

## MODULE SPECIFICATION

Programme(s) to which Module applies

Master in Education (Diversity and Inclusion)

1. Title of Module

Equality, Diversity and Inclusion

2. Module Code

ET7079

3. Entry Requirements (if applicable)

Core module

4. Level (JF, SF, JS, SS, Postgraduate)

Postgraduate

5. Module Size (hours and number of weeks)

On-campus face-to-face lectures (12 hours)

Online synchronous and asynchronous lectures and workshops (8 hours)

Reflective reading (72 hours)

Assignment (110 hours)

6. ECTS Value

15

7. Rationale and Aims

This module introduces learners to the origin and history of disability, special educational needs and inclusive education. It focuses on increased diversity in the student population and highlights the educational experiences of students who experience barriers to their learning in mainstream education. It provides an understanding of conceptual understandings of inclusion as well as the legislative and rights perspective on inclusion and exclusion in education. The module provides learners with an understanding of how we, as a society, define and view difference by focussing on how systems of education structured internationally.

The aim of this module is to stimulate debate and discussion around the meaning of terms such as disability, special educational needs and inclusion. The module also seeks to challenge assumptions held around how society 'treats' or 'responds' to difference with a focus on students who experience barriers to learning due to disability, ethnicity, socio-economic background, and sexuality. The module aims to provide students with a strong policy and legislative understanding of inclusion within the context of ongoing theoretical debates on inclusion and exclusion. Students will be encouraged to situate their own experiences as educators within the contentious debates.

## 8. Learning Outcomes

*On successful completion of this module, the student will be able to*

- MLO1.1 Discuss and compare special and inclusive education nationally and internationally and how these fields in education have developed over time;
- MLO1.2 Demonstrate a theoretical understanding of the medical and social models of disability within the context of education and students who experience barriers to learning due to disability, ethnicity, socio-economic background, and sexuality;
- MLO1.3 Reflect and situate their own professional practice within the context of student diversity, special and inclusive education;
- MLO1.4 Critically engage with the international literature on diversity and inclusion in education with regards to rights-based perspectives.

## 9. Course Content and Syllabus

- Historical emergence of special and inclusive education in Ireland and internationally;
- Irish and international policy and legislation on special and inclusive education;
- Medical and social models of disability;
- Provision for students with disabilities in mainstream education (focussing on segregative and inclusive settings);
- Student diversity and education focussing on educational disadvantage and inequality.

## 10. Teaching and Learning Methods

### **Universal Design for Learning**

The module is designed using the Universal Design for Learning framework and its three guiding principles form the basis of teaching and learning on this module. The UDL guidelines are based on the idea that there is no such thing as a 'typical' or 'average' student, that all students learn differently and that to successfully teach for all students, we have to introduce greater flexibility in to teaching and learning practice (AHEAD, 2022). The three core principles include:

**Provide multiple means of engagement:** this principle addresses the 'why' of learning and the emphasis is on making the material relevant to students and their personal goals and motivations. This principle focuses on stimulating interest and motivation for learning for every student. Strategies used in this module include providing options to students to recruit interest, sustaining effort and persistence, and self-regulation. When implemented, learners are attentive to what is being taught and are motivated to learn more (CAST, 2018).

**Provide multiple means of representation:** this principle addresses the 'what' of learning and the emphasis lies on what students are expected to learn, engage with, and access in order to succeed in the module. To achieve this information and content is presented in different ways including options for perception, language and comprehension (CAST, 2018).

**Provide multiple means of action and expression:** this principle focuses on the 'how' of learning and the emphasis is on how students engage in different learning experiences and demonstrate what they know and what they are learning. This principle focuses on differentiating the ways that students

express what they know. This includes providing options for students to engage in physical action, expression and communication, and executive functions (CAST, 2018).

11. Required Equipment and Resources (if applicable)

Computer, data projector, audio-visual and other equipment as required.

12. Methods of Assessment (for example, essay, seminar paper, examination, presentation)

The assessment for this module has been designed using the UDL principle of multiple means of action and expression. Students are therefore provided with choice in their assessment of learning. Choice is offered in the mode of assessment with options for written and video / audio submissions used.

**Summative:**

The module is assessed on the presentation of a final written essay or audio/video recording on a topic of the candidate's own choice. It should set out the key elements, concepts and theories in relation to a specific chosen issue related to inclusive education. It should provide a synthesis of empirical research in this area that has contributed to an understanding of this issue. It should identify and critique alternative viewpoints on the issue. It should, where relevant, make reference to how this issue impacts or could impact on inclusive education policy in Ireland and/or internationally.

It should be written/presented in an appropriate academic style following referencing conventions set out in the M.Ed. handbook.

**Assessment Rubrics:**

Rubrics are provided to students for both the written and video/audio submission and provide details on what is expected in relation to:

Presentation  
Structure and organisation  
Content  
References  
Relevance to practice  
Critique

**Formative:**

Students will be offered on-going support in the following ways:

- informal feedback on contributions during lectures through Q and A;
- informal feedback on in-class presentations of their selected assessment topic.

13. Pass Requirement

Pass as per School of Education M.Ed. regulations

14. Method of Supplemental Assessment

Re-submission of assignment (if failed).

15. Recommended Reading Materials / Indicative Resources

Rose, R. and Shevlin, M. (2021) *Establishing Pathways to Inclusion Investigating the Experiences and Outcomes for Students with Special Educational Needs*, London: Routledge.

Graham, L.J. (2020) *Inclusive Education for the 21st Century, Theory, Policy and Practice*, London: Routledge.

Schuelka, Matthew, J.; Johnstone, Christopher; Thomas, Gary and Artiles, Alfredo, J. (Eds) (2019) *The Sage Handbook of Inclusion and Diversity in Education*, London: Sage Publications.

Florian, L. (2014) *The SAGE Handbook of Special Education*, London: SAGE (2nd edition).

16. Evaluation

Student evaluation (online module survey)  
Regular teaching team reviews to consider student input

17. Module Co-ordinator

Dr. Joanne Banks

18. Module Teaching Team

Dr Joanne Banks  
Prof. Michael Shevlin  
Dr Donatella Camedda  
Dr Patricia McCarthy