Liverpool John Moores University

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Title: Teaching Learners with Dyslexia
Status: Definitive
Code: **7027AEPSN**   (119238)
Version Start Date: 01-08-2019

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

Team	Leader
Carmel Arnold	Y

Academic Level:	FHEQ7	**Credit Value:**	40	**Total Delivered Hours:**	42
Total Learning Hours:	400	**Private Study:**	358		

Delivery Options
Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	42

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	AS1	This module will be assessed through a critical reflection linking theory with practice. It will equal 8000 words and further details can be found in the Module Handbook	100	

Aims

To provide opportunities for educational professionals to:
Expand their knowledge and understanding of 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 this 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 dyslexia
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: institutional, local, national and international approaches to identification and assessment of dyslexia
Communication of assessment outcomes to learners, parents/carers and colleagues
Multisensory approaches to teaching and learning
Analysis of published programmes and consideration of individual need
The dyslexia-friendly learning environment and its impact on learner, teacher and the curriculum
Practitioner enquiry 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 developing their knowledge of dyslexia and their

ability to contribute to improved educational outcomes. The portfolio will be externally moderated by an assessor from the British Dyslexia Association (BDA) and participants may apply for Approved Teacher Status (ATS)