Wrexham Glyndŵr UNIVERSITY

MODULE SPECIFICATION PROFORMA

Module Title:	Insights into Dyslexia: Research Based Practice	**Level**:	7	**Credit Value**:	30

Module code:	EDS705	**Is this a new module?**	No	**Code of module being replaced**:	

Cost Centre(s):	GAPE	**JACS3 code**:	X360

With effect from:	September 17

School:	Social & Life Sciences	**Module Leader:**	David Thomas/Sylvia Phillips

Scheduled learning and teaching hours	30 hrs
Guided independent study	270 hrs
Placement	0 hrs
Module duration (total hours)	300 hrs

Programme(s) in which to be offered	Core	Option
MA Education (ALN-Dyslexia) Postgraduate Diploma Education (ALN-Dyslexia) Postgraduate Certificate Education (ALN-Dyslexia)	✓	☐

Pre-requisites
This module is a pre-requisite for EDS 706 and EDS 703. Successful completion of EDS 705 and 706 can lead to B.D.A. accreditation for ATS/APS (Approved Teacher/Practitioner Status). Modules EDS 705, 706 and 703 together meet the B.D.A. criteria for the award of AMBDA (Associate Member of the British Dyslexia Association).

Module Aims
- To examine critically theories and research into the nature and causation of dyslexia to establish a rationale for the assessment and teaching of learners with dyslexia;   - To consider critically how learners with dyslexia may differ from those not experiencing difficulties in acquiring language, literacy and numeracy.   - To analyse how models of processes involved in literacy acquisition may inform assessment and teaching of literacy with particular reference to learners with dyslexia.   - To develop skills in curriculum-based assessment when identifying and assessing specific learning difficulties / dyslexia as a basis for planning interventions.

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to demonstrate:		Key Skills	
1	A critical understanding of the nature of dyslexia, the research into its aetiology and issues arising including the concept of neurodiversity.	KS1	KS3
		KS6	
2	A critical appreciation of theoretical models of acquiring reading and spelling that include models of processing skills.	KS1	
		KS6	
3	Critical understanding of models and theories of typical development of language, literacy and numeracy and how learners with dyslexia may differ from those not experiencing difficulties in acquiring those skills.	KS1	
		KS3	
		KS6	
4	Empathetic appreciation of the possible effects of dyslexia on learners' social and emotional development.	KS1	
		KS7	
		KS6	

5	The ability to conduct an appraisal / assessment of learners using observations and assessments of attainments.	KS1	
		KS5	
		KS6	
6	Critical understanding of the contribution of ICT in the screening and support of learners with dyslexia.	KS1	
		KS4	

Transferable skills and other attributes

- The ability to communicate effectively the results of curriculum-based assessments in a written report for other professionals and parents.

- The ability to draw up an individual learning programme targeting a learner's needs.

- The ability to interpret the reports of other professionals in the light of their own assessments.

Derogations

Guidance: Enter any derogations that apply to this module and that have been approved by SQC (200 words maximum).

None

Assessment:

A case study of the assessment of a learner experiencing literacy difficulties with test results, an assessment report, action plan and recommendations for intervention. This must be supported by a critical and analytic rationale referencing current literature. This must include:

- Rationale for the assessment procedures used, referring to relevant literature;
- An assessment report of the literacy difficulties together with the raw data and recommendations for the school, parents and a specialist teacher;
- An individual learning plan;
- A short reflection on personal professional development and a critique of the assessment process.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1 - 6	Case Study	100%	n/a	5,000

Learning and Teaching Strategies:

The teaching and learning emphasis will be placed on supporting learners with dyslexia in their specific context. 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 and group tutorials.

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 and study tasks.

Syllabus outline:

The characteristics of dyslexia: effects on learning;
Theories of causation: implications for assessment/teaching;
A critical appraisal of models of literacy teaching in national programmes (Wales and
    England);
Language, literacy and numeracy development of learners with and without dyslexia;
Models of reading and spelling: implications for teaching;
Possible effects of dyslexia on social/emotional development;
Diagnostic/classroom-based assessment of literacy including cognitive processing skills;
Report writing for professionals and parents;
Writing individual learning plans.

Bibliography:

Essential reading

Kelly, K. and Phillips, S. (2016), *Teaching Learners with Dyslexia: A Multi-sensory approach.*
Second Edition. London: SAGE Publications Ltd.

Phillips, S. and Kelly, K. (2017), *Assessment of Learners with Dyslexic-Type Difficulties.*
Second Edition. London. SAGE Publications Ltd.

Reid, G. (2013), *Dyslexia: A Practitioner's Handbook*, Fifth Edition. Oxford: Wiley-Blackwell.

Rose, J. (2009), *Identifying and Teaching Children and Young People with Dyslexia and
Literacy Difficulties.* London: DFCS.

Other indicative reading

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.

Cain, K. (2010), *Reading Development and Difficulties.* Oxford: Blackwell.

Csépe. V. (2003), *Dyslexia: different brain, different behavior.* New York: Kluver Academic /
Plenum Publishers.

Gathercole, S.E. and Packiam-Alloway, T. (2008), *Working Memory and Learning.* London:
SAGE Publications Ltd.

Hulme, C. and Snowling, M.J. (2012), 'Learning to read: what we know and what we need to
understand better'. *Child Development Perspectives, 7,* (1): 1-5.

Leong, V. and Goswami, U. (2014), 'Assessment of rhythmic entrainment at multiple timescales in dyslexia: evidence of disruption to syllable timing'. *Hearing Research,* 308: 141-161.

Mather, N. & Wendling, B.J. (2012), *Essentials of Dyslexia Assessment and Intervention.* Holbroken: Wiley.

Norton, E.S., Beach, S.D. and Gabriell, J.D.E. (2014), 'Neurobiology of dyslexia'. *Current Opinion in Neuropsychology, Vol.* 30: pp. 73-78.

Pennington, B.F. (2006), 'From single to multiple deficits: models of developmental disorders'. *Cognition,* 101, (2), 385-413.

Reid, G. Fawcett, A, Manis, F & Siegel, L (ed.) (2008), *The Sage Handbook of Dyslexia*. London. SAGE Publications Ltd.

Rose, J. (2006), *An Independent Review of the Teaching of Early Reading*. London: DfES.

Snowling M.J. and Hulme, C. (ed.) (2005), *The Science of Reading: A Handbook.* Oxford: Blackwell.

Snowling M.J. and Stackhouse, J. (2013), *Dyslexia: Speech and Language: A Practitioner's Handbook.* Second Edition. London: Whurr.