educational practices and exploring the possible collaborations with different stakeholders in the frontline school context * Reflecting upon the practicality of these educational approaches through in-class sharing or discussion   Lesson sequence may be affected by the school visit date. |  |
| 7th Session; November 1, 2022 | **Intellectual and Developmental Disabilities**   * Definitions and diagnosis * Characteristics, prevalence, possible causes and assessment * Introducing the educational practices and exploring the possible collaborations with different stakeholders in the frontline school context * Reflecting upon the practicality of these educational approaches through in-class sharing or discussion   Lesson sequence may be affected by the school visit date. | 1, 2, 3, 4, 5 |
| 8th Session; November 8, 2022 | **IEP presentation and peer review**   * Students working in groups of max. 4 co-plan and present their IEP in class * Peer review discussion for each group would be facilitated by the peers and the course instructors to gauge feedback to further improve their IEP | 1, 2, 3, 4 |
| 9th Session; November 15, 2022 | **Communication Disorders**   * Definitions and diagnosis * Characteristics, prevalence, possible causes and assessment * Introducing the educational practices and exploring how to work with Speech Therapists * Reflecting upon the practicality of these educational approaches through in-class sharing or discussion   **Physical Disabilities**   * Definitions and diagnosis * Characteristics, prevalence, possible causes and assessment * Introducing the educational practices and exploring how to work with Physiotherapist * Reflecting upon the practicality of these educational approaches through in-class sharing or discussion   Lesson sequence may be affected by the school visit date. | 1, 2, 3, 4, 5 |
| 10th Session; November 22, 2022 | **Sensory Impairments (Hearing Impairment and Visual Impairment)**   * Definitions and diagnosis * Characteristics, prevalence, possible causes and assessment * Introducing the educational approaches and exploring possible collaborations with different stakeholders in the frontline school context * Reflecting upon the practicality of these educational approaches through in-class sharing or discussion   Submit IEP on Moodle by the group leader.  Lesson sequence may be affected by the school visit date. | 1, 2, 3, 4 |
| 11th Session; November 29, 2022 | **Giftedness and Talents**   * Definitions * Characteristics and educational implications * Educational approaches   **Differentiation Practices in Inclusive Learning Environment**   * Introducing the differentiation teaching practices and discussing how to work with parents * Reflecting upon the practicality of these educational approaches through in-class sharing or discussion   Lesson sequence may be affected by the school visit date. | 1, 2, 3, 4 |
| 12th Session; December 6, 2022 | **School visit** (date to be confirmed)   * Students interact with the frontline school principal and teachers through small-group discussions * Debriefing session would be conducted in the end of the school visit to help students unpack the significant learning and reflect upon the applicability of these learning as the student educators in their practicum and future teaching   Lesson sequence may be affected by the school visit date. | 1, 2, 3, 6 |

## Academic conduct – Plagiarism

Plagiarism, i.e., unacknowledged use, as one’s own, of work of another person, whether or not such work has been published, is a disciplinary offence in this University. Academically, it is almost certain that the plagiarized work will receive a **fail grade** and the students concerned may be reported to the University Disciplinary Committee. Any act of plagiarism is a disciplinary matter that can result in serious consequences, including expulsion from the university.

To avoid plagiarism, please read the following:

* [A HKU booklet: What is plagiarism? (http://www.hku.hk/plagiarism)](http://www.hku.hk/plagiarism)
* [Plagiarism and how to avoid it? By David Gardner (from CAES) (http://www4.caes.hku.hk/plagiarism/)](http://www4.caes.hku.hk/plagiarism/)
* [HKU Library resources (https://lib.hku.hk/turnitin/about.html)](https://lib.hku.hk/turnitin/about.html)
* PGDE Student Handbook on “plagiarism” ([HKU Portal](https://hkuportal.hku.hk/login.html) > My eLearning > Programme Information)

## Accessibility arrangement

Students are encouraged to contact the course instructors for discussion on matters related to accessibility arrangement as early as possible to facilitate communication and timely arrangement.

## Key references and resources

1. Course materials and PowerPoints prepared/ delivered by the course instructor
2. Education Bureau. (2021). [*Special educational needs*](https://www.edb.gov.hk/en/curriculum-development/curriculum-area/special-educational-needs/index.html).   
   Retrieved from <https://www.edb.gov.hk/en/curriculum-development/curriculum-area/special-educational-needs/index.html>
3. Education Bureau. (2018). [*Whole school approach to integrated education*](https://www.edb.gov.hk/en/edu-system/special/support/wsa/index.html). Retrieved from <https://www.edb.gov.hk/en/edu-system/special/support/wsa/index.html>
4. Education Bureau. (2014). [*Operation Guide on the Whole School Approach to Integrated Education (3rd Ed.)*](https://sense.edb.gov.hk/uploads/page/integrated_education/landing/ie_guide_en.pdf). Retrieved from <https://sense.edb.gov.hk/uploads/page/integrated_education/landing/ie_guide_en.pdf>
5. Kirk, S., Gallagher, J.J., Coleman, M.R., &Anastasiow, N. (2015). *Educating exceptional children* (14th ed.). US: Wadsworth Cengage Learning.

## Session topics and description of each session (Tentative):

### 1st Session; September 6, 2022

**Course introduction**

**Who are exceptional children? What is special education?**

* Overview
* Prevalence and causation
* Key terminology

**Exploring current trends and issues in special and inclusive education and sharing views through in-class discussions and Moodle forum**

**Cultural diversity**

Related CLO: 1, 3, 6

### 2nd Session; September 13, 2022

**Integration/Inclusion Policy**

* Whole-school approach
* RTI Model
* Examining the extent of applicability of these policies in frontline school contexts and the relevance to devising feasible and appropriate interventions based on these policies

Related CLO: 2, 3, 6

### 3rd Session; September 20, 2022

**IEP**

* Policies and practices (International and Hong Kong)
* IEP process
* IEP Planning
* Exploring and discussing the factors of success and limitations in the IEP planning and learning how to apply these factors in the IEP planning

Related CLO: 1, 2, 3, 4

### 4th Session; September 27, 2022

**Learning Disabilities/Specific Learning Difficulties**

* Definitions, characteristics, prevalence and possible causes
* Information processing model
* Introducing the Three-tier intervention approach (i.e., RTI Model) and educational practices and discussing the feasibility and practicality of the RTI model

Related CLO: 1, 2, 3, 4

### October 4, 2022

**Chung Yeung Festival – NO LESSON**

### October 10, 2022

**Professional Practicum I – NO LESSON**

### 5th Session; October 18, 2022

**Attention Deficit Hyperactivity Disorder**

* Definitions and diagnosis
* Characteristics, prevalence, possible causes and assessment
* Introducing the educational approaches and exploring the possible collaborations with different stakeholders in the frontline school context
* Reflecting upon the practicality of these educational approaches through in-class sharing or discussion

Related CLO: 1, 2, 3, 4, 5

### 6th Session; October 25, 2022

**Autism Spectrum Disorders**

* History, prevalence, definitions, and identifications
* Characteristics and possible causes
* Introducing the educational practices and exploring the possible collaborations with different stakeholders in the frontline school context
* Reflecting upon the practicality of these educational approaches through in-class sharing or discussion

Related CLO:

Lesson sequence may be affected by the school visit date.

### 7th Session; November 1, 2022

**Intellectual and Developmental Disabilities**

* Definitions and diagnosis
* Characteristics, prevalence, possible causes and assessment
* Introducing the educational practices and exploring the possible collaborations with different stakeholders in the frontline school context
* Reflecting upon the practicality of these educational approaches through in-class sharing or discussion

Related CLO: 1, 2, 3, 4, 5

Lesson sequence may be affected by the school visit date.

### 8th Session; November 8, 2022

**IEP presentation and peer review**

* Students working in groups of max. 4 co-plan and present their IEP in class
* Peer review discussion for each group would be facilitated by the peers and the course instructors to gauge feedback to further improve their IEP

Related CLO: 1, 2, 3, 4

### 9th Session; November 15, 2022

**Communication Disorders**

* Definitions and diagnosis
* Characteristics, prevalence, possible causes and assessment
* Introducing the educational practices and exploring how to work with Speech Therapists
* Reflecting upon the practicality of these educational approaches through in-class sharing or discussion

**Physical Disabilities**

* Definitions and diagnosis
* Characteristics, prevalence, possible causes and assessment
* Introducing the educational practices and exploring how to work with Physiotherapist
* Reflecting upon the practicality of these educational approaches through in-class sharing or discussion

Related CLO: 1, 2, 3, 4, 5

Lesson sequence may be affected by the school visit date.

### 10th Session; November 22, 2022

**Sensory Impairments (Hearing Impairment and Visual Impairment)**

* Definitions and diagnosis
* Characteristics, prevalence, possible causes and assessment
* Introducing the educational approaches and exploring possible collaborations with different stakeholders in the frontline school context
* Reflecting upon the practicality of these educational approaches through in-class sharing or discussion

Related CLO: 1, 2, 3, 4

Submit IEP on Moodle by the group leader.

Lesson sequence may be affected by the school visit date.

### 11th Session; November 29, 2022

**Giftedness and Talents**

* Definitions
* Characteristics and educational implications
* Educational approaches

**Differentiation Practices in Inclusive Learning Environment**

* Introducing the differentiation teaching practices and discussing how to work with parents
* Reflecting upon the practicality of these educational approaches through in-class sharing or discussion

Related CLO: 1, 2, 3, 4

Lesson sequence may be affected by the school visit date.

### 12th Session; December 6, 2022

**School visit** (date to be confirmed)

* Students interact with the frontline school principal and teachers through small-group discussions
* Debriefing session would be conducted in the end of the school visit to help students unpack the significant learning and reflect upon the applicability of these learning as the student educators in their practicum and future teaching

Related CLO: 1, 2, 3, 6

Lesson sequence may be affected by the school visit date.

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# Annex A – BA&BEd(LangEd), BEd&BSc and BEd&BSocSc Generic Grading Descriptors

Table 6. Generic Grading Descriptors

| **Standard** | **Grade** | **Grade Point** | **General Expectations of Student Performance** |
| --- | --- | --- | --- |
| Excellent | A+  A  A- | 4.3  4.0  3.7 | **An excellent result.** A performance that demonstrates full coverage of the topic, and which meets all basic and higher order goals. There is ample evidence of familiarity with relevant reading and research, and concepts are clearly understood. Arguments presented are always logical, and the assignment demonstrates exceptionally astute analysis, application, evaluation and critical interpretation of texts/issues/course content. Use of language (spoken/written) is consistently accurate, highly appropriate in style, syntax and lexical expressions. Communication of ideas is highly effective. Referencing and presentational requirements are fully met. |
| Good | B+  B  B- | 3.3  3.0  2.7 | **Good to very good result.** A performance that demonstrates a good coverage of the topic, and which meets all basic as well as some higher order goals. There is evidence that the student is well aware of relevant reading and research, and concepts are clearly understood. Arguments presented are generally logical, and the assignment demonstrates a logical structure and development including effective organizational skills. Use of language (spoken/written) is mostly accurate and appropriate in style, syntax and lexical expressions. Communication of ideas is mostly effective. Referencing and presentational requirements are nearly always met.  **\* Average competent answer (B-): the average, competent answer that has identified the major issues and dealt with them satisfactorily should be awarded a B-** |
| Satisfactory | C+  C  C- | 2.3  2.0  1.7 | **Satisfactory.** A performance that demonstrates a satisfactory coverage of the topic, and which meets all basic goals. There is evidence that the student has a sound awareness of relevant reading and research, and concepts are understood. A satisfactory level of skills including interpretation, application, analysis and evaluation are shown. Logic of argument is satisfactory despite some minor weaknesses with structure and development of the assignment, and there is evidence of reflective understanding. The language (spoken/written) is sometimes inaccurate, and inappropriate in style, syntax and lexical expressions, even though the overall meaning is still intelligible. Referencing and presentational requirements are mostly met. |
| Pass | D+  D | 1.3  1.0 | **Borderline pass.** A pass that that demonstrates only a limited coverage of the topic, and which meets only some basic goals. There is evidence that the student has some awareness of relevant reading and research, and a basic understanding of concepts but reflection is limited. There is a basic level of skills shown, including interpretation, application, analysis and evaluation. Logic of argument may be weak but can be followed, and there may be some problems with structure or development of the assignment. Communication of ideas is sometimes impeded due to inaccurate use of language (spoken/written), and inappropriate style, grammar and lexical expressions. Referencing and presentational requirements are partially met. |
| Fail | Fail | 0 | **Fail.** An unsatisfactory performance that demonstrates possible misunderstanding of the task. Key aspects of the task may be neglected with basic goals not met. There is little or no evidence of relevant reading and research, and many concepts are not understood. Basic skills are not demonstrated, and the assignment may ramble and lack structure. There is illogical argument and uncritical acceptance of others’ views. The language (spoken/written) is frequently inaccurate, and inappropriate in style, grammar and lexical expressions, resulting in largely incomprehensible performance. Referencing and presentational requirements are mostly not met. |