

SEMINAR: LEARNING DISORDERS AND DEVELOPMENTAL DISORDERS

(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 – 84	SEMESTER	8
COURSE TITLE	SEMINAR: LEARNING DISORDERS AND DEVELOPMENTAL DISORDERS		
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	4
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
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 study of learning disorders in developmental disorders.</p> <p>The material of the lesson aims at the introduction of students to the comprehension of the role of learning disorders in developmental disorders in the frame of diagnosis as well as of intervention.</p> <p>The main aim of the lesson is the students to understand those specific sections in which the learning disorders are referred, with regard the developmental disorders.</p> <p>To this, theoretical approaches of learning process will be used along with the presentation of clinical cases with developmental and learning disorders.</p> <p>Through the lesson, students will be familiarized with the kinds of developmental disorders while through the presentation of clinical cases they will understand the consequences of learning disorders in psycho-emotional, social and educational development of the individual</p>

with developmental disorders.

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

- Understand the sections of reference of learning disorders in developmental disorders. (Level 1 – 3: Knowledge, Skills, Ability)
- Acquire capacities of diagnosis and intervention in learning disorders per specific kind of developmental disorders and in comorbidity. (Level 1 – 3: Knowledge, Skills, Ability)
- Correlate the role of genetic, neurophysiological, psycho-emotional and social-cultural mechanisms during the onset of learning disorders in each kind of developmental disorders. (Level 1 – 3: Knowledge, Skills, Ability)
- Familiarize with techniques of educational assessment and reeducation of learning disorders in developmental disorders. (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*
- Work in an international 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. Learning disorders-Theoretical approaches
2. Developmental disorders-Theoretical approaches
3. Learning disorders and Intellectual Developmental Disorder
4. Learning disorders and Communication Disorders
5. (4.1) Learning disorders and Language Disorder
6. (4.2) Learning disorders and Speech Sound Disorder, Stuttering, Social Pragmatic Communication Disorder

7.	Learning disorders and Autism spectrum disorder
8.	Learning disorders and ADHD
9.	Learning disorders and neurodevelopmental motor disorders / Developmental Coordination Disorder
10.	(9.1) Learning disorders and Stereotypic Movement Disorder and Tic Disorders
11.	Learning disorders and Specific Learning Disorder
12.	Educational assessment-Case studies
13.	Educational intervention- Case studies

(4) 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 ppt in teaching, use of moodle platform in communication with students	
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.</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>	Activity	Semester workload
	Lectures	26
	Presentation/Discussion of Educational film	20
	Writing work	30
	Study and analysis of literature	24
	Course total	100
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,</i>	I. Written final exam (60%) comprising: - Multiple-choice questions II. Individualized Projects (20%) III. Mid-term evaluation (20%) Specifically-defined evaluation criteria are given, and they are accessible to students in moodle	

<p><i>problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>The final exams will be offered in Greek</p>
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(5) ATTACHED BIBLIOGRAPHY

<p>- <i>Suggested bibliography:</i></p> <ol style="list-style-type: none"> 1. Vlachos, F.M. (Eds.) (2018). Brain, learning, and Special Education. Athens Gutenberg 2. Hegde, N. M. (2019). (Eds. Zakopoulou, V.) <i>Hegde's Pocket Guide to Communication Disorders (2nd Ed.)</i>. Athens Parisianou 3. Papageorgiou, V.A. (2005). Psychiatric for children and adolescents. Thessaloniki University Studio Press. 4. Soulis, S.-G. (2002). Pedagogy of Integration. Athens Tipothito. <p>- <i>Related academic journals:</i></p> <ul style="list-style-type: none"> • <i>Research in Developmental Disabilities:</i> https://www.journals.elsevier.com/research-in-developmental-disabilities/ • <i>European Journal of Special Needs Education:</i> https://www.tandfonline.com/loi/rejs20 • <i>International Journal of Developmental Disabilities:</i> https://www.tandfonline.com/loi/yjdd20 • <i>Journal of Childhood & Developmental Disorders:</i> childhood-developmental-disorders.imedpub.com
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