

MODULE SPECIFICATION

Module Title: Dyslexia: Advanced Professional Practice for specialist teachers	Level: 7	Credit Value: 30
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Module code: EDS703	Cost Centre: GAPE	JACS2 code: X360
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Semester(s) in which to be offered: 1/2	With effect from: September 2015
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Office use only: To be completed by AQSU:	Date approved: August 2012 Date revised: July 2016 Version no: 2
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Existing/New: Existing	Title of module being replaced (if any):
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Originating Academic area: Education	Module Leader: Sylvia Phillips
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Module duration (total hours) 300 hours	Status: core/option/elective Option (identify programme where appropriate):
Scheduled learning & teaching hours 30 hours contact	
Independent study hours 270 hours	

Percentage taught by Subjects other than originating Subject (please name other Subjects):	None
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Programme(s) in which to be offered:	PG Cert Ed (ALN) PG Dip Ed PG Dip Ed (ALN) MA Education MA Education (ALN)	Pre-requisites per programme (between levels):	<i>Teaching and Supporting Learners with Dyslexia</i> And Module <i>Insights into Dyslexia: Research-based Practice</i> *Advanced standing for those with the BDA ATS Certificate/Diploma
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Module Aims:

- To enhance the professional development of teachers of learners with dyslexia
- To provide a critical analytical overview of recent research into dyslexia and the implications for both the social and emotional development of learners with dyslexia and their education, learning and adult life.
- To achieve Specialist Teachers' Skills in assessing and reporting learners' specific learning difficulties.
- To enable teachers who already hold accreditation at Approved Teacher Status for the British Dyslexia Association (BDA) to meet the criteria for Associate Membership of the BDA (AMBDA).

Expected Learning Outcomes

At the end of this module, students should be able to:

1. Demonstrate a comprehensive understanding of, and critically appraise, research into dyslexia and the implications for learning and teaching
2. Demonstrate a systematic understanding and critical awareness of the theoretical underpinning and practical applications of psychometrics, with particular reference to the assessment of dyslexia and the cognitive abilities of learners.
3. Critically evaluate and reflect on a range of appropriate procedures for identifying and assessing specific learning difficulties / dyslexia
4. Apply knowledge of a range of effective interventions for learners experiencing dyslexia in order to implement, monitor and evaluate programmes of support.
5. Demonstrate an empathetic appreciation of the implications of social, emotional, behavioural and community issues for learners with dyslexia and their families.
6. Demonstrate a comprehensive understanding of techniques associated with the use of ICT for learners with dyslexia.
7. Identify issues associated with the 14-19 curriculum (or other current government / national developments) and their specific implications for dyslexic learners
8. Demonstrate a comprehensive understanding of legal and professional issues relevant to dyslexic learners and qualified deliverers.
9. Select, administer and interpret appropriate assessment procedures for diagnosing dyslexia / specific learning difficulties.
10. Prepare and disseminate reports based on their assessments.

Assessment: please indicate the type(s) of assessment (eg examination, oral, coursework, project) and the weighting of each (%). **Details of indicative assessment tasks must be included.**

- 1 Assessment portfolio:
3 diagnostic assessment reports based on a range of experiences / purposes. This includes one hour DVD of 'assessment' which is assessed by the course tutor. The tutor's report and student's self-evaluation will be included in the portfolio. The portfolio will include a critical commentary and justification of the procedures used with reference to relevant literature.
- 2 A Case Study of Teaching and Support for a learner with dyslexia. This will include an Appendix containing lesson plans for 12 hours of 1:1 teaching together with critical evaluations and analytic comments on learner's progress. One hour of this teaching will be recorded and assessed. (In the case of students who have not previously been assessed for 2 X 1-hour sessions there must be **two** DVDs each of 1 hour duration in order to meet the BDA requirements). Case Study must include rationale and reference to relevant research.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2,3,5,8, 10	Portfolio	70%		4,000
2	4,5,6,7,9	Case Study	30%		2,000 + lesson plans

Learning and Teaching Strategies:

The teaching and learning emphasis will be placed on the support for the dyslexic learner in the specific context, building upon the content knowledge of the BDA ATS requirements. Students will be provided with a variety of learning opportunities appropriate to a range of learning styles and the teaching methodologies will model the learning opportunities promoted by the module aims. Students will engage with a range of media including visual and auditory presentations and teaching will be conducted via direct and indirect methods including:

Lectures, workshops, seminars (tutor and student-led) and group tutorials/progress presentations.

These will be supported by:

Directed reading, case studies and video observations.

Students will be required to engage in the delivery and evaluative analysis of:

Directed practical activities including specialist teaching to their work-based cohorts and will be required to conduct a full diagnostic assessment of three learners presenting dyslexic-type / specific learning difficulties, producing an analytic and evaluative technical report. They will also plan, teach and evaluate 12 X 1-hour intervention sessions for **one** of the assessed learners and provide on-going developmental and progress reports for group analysis and discussion

Students will also be supported through tutorial, e-mail/Skype/telephone sessions.

Syllabus outline:

- Current research in dyslexia and implications for teaching and learning
- Psychometric assessment: principles and applications to cognitive and literacy assessments
- Assessment report writing including advising professionals and non-professionals supporting learners with dyslexia and writing diagnostic reports
- Overview and critique of recommended intervention programmes and strategies for learners with dyslexia (particularly literacy and numeracy)
- Social and emotional effects of dyslexia (self, families and others)
- The role of ICT
- Implications for the 14-19 curriculum (other current initiatives may replace this)
- Legal and professional issues.

Bibliography

Essential reading:

Backhouse, G. and Morris, K. (Ed.) (2008) *Dyslexia? Assessing and Reporting: The Patoss Guide*. London: Hodder Murray Education.

Kelly, K. and Phillips, S. (2011) *Multisensory Teaching for Learners with Dyslexia: Conquering Literacy*. London: Sage.

Reid, G. (2009) *Dyslexia: a Practitioner's Handbook*, 4th ed. Oxford: Wiley-Blackwell.

Singleton, C. (2009) *Intervention for Dyslexia*. Hull, UK: University of Hull.

Recommended reading:

Bennett, R. (2004) *Using ICT in Primary English Teaching*. Exeter: Learning Matters.

Brooks, G. (2007) *What works for pupils with literacy difficulties?* London: DCSF.

Burden, R. (2008) *Dyslexia and Self-Concept: A Review of Past Research with Implications for Future Action*. In Reid, G., Fawcett, A.J., Manis, F. and Siegel, L.S. (Eds.) *The Sage Handbook of Dyslexia*. London: Sage, 395-410.

Butterworth, B. and Yeo, D. (2004) *Dyscalculia Guidance*. Windsor: NFER- Nelson.

DFES (2004) *14-19: opportunity and excellence - progress report*. London: DFES.

Donovan, G. (2005) *Teaching 14-19: Everything you need to know*. London: David Fulton.

Johnson, M. (2001) *Results of monitoring of introduction of Multisensory Teaching System for Reading into four schools in Ireland. Report to Irish Ministry of Education, Dublin*. Manchester: MMU.

Nunes, T and Bryant, P. (2006) *Improving Literacy by Teaching Morphemes*. London: Routledge.

Lumby, J. and Foskett, N. (2005) *14-19 Education: policy, leadership and learning*. London: Sage.

Reid, G. and Fawcett, A.J. (Eds.) *Dyslexia in Context: Research, Policy and Practice*. London: Whurr,

Reid, G, Fawcett, A.J., Manis, F. and Siegel, L.S. (Ed.) (2008) *The Sage Handbook of Dyslexia*. London: Sage.

Reid, G. and Wearmouth, J. (2002) 'Issues for Assessment and Planning of Teaching and Learning' in *Dyslexia and Literacy: Theory and Practice*. London: Wiley.

Rice, M. and Brooks, G. (2004) *Developmental dyslexia in adults: a research review*. London: National Research and Development Centre for adult literacy and numeracy.

Turner, M. (1997) *Psychological Assessment of Dyslexia*. London: Whurr.

Snowling, M.J. and Hulme, C. (Eds.) *The Science of Reading: A Handbook*. Oxford: Blackwell

Torgeson, C., Brooks, G. and Hall, J. (2006) *A Systematic Review of the Research Literature on the Use of Phonics in the Teaching of Reading and Spelling*. London: DfES. Research Report RR711.