

City University of Hong Kong

**Information on a Course
offered by Department of Applied Social Sciences
with effect from Semester A 2012/2013**

Part I

Course Title:	Foundations of Inclusive Education
Course Code:	SS5760
Course Duration:	One semester
No. of Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites:	Nil
Precursors:	Nil
Equivalent Courses:	Nil
Exclusive Courses:	Nil

Part II

Course Aims

This course aims at enabling students to develop a thorough understanding of the issues and process of putting inclusion into practice and enhancing students' ability in identifying and overcoming educational difficulties.

Course Intended Learning Outcomes (CILOs)

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

No.	CILOs	Weighting
1.	Describe and explain the issues and process of putting inclusive education into practice;	50%
2.	Foster positive attitudes towards students with diverse educational needs in inclusive settings; and	30%
3.	Identify and explain factors leading to the development of partnerships for inclusive education.	20%

Teaching and Learning Activities (TLAs)

(Indicative of likely activities and tasks designed to facilitate students' achievement of the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	TLA1	TLA2	TLA3	Hours / course (if applicable)
CILO 1	√	√	√	
CILO 2	√	√	√	
CILO 3	√	√	√	

TLA1: Lectures

Major issues and process of implementing inclusive education are explained and discussed in class.

TLA2: Group presentation

Students will be required to review a topic in inclusive education and present their materials to all students in class for further discussion.

TLA3: School visit

Students are provided with a chance to visit an inclusive school in order to evaluate and compare the theoretical and practical issues involved.

Assessment Tasks/Activities

(Indicative of likely activities and tasks designed to assess how well the students achieve the CILOs. Final details will be provided to students in their first week of attendance in this course)

CILO No.	Type of Assessment Tasks/Activities	Weighting	Remarks
CILO 1-3	AT1: Essay writing	60%	Individual
CILO 1-3	AT2: Group presentation	20%	Group
CILO 1-3	AT3: Reflection paper	20%	Individual

AT1: Essay writing (60%)

Each student is required to write a critical essay of 2000 words on a topic in inclusive education.

AT2: Group presentation (20%)

Students are required to review an issue in inclusive education and present their materials and viewpoints in class to facilitate further class discussion.

AT3: Reflection paper (20%)

Students will be divided into groups and are required to visit an inclusive school. After the school visit, each student is required to write a reflection paper highlighting the related issues. Reflection paper should be around 1500 words.

Grading of Student Achievement:

Refer to Grading of Courses in the Academic Regulations for Taught Postgraduate Degrees.

Letter Grade	Grading criteria in relation to CILOs
A+ A A-	Strong evidence of original thinking; good organization, capacity to analyse and synthesize; superior grasp of subject matter; evidence of extensive knowledge base.
B+ B B-	Evidence of grasp of subject, some evidence of critical capacity and analytic ability; reasonable understanding of issues; evidence of familiarity with literature.
C+ C C-	Student who is profiting from the university experience; understanding of the subject; ability to develop solutions to simple problems in the material.
D	Sufficient familiarity with the subject matter to enable the student to progress without repeating the course.
F	Little evidence of familiarity with the subject matter; weakness in critical and analytic skills; limited, or irrelevant use of literature.

Part III

1. Keyword Syllabus

Attitudes toward inclusion; issues of language and terminology; benefits of inclusion; process of collaboration; parent-teacher partnership; cultural awareness; teaching new immigrants, bilingual and multicultural students; school and community interactions; technology for people with disabilities; legal and ethical issues; international perspective.

2. Recommended Reading Text(s)

Essential Readings

Lewis, R. B., & Doorlag, D. H. (2006). *Teaching special students in general education classrooms*. N. J.: Merrill Prentice Hall.

Supplementary Readings

American Psychological Association. (2002). *Guidelines on multicultural education, training, research, practice, and organizational change for psychologists*. Washington, D.C.: the author.

Armstrong, F., Armstrong, D., & Barton, L. (2000). *Inclusive education: Policy, contexts and comparative perspectives*. London: D. Fulton Publishers.

Benjamin, S. (2002). *The micropolitics of inclusive education: An ethnography*. Philadelphia: Open University Press.

Beveridge, S. (2005). *Children, families and schools: Developing partnerships for inclusive education*. London, Routledge Falmer.

Bray, M., Brown, A., & Green, T. (2004). *Technology and the diverse learner: A guide to classroom practice*. Thousand Oaks, Calif.: Corwin Press.

Campbell, C. (Ed.). (2002). *Developing inclusive schooling: Perspectives, policies and practices*. London: Institute of Education, University of London.

Clough, P., & Corbett, J. (2000). *Theories of inclusive education: A student's guide*. London: Paul Chapman.

Corbett, J. (2001). *Supporting inclusive education: A connective pedagogy*. New York: Routledge

Engelbrecht, P., Oswald, M., Swart, E., & Eloff, I. (2003). Including learners with intellectual disabilities: Stressful for teachers? *International Journal of Disability, Development and Education*, 50(3), 293-308.

- Fisher, D., Roach, V., & Frey, N. (2002). Examining the general programmatic benefits of inclusive schools. *International Journal of Inclusive Education*, 6(1), 63-78.
- Lindsay, G. (2003). Inclusive education: A critical perspective. *British Journal of Special Education*, 30(1), 3-12.
- Lo, M. L., Pong, W. Y., & Chik, P. M. (Eds.). (2005). *For each and everyone: Catering for individual differences through learning studies*. Hong Kong: Hong Kong University Press.
- Lorenz, S. (2002). *First steps in inclusion*. London: David Fulton.
- Mitchell, D. (2005). *Contextualizing inclusive education: Evaluating old and new international perspectives*. New York: Routledge.
- Mittler, P. (2000). *Working towards inclusive education: Social contexts*. London: D. Fulton Publishers.
- Phillipson, S. (Ed.). (2007). *Learning diversity in the Chinese classroom: Contexts and practice for students with special needs*. Hong Kong: Hong Kong University Press.
- Rayner, S. (2007). *Managing special and inclusive education*. London: SAGE.
- Risko, V. J., & Bromley, K. (2002). *Collaboration for diverse learners*. International Reading Association.
- Rose, R., & Tilstone, C. (2003). *Strategies to promote inclusive practice*. London: Routledge Falmer.
- Scherer, M. (2004). *Connecting to learn: Educational and assistive technology for people with disabilities*. Washington, DC: American Psychological Association.
- Salvia, J., Ysseldyke, J. E., & Bolt, S. (2007). *Assessment in special and inclusive education*. Boston, MA: Houghton Mifflin Co.
- Thomas, G., & Glenny, C. (2002). Thinking about inclusion. Whose reason? What evidence? *International Journal of Inclusive Education*, 6(4), 345-369.
- Todd, L. (2007). *Partnerships for inclusive education: A critical approach to collaborative working*. New York: RoutledgeFalmer.
- Villa, R., & Thousand, J. (Eds.). (2005). *Creating an inclusive school*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Vooltz, D., Brazil, N., & Ford, A. (2001). What matters most in inclusive education: A practical guide for moving forward. *Intervention in School and Clinic*, 37(1), 23-30.
- Wade, S. (Ed.). (2000). *Preparing teachers for inclusive education: Case pedagogies and curricula for teacher educators*. Mahwah, N. J.: L. Erlbaum Associates.

Walther-Thomas, C. (2000). *Collaboration for inclusive education: Developing successful programs*. Boston: Allyn and Bacon.

Wong, D., Pearson, V., & Lo, E. (2004). Competing philosophies in the classroom: A challenge to Hong Kong teachers. *International Journal of Inclusive Education*, 8, 261-279.

許令嫻、冼權鋒、江美寶合著。2007。探討香港視障學生在一般學校內的全人發展研究。香港：香港失明人協進會。

香港初等教育研究學會、香港特殊教育學會。2006。「融合教育在香港小學推行的情況」研究：研究報告。香港：香港初等教育研究學會、香港特殊教育學會。

香港痲痺協會。2006。弱能兒童融合教育資源手冊。香港：香港痲痺協會。