

Liverpool John Moores University

Title: Multisensory Literacy Programmes for Learners with Dyslexia
Status: Definitive
Code: **7103AEPDY** (124138)
Version Start Date: 01-08-2019

Owning School/Faculty: Education
Teaching School/Faculty: Teacher Education and Professional Learning

| Team | Leader |
|---------------|--------|
| Carmel Arnold | Y |

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

Delivery Options

Course typically offered: Summer

| Component | Contact Hours |
|-----------|---------------|
| Lecture | 4 |
| Seminar | 8 |
| Tutorial | 2 |
| Workshop | 8 |

Grading Basis: 50 %

Assessment Details

| Category | Short Description | Description | Weighting (%) | Exam Duration |
|------------|-------------------|--|---------------|---------------|
| Reflection | C/W | Written reflection on classroom practice (4500 words equivalent) | 100 | |

Aims

To enable students to engage with academic and research literature relating to effective intervention for learners with dyslexia
To explore a range of multisensory literacy programmes and their effectiveness.
To enable students to develop personally and professionally in relation to their practice

Learning Outcomes

After completing the module the student should be able to:

- 1 Critically review and analyse good practice in the teaching of literacy including the reading models on which intervention programmes are based
- 2 Critically appraise the principles underlying cumulative, structured, sequential multisensory teaching
- 3 Critically evaluate the design, delivery and monitoring of teaching programmes and resources to meet specific individual needs at a basic level in literacy, within the appropriate school curriculum

Learning Outcomes of Assessments

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

| | | | |
|------------|---|---|---|
| Coursework | 2 | 1 | 3 |
|------------|---|---|---|

Outline Syllabus

Review of causal theories of dyslexia and how these might inform intervention; consideration of how children learn to read; the principles and practice of multisensory teaching/programmes

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 course is part of the MA Advanced Educational Practice in Dyslexia and is designed to meet the professional needs of practitioners within the education sector.