

COURSE OUTLINE

(1) GENERAL

SCHOOL	Faculty of Social Sciences		
ACADEMIC UNIT	Department of Psychology		
LEVEL OF STUDIES	Undergraduate Courses		
COURSE CODE	C 3319	SEMESTER	F
COURSE TITLE	LEARNING DIFFICULTIES		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	4
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Field		
PREREQUISITE COURSES:	EDUCATIONAL PSYCHOLOGY		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=1362		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>The purpose of the course is to provide a comprehensive introduction to the complex field of Learning Difficulties and the concern that has been developed for conceptual clarification of the field of Learning Difficulties, the etiology, the dimensions of assessment and treatment.</p> <p>What Students should be able to do after reading:</p> <ol style="list-style-type: none"> I. Be able to differentiate Learning Difficulties from other students' learning problems at school. II. Understand the nature and causes of learning difficulties. III. Describe the characteristics of students with learning difficulties. IV. Evaluate the early signs of learning difficulties and the role of early intervention. V. Be aware of the consequences that learning difficulties may have on

- students' emotional and social interaction.
- VI. Understand the importance of interdisciplinary collaboration in assessing and addressing learning difficulties at school.
- VII. Understand the importance of systemic intervention in the school context.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- Data and Information' seeking, analyzing and synthesizing using the appropriate technologies.
- Adapting to new situations
- Decision-making
- Team work
- Respect for diversity and multicultural.
- Exhibition of social, professional and moral responsibility and sensitivity to gender issues.
- Exercise of criticism and self-criticism
- Free, creative and inductive thinking promotion.

(3) SYLLABUS

1. Introduction. Defining Learning Difficulties. The history of Learning Difficulties. Epidemiologic data
2. Delimiting Learning Difficulties. Profile of students with learning difficulties. Classification and causes
3. Learning Difficulties and Social-Cultural Environment.
4. Early evidence of Learning Difficulties. Early intervention. The role of the school.
5. Learning Difficulties in reading.
6. Learning Difficulties in Writing.
7. Learning Difficulties in Mathematics.
8. Assessment of Learning Difficulties. Differences between Teachers' Assessment and Diagnostic Assessment. The role of the Diagnostic Centers in the assessment, diagnosis and intervention process.
9. ADHD and learning difficulties.
10. Other difficulties that coexist with Learning Difficulties.
11. Teaching approaches / interventions at school to address learning difficulties.
12. Collaboration between teachers, school and family in addressing learning difficulties.

13. Legislative Framework and Learning Difficulties.

(1) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face.		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching E-Learning		
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload	ECTS
	<i>Lecture</i>	39	1,56
	<i>fieldwork</i>	8	0,32
	<i>Study and analysis of bibliography</i>	50	2,00
	<i>Final written exams</i>	3	0,12
	<i>Course total</i>	100	4,00
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written Exams (100%) Assessment is in Greek. For Erasmus students in English.		

(2) ATTACHED BIBLIOGRAPHY

Basic

British Dyslexia Association, BDA (2005). *Dyslexia-Friendly Schools and classes*.

Reading: BDA.

Bronfenbrenner, U., & Morris, P.A.(1998). The ecology of developmental processes.

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Fletcher, J., Shaywitz, S., Shankweiler, D., Katz, I., Liberman, I., Steubing, K., et al. (1994). *Cognitive profiles of reading disability: Comparisons of discrepancy*

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- Vellutino, F. R., Scanlon, D. M., Zhang, H., & Schatschneider, C. (2008). Using response to kindergarten and first grade intervention to identify child at risk for long-term reading difficulties. *Reading and Writing: An Interdisciplinary Journal*, 21, 437–480.
- Verhoeven, L., & Perfetti, C. (2017). *Learning to Read across Languages and Writing Systems*. U.K.: Cambridge University Press.
- Wagner, R., Torgesen, J., & Rashotte, C. (1999). *Comprehensive Test of Phonological Processing*. Austin, TX: Pro-Ed.