

Study-Units Database

Study-Unit Details for PSY5629

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Study-Unit Code	PSY5629
Title	Barriers to Learning Development
Level	05 - Postgraduate Modular Diploma or Degree Course
ECTS Credits	5
Department	Psychology
Description	<p>This study-unit will provide an opportunity for participants to deepen their understanding of barriers to learning arising from both within-child impairments and social and instructional inadequacies. It will include consideration of theory and research on the challenges arising from different forms of impairment and learning and social and emotional difficulties as well the impact of social attitudes, structures and processes within the social model of disability.</p> <p>A variety of strategies will be discussed for assessing individual and contextual barriers and supporting successful learning by all children and young people whatever their background and characteristics. The use of differentiated teaching and technology in supporting instruction will also be discussed.</p> <p>Study-unit Aims:</p> <p>This study-unit is aimed at enabling participants to develop a strong commitment to and competence in helping individuals, families and schools to overcome a variety of barriers to the learning and development of children and young people. Participants will develop an understanding and competence in the use of various strategies for the assessment of different impairments and learning difficulties as well as strategies for overcoming such difficulties. They will be able to assess how mismatches between learners' strengths and needs and contextual characteristics hinder learning and development. They will be enabled to consider the use of a variety of strategies for developing diversity friendly learning environments and instructional processes, including use of technology, that will enable access to learning for all children and young people for the development of each one's potential.</p> <p>Learning Outcomes:</p> <p>1. <u>Knowledge & Understanding:</u></p> <p>By the end of the study-unit the student will be able to:</p>

- Demonstrate a deep and wide understanding of how various forms of impairment can become a source of hindrance to learning;
- Demonstrate a critical understanding of the challenges and strengths that may be experienced by children and young people with sensory impairments;
- Demonstrate a critical understanding of the challenges and strengths that be experienced children and young people with physical impairments;
- Demonstrate a critical understanding of the challenges and strengths that may be experienced by children and young people with communication difficulties and autism spectrum conditions;
- Demonstrate a critical understanding of the challenges and strengths that may be experienced by children and young people with mild, moderate and severe learning difficulties;
- Demonstrate a critical mastery of theories and research on intervention at individual and contextual levels for successful learning by all children and young people whatever their characteristics;
- Evaluate critically the pros and cons of the use of diagnostic labeling of children;
- Demonstrate a critical approach to the medical and social models of disability and their implications for children's educational opportunities;
- Demonstrate a critical understanding of universal design for learning and the organization of differentiated teaching;
- Demonstrate a critical understanding of the use of assistive technology for successful learning by all;
- Demonstrate a critical understanding of how different forms of teamwork can facilitate assessment and support for all children and young people to make progress within an inclusive education system.

2. Skills:

By the end of the study-unit the student will be able to:

- Demonstrate a commitment to social justice and a belief in the potential of all children and young people to learn and make progress and enhance their quality of life;
- Demonstrate competence in diagnosis and assessment of the major forms of impairment, learning and socio-emotional difficulties;
- Demonstrate competence in the evaluation of the barriers to learning arising from different impairments and learning difficulties, including physical and sensory impairments, learning difficulties, socio-emotional difficulties, and other developmental disabilities;
- Demonstrate competence in supporting the learning and development of all children and young people to overcome any barriers to learning and development;
- Evaluate of the adequacy of learning environments and curriculum and instructional structures and processes for the well being, development, and learning of all children and young people;
- Demonstrate competence in the design of assessment of barriers to learning arising from the mismatch of individual characteristics and contextual situations;
- Demonstrate skills in effective participation in Individual Educational Planning with families and schools to enable individual children and young

	<p>people to access education and develop their potential; - Design interventions at classroom, school, and education system levels for the development of more inclusive teaching and school environments.</p> <p>Main Text/s and any supplementary readings:</p> <p>Florian, L. (Ed.). (2014). The Sage handbook of special education (2nd ed.).London: Sage.</p> <p>Matson, J.L., Andrasik, F., & Matson, M.L. (Eds.) (2009). Assessing childhood psychopathology and developmental disabilities.New York: Springer.</p> <p>Turnbull, A., Turnbull, R., Wehmeyer, M.,L., & Shogren, K.A. (2012). Exceptional Lives: Special Education in Today's Schools (7th ed). Pearson.</p>														
Rules/Conditions															
Additional Notes	Pre-Requisite qualifications: BPsy(Hons)														
Study-Unit Type	Lecture and Seminar														
Method of Assessment	<table><tr><th>Assessment Component/s</th><th>Assessment Due</th><th>Resit Availability</th><th>Weighting</th></tr><tr><td>Presentation (25 Minutes)</td><td>SEM2</td><td>Yes</td><td>20%</td></tr><tr><td>Assignment</td><td>SEM2</td><td>Yes</td><td>80%</td></tr></table>	Assessment Component/s	Assessment Due	Resit Availability	Weighting	Presentation (25 Minutes)	SEM2	Yes	20%	Assignment	SEM2	Yes	80%		
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Occ. (Occurrence): 'A', 'B', 'C', 'D' etc. indicates the number of times the study-unit is offered during a semester, 'A' being the first occurrence. Occurrences that have two characters and end with 'E' relate to units offered for evening courses (e.g. 'AE', 'BE' ...etc). 'S' occurrences relate to units spread over more than 1 academic year (for example, a study-unit commencing in Semester 2 of 2018/9 and finishing in Semester 1 of 2019/0).

Target: The maximum number of students who can register for the study-unit.

Actual: The number of students currently registered for the study-unit.

It should be noted that all the information in the study-unit description above applies to the academic year 2019/0, if study-unit is available during this academic year, and may be subject to change in subsequent years.

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