

**City University of Hong Kong
Course Syllabus**

**offered by Department of Social and Behavioural Sciences
with effect from Semester B 2017 / 2018**

Part I Course Overview

Course Title:	Foundations of Inclusive Education
Course Code:	SS5760
Course Duration:	One semester
Credit Units:	3
Level:	P5
Medium of Instruction:	English
Medium of Assessment:	English
Prerequisites: <i>(Course Code and Title)</i>	Nil
Precursors: <i>(Course Code and Title)</i>	Nil
Equivalent Courses: <i>(Course Code and Title)</i>	Nil
Exclusive Courses: <i>(Course Code and Title)</i>	Nil

Part II Course Details

1. Abstract

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

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Describe and explain the issues and process of putting inclusive education into practice	50%	✓	✓	
2.	Foster positive attitudes towards students with and without disabilities in inclusive settings	30%	✓	✓	
3.	Identify and explain factors leading to the development of partnerships for inclusive education	20%	✓	✓	✓
		100%			

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.			Hours/week (if applicable)
		1	2	3	
Lectures	Major issues and process of implementing inclusive education are explained and discussed in class.	✓	✓	✓	2.5/3
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.	✓	✓	✓	0.5/3
School Visit	Students are provided with a chance to visit an inclusive or a special school in order to evaluate and compare the theoretical and practical issues involved.	✓	✓	✓	3 hours

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.			Weighting	Remarks
	1	2	3		
Continuous Assessment: <u>100</u> %					
Individual Reflection Paper	✓	✓	✓	20%	
Group Presentation	✓	✓	✓	20%	
Individual Term Paper	✓	✓	✓	60%	
Examination: _____% (duration: _____, if applicable)					
				100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Fair (C+, C, C-)	Marginal (D)	Failure (F)
1. Individual Reflection Paper	Creative integration of policy and practice in local inclusive education setting	These are papers which provide a well-organized, integrated review of the visitation experience supported by highly relevant literature that speaks to the area of inclusive/special education in school or classroom practice. The school and classroom examples of curriculum adaptation or accommodation are sensibly and critically assessed in the writing.	These are papers which provide a good overview of the visitation experience, but without much organization and integration to produce a coherent scientific writing about the area of inclusive/special education in school or classroom practice. There was some critical assessment of the existing pedagogical examples but not enough “depth.”	These are papers which do not evidence going beyond the textbook or the visitation experience. Writing is generally descriptive and summative. Evaluation of the current school or classroom practice is minimal, if existing.	These are reports which do not go beyond the textbook or the visitation experience, and in which ideas are not presented coherently. The writing is generally poor, though comprehensible with effort.	Fails to produce a report.
2. Group Presentation	Successful identification of effective components in promoting inclusive education policies and practices	Sensitive and clear explanation of historical and current development of inclusive	Sensitive and clear explanation of current development of inclusive education policies	Sensitive but sketchy explanation of current development of inclusive education policies and	Does not show sensitive search for appropriate information of current development, or inappropriate	Assignment not completed.

	Innovative presentation of comparative analysis and HK situation	education policies and practices of the chosen country, and insightful comparative analysis with reference to HK context. Arouse active class participation.	and practices of the selected country, and descriptive application to HK context. Maintain adequate interests in class presentation.	practices of the identified country, and “vague” application to HK context. Maintain only a minimal level of interests in class.	application of HK context with reference to inclusive education policies and practices of the chosen country. Difficult in maintaining the attention and interests of the class.	
3. Individual Term Paper	Critical analysis and evaluation of implementation of inclusive education policy Creative and integrative organization of the literature and arguments put forward in promoting inclusive education	These are papers which provide a well-organized, integrated review of the literature that speaks to the identified topic/strategy. The paper links empirical findings sensibly and creatively with students’ actual learning experiences. A sensible and critical assessment of the literature should also be evident.	These are papers which provide a good overview of the literature on the chosen topic/strategy, but without much organization and integration to produce a coherent scientific story about students with the specified problem. There was some critical assessment of the literature but not enough “depth.”	These are papers which do not evidence going beyond the current learning materials and do not apply any theoretical model to analyze the selected topic. Writing is generally descriptive and summative. Evaluation of the literature is minimal, if existing.	These are papers which do not go beyond the current learning materials, and do not apply any theoretical model to analyze the selected topic. The ideas are not presented coherently. The writing is generally poor, though comprehensible with effort.	Fails to address the objectives of the assignment.

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

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. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2014). <i>Exceptional learners: An introduction to special education (12th ed.)</i> . England: Pearson Education Ltd.
2.	Hoover, J. J., & Patton, J. R. (1997). <i>Curriculum adaptations for students with learning and behavior problems: Principles and practices (2nd ed.)</i> . Autsin, TX: Pro-Ed.
3.	Lewis, R. B., & Doorlag, D. H. (2011). <i>Teaching special students in general education classrooms. (8th ed.)</i> . NJ: Pearson Education.
4.	Phillipson, S. (Ed.). (2007). <i>Learning diversity in the Chinese classroom: Contexts and practice for students with special needs</i> . Hong Kong: Hong Kong University Press.
5.	Wehman, P. (2013). <i>Life beyond the classroom: Transition strategies for young people with disabilities (5th ed.)</i> . Baltimore, ML: Paul H. Brookes Publishing Co.

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Ainscow, M. (2010). Developing inclusive education systems: The role of organizational cultures and leadership. <i>International Journal of Inclusive Education</i> , 14 (4), 401-416.
2.	Armstrong, F., Armstrong, D., & Barton, L. (2000). <i>Inclusive education: Policy, contexts and comparative perspectives</i> . London: D. Fulton Publishers.
3.	Beveridge, S. (2005). <i>Children, families and schools: Developing partnerships for inclusive education</i> . London, Routledge Falmer.
4.	Bray, M., Brown, A., & Green, T. (2004). <i>Technology and the diverse learner: A guide to classroom practice</i> . Thousand Oaks, Calif.: Corwin Press.
5.	Cairns, B., & McClatchey, K. (2013). Comparing children's attitude towards disability. <i>British Journal of Special Education</i> , 40 (3), 124-129.
6.	Cunningham, A. E., Zibulsky, J., Stanovich, K. E., & Stanovich, P. J. (2009). How teachers would spend their time teaching language arts: The mismatch between self-reported and best practices. <i>Journal of Learning Disabilities</i> , 42 (5), 418-430.
7.	Firth, N., Greaves, D., & Frydenberg, E. (2010). Coping styles and strategies: A comparison of adolescent students with and without learning disabilities. <i>Journal of Learning Disabilities</i> , 43 (1), 77-85.
8.	Fisher, D., Roach, V., & Frey, N. (2002). Examining the general programmatic benefits of inclusive schools. <i>International Journal of Inclusive Education</i> , 6(1), 63-78.
9.	Forlin, C. (2010). Authentic school partnerships for enabling inclusive education in Hong Kong. <i>Journal of Research in Special Education Needs</i> , 10 (1), 13-22.

10.	Forlin, C. (2007). A collaborative, collegial and more cohesive approach to supporting educational reform for inclusion in Hong Kong. <i>Asia Pacific Education Review</i> , 8(2), 276-287.
11.	Leung, C. H., & Mak, K. Y. (2010). Training, understanding, and the attitudes of primary school teachers regarding inclusive education in Hong Kong. <i>International Journal of Inclusive Education</i> , 14(8), 829-842.
12.	Lindsay, G. (2003). Inclusive education: A critical perspective. <i>British Journal of Special Education</i> , 30(1), 3-12.
13.	Lo, M. L., Pong, W. Y., & Chik, P. M. (Eds.). (2005). <i>For each and everyone: catering for individual differences through learning studies</i> . Hong Kong: Hong Kong University Press.
14.	Lever, C. (2011). <i>Understanding challenging behavior in inclusive classrooms</i> . Harlow, England: Pearson Education Ltd.
15.	Poon-McBrayer, K. F., & Lian, M. J. (2002). <i>Special needs education: Children with exceptionalities</i> . Hong Kong: Chinese University Press.
16.	Scherer, M. (2004). <i>Connecting to learn: educational and assistive technology for people with disabilities</i> . Washington, DC: American Psychological Association.
17.	Sharma, U., & Chow, E. W. S. (2008). The attitudes of Hong Kong primary school principals toward integrated education. <i>Asia Pacific Education Review</i> , 9 (3), 380-391.
18.	Villa, R., & Thousand, J. (Eds.). (2005). <i>Creating an inclusive school</i> . Alexandria, VA: Association for Supervision and Curriculum Development.
19.	Vooltz, D., Brazil, N., & Ford, A. (2001). What matters most in inclusive education: A practical guide for moving forward. <i>Intervention in School and Clinic</i> , 37(1), 23-30.