MODULE SPECIFICATION

Programme(s) to which Module applies

Master in Education (Diversity and Inclusion)

1.   Title of Module

Responding to Student Diversity in Education

2.   Module Code

ET7081

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

Rationale This module has been designed to enable students to continue to develop their understanding of student diversity and enable them to build capacity. It will draw on insights from students who experience barriers to their education and educators working with a range of students from marginalised communities. The module encourages students to specialise in one or more key themes covered in the module and draw on their own professional practice as a way to gain further understanding of how to teach to diversity. *Aims* •   To generate critical thinking around student diversity in education; •   Focus on specific issues or disabilities that affect how students learn including: students from socio-economically disadvantaged backgrounds; students with intellectual disabilities, students with Autism and students with mental health difficulties. •   Examine specific policies and interventions aimed at addressing the needs of students who experience barriers to learning including the Trinity Access Programme and the DEIS

programme; the Trinity Centre for People with Intellectual Disabilities; specific interventions for students with Autism and wellbeing policy and curriculum development.

8. Learning Outcomes

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

ML03.1 Engage with the national and international policy and literature on education/support programmes for children/young people experiencing educational disadvantage; and/or with intellectual disabilities; and/or with autism; and/or with mental health difficulties.

ML03.2 Demonstrate knowledge and understanding of the key issues and concepts related to the education of children and young people experiencing educational disadvantage; and/or with intellectual disabilities; and/or with autism; and/or with mental health difficulties.

ML03.3 Critically engage with international perspectives on appropriate pedagogies for children and young people experiencing educational disadvantage; and/or with intellectual disabilities; and/or with autism; and/or with mental health difficulties.

9. Course Content and Syllabus

Educational disadvantage and the Trinity Access Programme

Education for students in intellectual disabilities and the Trinity Centre for People with Intellectual Disabilities

Education for students with Autism

Mental health and wellbeing in school

10. Teaching and Learning Methods

Universal Design for Learning

The module is designed using the Universal Design for Learning framework with its three guiding principles forming the basis of teaching and learning. 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 essay or video component of the module assessment should set out the key elements, concepts, theories and practice in relation to teaching students experiencing educational disadvantage, mental health difficulties and/or students with intellectual disabilities and/or autism and education. It should provide a synthesis of empirical research in this area that has contributed to an understanding of this issue and can include examples from your own professional practice. It should identify and critique alternative viewpoints on how we teach to diverse groups of students in the classroom. Where relevant, reference to a specific policy area should be made.

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

Higher Education Authority (2015) National plan for equity of access to higher education 2015–19 (Dublin, Higher

Department of Education and Skills (2017) DEIS (Delivering Equality of Opportunity in Schools) An Action Plan for Educational Inclusion (Dublin, Department of Education and Skills).

Smyth, E., & Banks, J. (2012). 'There was never really any question of anything else': young people's agency, institutional habitus and the transition to higher education. *British Journal of Sociology of Education*, *33*(2), 263-281.

Hannon, C., Faas, D., & O'Sullivan, K. (2017). Widening the educational capabilities of socio-economically disadvantaged students through a model of social and cultural capital development. *British Educational Research Journal*, *43*(6), 1225-1245.

Reay, D., Crozier, G. & Clayton, J. (2009) 'Strangers in paradise'? Working-class students in elite universities, Sociology, 43(6), 1103–1121.

Reay, D., Gill, C. & John, C. (2010) 'Fitting in' or 'standing out': working-class students in UK higher education, British Educational Research Journal, 36(1), 107–124.

Bourdieu, P. & Passeron, J.-C. (1977) Reproduction in education, society and culture (London, Sage Publications).

Evans, B. (2013). How autism became autism. *History of the Human Sciences,* 26(3) 3-31. Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3757918/

Hume, K., Sreckovic, M., Snyder, K., & Carnahan, C.R. (2014). Smooth transitions helping students with autism spectrum disorder navigate the school day. *TEACHING Exceptional Children, 47*(1), 35-45.

Dillon, G., & Underwood, J. (2012). Parental perspectives of students with autism spectrum disorders transitioning from primary to secondary school in the United Kingdom. *Focus on Autism and Other Developmental Disabilities, 27*(2), 111-121.

Mandy, W. Murn, M., Baykaner, O., Staunton, S., Hellriegel, J., Anderson, S., & Skuse, D. (2016). The transition from primary to secondary school in mainstream education for children with autism spectrum disorder. *Autism*, 20(1), 5-13. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4702244/

Forest, E. J., Horner, R. H., Lewis-Palmer, T., & Todd, A. W. (2004). Transitions for young children with autism from preschool to kindergarten. *Journal of Positive Behavior Interventions, 6*(2), 103–112.

Aston, Des; Banks, Joanne & Shevlin, Michael. 2021. *Post-School Transitions for Students with Intellectual Disabilities in the Republic of Ireland*. Dublin: Trinity College Dublin. http://hdl.handle.net/2262/94978.

Corby, Deirdre; Taggart, Laurence & Cousins, Wendy. 2018. "The lived experience of people with intellectual disabilities in post-secondary or higher education". *Journal of Intellectual Disabilities* 24 (3): 339-357. SAGE Publications. doi:10.1177/1744629518805603.

Kubiak, John et al. 2021. "University Students with Intellectual Disabilities: Empowerment through Voice". *Education Sciences* 11 (10): 571. MDPI AG. doi:10.3390/educsci11100571.

Scanlon, Geraldine & Doyle, Alison. 2018. *Navigating the transition from school: Voices of young people and parents*. Progressing Accessible Supported Transitions to Employment(PASTE). Dublin: Dublin City University.

Scanlon, Geraldine & Doyle, Alison. 2021. "Transition stories: Voices of school leavers with intellectual disabilities". *British Journal of Learning Disabilities* 49 (4): 456-466. Wiley. doi:10.1111/bld.12433.

Trinity Access Website: https://www.tcd.ie/trinityaccess/research/

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 Emma Farrell
Dr Susan Killian Kennedy
Eilis Ni Chorcora
Des Aston
Dr Donatella Camedda