

Liverpool John Moores University

Title: Current Issues in SEN:Dyslexia
Status: Definitive
Code: **7512MASEN** (119931)
Version Start Date: 01-08-2016

Owning School/Faculty: Education
Teaching School/Faculty: City College University

Team	Leader
Christopher O'Brien	Y

Academic Level: FHEQ7 **Credit Value:** 20 **Total Delivered Hours:** 21

Total Learning Hours: 200 **Private Study:** 179

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	21

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	Coursework: a reflective practice assignment of 4,000 words which involve the application of theory to practice	100	

Aims

*To provide opportunities for education professionals to:
Expand their knowledge and understanding of dyslexia through learning based on engagement with current educational theory, research 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 their own professional development needs, and plan, work towards, monitor and review personal learning goals.
- 2 Provide evidence of the capacity to critically examine and reflect on their own professional practice.
- 3 Display knowledge and critical understanding of key theoretical frameworks and concepts in dyslexia in educational settings.
- 4 Adopt a critical practitioner enquiry approach to their professional practice.
- 5 Analyse, critically reflect on and synthesise research findings in dyslexia and other evidence to inform their practice.
- 6 Reflect on and evaluate the impact of their learning on their professional practice.

Learning Outcomes of Assessments

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

Coursework	1	2	3	4	5	6
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Outline Syllabus

Key concepts and theoretical frameworks relating to dyslexia

Context of dyslexia: institutional, local, national and international

Communication of assessment outcomes to learners, parents/carers and colleagues

Multi-sensory approaches to learning and teaching

Analysis of published programmes and consideration of individual need

The dyslexia-friendly learning environment and its impact on the learner, teacher and curriculum

Practitioner enquiry approaches

Learning Activities

Learning activities will include tutor input, group discussion and activities. Learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate and focused work based practice, as appropriate.

Notes

This module, Current Issues in Special Educational Needs: (Dyslexia), provides a grounding in theory, research and practice for educational professionals with an interest in developing their capabilities and their ability to contribute to improved educational outcomes for this group of pupils and students.