COURSE OUTLINE

"Learning Difficulties" (PSYED504)

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL & HUMANITIES (LIMASSOL UNIVERSITY) & SCHOOL OF HEALTH AND WELFARE SCIENCES (WEST ATTICA UNIVERSITY)
SECTION	DEPARTMENT OF EDUCATIONAL SCIENCES & DEPARTMENT OF BIOMEDICAL SCIENCES
LEVEL OF STUDIES	MA
COURSE CODE	PSYED504 **SEMESTER OF STUDY** B΄
COURSE TITLE	**Learning Difficulties**

INDEPENDENT TEACHING ACTIVITIES _where credit is awarded for discrete parts of the course e.g. lectures, laboratory exercises, etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number of credits_	WEEKLY TEACHING HOURS	CREDIT UNITS
LECTURES AND LABORATORY EXERCISES	3	10
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in (d).		

TYPE OF _general background, special background, specialization general knowledge, skills development_	_General_
PREREQUISITE COURSES:	-
LANGUAGE OF TEACHING AND EXAMINATION:	GREEK
THE COURSE IS OFFERED TO STUDENTS	NO
ELECTRONIC COURSE PAGE (URL)	https://moodle.uol.ac.cy/login/index.php

(2) LEARNING OUTCOMES

Learning Outcomes
The learning outcomes of the course are described as the specific knowledge, skills and competences of an appropriate level that students will acquire after successful completion of the course.
Consult Annex A
- _Description of the Level of Learning Outcomes for each cycle of study according to the Qualifications Framework of the European Higher Education Area_
- _Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B_
- _Learning Outcomes Writing Guide_

This course aims to introduce and familiarize students with "Learning Difficulties", a discipline that combines cognitive neuroscience, psychology and education. In particular, through this course, students will become familiar with the different types of learning difficulties and the ways of managing such difficulties to ensure a quality learning process. Through assignments and discussions in the course, will be challenged to engage in critical thinking about whether knowledge about learning difficulties can indeed guide the development of learning

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strategies and teaching methods to the point of providing useful benefits.
Specifically, students after successful completion of the course will have acquired basic and sufficient knowledge about

- the different types of learning difficulties and how they define learning.
- the international literature on learning disabilities.
- the intervention programmes that are appropriate for each learning difficulty.
- the use of the DSM-5 in terms of assessment criteria for learning disabilities.

General skills

Taking into account the general competences that the graduate should have acquired (as listed in the Diploma Supplement and listed below), which one(s) does the course aim at?

Search, analysis and synthesis of data and information, using the necessary technologies	*Project planning and management*
	Respect for diversity and
Adapting to new situations	*Respect for the natural environment*
Decision-making	*Demonstrate social, professional and ethical responsibility and*
Autonomous work	*sensitivity to gender issues*
Teamwork	*Exercise of criticism and self-criticism*
Working in an international environment	*Promoting free, creative and inductive thinking*
Working in an interdisciplinary environment	*......*
Generating new research ideas	*Other...*
	....

The course aims to:
- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Autonomous work
- Teamwork
- Working in an interdisciplinary environment

(3) COURSE CONTENT

LECTURE-UNITS:

1. Sensory Difficulties - Vision Problems.
The aim of the module is for students to learn about visual impairment and its relationship with the learning process and to acquire skills for the development of support and integration programmes for students with visual impairment in the classroom and in society.

2. Sensory Difficulties - Hearing Problems.
The aim of the module is for students to learn about auditory disability and its relation to the learning process. At the same time, it was intended to discuss the support and integration programmes for students with hearing impairment in a school and social context, as well as ways of raising awareness and social sensitization regarding hearing impairment.

3. Dysarithmosis.
The aim of the module is for students to learn about dyscalculia and its relationship with learning and to critically discuss intervention methods aimed at enhancing the learning process in people with dyscalculia.

4. Attention Deficit Disorder and Hyperactivity Disorder.
The aim of the module is for students to learn about ADHD, its causes and characteristics as defined by the DSM-5.

5. Students on the Autistic Spectrum.

The aim of the module is for students to become familiar with AF, its causes and characteristics as defined by DSM-5.

6. Intellectual Disability and Down Syndrome.
The aim of the unit is for students to learn about intellectual disability and its relation to the learning process as well as to become familiar with Down's syndrome, its specific characteristics and the learning difficulties that accompany it.

7. Williams syndrome.
The aim of this unit is for students to learn about Williams syndrome, its specific characteristics and the learning difficulties that accompany it. At the same time, in this module it is considered necessary to critically discuss the support and integration programmes for students with Williams syndrome as well as to discuss the ways of informing and raising social awareness of people with Williams syndrome

8. Turner syndrome.
The aim of this unit is for students to learn about Turner syndrome, its specific characteristics and the learning difficulties that accompany it. At the same time, in this module it is considered necessary to critically discuss the support and integration programmes for students with Turner syndrome as well as to discuss the ways of informing and raising social awareness of people with the syndrome.

9. Dyspraxia.
The aim of the module is for students to learn about dyspraxia and the possible learning difficulties that accompany it. At the same time, it is important to promote discussion around social awareness and support programmes.

10. Chronic Diseases.
The aim of the module is for students to learn about the different types of chronic conditions and the possible learning difficulties that accompany them

11. Emotional and Behavioural Disorders.
The aim of the module is for students to become familiar with the process of diagnosing emotional and behavioural disorders, recognising their relationship with learning.

12. Gifted Students.
The aim of the module is for students to understand the importance of early diagnosis and use of appropriate assessment tools for the evaluation of giftedness and learning difficulties. At the same time, the module familiarises students with critical discussion of educational practices to support gifted students with or without learning difficulties.

13. Minority students.
The aim of the module is for students to understand the relationship between minority students and learning difficulties.

(4) TEACHING and LEARNING METHODS - EVALUATION

METHOD OF DELIVERY *Face-to-face, Distance learning, etc.*	Distance
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in Teaching, Laboratory Training, Communication with students*	ICT and their use in education are the subject of the course and are therefore used extensively in Teaching, Laboratory Training, Communication with students.

ORGANISATION OF TEACHING *The way and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & Analysis of Literature, Tutoring, Practical (Placement), Clinical Exercise, Artistic Workshop, Interactive teaching, Educational visits, Study visits, Project work, Writing work / assignments, Artistic creation, etc.* *The student's hours of study for each learning activity and the hours of unguided study according to ECTS principles are indicated.*		
	Activity	*Semester workload*
	Lectures	*39*
	Laboratory exercises	*13*
	Interactive Teaching	*13*
	Study & Literature Analysis	*26*
	Study preparation	*26*
	Job Writing	*36*
	Independent Study	*47*
	Total	**200**

| **STUDENT ASSESSMENT**
Description of the evaluation process

Language of Evaluation, Evaluation Methods, Formative or Inferential, Multiple Choice Test, Multiple Choice Test, Short Answer Questions, Test Development Questions, Problem Solving, Written Work, Report, Oral Examination, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other

Explicitly identified assessment criteria are stated and if and where they are accessible to students. | *Weekly interactive activities (20% in total):On a weekly basis, students will have the opportunity to interact with the teacher, other students and/or other relevant stakeholders to complete certain activities. These activities are an integral part of the course and help the student understand and assimilate each week's material. The instructor will select 10 interactive activities prior to the start of the course that will count towards the final course grade, each worth 2% of the grade. The remaining interactive activities will be available for students to complete (but will not contribute to their final grade) to facilitate self-assessment and to aid in-depth learning.*

Individual and/or collaborative work (30%): the instructor will assign the students an individual and/or collaborative project and will be evaluated according to the rubric of the project.

Final examination (50%): the final examination will assess the students' understanding of the learning objectives set for the course and their ability to apply their knowledge to real-life scenarios in the field of Special Education and New Technologies. |

(5) RECOMMENDED-BIBLIOGRAPHY

- Suggested Bibliography:

Bull, M. J. (2020). down syndrome. *new journal of medicine*, *382*(24), 2344-2352.

Jones, B. A., & Hensley-Maloney, L. (2015).Meeting the Needs of Students with Coexisting Visual Impairments and Learning Disabilities.Intervention in School and Clinic, 50(4), 226-233. https://doi.

Li, T., Cheng, D., Chen, C., Gong, G., Lv, J., & Zhou, X. (2023). Altered resting-state functional connectivity in the prefrontal cortex is related to the development of dyscalculia in patients with Turner syndrome.*Psychiatry and Clinical Neurosciences*

Van Loan, C. L., & Garwood, J. D. (2020). Facilitating high-quality relationships for students with emotional and behavioral disorders in crisis.*Intervention in School and Clinic*, *55*(4), 253-256

Zaheer, I., Maggin, D., McDaniel, S., McIntosh, K., Rodriguez, B. J., & Fogt, J. B. (2019). implementation of promising practices that support students with emotional and behavioral disorders.*Behavioral Disorders*, *44*(2), 117-128

- Related scientific journals:
Journal of Disability Policy Studies
Disability & Society
Canadian Journal of Disability Studies
International Journal of Disability, Development and Education
Scandinavian Journal of Disability Research
Journal of Learning Disabilities
behavioural disorders