

COURSE OUTLINE

1. GENERAL

SCHOOL	SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	<i>UNDERGRADUATE</i>		
COURSE CODE	PSY3203	SEMESTER OF STUDY	6th
COURSE TITLE	Learning Disabilities		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
Lectures, Case Studies, Screening Tool Simulations, Group Activities	3	4	
COURSE TYPE	Scientific Area- Elective		
PREREQUISITE COURSES:	EDUCATIONAL PSYCHOLOGY		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=1633		

2. LEARNING OUTCOMES

Learning Outcomes
<p>In this course, students will delve into the field of Learning Disabilities. The course is divided into four thematic units: a) the conceptual clarification of the term, the historical development, and the problems of definition and delimitation; b) the characteristics, implications, and causal hypotheses of students with learning difficulties; c) the identification criteria, the evaluation process, and the interdisciplinary cooperation required in both assessment and intervention and d) the treatment of Learning Difficulties (teaching approaches, adaptation of curricula and individualized programs).</p> <p>Upon successful completion of this course, students should be able to:</p> <ul style="list-style-type: none"> ● Understand the nature and causes of Learning Disabilities. ● Differentiate Learning Disabilities from other difficulties, such as low performance. ● Describe the characteristics of students with Learning Disabilities. ● Recognize the early signs of Learning Disabilities. ● Explain the impact that students with Learning Disabilities may have on emotional state and social interaction. ● Support the importance of interdisciplinary collaboration in the assessment and treatment of Learning Difficulties at school. ● Bridge theoretical knowledge with the assessment and remediation. ● Reflect on the ethical implications and practical applications of assessment in the field of

Learning Disabilities.

- Formulate judgments that include reflection in the assessment of students with Learning Difficulties and other concomitant difficulties.

General Competences

- Seeking, analyzing and composing data and other information through the development of appropriate skills and knowledge
- Decision-making
- Respect of the different and the multicultural students' background
- Building social, professional and moral responsibility and sensitivity as future psychologists
- Criticism and self-criticism
- Production of free, creative and inductive thinking

3. SYLLABUS

The course content is linked to the five core pillars of the curriculum: **Scientific Foundations [1], Scientific Research and Critical Thinking [2], Ethics and Social Responsibility [3], Communication Skills [4], and Basic Preparation for Career Decisions and Professional Development [5]**

1. Introduction to the field of Learning Disabilities. Are Learning Disabilities real? [1]
2. Classification and definition of Learning Disabilities: The problem of identification.[1, 2]
3. Characteristics of students with Learning Disabilities in preschool and school age. The orthographic systems. [1, 2]
4. Assessment of Learning Disabilities.[1, 2, 3, 4, 5]
5. Effective instruction for students with Learning Disabilities: A multi-Tiered System of Supports. [1, 2, 3, 4, 5]
6. Word-level Reading Disabilities. [1, 2, 3, 5]
7. Text-Level of Reading Disabilities.[1, 2, 3, 5]
8. Mathematics Disabilities. [1, 2, 3, 5]
9. Written Expression Disabilities. [1, 2, 3, 5]
10. Teaching cognitive and meta cognitive strategies to students with Learning Disabilities. [1, 2, 3, 4, 5]
11. Effective interventions to address Learning Disabilities.[1, 2, 3, 4, 5]
12. Conclusions, resolving questions and instructions/feedback [1, 2, 3, 4, 5]

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face in class		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES	<ul style="list-style-type: none"> •Use of ICT in teaching • Slides and video demonstrations, course notes and other educational material relevant to the course can be accessed through the E-learn online platform 		
TEACHING METHODS	Activity	Semester Workload (hours)	ECTS credits

	Course meetings	39	1,56
	Independent study	60	2,4
	Final exams	3	0,12
	Total course	102	4,08
STUDENT PERFORMANCE EVALUATION	<p>Written final exam: Elaborative questioning, and problem-solving questions (100%)</p> <p>Evaluation criteria are accessible to students via the website of course on the UoC e-learn platform. In addition, they are presented during the introductory lecture.</p>		

5. ATTACHED BIBLIOGRAPHY

Fletcher, J. M., Reid Lyon G., Fuchs, L. S., & Barnes, M.A. (2019). *Learning Disabilities: From identification to Intervention*. Guilford Publications.

Kilpatrick, D. A., Joshi, R. M., & Richard K. Wagner, R. K. (2019). *Reading Development and Difficulties : Bridging the Gap Between Research and Practice*. Springer.

Reid, R., Lienemann, T. O., & Hagaman, J. L. (2013). *Strategy Instruction for students with learning disabilities*. The Guilford Press.

-Related scientific journals:

- *Annals of Dyslexia Journal*

- *Journal of Learning Disabilities*