

Warning: An incomplete or missing proforma may have resulted from system verification processing

Title: ANALYSIS & DESIGN OF MULTI-SENSORY LEARNING AND TEACHING APPROACHES
 Status: Definitive
 Code: **7001AEPMA** (104168)
 Version Start Date: 01-08-2019

Owning School/Faculty: Education
 Teaching School/Faculty: Education

Team	Leader
Carmel Arnold	Y
Jennifer Woods	

Academic Level: FHEQ7 **Credit Value:** 20 **Total Delivered Hours:** 22
Total Learning Hours: 200 **Private Study:** 178

Delivery Options

Course typically offered: Semester 1

Component	Contact Hours
Lecture	22

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Reflection	AS1	This module will be assessed by a reflective account which will involve the application of theory to practice. It will be equivalent to 4,000 words and further detail can be found in the Module Handbook	100	

Aims

Expand their knowledge and understanding of multi-sensory approaches to dyslexia

through learning based on engagement with current educational theory, research, policy and practice.

Develop critical professional practice through analysis of, reflection on, and engagement with this knowledge and understanding in their professional setting.

Develop professionally and personally through engagement with the module.

Learning Outcomes

After completing the module the student should be able to:

- 1 Identify professional development needs, using a practitioner enquiry approach to critically reflect on practice.
- 2 Display knowledge and critical understanding of key theoretical frameworks and concepts in dyslexia.
- 3 Critically analyse and synthesise research findings and other evidence to inform their practice in special educational needs.
- 4 Reflect on and evaluate the impact of their learning on professional practice, sharing knowledge in an appropriate way.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

CW	1	2	3	4
----	---	---	---	---

Outline Syllabus

Key concepts and theoretical frameworks relating to dyslexia

Context of dyslexia and other SEN: institutional, local, national and international

Auditing published multi-sensory materials in relation to user-friendliness, cost and suitability

Design and trial of materials

Audit of institutional practice and the implication of findings

Practitioner research approaches

Learning Activities

Learning activities will include tutor input, group discussions and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate.

Notes

This module provides a grounding in theory, research and practice for educational professionals with an interest in further developing their knowledge of dyslexia and

their ability to contribute to the improved educational outcomes.

Participants who have already attained 60 credits from modules 7027AEPSN and 7004AEPMA, together with Approved Teacher Status (ATS) from the British Dyslexia Association, may apply for Associate Membership of the British Dyslexia Association (AMBDA) on successful completion of both this module and 7002AEPMA.