

SPECIFIC DEVELOPMENTAL LEARNING DIFFICULTIES

(1) GENERAL

SCHOOL	SCHOOL OF HEALTH SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF SPEECH AND LANGUAGE THERAPY		
LEVEL OF STUDIES	UNDERGRADUATE PROGRAMME (LEVEL 6)		
COURSE CODE	slt – 35	SEMESTER	3
COURSE TITLE	SPECIFIC DEVELOPMENTAL 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
Lectures		2	5
Interactive Teaching		1	
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek & English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	www.slt.ioa.teiep.gr		

(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 lesson comprises the basic introductory lesson in a multifactorial and interdisciplinary study of Specific Developmental Learning Difficulties (SDLD).</p> <p>The material of the lesson aims at the introduction of students to the definition of SDLD, the attributes and theories that are related to them in the frame of diagnosis as well as intervention.</p> <p>The main aims of the lesson are the following: (i) the understanding by the students of the kinds and tools of assessment, through an interdisciplinary team, of methods and programs of intervention in individuals with SDLD as it regards the acquisition of written speech as well as the individual's social behavior and psycho-emotional development, and (ii) the students'</p>
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familiarization with the international research data related to SDLD.

On the successful completion of the lesson the student will be able to:

- Understand the subject of SDLD and the sections of reference. (Level 1 – 3: Knowledge, Skills, Ability)
- Acquire capacities of definition and intervention in SDLD. (Level 1 – 3: Knowledge, Skills, Ability)
- Acquire critic thinking and capacity of flexibility and imaginativeness as to the range of learning disorders. (Level 1 – 3: Knowledge, Skills, Ability)
- Understand the genetic, neurophysiological, psycho-emotional and social-cultural mechanisms and their interactions during the onset and management of SDLD. (Level 1 – 3: Knowledge, Skills, Ability)
- Understand the terms and definitional particularities of the subject of SDLD. (Level 1 – 3: Knowledge, Skills, Ability)
- Familiarize with techniques of assessment and diagnosis of symptomatology aiming to the formation of correct SDLD profiles. (Level 1 – 3: Knowledge, Skills, Ability)
- Familiarize with the intervention material of SDLD and to adopt proper techniques of application. (Level 1 – 3: Knowledge, Skills, Ability)

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>

- *Demonstrate social, professional and ethical responsibility and sensitivity to gender issues*
- *Decision-making*
- *Work in a multidisciplinary environment*
- *Respect for difference and multiculturalism*
- *Criticism and self-criticism*
- *Promotion of free, creative and inductive thinking*

(3) SYLLABUS

The course is developed in 13 sections:

1. Specific Developmental Learning Difficulties (SDLD)-Theoretical approaches
2. Interdisciplinary approach of SDLD
3. Diagnostic criteria of SDLD according to international diagnostic systems
4. Clinical characteristics of SDLD
5. Multifactorial approach of SDLD
6. Age Periods-Clinical profiles

<p>7. SDLD and neurophysiological factors</p> <p>8. SDLD and genetic factors</p> <p>9. SDLD and mental disorders</p> <p>10. Early diagnosis and intervention</p> <p>11. Diagnostic tools</p> <p>12. Methods of intervention</p> <p>13. Use of N/T in SDLD</p>

(4) TEACHING and LEARNING METHODS - EVALUATION

<p>DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face														
<p>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Use of ppt in teaching, use of moodle platform in communication with students														
<p>TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>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.</i> <i>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></p>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Semester workload</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>26</td> </tr> <tr> <td>Interactive Teaching</td> <td>13</td> </tr> <tr> <td>Presentation/Discussion of Educational film</td> <td>20</td> </tr> <tr> <td>Writing work</td> <td>30</td> </tr> <tr> <td>Study and analysis of literature</td> <td>25</td> </tr> <tr> <td>Course total</td> <td>125</td> </tr> </tbody> </table>	Activity	Semester workload	Lectures	26	Interactive Teaching	13	Presentation/Discussion of Educational film	20	Writing work	30	Study and analysis of literature	25	Course total	125
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<p>STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>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</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>I. Written final exam (60%) comprising: - Multiple-choice questions</p> <p>II. Individualized Projects (20%)</p> <p>III. Mid-term evaluation (20%)</p> <p>Specifically-defined evaluation criteria are given, and they are accessible to students in moodle</p> <p>The final exams will be offered in Greek & English</p>														

(5) ATTACHED BIBLIOGRAPHY

<p>- Suggested bibliography:</p> <p>1. Elliott, J. & Grigorenko, E. (2014). <i>Dyslexia Debate</i>. (Eds. Zakopoulou, V.), Patra Gotsis.</p> <p>2. Polychroni, F., Chatzihristou, H, Bibou, A. (Eds.) (2010). <i>Specific Learning Difficulties. Dyslexia</i>. Athens Hellinika Grammata</p> <p>3. Karpathiou, H. (2006). <i>Learning Difficulties of type of Dyslexia</i>. Athens Karametos.</p>

-Related academic journals:

- *Australian Journal of Learning Difficulties:*
<https://www.tandfonline.com/loi/rald20>
- *Research in Developmental Disabilities:*
<https://www.journals.elsevier.com/research-in-developmental-disabilities/>
- *Dyslexia:*
<https://onlinelibrary.wiley.com/journal/10990909>
- *Annals of dyslexia:*
<https://link.springer.com/journal/11881>