

MSc Inclusive Education

Course Descriptors (New courses)

Organiser	Course code	Course title
Holly Linklater		Inclusive Pedagogy
John Ravenscroft		Cerebral Visual Impairment

Course Descriptor: MSc Inclusive Education

Course Title

Inclusive Pedagogy

Course Outline

School	School of Education	College	Humanities and Social Science
Course type	Standard	Availability	To all students
Credit level (Normal year)	SCQF Level 11	Credits	20
Home subject area	Education	Other subject area	None
Course website	None	Taught in Gaelic?	No
Course description	<p>This course will introduce and explore the complex relationship between the principled ambition for inclusive education and classroom practice, including consideration of implications for a range of stakeholders and education policy.</p> <p>Sessions will be designed to enable students to learn about the development of inclusive education, and examine the current evidence base that has informed current understandings of how and why inclusive education systems can and should be possible. Students will explore principles relevant to understandings of teaching and learning that do not rely on determinist notions of ability, or conformity in terms of attainment. Particular attention will be given to identifying how to critically engage with evidence of practice in ways that reveal how practice might inadvertently (as well as intentionally) stigmatise or marginalise diverse groups of young people. This will reflect national and international commitments to the education of all children and young people together, within communities.</p> <p>This knowledge and understanding will provide the context for exploration of relevant practical and political pedagogical realities such as: the phenomena of the widening attainment gap; the correlation between poverty and underachievement; how schools identify and support children recognised as having additional support needs; the need for specialist expertise, and how to access it. Attention will be paid to curriculum and assessment, as well as functional and strategic methods for inclusive pedagogy.</p> <p>Students on the course who are also practitioners will be given the opportunity to reflect on their own practice, as well as consider that of others. Full time students on the course will be provided with the opportunity to study practice in Scottish schools, as well as re-consider practice they may be familiar with in other contexts.</p>		

Entry Requirements (not applicable to Visiting Students)

Pre-requisites	None	Co-requisites	None
Prohibited Combinations	None	Other requirements	None
Additional Costs	None		

Information for Visiting Students

Pre-requisites	None
Displayed in Visiting Students Prospectus?	Yes

Summary of Intended Learning Outcomes

On completion of this course students will be able to demonstrate:

1. Demonstrate and work with a critical understanding of the key theories, concepts, principles and practices relevant to inclusive pedagogy.
2. Apply critical analysis evaluation and synthesis to issues that reflect the complexity of pedagogical practice, developing a capacity to make original and creative responses that are also well-justified and informed judgments.
3. Undertake critical evaluations of numerical data reflecting the use of data to evaluate, inform and justify the development of school policies in relation to inclusive education.
4. Demonstrate initiative and make an identifiable change to the development of new thinking in relation to inclusive pedagogic practice. This may include working in ways that recognises specialist practitioners, uses a range of resources, and manages complex ethical and professional issues.

Assessment Information

Equivalent to 4,000 words. Total mark for the course will be a weighted average of the two assessments.

Task 1 (25%) - Oral presentation

Task 2 (75%) - Written assignment (3000 words)

Special Arrangements

None

Additional Information

Academic description	Not entered
Syllabus	
Transferable skills	Critical analysis, Oral and written communication skills, Access research materials, observation of teaching and learning
Reading list	<p>Core texts for this course are:</p> <p>BOOKS</p> <p>Black-Hawkins, Florian & Rouse (2007) <i>Achievement and Inclusion in Schools</i> New York: Routledge (e-book)</p> <p>Hart, Dixon, Drummond & McIntyre (2004) <i>Learning without Limits</i> Maidenhead: Open University Press (e-book)</p> <p>Leach, J. & Moon, B. (2008) <i>The power of pedagogy</i> London: Sage</p>

	<p>JOURNAL ARTICLES</p> <p>Fendler, L. & Muzaffar, I. (2008) The history of the bell curve: Sorting and the idea of normal <i>Educational Theory</i> 58 (1) pp63-82</p> <p>Florian, L. (2009) Preparing teachers to work in schools for all <i>Teaching and Teacher Education</i> 25 pp533-534</p> <p>Florian, L. & Black-Hawkins, K. (2010) Exploring inclusive pedagogy <i>British Educational Research Journal</i>, first published on: 20 July 2010 (iFirst).</p> <p>Florian, L. & Linklater, H. (2010) Enhancing teaching and learning: Using 'Learning without Limits' to prepare teachers for inclusive education <i>Cambridge Journal of Education</i></p> <p>Hart, S. (1998) A sorry tail: Ability, pedagogy and educational reform <i>British Journal of Educational Studies</i> 46(2) pp153-168</p> <p>Linklater, H. (2013) Teaching and the individuality of everybody <i>FORUM</i> 55(1) pp85-94</p> <p>Selected readings from range of supportive texts will also be used, with students encouraged to develop their interests and expertise in particular aspects of pedagogy. For example, curriculum development; classroom organisation and management; school leadership; policy development.</p>
Study Abroad	Not entered
Study Pattern	Face-to-face sessions Online participation enabled
Keywords	Inclusion, pedagogy, teaching, learning, mainstream, diversity, social justice, achievement

Contacts

Course organiser	Dr Holly Linklater Tel: 651-6254 Email: holly.linklater@ed.ac.uk	Course secretary	Susan Scott Tel: 0131 651 6573 Email: Susan.Scott@ed.ac.uk
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Course Descriptor: Cerebral Visual Impairment

Course Title

Cerebral Visual Impairment and profound and multiple learning difficulties (PMLD)

Course Outline

School	School of Education	College	Humanities and Social Science
Course type	Standard	Availability	To all students
Credit level (Normal year taken)	SCQF Level 11	Credits	20
Home subject area	Education	Other subject area	None
Course website	None	Taught in Gaelic?	No
Course description	This course will introduce and explore the complex relationship between visual impairment and cerebral visual impairment (CVI). It will outline the visual difficulties that children have with CVI and will explore the concurrent additional disabilities many children with CVI have. The course will explore how to functionally assess children with CVI and to modify the learning experience for the child with CVI.		

Entry Requirements (not applicable to Visiting Students)

Pre-requisites	None	Co-requisites	None
Prohibited Combinations	None	Other requirements	None
Additional Costs	None		

Information for Visiting Students

Pre-requisites	None
Displayed in Visiting Students Prospectus?	Yes

Summary of Intended Learning Outcomes

On completion of this course students will be able to demonstrate:

1. a knowledge of and critical awareness of cerebral visual impairment and associated disabilities
2. a thorough knowledge and critical appraisal of current recommendations for implementing practice for children with CVI
3. an awareness of current national and international non-medical assessment processes for children with CVI

Assessment Information

There will be one 3,000 word assignment (75%) and a presentation (25%) which will between them cover all the learning outcomes.

Special Arrangements

This course is open to students from other schools, however, please contact the course secretary prior to enrolling your Tutee in order to verify that there is space available; students on MSc Inclusive Education have priority.

Additional Information

Academic description	Not entered
Syllabus	Impairment of vision due to damage to the brain; the brain and vision; disorders of the brain and how they can affect vision; potential impact of visual impairment with CVI on child development; brain plasticity and development; role of attention and executive brain functions in seeing and behavior in children with CVI; assessment of children with CVI; intervention methods and approaches; CVI and cerebral blindness in very young children; improving functional use of vision for children with CVI and multiple disabilities; recommended strategies for parents to assist children with CVI; support strategies for children and families.
Transferable skills	Critical analysis, written communication skills, accessing research materials, developing assessment skills. Demonstrate an understanding of a range of barriers which different learners may face in accessing the curriculum and of processes and strategies for learning
Reading list	Core texts for this course are: <ul style="list-style-type: none"> • Lueck, A. & Dutton, G.N, (2015) Vision and the Brain: Understanding Cerebral Visual Impairment in Children, New York: AFB Press. • Zihl, J & Dutton, G.N. (2015) Cerebral Visual Impairment in Children: Visuoperceptive and Visuocognitive Disorders. Vienna: Springer • Roman-Lantzy, C. (2007). Cortical Visual Impairment: An approach to Assessment and Intervention. New York: AFB Press. <p>Other reading: Brug, A., Van der Putten, A., Vlaskamp, C., Using multi-sensory storytelling to gather knowledge about preferences and abilities of children with profound intellectual and multiple disabilities - three case studies, <i>Journal of Intellectual Disabilities</i>, 17:4, 339 - 360.</p> <p>Chen, D. (2014) Essential elements in early intervention, 2nd edition. New York AFB Press.</p>

	<p>Dammeyer, J. & Simo, K. (2013) The Relationship Between Body Movements and Qualities of Social Interaction Between a Boy With Severe Developmental Disabilities and His Caregiver, <i>Intellectual and Developmental Disabilities</i>, 3: 154 - 163.</p> <p>Layman, F., Crowle, C. & Ravenscroft, J (2012) Communication access for a student with multiple disabilities: An interdisciplinary collaborative approach. <i>Lecture notes in computer science: Computers helping people with special needs</i>, Part 2, pp 353 - 360. Berlin: Springer.</p> <p>Lehman, S. (2013) Children with developmental disability and visual impairment: what information can an ophthalmologist provide to family and school, <i>Current Ophthalmology Reports</i>, 1: 208 - 212</p>
Study Abroad	Not entered
Study Pattern	Course will be taught in blocks of 2 days and 3 days.
Keywords	Cerebral Visual Impairment, Profound and Moderate Learning Difficulties, Assessment

Contacts

Course organiser	<p>Dr John Ravenscroft Tel: 651-6181 Email: john.ravenscroft@ed.ac.uk</p>	Course secretary	<p>Susan Scott Tel: 0131 651 6573 Email: Susan.Scott@ed.ac.uk</p>
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MSc Inclusive Education

Course Descriptors (Existing courses)

Organiser	Course code	Course title
John Ravenscroft	EDUA11249	Collaborative working in children's services
Holly Linklater	EDUA11174	Comparative approaches to inclusive and special education
Laura Mitchell	EDUA11236	Education for all
Natasa Pantic	EDUA	Teachers as agents of change
Debi Fry	EDUA11314	Foundations of international child protection
John Ravenscroft	EDUA11247	Issues and Strategies for teaching and learning (visual impairment)
John Ravenscroft	EDUA11245	Assessing pupils / students with visual impairment
John Ravenscroft	EDUA11244	Inclusion of children with visual impairment
Rachel O'Neill	EDUA11238	Audiology and Audiometry
Rachel O'Neill	EDUA11240	Language and Communication
Rachel O'Neill	EDUA11241	Promoting achievement and curriculum access for deaf and / or bilingual learners
Audrey Cameron	EDUA11239	Deaf Studies
Rachel O'Neill	EDUA11258	Placement / inclusion
Martin Toye	EDUA11235	Specific learning difficulties: dyslexia
Martin Toye	EDUA11237	Specific learning difficulties: co-occurring specific difficulties
Andy Hancock	EDUA11250	The developing bilingual learner
Andy Hancock	EDUA11251	Bilingualism and other additional support needs

Course Title

Collaborative Working in Children's Services (EDUA11249)

Course Outline

School	School of Education	College	Humanities and Social Science
Course type	Standard	Availability	To all students
Credit level (Normal year taken)	SCQF Level 11	Credits	20
Home subject area	Education	Other subject area	None
Course website	None	Taught in Gaelic?	No
Course description	<p>This course is designed to enable students to demonstrate specialist knowledge and understanding of collaborative working in children's services. Taking schools, nurseries, out of school care, youth/community work and family work (including integrated teams and children/family centres) as its focal point, it will enable students to consider issues of inter-professional collaboration. Students will be required to demonstrate a systematic understanding and knowledge of the key issues of collaborative working including inter-personal skills, self-assessment, joint assessment, participation/emancipation, power/hierarchy and the gaps in social policy. This will include the ability to demonstrate a critical awareness of the different definitions of integrated working and different theories (e.g. psychological, medical, social, anthropological, sociological, pedagogical etc) that underpin practice. In particular the course will consider contemporary research that has identified key problems in integrated working and students will be required to assess the impact of this on their own practice. Students will consider how to tackle and solve problems in the work place, act autonomously (e.g. when developing assessments and reports for planning groups) and take part in professional planning meetings. Students will be required to establish techniques of research/enquiry, develop their own initiative and analyse complex situations. They will develop critiques of taken for granted practice (e.g. in relation to the labelling of parents and children) whilst considering best practice in relation to specific case studies (including those concerning Visual Impairment, Hearing Impairment, Restorative Justice, Disability, Young Carers, Child Protection and First Nation People).</p> <p>The course will enable students to become critically aware of theoretical principles and processes that underpin interpersonal skills in education and</p>		

	<p>children’s services including issues of change management, leadership, risk and responsibility. We have developed the course so that participants can critically reflect on their own theoretical constructs of childhood, the constructs of other professionals and compare them to a range of theories that underpin professional practice with parents and children (including psychological, medical, social, anthropological, sociological, pedagogical and those that relate to the early years). Critically compare and contrast theories of child development, family/individual therapy, ecological/environmental models, notions of children’s rights/agency and post-structural approaches to children’s services. The course will also allow students to source and compare different national and international academic writing on integrated working, disability, family work, parenting, children’s services and diverse family types and to develop techniques for discussing issues of integrated working with specialist and non-specialist audiences. Participants will also consider diverse childhoods, practical contexts and the policy implications of issues of inclusion, social justice, respect and anti-discrimination e.g. in relation to issues such as culture, gender, sexuality, ethnicity, linguistic access, religion, disability, poverty.</p>
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Entry Requirements (not applicable to Visiting Students)

Pre-requisites	None	Co-requisites	None
Prohibited Combinations	None	Other requirements	None
Additional Costs	None		

Information for Visiting Students

Pre-requisites	None
Displayed in Visiting	Yes

Summary of Intended Learning Outcomes

On completion of this course, the student will be able to:

1. Critically review and apply the theoretical constructs of working collaboratively to forefront developments in the sector
2. Analyse and appraise the approaches and skills that facilitate shared assessment,
3. Demonstrate an extensive and detailed critical knowledge of a range of key socio-cultural influences on peer relations within collaborative working
4. Critically evaluate national and international policies of collaborative working

Assessment Information

Components of Assessment

Students will produce a poster around the theme of 'Collaborative Working: Barriers, Problems and Solutions' (50%). In addition they will write a 2,000 word supporting statement (50%). All four learning outcomes are expected to be demonstrated through this assignment.

Formative assessment: Formative feedback is given within each class session via discussion groups and activities. There is also the opportunity to submit a 300-word assignment plan between Unit 6 and 8 and feedback via Turn it in will be given by the course organiser / lecturers.

Special Arrangements

None

Additional Information

Academic description	Not entered
Syllabus	
Transferable	
Reading list	Core texts for this course are: Davis, J. M., (2011), Integrated Working in Children's Services, Sage Hill, M. (2012) Children's Services: Working Together, Pearson
Study Abroad	Not entered
Study Pattern	8 x 3 hour classes at twilight. Distance learning possible through participation in live streaming and online discussions.
Keywords	Collaborative-work children's-services GIRFEC education health social-services equality social-justice

Contacts

Course organiser	Dr John Ravenscroft Email: John.Ravenscroft@ed.ac.uk Tel: (0131 6)51 6181	Course secretary	Susan Scott Email: susan.scott@ed.ac.uk Tel: 0131 651 6573
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Course Title

Comparative Approaches to Inclusive And Special Education (EDUA11174)

Course Outline

School	School of Education	College	Humanities and Social Science
Course type	Standard	Availability	To all students
Credit level (Normal year)	SCQF Level 11	Credits	20
Home subject area	Education	Other subject area	None
Course website	None	Taught in Gaelic?	No
Course description	<p>This course introduces students to inclusive and special education in Scotland, in comparison with inclusive and special education in other parts of the world. It is aimed particularly, but not exclusively, at international students. It consists of four strands: - An overview of inclusive and special education in Scotland, including its historical and current policy contexts - A series of visits to mainstream and specialist educational settings - An overview of developments in inclusive and special education worldwide, in the context of globalisation - Opportunities for students to discuss and reflect upon developments in their home country and/or another country of interest.</p> <p>Scotland has a distinctive approach to inclusive and special education. Uniquely, it has moved away from the model of 'special educational needs' to one of 'additional support for learning'. Students will be introduced to the recent policy contexts that have produced this change, and encouraged to reflect upon changing conceptualisations of inclusive and special education.</p> <p>This strand will be supported by a series of visits to mainstream and specialist schools and settings in Edinburgh. Whilst inclusive and special education has taken a distinctive turn in Scotland, this is in relation to worldwide developments, including those associated with development education as well as those directly pertaining to inclusive and special education. The course will take a case-study approach to the study of inclusive and special education in majority and minority world countries: students will be encouraged to explore the development of inclusive and special education in their country of origin and/or another country of particular interest to them.</p>		

Entry Requirements (not applicable to Visiting Students)

Pre-requisites	None	Co-requisites	None
Prohibited Combinations	None	Other requirements	None
Additional Costs	None		

Information for Visiting Students

Pre-requisites	None
Displayed in Visiting	Yes

Summary of Intended Learning Outcomes

On completion of this course, the student will be able to:

1. Demonstrate a knowledge and understanding of the development of the range of theories, concepts and principles relevant to special and inclusive education in national and international contexts.
2. Critically engage with relevant theory and research, considering the implications for inclusive policy and practice.
3. Demonstrate an understanding of, and methods for critically analyzing, the relationships between theory, policy and practice.
4. Critically reflect on examples of practice in schools and the roles and responsibilities of practitioners.
5. Undertake comparative analysis of approaches to inclusive and special education, reflecting on theory, policy and practice.

Assessment Information

Formative Assessment In weeks 5, 6 and 7 of the course, students will give a short, informal presentation of policy, practice and provision in their home country or another country of interest to them. They will be offered informal tutor feedback on this presentation. No credit will be available for this component.

Summative Assessment Students will write a 4,000-word essay on an aspect of the course of their own selection, by negotiation with the course organizer. This will be formally assessed.

Special Arrangements

None

Additional Information

Academic description	Not entered
Syllabus	
Transferable skills	
Reading list	Core texts for this course are: Florian, L. (2013) the SAGE Handbook of Special Education, London: SAGE (2 nd edition)
Study Abroad	Not entered
Study Pattern	
Keywords	Inclusion special-education schools comparative-education

Contacts

Course organiser	Dr Holly Linklater Tel: 0131 651 6254 Email: holly.linklater@ed.ac.uk	Course secretary	Susan Scott Email: susan.scott@ed.ac.uk Tel: 0131 651 6573
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Course Title

Education for All (EDUA11236)

Course Outline

School	School of Education	College	Humanities and Social Science
Course type	Standard	Availability	To all students
Credit level (Normal year)	SCQF Level 11	Credits	20
Home subject area	Education	Other subject area	None
Course website	None	Taught in Gaelic?	No
Course description	<p>The course offers an opportunity to critically explore theoretical perspectives of 'Social Justice' in the development and delivery of human services [Education/Social Work/Health]. It centres around 3 inter-related themes:</p> <ol style="list-style-type: none"> 1. 'Inclusion' is a human rights issue founded on the principle of social equity and justice, as enshrined in international legal conventions. It represents a positive valuing of the immense difference and diversity that characterises human experience in terms of gender, disability, class, race and other distinguishing factors; 2. The main roots of 'social exclusion' are to be found in interpersonal and systemic discrimination, frequently exerted via unexamined habitual institutionalised practices as well as the conscious misuse of power, rather than in individual deficits, dysfunctional lifestyles and prejudice; 3. 'Discrimination' of various types is socially constructed, context-specific and multi-faceted. 'There must be an unequivocal acceptance of the problem of institutional racism and its nature before it can be addressed, as it needs to be, in full partnership with members of minority ethnic communities' [MacPherson, 1999,6.48]. The same would apply to discrimination on other grounds. The themes will be approached through critical review of concepts, examining the meanings brought from personal and professional settings, historically and between disciplines. 		

Entry Requirements (not applicable to Visiting Students)

Pre-requisites	None	Co-requisites	None
Prohibited Combinations	None	Other requirements	None
Additional Costs	None		

Information for Visiting Students

Pre-requisites	None
Displayed in Visiting Students	Yes

Summary of Intended Learning Outcomes

1. Critically understand different theoretical perspectives on notions of 'Social Justice & Inclusion';
2. Analyse the significance of competing voices and discourses in social & public policy and in community action;
3. Assess the contribution of research to the pursuit of a 'Social Justice' agenda;
4. Identify and address key legal and policy requirements, obligations and entitlements relating to 'anti-discriminatory practice' and strategies for combating these.

Assessment Information

Formative assessment: individual talk plus feedback from peers and tutors about theme and structure of your planned assignment.

Each participant will produce an assignment of no more than 4,000 words investigating inclusion, equality and how discrimination acts on pupils in the education system, referring to intersectionality, and drawing on theory, policy and research findings.

Special Arrangements

None

Additional Information

Academic description	Not entered
Syllabus	
Transferable skills	
Reading list	Allen, J. (2003) Inclusion for All? Beyond 'Support for Learning', in: T. Bryce & W. Humes, Scottish Education, 2 nd edition, Edinburgh University Press Ball, S. (2004) The Routledge / Falmer Reader in the Sociology of Education. Routledge

	Banks, J. (2006) Race, Culture and Education. London, Routledge Paechter, C (2007) Being boys, being girls: learning masculinities and femininities, Buckingham: Open University
Study Abroad	Not entered
Study Pattern	Blended learning
Keywords	social justice, inclusion, discrimination

Contacts

Course organiser	Laura Mitchell Tel: 0131-651-6503 Email: Laura.Mitchell@education.ed.ac.uk	Course secretary	Susan Scott Tel: 0131-651-6573 Email: Susan.Scott@ed.ac.uk
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Course Title

Teachers as Agents of Change

Course Outline

School	School of Education	College	Humanities and Social Science
Course type	Standard	Availability	To all students
Credit level (Normal year)	SCQF Level 11	Credits	20
Home subject area	Education	Other subject area	None
Course website	None	Taught in Gaelic?	No
Course description	Drawing on the most recent international research and scholarship in the area of teacher agency, the course is designed to develop: 1) an understanding of a professional <i>sense of purpose</i> as agents of change (e.g. commitment to and understanding of social justice); 2) <i>competence</i> for exercising transformative agency (e.g. understanding how teachers can help create conditions for all students' learning, and mitigate for external social inequalities, poverty, or other intersecting markers of diversity); 3) engage with the given degrees of professional <i>autonomy</i> to explore ways of influencing change in school and policy environments (e.g. by collaborating purposefully with other professionals and families); and 4) reflect critically and systematically on issues of social justice (e.g. by engaging in systematic analysis of teachers' individual and collective practices and environments). Participants will devise a plan to initiate a change intended to promote socially just policy and practice.		

Entry Requirements (not applicable to Visiting Students)

Pre-requisites	None	Co-requisites	None
Prohibited Combinations	None	Other requirements	None
Additional Costs	None		

Information for Visiting Students

Pre-requisites	None
Displayed in Visiting Students Prospectus?	Yes

Summary of Intended Learning Outcomes

On completion of the course participants will be able to:

- 1) demonstrate knowledge and understanding of the diverse conceptualisations of social justice and the contextual nature of social justice issues
- 2) use research and scholarship in the area of social justice and teacher agency for critical evaluation of current policy and practice
- 3) engage in a critical, evidence-informed discussion of the implications of social justice principles for professional practice
- 4) work collegially with others to negotiate the meaning and implications of educational structures and cultures, and values underlying given policies and practices
- 5) draw on critical and systematic reflection to explore strategies for addressing social justice issues and transforming structures and cultures

Assessment Information

The assessment will be carried out in two stages. The earlier part, which has a formative role to support the preparation of the later assignment, will involve the following tasks:

- Students will carry out policy and/or practice analysis considering the context they would like to focus on. The analysis might consider aspects of national policy, school ethos and organization, or relationships with a community. Flexible arrangements will be made to accommodate the diverse students' needs (e.g. students without teaching experience will be able to conduct a desk-based or scenario-based inquiry).
- Devise an informed plan to show how they might lead and further develop policy and/or practice and propose how they might evaluate its impact. Where appropriate, students will be encouraged to exercise their agency in real contexts, e.g. by initiating and leading a real school or policy development project.
- Make a brief (up to 10min) oral presentation outlining the theoretical approaches to, rationale for, and analysis of their chosen policy/or practice and proposed response and receive feedback from their peers and the tutor (in session 4), which will be fed into the written assignment.

20% of the mark for the course will be given for the oral presentation task outlined above.

The second part of the assessment will be submitted at the end of the course and consist of:

- A 4000 word written assignment in which students will report on their analysis and plans considering some of the key theoretical issues in relation to their chosen practice, and with reference to relevant literature. Students will negotiate the focus of their assignment with the course tutor.

The assignment is worth 80% of the total mark.

Special Arrangements

None

Additional Information

Academic description	Not entered
Syllabus	
Transferable skills	Applying theoretical ideas from the course to own teaching context.
Reading list	Core texts for this course are: Ballard, K. (2012). Inclusion and social justice: teachers as agents of change. In S. Carrington & J. Macarthur, J. (Eds.) <i>Teaching in Inclusive School Communities</i> , pp 65-87. John Wiley & Sons Australia. Eteläpelto, A., Vähäsantanen, K., Hökkä, P., & Paloniemi, S. (2013). What is agency? Conceptualizing professional agency at work. <i>Educational Research Review</i> , 10, 45–65. Gewirtz, S. (1998). Conceptualizing social justice in education: mapping the territory. <i>Journal of Education Policy</i> , 13(4), 469–484. Pantić, N. (2015). A model for study of teacher agency for social justice. <i>Teachers and Teaching: Theory and Practice</i> . 21(6), 759-778
Study Abroad	Not entered
Study Pattern	
Keywords	Teachers change inclusion

Contacts

Course organiser	Dr Nataša Pantić Tel: +44 (0)131 651 6626 Email: natasa.pantic@ed.ac.uk	Course secretary	Susan Scott Email: susan.scott@ed.ac.uk Tel: 0131 651 6573
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Course Title

Foundations of International Child Protection (EDUA11314)

Course Outline

School	School of Education	College	Humanities and Social Science
Course type	Standard	Availability	To all students
Credit level (Normal year taken)	SCQF Level 11	Credits	20
Home subject area	Education	Other subject area	None
Course website	None	Taught in Gaelic?	No
Course description	This course will explore how we think about, define, measure and explain child abuse and neglect and other forms of child maltreatment. This course will cover the concepts, theories and frameworks underpinning child protection globally. Students in this course will discuss child protection within an evidence-based framework and will explore the risk and protective factors influencing child abuse, neglect and youth violence at the individual, relationship, community and society levels.		

Entry Requirements (not applicable to Visiting Students)

Pre-requisites	None	Co-requisites	None
Prohibited Combinations	None	Other requirements	None
Additional Costs	None		

Information for Visiting Students

Pre-requisites	No
Displayed in Visiting Students Prospectus?	Yes

Summary of Intended Learning Outcomes

On completion of the course, students will be able to:

1. Critically compare and contrast concepts, theories and frameworks underpinning child protection globally.

□□□ Articulate comprehensive awareness of the risk and protective factors influencing child abuse, neglect and youth violence at the individual, relationship, community and society levels.

□□□ Critically examine prevalence and incidence data of child maltreatment and youth violence,

□□□ Conceptualise the key measurement issues in child protection and analyse critically definitions and prevalence measurements.

5. Demonstrate critical understanding of key global debates in the child protection field and argue the relevance of key international child protection policies and how these impact on global challenges.

Assessment Information

Task 1 (50%) – Poster presentation (2,000 words) Students will develop a poster of an ecological model (and accompanying written statement) applied to a specific child abuse and neglect topic exploring the risk and protective factors for their chosen topic at the individual, relationship, community and society levels.

Task 2: (50%)- Short essay (2,000 words)

Special Arrangements

None

Additional Information

Academic description	Not entered
Syllabus	Child Protection in a Global Context; Types of Child Maltreatment; Definitions, data sources and issues in measuring child maltreatment and youth violence; Underpinning theories, risk and protective factors for types of child maltreatment and youth violence
Transferable skills	Conducting literature searches in child protection research (key databases, search terms, etc.) Oral and written communication skills Critical analysis
Reading list	-Dubowitz, H.E. (2012) World Perspectives on Child Abuse, Vol. 10, IPSCAN. - General Assembly of the United Nations (1989) The Convention on the Rights of the Child, Adopted by the General Assembly of the United Nations on 20 November 1989. -Pinheiro, S. (2006) United Nations Secretary General's Study: Report on Violence

	<p>Against Children</p> <p>-World Health Organization (2002) World Report on Violence and Health</p>
Study Abroad	Not entered
Study Pattern	Weekly class
Keywords	Child-protection

Contacts

Course organiser	<p>Dr Deborah Fry Debi.Fry@ed.ac.uk P: (0131 6)51 4796</p>	Course secretary	<p>Mrs Susan Scott Susan.Scott@ed.ac.uk P: (0131 6)51 6573</p>
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Course Title

Issues and Strategies for Teaching and Learning (Visual impairment) (EDUA11247)

Course Outline

School	School of Education	College	Humanities and Social Science
Course type	Standard	Availability	To all students
Credit level (Normal year)	SCQF Level 11	Credits	20
Home subject area	Education	Other subject area	None
Course website	None	Taught in Gaelic?	No
Course description	Issues and strategies for learning and teaching are a priority independent of stage or subject area. This course addresses choices to be made to ensure that appropriate teaching methods and media of communication are used in the education of children and young people with ocular or cerebral visual impairment, including those with additional disabilities or impairments.		

Entry Requirements (not applicable to Visiting Students)

Pre-requisites	None	Co-requisites	None
Prohibited Combinations	None	Other requirements	None
Additional Costs	Additional fee currently set at £250		

Information for Visiting Students

Pre-requisites	None
Displayed in Visiting Students Prospectus?	Yes

Summary of Intended Learning Outcomes

On completion of this course, the student will be able to:

1. Critically review the range of complex issues relating to pedagogy and learning of children with VI.
2. The ability to identify barriers to learning and communication caused by visual impairment- including additional impairments-
3. Critical awareness of current issues and outcomes of recent research to inform teaching practice.
4. Demonstrate and evaluate the use of a technical devices , low vision aids and specialist technology

Assessment Information

Part 1 In an essay report the course member will study a topic covered in the course relating to the practical context of the programme member. (2,000 words) 50%

Part 2 Course members will consider an individual, or group of pupils that they currently support in a case study and apply the knowledge and understanding of the principle skills and practices addressed in the course to show how they have adapted materials or introduced strategies to allow the pupil(s) to access an appropriate curriculum. (2,000 words) 50%

Participants completing this course as an **option course** only will be given the opportunity to complete the following assignment:

In an essay report (4,000 words) the course member will study a topic covered in the course to demonstrate a critical awareness of knowledge and understanding by relating to recent research in the field of visual impairment and the practical context of the course.

Special Arrangements

None

Additional Information

Academic description	Not entered
Syllabus	
Transferable skills	
Reading list	<p>Core texts for this course are:</p> <p>Arter, C. Mason, L. et al (1999) Children with Visual impairment in Mainstream Settings. David Fulton Publishers, London.</p> <p>Carey, K. (2000) The Real Goals for Mobility Education British Journal of Visual impairment 2000:18:82</p> <p>Kleege, G. (2006) Visible Braille/ Invisible Blindness British Journal of Visual Impairment 2006: 5;209</p>

	<p>McCallum, D. Ungar, S. and Jehoel, S. (2006) An evaluation of tactile directional symbols British Journal of Visual impairment Volume 24 Number 2.</p> <p>Pavey, S. Douglas G. McLinden, M. and McCall, S. (2003) An investigation into the mobility and independence needs of children with visual impairment. Part 1: The development of a mobility and independence framework, British Journal of Visual Impairment. 2003; 21; 4</p> <p>Presley, I, D'Andrea, M.A., (2008) Assistive Technology for Students Who Are Blind or Visually Impaired AFB (Chapter 1)</p> <p>Thompson, L. Chronicle, E. (2006) Beyond visual conventions: Rethinking the design of tactile diagrams British Journal Visual impairment 2006:24; 76.</p>
Study Abroad	Not applicable
Study Pattern	<p>There are 5 whole day sessions, 3 of which are based at Moray House and 2 are external to Moray House.</p> <p>These whole day sessions contain lectures, workshops, discussion groups and 1 - 1 meetings with the tutor.</p>
Keywords	visual impairment appropriate teaching methods media communication

Contacts

Course organiser	<p>John Ravenscroft</p> <p>Tel: 0131-651-6181</p> <p>Email: John.Ravenscroft@ed.ac.uk</p>	Course secretary	<p>Susan Scott</p> <p>Tel: 0131-651-6573</p> <p>Email: Susan.Scott@ed.ac.uk</p>
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Course Title

Assessing Pupils/Students with Visual Impairment (EDUA11245)

Course Outline

School	School of Education	College	Humanities and Social Science
Course type	Standard	Availability	Not available to visiting students
Credit level (Normal year taken)	SCQF Level 11	Credits	20
Home subject area	Education	Other subject area	None
Course website	None	Taught in Gaelic?	No
Course description	This course addresses skills in assessing visual function so that using knowledge of the child's visual abilities (and disabilities), course participants may engage in the assessment of development and learning. Participants will develop a critical awareness of a range of appropriate assessments and procedures, which will enable them to choose and advise appropriately. The process and methodology of gathering evidence will be investigated to enable participants to identify appropriate methodologies, aids and approaches to promote access, inclusive practice and effective learning.		

Entry Requirements (not applicable to Visiting Students)

Pre-requisites	None	Co-requisites	None
Prohibited Combinations	None	Other requirements	None
Additional Costs	Additional course fee currently set at £250		

Information for Visiting Students

Pre-requisites	None
Displayed in Visiting Students	Yes

Summary of Intended Learning Outcomes

On completion of this course, the student will be able to:

1. Critically understand the effects of ocular and cerebral visual impairments on learning and teaching
2. Use a range of skills in assessing functional vision and apply critical analysis and interpretation
3. Demonstrate competence in sighted guide technique and knowledge of what is involved in assessing for an effective mobility programme.
4. Critically review different functional assessments and techniques.

Assessment Information

For students who are teachers of visually impaired children:

Part 1 is a practical assessment: Course participants will be assessed by on his/her ability to demonstrate a critical understanding of the principles and theories of sighted guide technique. This task is a requirement that allows participants to proceed to the written assignment (10%).

Part 2 Complete a case study of the assessment of an individual or group of children or young people. which is carried out by the course member. The completion of the assessment, the interpretation of the outcomes and the application within the learner's programme are to be examined critically and evaluated in the light of current policy, recent research and theoretical input of the course (4,000 words – 90%)

For students who are taking the course as **an option**:

Complete a report which investigates the way visually impaired children are assessed in relation to functional vision and mobility, using current policy, recent research and theoretical ideas introduced on the course (4,000 words – 100%).

Visiting students may take the practical assessment if they wish – but it is ungraded 0%.

Special Arrangements

None

Additional Information

Academic description	Not entered
Syllabus	
Transferable skills	
Reading list	Core texts for this course are: Aitken, S., Buultjens, M., Clark, C., Eyre, J.T., Pease, L. (eds) (2000) Teaching Children who are Deafblind: Contact, Communication and Learning David Fulton, London. Goodman, S., Wittenstein, S. H. (2003) Collaborative Assessment: Working with

	<p>students who are blind or visually impaired, including those with additional disabilities. American Foundation for the Blind.</p> <p>Lueck, A.H. (Ed) (2004) <i>Functional Vision: A Practitioner's Guide to Evaluation and Intervention</i>. American Foundation for the Blind.</p> <p>Mason, H., McCall, S et al (1997) <i>Visual Impairment: access to education for Children and Young People</i>, London: David Fulton.</p> <p>Roman-Lantzy C. (2007) <i>Cortical Visual Impairment: an Approach to Assessment and Intervention</i>. AFB</p> <p>Southwell, C. (2003) <i>Assessing functional vision: children with complex needs</i>. RNIB.</p>
Study Abroad	None
Study Pattern	<p>Directed Study, class contact, and blended learning (24 hours) - this will involve seminars, workshops and analysis and discussion of selected videos, texts, and sharing of experiential learning. The use of supported self-study materials and guided reading will form the basis for discussion and workshop sessions.</p> <p>Self-directed Study (176 hours) - reading, visits and practical tasks related to the context in which the course member works and to the focus of the course members assignment. During the course contact time it is only possible to explore a selection of assessment materials and procedures. Course members will need to supplement this during non-contact study time. The course member will demonstrate how the learning outcomes above have been achieved and employed through work undertaken for and recorded in the assignment.</p>
Keywords	Assessment, ocular and cerebral visual impairment, assessing visual function.

Contacts

Course organiser	<p>John Ravenscroft Tel: 0131-651-6181 Email: John.Ravenscroft@ed.ac.uk</p>	Course secretary	<p>Susan Scott Tel: 0131-651-6573 Email: Susan.Scott@ed.ac.uk</p>
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Course Title

Inclusion of children with visual Impairment: Policy and Practice (EDUA11244)

Course Outline

School	School of Education	College	Humanities and Social Science
Course type	Standard	Availability	Not available to visiting students
Credit level (Normal year)	SCQF Level 11	Credits	20
Home subject area	Education	Other subject area	None
Course website	None	Taught in Gaelic?	No
Course description	<p>This course will allow participants to relate and develop their experience in the provision for children and young people with visual impairment. The changing role and responsibilities of the specialised teacher and other professionals within the context of inclusion will be addressed.</p> <p>You will visit various schools and see different practice put in place as well as attending sessions of the policies and practice of inclusion within Scotland, UK and Internationally.</p>		

Entry Requirements (not applicable to Visiting Students)

Pre-requisites	None	Co-requisites	None
Prohibited Combinations	None	Other requirements	None
Additional Costs	For students aiming to become qualified as a teacher of visually impaired children there will be an individually negotiated additional cost for placement activities.		

Information for Visiting Students

Pre-requisites	None
Displayed in Visiting Students Prospectus?	Yes

Summary of Intended Learning Outcomes

On completion of this course, the student will be able to:

1. Demonstrate professional attitudes appropriate to working with, children and young people with visual impairment
2. Critically communicate and discuss the knowledge and understanding of practical ways of facilitating progress for children and young people with ocular and/or cerebral visual impairment
3. Demonstrate the skills in the administering of informal and formal assessment and the ability to apply the outcomes of these assessments through a range of curricular approaches, methodologies and adaptation of materials
4. Critically evaluate the ability to work collaboratively with parents, and other professionals and to contribute to intervention programmes

Assessment Information

For students who are **teachers of visually impaired children**:

There are 2 parts to the assessment.

Part 1 The course participant will receive one observation visit where they will be observed in a teaching session for a period of 30 minutes. Feedback will involve **formative assessment**. The tutor visit is required to allow progression to assignment.

Part 2 Course participants will complete a **case study** demonstrating their role and responsibility as a specialist teacher of the visually impaired for an individual or group of visually impaired pupils that they are currently supporting within the context of inclusion using relevant recent research and the theoretical perspectives addressed in this course (4000 words).

For students who are taking the course as **an option**:

Course participants will complete a **case study** demonstrating the role and responsibility of a specialist teacher of the visually impaired within an education setting and a given country using relevant recent research and the theoretical perspectives addressed in this course (2,000 words). 50%

Report reflecting on a visit conducted during the course, using relevant recent research, policy and theoretical perspectives addressed in this course (2,000 word). 50%

Special Arrangements

None

Additional Information

Academic description	Not entered
Syllabus	
Transferable skills	

Reading list	<p>Core texts for this course are:</p> <p>Cheminas, R. (2001) Developing inclusive school practice: a practical guide David Fulton, London.</p> <p>Erin, J. (2004) When you have a visually impaired student with multiple disabilities in your classroom AFB</p> <p>Huebner, K.M., Bruhilde M. Stryker, D.Wolffe, P. (2004) The National Agenda for the Education of Children and Youths with Visual Impairments, Including those with Multiple Disabilities. AFB.</p> <p>Lewis, A Norwich, B. (2005) Special teaching for special children? Open University Press.</p> <p>Olmstead, J.E. (2005) Itinerant Teaching AFB</p>
Study Abroad	None
Study Pattern	There will be 2 x teaching face to face classes and 2 x Placement visits in 2 or 3 different schools.
Keywords	Inclusive policies practice visual impairment

Contacts

Course organiser	<p>John Ravenscroft</p> <p>Tel: 0131-651-6181</p> <p>Email: John.Ravenscroft@ed.ac.uk</p>	Course secretary	<p>Susan Scott</p> <p>Tel: 0131-651-6573</p> <p>Email: Susan.Scott@ed.ac.uk</p>
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Course Title

Audiology and Audiometry (EDUA11238)

Course Outline

School	School of Education	College	Humanities and Social Science
Course type	Standard	Availability	Not available to visiting students
Credit level (Normal year)	SCQF Level 11	Credits	20
Home subject area	Education	Other subject area	None
Course website	None	Taught in Gaelic?	No
Course description	a. Anatomy and physiology of the ear b. Causes and types of deafness c. The nature of sound d. Diagnostic and assessment procedures in assessing hearing e. The nature and practical implications of Newborn Hearing Screening f. Principles and practices of audiometry including interpretation of audiograms, tympanometry, speech audiometry and free-field speech testing g. Aids to hearing including hearing aids, cochlear implants, radio systems and assistive listening devices h. Current research for example in relation to cochlear implantation and effectiveness of digital hearing aids i. Audiology in context: viewing audiology from different perspectives including Deaf perspectives and taking into account issues of linguistic access.		

Entry Requirements (not applicable to Visiting Students)

Pre-requisites	None	Co-requisites	None
Prohibited Combinations	None	Other requirements	None
Additional Costs	Students will need to buy a listening and hearing aid care kit, or their employers should provide this. Approximate cost from Connevans £17.		

Information for Visiting Students

Pre-requisites	None
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Displayed in Visiting Students Prospectus?	No
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Summary of Intended Learning Outcomes

On completion of this course, the student will be able to:

1. Demonstrate a critical understanding of the principal concepts and principles in audiology and audiometry.
2. Be able to use a range of specialised audiology skills in a wide variety of professional contexts with deaf young people, parents and a range of professionals.
3. Apply critical analysis, evaluation and synthesis to audiological issues informed by current developments, a range of perspectives and research in the sector.
4. Practise as a teacher of deaf children in ways which draw on critical reflection on own and others' roles and responsibilities in Health and Education.

Assessment Information

For students who are aiming to become qualified as a teacher of deaf children, 50% of the assessment is a practical log based on their work with deaf students (50%). A 2,000 word assignment forms the other 50%.

For students choosing this as an option course, the assessment is a 3,000 word assignment on an aspect of educational audiology (75%) plus the general tasks in the log which do not require contact with deaf children (25%)

Special Arrangements

Students who are aiming to become qualified as a teacher of deaf children will need to arrange visits to their local paediatric audiology clinic, and where possible to shadow educational audiologists or qualified teachers of deaf children who are experienced with audiological issues.

Additional Information

Academic description	Not entered
Syllabus	
Transferable skills	Monitoring technical equipment over time using protocols. Providing accessible technical information to teachers, parents and young people. Calculation skills relating to work practices (e.g. deafness levels, room acoustics).
Reading list	Core texts for this course are: Archbold & Mayer (2012) Archbold, S. & Mayer, C. (2012) Deaf Education: The Impact of Cochlear Implantation? <i>Deafness and Education International</i> (14) 1, pp. 2-15

	<p>Boothroyd (2012) Speech Perception in the Classroom, In J. Smaldino & C. Flexer Handbook of acoustic accessibility: best practices for listening, learning, and literacy in the classroom, New York: Thieme.</p> <p>Ear Foundation (2012) The Views and Experiences of Young People using FM Technology: a study by interviews. http://www.earfoundation.org.uk/files/download/479</p> <p>Maltby, M. & Knight, P. (2000) Audiology: an Introduction for Teachers and other Professionals : Chapter 2 The Physics of Hearing. London: David Fulton</p> <p>McCracken, W. & Turner, O. (2012) Deaf Children with Complex Needs: Parental Experience of Access to Cochlear Implants and Ongoing Support, Deafness and Education International. 14 (1) pp. 22-35</p> <p>McCormick, B. (Ed.) Paediatric Audiology (1993) (3rd edition), London: Whurr</p> <p>Scottish Sensory Centre (2011) Scottish Standards for Deaf Children (0-3)</p> <p>Sillon, M., Vieu, a., Piron, J., Rougier, R., Broche, M., Artieres-Reuillard, F., Wood, S. (1993) Chapter 6: Pure Tone Audiometry, In: Barry McCormick (Ed.) Paediatric Audiology 0 - 5 years. London: Whurr.</p> <p>Wright, A (1993) Chapter 2: Structure of the ear, In: John Ballantyne, M. Martin & A. Martin. Deafness. London: Whurr</p> <p>Yoshinaga-Itano, C. (2003) From Screening to Early Identification and Intervention: Discovering Predictors to Successful Outcomes for Children With Significant Hearing Loss, Journal of Deaf Studies and Deaf Education 8:1 pp. 11-30.</p> <p>Yoshinaga-Itano, C. (2014) Principles and Guidelines for Early Intervention After Confirmation That a Child Is Deaf or Hard of Hearing. Journal of Deaf Studies and Deaf Education, 19(2): 143-175.</p> <p>Young et al (2005) Informed Choice, deaf children and families. Electronic journal of research into educational psychology. No. 7. Vol 3 (3) pp 253 - 273</p>
Study Abroad	Not entered
Study Pattern	Practical sessions included in both course blocks with opportunities to practise audiology tasks arranged with students and their mentors.
Keywords	audiology audiometry linguistic-access

Contacts

Course organiser	Rachel O'Neill Tel: 0131-651-6429 Email: Rachel.Oneill@ed.ac.uk	Course secretary	Susan Scott Tel: 0131-651-6573 Email: Susan.Scott@ed.ac.uk
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Course Title

Language and Communication (EDUA11240)

Course Outline

School	School of Education	College	Humanities and Social Science
Course type	Standard	Availability	To all students
Credit level (Normal year taken)	SCQF Level 11	Credits	20
Home subject area	Education	Other subject area	None
Course website	None	Taught in Gaelic?	No
Course description	a. Acquisition of first language(s) in hearing and deaf children b. Analysing grammatical and semantic development in spoken English c. British Sign Language in hearing and deaf families: grammatical and semantic analysis d. Different approaches to language development with deaf children: oral / aural; Total Communication; sign bilingual. e. Using assessment tools with deaf children, e.g. Monitoring Protocol, STASS, ACE, BSL Receptive skills, BSL vocabulary assessment.		

Entry Requirements (not applicable to Visiting Students)

Pre-requisites	None	Co-requisites	None
Prohibited Combinations	None	Other requirements	Undergraduate degree preferably in a social sciences subject.
Additional Costs	None		

Information for Visiting Students

Pre-requisites	None
Displayed in Visiting Students Prospectus?	Yes

Summary of Intended Learning Outcomes

On completion of this course, the student will be able to:

1. Show an awareness of the linguistic potential of deaf pupils and the possible barriers to linguistic access;
2. Demonstrate an understanding of key differences and similarities between spoken and signed language, and their acquisition;
3. Develop an informed understanding of the different approaches to language within Deaf Education, including monolingual and bi/multi-lingual approaches;
4. Have a critical awareness of different types of linguistic assessment; the ability to interpret the results of such assessments and some ability to carry out some forms of assessment and to make use of linguistic observations;
5. Develop familiarity with approaches, techniques and resources, including technological resources, which can support the deaf child's language(s) in use.

Assessment Information

For all students: In-class test (10%) about analysing spoken child language.

For students who are **teachers of deaf children**: A case study of a child discussing their linguistic context, profile, challenges and strengths; drawing on assessments some of which have been conducted by the student, and using current research, policy and theory to discuss the implications of the assessment information for the child and the school service. (4,000 words - 90%).

For students taking this course as an **option**: A report investigating the support for early language development in speech and / or sign in one country; using current research, policy and theory to discuss the implications of the current situation for deaf children, their families and the health and education system (4,000 words - 90%).

Special Arrangements

Students will receive their own hard copy of the booklet on STASS in advance of the course starting (O'Neill, 2011).

A wide range of language assessment material is available in the Scottish Sensory Centre in Paterson's Land for students to review and borrow.

Additional Information

Academic description	Not entered
Syllabus	
Transferable skills	Ability to carry out diagnostic language assessments with children. Drawing up plans from diagnostic language assessments.
Reading list	Core texts for this course are: Aragon, M. & Yoshinaga-Itano, C. (2012) Using Language Environment Analysis to Improve Outcomes for Children Who Are Deaf or Hard of Hearing. Seminars in

	<p>Speech and Language 33, 340 - 353, .doi.org/10.1055/s-0032-1326918. BATOD / Royal College of Speech and Language Therapists Position Paper (2007)</p> <p>Crystal, D. (2003) The Cambridge Encyclopedia of the English Language. Chapter 17. The Sound system. pp. 236 - 255. 3rd edition. London: BCA / CUP.</p> <p>Desjardin, J., Ambrose, S. & Eisenberg, L. (2009) Literacy Skills in Children With Cochlear Implants: The Importance of Early Oral Language and Joint Storybook Reading, Journal of Deaf Studies and Deaf Education. 14 (1) 22 - 43. doi: 10.1093/deafed/enn011.</p> <p>DfES (2006) Early Support: Monitoring Protocol for Deaf Babies and Children. London: Department for Education and Science</p> <p>King, K. A. (2006). Child Language Acquisition. pp 205 - 234. In: Fasold. R.W. Connor- Linton, J. (eds.) An introduction to Language and Linguistics. Cambridge: Cambridge University Press.</p> <p>Knors, H. & Marschark, M. (2012) Language Planning for the 21st Century: Revisiting Bilingual Language Policy for Deaf Children Journal of Deaf Studies and Deaf Education. 17(3): 291-305</p> <p>Mayberry, R., Lock, E. & Kazmi, H. (2002) Linguistic ability and early language exposure. Nature vol. 417, May 2002 p 38</p> <p>NDCS (2014) Assessing and monitoring the progress of deaf children and young people: Communication, language and listening. London: NDCS</p> <p>O'Neill, R. (2010) Using STASS. Edinburgh: Scottish Sensory Centre</p> <p>Sutton-Spence, R. & Woll, B. (1999) The Linguistics of British Sign Language. Cambridge: CUP. Chapter 3 Constructing Sign Sentences. pp 41 - 64.</p> <p>Tang, G., Lam, S. & Yiu, K. (2014) Language development of deaf children in a sign bilingual and co-enrollment environment. In M. Marschark, G. Tang & H. Knors (Eds.) Bilingualism and Bilingual Deaf Education. New York: Oxford University Press. Chapter 13.</p> <p>Tomasello, M. (2010) Language Development, In U. Goswami (Ed.) The Wiley-Blackwell Handbook of Childhood Cognitive Development, Second edition. Oxford: Blackwell. Chapter 9.</p> <p>Young, A., Carr, G., Hunt R., McCracken, W., Skipp, A. & Tattersall, H. (2006) Informed choice and deaf children, underpinning concepts and enduring challenges. Journal of Deaf Studies and Deaf Education, 11 (3) 322 - 336.</p>
Study Abroad	Not entered
Study Pattern	This course runs every two years in semester 2. Block A is 3 days, followed after a month by Block B of 2 days. Each day runs 10 am - 4pm. The sessions are a mixture of lectures, seminars and workshops. There are 4 invited speakers, e.g. a parent of a deaf child, an auditory verbal therapist, a BSL sign linguist.
Keywords	language acquisition deaf children

Contacts

Course organiser	Rachel O'Neill Tel: 0131-651-6429 Email: Rachel.Oneill@ed.ac.uk	Course secretary	Susan Scott Tel: 0131-651-6573 Email: Susan.Scott@ed.ac.uk
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Course Title

Promoting Achievement and Curriculum Access for bilingual and /or deaf learners (EDUA11241)

Course Outline

School	School of Education	College	Humanities and Social Science
Course type	Standard	Availability	To all students
Credit level (Normal year taken)	SCQF Level 11	Credits	20
Home subject area	Education	Other subject area	None
Course website	None	Taught in Gaelic?	No
Course description	<p>Principles and approaches to deaf and bilingual education in several different contexts around the world.</p> <p>A rights approach to equal access to curriculum and assessment for deaf and bilingual learners.</p> <p>Barriers to access to the curriculum for deaf and bilingual learners and how to overcome them.</p> <p>Modifying curricular access and assessment arrangements, including interpreting, modifying language, notetaking, extending language skills.</p> <p>A critical approach to current assessment arrangements in Scottish schools and deaf / bilingual learners.</p> <p>Theories about literacy development in deaf and bilingual pupils</p> <p>Genre, a Systemic Functional approach and teaching academic and subject language to deaf and bilingual learners</p> <p>Planning long-term programmes of support for deaf / bilingual learners.</p> <p>Working with parents and keeping them informed.</p>		

Entry Requirements (not applicable to Visiting Students)

Pre-requisites	None	Co-requisites	None
Prohibited Combinations	None	Other requirements	None
Additional Costs	None		

Information for Visiting Students

Pre-requisites	None
Displayed in Visiting Students Prospectus?	Yes

Summary of Intended Learning Outcomes

On completion of this course, the student will be able to:

1. Critically review and explore key principles in relation to language policy and deaf / bilingual learners in a range of countries.
2. Review the possible barriers to access for deaf / bilingual learners and analyse the changing language demands of selected curriculum and assessments areas.
3. Develop a critical and informed approach to adapting curricular access and assessment procedures, planning a long term programme of support within a educational team.
4. Demonstrate an awareness of the different theories relating to literacy development in deaf and / or bilingual pupils.
5. Maintain an awareness of the rights of deaf and bilingual pupils to have full and equal access to all aspects of curriculum and assessment, of learning from their insights and keeping them and parents fully informed.

Assessment Information

Either:

A report using subject syllabuses and textbooks / teaching programmes, trace the changing linguistic demands of one curriculum area over a 6 year period (e.g. P1-7; P5-S4; P7-S6) and make suggestions about the most appropriate ways to support deaf / bilingual learners who are facing these language demands. (4,000 words)

Or Produce a critical review of the policy and provision for the support of deaf / bilingual learners in a school or local authority (using international or national comparators) and make detailed recommendations for change. (4,000 words).

Special Arrangements

None

Additional Information

Academic description	Not entered
Syllabus	

Transferable skills	Joint work with educational professionals Language analysis of school texts.
Reading list	<p>Core texts for this course are:</p> <p>Coffin, C. (2006) Mapping subject specific literacies. Naldic Quarterly, 3:3 spring. Luton: NALDIC</p> <p>Creese, A. (2005) Is this content-based language teaching? Language and content in mainstream Classrooms. Linguistics and Education 16 (2): 188-204</p> <p>Eurydice (2006): Content and Language Integrated Learning - CLIL at School in Europe: Brussels.</p> <p>Fortune, T., and Tedick, D. (eds.) (2008): Pathways to multilingualism: Evolving perspectives on immersion education Clevedon: Multilingual Matters, [Met: ch 3, pp 49 - 70]</p> <p>Hall, K. (2003) Listening to Stephen Read. Buckingham: Open University Press</p> <p>Marschark, M., Convertino, C. & Larock, D. (2006) Optimizing academic performance of deaf students. Part III p 179. In: Deaf Learners - developments in curriculum and instruction. D. Moores & D. Martin, (Eds) Washington DC: Gallaudet University Press</p> <p>Napier, J. (2002) Sign language interpreting: linguistic coping strategies. Coleford: Douglas McLean.</p> <p>O'Malley, J & Chamot, A (1994) The CALLA handbook: implementing the cognitive academic language learning approach. Reading, MA: Addison- Wesley.</p> <p>Perera, K (1986) Some linguistic difficulties in school textbooks. in Gillham, B. (ed) The Language of School Subjects. Harlow, Essex: Heinemann</p> <p>Schleppegrell, M. & Colombi, C. (2002) Developing advanced literacy in first and second languages. London: Routledge</p> <p>Spencer, P. & Marschark, M. (2010) Evidence-based practice in educating deaf and hard-of-hearing students. New York: Oxford University Press.</p> <p>Spolsky, B. (2004) Language Policy. Cambridge; Cambridge University Press</p> <p>Thomas, W. P., and Collier, V. P. (2002). A national study of school effectiveness for language minority students' long-term academic achievement. Santa Cruz, CA: Center for Research on Education, Diversity and Excellence, University of California Santa Cruz.</p> <p>Trezek, B., Wang, Y. & Paul, P. (2010) Reading and Deafness: theory, research and practice. Clifton Park: Delmar, chapter 7</p> <p>Winston, E. (2004) Interpretability and accessibility of mainstream classrooms. In Winston, E. Educational Interpreting - how can it succeed?</p>
Study Abroad	Not entered
Study Pattern	The course is taught in two blocks of face to face delivery, usually 3 days then 2 days separated by several weeks.
Keywords	Accessing curriculum assessment bilingual deaf

Contacts

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Course Title

Deaf Studies EDUA11239

Course Outline

School	School of Education	College	Humanities and Social Science
Course type	Standard	Availability	To all students
Credit level (Normal year)	SCQF Level 11	Credits	10
Home subject area	Education	Other subject area	None
Course website	None	Taught in Gaelic?	No
Course description	This course will locate Deaf Education within the broader framework of Deaf Studies, enabling course participants to explore critically the differing constructions of deafness and offering an introduction to the key notions of Deaf identity, d/Deaf communities and Deaf culture. It will also provide an introduction to the range of d/Deaf organisations, including those with a focus on deaf children and/or young people. During this course, participants will be introduced to the programme requirements, including the development of BSL skills.		

Entry Requirements (not applicable to Visiting Students)

Pre-requisites	None	Co-requisites	None
Prohibited Combinations	None	Other requirements	None
Additional Costs	None		

Information for Visiting Students

Pre-requisites	None
Displayed in Visiting Students Prospectus?	Yes

Summary of Intended Learning Outcomes

On completion of this course, the student will be able to:

1. Show a critical understanding of the different constructions of deafness, e.g. medical, social, cultural.
2. Show a critical understanding of the notions of d/Deaf Communities and Deaf Culture.
3. Be familiar with the key aspects of d/Deaf history and heritage, especially in relation to deaf education.
4. Be familiar with and be able to use critically the resources of a range of d/Deaf organisations and Deaf media.

Assessment Information

Formative task: critical group work discourse analysis of a website of an organisation for or of d/Deaf people.

Summative assessment: Produce a project critically exploring an issue relating to d/Deaf young people's identity, drawing on theory, research and policy introduced on the course. (2,000 words, 100%).

Special Arrangements

The course is taught in BSL and interpreted for students by BSL / English sign language interpreters as the course tutor, Dr Cameron, is Deaf.

Additional Information

Academic description	Not entered
Syllabus	Introduction to theories of the nature of reality and knowledge in relation to education research and Deaf Studies; ethical challenges and practices in relation to research in deaf education. Planning and implementing a project using inductive and deductive strategies. The range of d/Deaf experiences of deaf children in school today, including deafblind and deafened children. Critical discourse analysis as a method of analysing viewpoints of competing stakeholders representing charities, d/Deaf organisations and statutory bodies.
Transferable skills	Students will have the opportunity to observe and reflect on how to work effectively with BSL / English interpreters. The course will improve students' abilities to critically analyse from multiple perspectives.
Reading list	Core texts for this course are: Breivik, J. (2005) 'Deaf Identities in the Making' Washington DC: Gallaudet University Press. Hauser P, O'Hearn A., McKee M., Steider A & Thew, D. (2010) Deaf epistemology: deafhood and deafness. <i>American Annals of the Deaf</i> 154 (5) 486-492 Hutchison, I. (2007) 'Oralism ' a sign of the times?' The contest for deaf communication in education provision in late nineteenth-century Scotland, <i>European Review of History</i> , 14 (4) pp 481 - 501. Ladd, P. (2003) 'Understanding Deaf Culture' Clevedon: Multilingual Matters. McIlroy, G. & Storbeck, C (2011) Development of Deaf Identity: an Ethnographic Study. <i>Journal of Deaf Studies and Deaf Education</i> . 16:4 pp 494-511

	O'Neill, R. Arendt, J. & Marschark, M. (2014) The Achievement and Opportunities for Deaf Students Project Report, Edinburgh: University of Edinburgh Young, A. & Temple, B. (2014) Approaches to Social Research: the case of Deaf Studies, New York: Oxford University Press
Study Abroad	Not applicable
Study Pattern	3 full days at the School of Education in one block.
Keywords	Deaf community culture

Contacts

Course organiser	Dr Audrey Cameron Email: Audrey.M.Cameron@ed.ac.uk	Course secretary	Susan Scott Email: susan.scott@ed.ac.uk Tel: 0131 651 6573
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Course Title

Placement (deaf education) EDUA11258

Course Outline

School	School of Education	College	Humanities and Social Science
Course type	Standard	Availability	To all students
Credit level (Normal year)	SCQF Level 11	Credits	20
Home subject area	Education	Other subject area	None
Course website	None	Taught in Gaelic?	No
Course description	The placement offers an opportunity to critically explore issues of educational inclusion in the context of a specific placement, which can be in any educational setting where deaf children/young people are accessing curriculum and assessment (including special schools for deaf children). As the final course in the programme, it also enables students to reflect on their learning from the other courses within the programme. There is no attendance required at University for the Placement course. It will involve four weeks of teaching placement in the teacher's own workplace and three weeks in a different setting with deaf learners. There will be two observational visits by a University tutor: one in the student's own workplace and one in the external placement. Assessment for the course will be by two observation reports and a two-part placement file.		

Entry Requirements (not applicable to Visiting Students)

Pre-requisites	At least 40 credits from these courses: Deaf Studies, Promoting achievement and curriculum access for deaf and / or bilingual learners, Audiology and Audiometry, Language and Communication.	Co-requisites	None
Prohibited Combinations	None	Other requirements	None
Additional Costs	£500 to cover cost of tutor time, travel and accommodation.		

Information for Visiting Students

Pre-requisites	Not available for visiting students.
Displayed in Visiting Students Prospectus?	No

Summary of Intended Learning Outcomes

On completion of this course, the student will be able to:

1. Accurately identify the individual needs of deaf pupils in a range of educational settings using specialist assessments and audiological equipment appropriately.
2. Communicate effectively with a range of deaf learners and promote their learning.
3. Plan, teach and evaluate an appropriate curriculum for deaf learners, using a range of differentiated teaching methods to create a stimulating learning environment in at least two different educational settings.
4. Work effectively with all those involved in supporting the learning of deaf pupils, reflecting critically upon their own professional practice.
5. Assess the contribution of research about inclusion, critically investigating the term in relation to deaf children in at least one educational setting.

Assessment Information

Formative assessment: The placement mentors provide two observation reports per placement which are not graded but offer a commentary on strengths and areas for development. Students receive comments on the first placement file from the university placement tutor / course organiser after the first placement, with an indication of areas for further development in the second external placement.

Summative assessment:

Two placement visits (60% of marks)

Two-part placement file (40% of the marks)

Special Arrangements

None

Additional Information

Academic description	Not entered
Syllabus	There is no set syllabus, as the placement course is a culmination of the whole of the Diploma. Topics expected to be included in observations and placement files include: assessment of deaf learners' needs; audiological assessment and implications for learning; classroom communication skills in speech and sign; curriculum access strategies for deaf learners; planning and IEPs for deaf learners; visual teaching strategies and teaching independence skills; liaison skills with parents and professionals; reflection on own skills; role of research in informing new directions in teaching deaf pupils; a critical informed approach to inclusion.

Transferable skills	Investigation skills on placement in relation to critical analysis of pupil records; self evaluation skills; planning and organisational skills based on data and evidence found from many sources.
Reading list	<p>Core texts for this course are:</p> <p>Archbold, S. & Mayer, C. (2012) Deaf education: the impact of cochlear implantation? Deafness and Education International, 14 (1) 2 - 15.</p> <p>R. Webster & P. Blatchford (2013) Worlds Apart? How pupils with special needs lead a life away from their teachers and classmates, IoE</p> <p>Brown, M. & Byrnes, L. (2014) The development and use of individual learning plans for deaf and hard of hearing students in Victoria. Deafness and Education International, advance access.</p> <p>Edward, S., O'Neill, R., Weedon, E. & Riddell, S. (2009) The Impact of the Education (Additional Support for Learning) (Scotland) Act 2004 on deaf children. CREID Briefing 18. Edinburgh: University of Edinburgh.</p> <p>Frederickson, N. & Cline, T. (2009) Chapter 4, Inclusion, from 'Special Educational Needs, Inclusion and Diversity: a textbook' Buckingham, Open University Press.</p> <p>Gregory, S. (2005) Chapter 2, Deafness. In: Lewis A and Norwich B. (eds). Special Teaching for Special Children? Berkshire: Open University Press. pp 15 - 25.</p> <p>Humphries, T. & Allen, B. (2008) Reorganizing Teacher Preparation in Deaf Education. Sign Language Studies, 8 (2) 160 - 180</p> <p>Jarvis, J. (2003) 'It's more peaceful without any support': what do deaf pupils think about the support they receive in mainstream schools. Support for Learning 18: 4. pp 162 - 169</p> <p>Knors, H. & Marschark, M. (2012) Language Planning for the 21st Century: Revisiting Bilingual Language Policy for Deaf Children, Journal of Deaf Studies & Deaf Education 17(3): 291-305</p> <p>Keogh, T., Kei, J., Driscoll, C. & Khan, A. (2010) Children with Minimal Conductive Hearing Impairment: Speech Comprehension in Noise. Audiology & Neurotology, 15: 27 - 35</p> <p>Locker McKee, R. (2008) The Construction of Deaf Children as Marginal Bilinguals in the Mainstream, International Journal of Bilingual Education and Bilingualism 2008 11 (5) p 519 - 540.</p> <p>McCracken, W. & Pettitt, B. (2011) Complex needs, complex challenges. London: NDCS</p> <p>McCracken, W., Roberts, A. & Wilding, T. (2012) Study of FM in real world settings. Oticon Foundation / University of Manchester</p> <p>Weedon, E., Ahlgren, L., Riddell, S. & Sugden, J. (2012). The Education of Children and Young People with a Sensory Impairment in Scotland. CREID Briefing 27. Edinburgh: University of Edinburgh. (Full report is also online: Weedon et al (2012).</p>
Study Abroad	It would be possible to do a placement outwith Scotland, in negotiation with the student's employer. Additional costs may apply for tutor visits.
Study Pattern	7 weeks in total of placement, 4 in own educational setting.
Keywords	Placement deaf learners

Contacts

Course organiser	Rachel O'Neill Tel: 0131 651 6429 Email: Rachel.oneill@ed.ac.uk	Course secretary	Susan Scott Tel: 0131-651-6573 Email: Susan.Scott@ed.ac.uk
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Course Title

Specific Learning Difficulties: Dyslexia (SpLD1) (EDUA11235)

Course Outline

School	School of Education	College	Humanities and Social Science
Course type	Standard	Availability	To all students
Credit level (Normal year taken)	SCQF Level 11	Credits	20
Home subject area	Education	Other subject area	None
Course website	None	Taught in Gaelic?	No
Course description	This course is designed for all teachers and professionals who support children in their learning. It will provide opportunities for participants to critically explore theoretical aspects of dyslexia and examine and analyse recent research in this area. The course seeks to broaden awareness of perspectives thus enabling professionals to identify and support young people with this specific learning difficulty through examination of the curriculum and consideration of more flexible curricular arrangements.		

Entry Requirements (not applicable to Visiting Students)

Pre-requisites	None	Co-requisites	None
Prohibited Combinations	None	Other requirements	None
Additional Costs	None		

Information for Visiting Students

Pre-requisites	None
Displayed in Visiting Students Prospectus?	Yes

Summary of Intended Learning Outcomes

On completion of this course, the student will be able to:

1. critically review recent research in the area of specific learning difficulties.
2. show a critical understanding of the principal theories, concepts and principles in relation to dyslexia
3. be able to identify dyslexic pupils and have a critical awareness of theoretical and practical aspects of assessment.
4. be familiar with specific teaching and learning approaches which can facilitate access to the curriculum for these learners.

Assessment Information

Produce and present an illustrated talk for the group critically exploring an aspect of dyslexia in relation to children's learning, drawing on the course literature and proposing action for further investigation into this topic (10 minutes, 25%).

Discuss current theoretical issues relating to the field of dyslexia and provide a critical detailed analysis of the assessment process in one country. Consider within school barriers to learning and discuss ways in which inclusive learning and teaching approaches can be selected to support a learner with dyslexia (3,000 words, 75%)

Special Arrangements

None

Additional Information

Academic description	Not entered
Syllabus	
Transferable skills	
Reading list	<p>Core texts for this course are:</p> <p>Cline, T. and Frederickson, N. (1999) Identification and assessment of dyslexia in bi/multilingual children. <i>International Journal of Bilingual Education and Bilingualism</i>, 2,2 pp. 81- 93.</p> <p>Courtney, F.N., Tomblin, J.B. and Bishop, B.V.M. (2008) <i>Understanding developmental language disorders: from theory to practice</i>. Brighton: Psychology Press</p> <p>Everatt, J., Weeks, S. and Brookes, P. (2008) Profiles of Strengths and Weaknesses in Dyslexia and other Learning Disabilities, <i>Dyslexia</i>, 14 (1) 16 - 41.</p> <p>Frith, U (1999) Paradoxes in the definition of dyslexia, <i>Dyslexia</i> 5,192 -214</p> <p>Hatcher, J.(2009) Managing the needs of pupils with dyslexia in mainstream classrooms, In C. Hulme & M. Snowling, <i>Developmental Language Learning</i></p>

	<p>and Cognition, Chichester: Wiley & Son.</p> <p>HMIe (2008) Education for Learners with Dyslexia</p> <p>Hulme, C. and Snowling, M. (2009) Developmental disorders of language, learning and cognition (Chapter 4). Chichester: Wiley.</p> <p>Macdonald, S.J. (2009) Windows of Reflection: Conceptualising Dyslexia Using the Social Model of Disability, <i>Dyslexia</i> 15 (4) 347-362.</p> <p>Nicolson, R.I., Fawcett, A.J., Brookes, R.L. and Needle, J. (2010) Procedural Learning and Dyslexia, <i>Dyslexia</i> 16 (3) 194-212.</p> <p>Nisbet, P. D and Aitken, S. (2007) Books for All: Accessible curriculum materials for pupils with additional needs, Executive Summary Report to Scottish Executive, CALL Scotland</p> <p>Norwich, B. (2009) How compatible is the recognition of dyslexia with inclusive education? in G.Reid, <i>The Routledge Companion to Dyslexia</i>, London: Routledge</p> <p>Reid, G. (2009) <i>Dyslexia, A Practitioner's Handbook</i> (fourth edition), Chichester: Wiley, Chapter 4, Identifying Need.</p> <p>Reid, G. (2012) <i>The Routledge Companion to Dyslexia</i>, London: Routledge</p> <p>Smyth, I. (2010) <i>Dyslexia in the Digital Age: making IT work</i>, London, New York : Continuum International Pub. Group (Chapter 2 Testing)</p> <p>Reid, G., Fawcett, A, Manis, F and Siegal, L. (Eds) <i>The Sage Handbook of Dyslexia</i>, London: Sage Publications.</p> <p>Thomson, M. (2008) <i>Supporting Students with Dyslexia in Secondary Schools: Every Class Teacher's Guide to Removing Barriers and Raising Attainment</i>, London: Routledge</p>
Study Abroad	Not entered
Study Pattern	Blended learning format course over 8 sessions. Face for face sessions are on a Saturday.
Keywords	specific learning difficulties, dyslexia

Contacts

Course organiser	<p>Martin Toye</p> <p>Tel: 0131-651-6429</p> <p>Email: Martin.Toye@ed.ac.uk</p>	Course secretary	<p>Susan Scott</p> <p>Tel: 0131-651-6573</p> <p>Email: Susan.Scott@ed.ac.uk</p>
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Course Title

Specific Learning Difficulties: Co-occurring Specific Difficulties
(SpLD2) (EDUA11237)

Course Outline

School	School of Education	College	Humanities and Social Science
Course type	Standard	Availability	To all students
Credit level (Normal year)	SCQF Level 11	Credits	20
Home subject area	Education	Other subject area	None
Course website	None	Taught in Gaelic?	No
Course description	<p>This course is designed for all teachers and professionals who support children in their learning. It will provide opportunities for participants to critically explore theoretical aspects of specific learning difficulties which may co-occur with dyslexia or may be considered to exist independently. In particular the specific difficulties of dyspraxia, attention deficit hyperactivity disorder and specific language impairment will be examined with recent research examined and analysed. The course seeks to broaden awareness of perspectives and consider the controversies surrounding these difficulties thus enabling professionals to identify and support young people through examination of the curriculum and consideration of more flexible curricular arrangements.</p>		

Entry Requirements (not applicable to Visiting Students)

Pre-requisites	None	Co-requisites	None
Prohibited Combinations	None	Other requirements	None
Additional Costs	None		

Information for Visiting Students

Pre-requisites	None
Displayed in Visiting Students Prospectus?	Yes

Summary of Intended Learning Outcomes

On completion of this course, the student will be able to:

1. develop a critical understanding of the nature of specific learning difficulties and appreciate the complexities of identification in relation to co-occurring specific difficulties.
2. develop an understanding of the principles underpinning the process of assessment of specific learning difficulties.
3. analyse the role of the curriculum as a possible barrier to learning.
4. critically evaluate current approaches to the support of learners with these difficulties.

Assessment Information

Produce and present an illustrated talk for the group critically exploring one of the specific difficulties in relation to children's learning, and showing how this difficulty can be assessed drawing on the course literature and proposing action for further investigation into this topic (10 minutes, 25%).

Discuss current theoretical issues relating to the field of specific learning difficulties and provide a critical detailed analysis of the assessment process in relation to co-occurring difficulties in one country. In a contextualised response discuss how you may collaborate with other professionals in the identification and support of learners with specific co-occurring difficulties within an educational context. (3,000 words, 75%)

Special Arrangements

None

Additional Information

Academic description	Not entered
Syllabus	
Transferable skills	
Reading list	<p>Core texts for this course are:</p> <p>Cooper, P. & Baldwin, S. (2000), How should ADHD be treated? The Psychologist, vol 13 (12) 598-602</p> <p>Cooper, P., & O'Regan, F., (2001) Educating Children with AD/HD, London: Routledge</p> <p>Crawford, S.G., Kaplan, B.J., Dewey, D. (2006) Effects of coexisting disorders, cognition and behaviour in children with ADHD, Journal of Attention Disorders 10:2 192-100</p> <p>Daley, D. and Birchwood (2009) ADHD and academic performance: why does ADHD impact on academic performance and what can be done to support ADHD</p>

	<p>children in the classroom?, Child: Care, Health and Development, 36 (4) 455-464.</p> <p>Hulme, C. and Snowling, M. (2009) Developmental Cognitive Disorders Oxford: Blackwell/Wiley.</p> <p>Hughes, L. & Cooper, C. (2007) Understanding and Supporting Children with ADHD, London: Paul Chapman</p> <p>Kirby, A. (2005) "Overlapping Conditions - Overlapping Management: services for individuals with development coordination disorder" from D.Sugden and M. Chambers (eds), Children with developmental coordination disorder London: Whurr (Chapter 13)</p> <p>Lloyd, G., Stead, J. and Cohen, D. (2006) Critical New Perspectives on ADHD, London: Routledge.</p> <p>Macintyre, C. (2001) Dyspraxia 5-11, Abingdon: David Fulton Publishers (Chapter 4: Intellectual development in the dyspraxic child)</p> <p>Macintyre, C. (2008) Dyspraxia in the Early Years (2nd edition), Abingdon: David Fulton</p> <p>Snowling, M., Bishop, D. V., & Stothard, S. (2000). Is preschool language impairment a risk factor for dyslexia in adolescence? Journal of Child Psychology and Psychiatry, 41(5), 587-600.</p> <p>Stephenson, J., Carter, M. And Wheldall, K. (2007) Still jumping on the balance beam: continued use of perceptual motor programs in Australian schools.(Report) Australian Journal of Education April 1, 2007</p>
Study Abroad	Not entered
Study Pattern	Blended learning format over 8 sessions, half of them face to face and the rest through online learning and group discussion.
Keywords	specific learning difficulties, dyspraxia, attention deficit hyperactivity disorder, specific language

Contacts

Course organiser	<p>Martin Toye Tel: 0131-651-6429 Email: Martin.Toye@ed.ac.uk</p>	Course secretary	<p>Susan Scott Tel: 0131-651-6573 Email: Susan.Scott@ed.ac.uk</p>
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Course Title

The Developing Bilingual Learner (EDUA11250)

Course Outline

School	School of Education	College	Humanities and Social Science
Course type	Standard	Availability	To all students
Credit level (Normal year)	SCQF Level 11	Credits	20
Home subject area	Education	Other subject area	None
Course website	None	Taught in Gaelic?	No
Course description	<p>This blended learning course (24 hours) is delivered every two years and is organised into 8 x 3 hour units timetabled 17.00-20.00 on Tuesday evenings.</p> <p>Units 1, 3, 5 and 7 are taught at Moray House School of Education and Units 2, 4, 6 and 8 are e- learning involving online discussions.</p> <p>Unit 1 Setting the context for Bilingual learners and the distinctiveness of EAL Unit 2 Oral language development and language acquisition Unit 3 The process of bilingual development and analysing classroom discourse Unit 4 The nature of learning tasks and the demands they make on bilingual learners Unit 5 Bilingualism and Literacy Development Unit 6 Partnerships with linguistic minority parents and complementary schooling Unit 7 EAL assessment approaches and practices. Unit 8 Working practices in school and action planning with mainstream teachers</p>		

Entry Requirements (not applicable to Visiting Students)

Pre-requisites	None	Co-requisites	None
Prohibited Combinations	None	Other requirements	None
Additional Costs	None		

Information for Visiting Students

Pre-requisites	None
Displayed in Visiting Students Prospectus?	Yes

Summary of Intended Learning Outcomes

On completion of this course, the student will be able to:

1. Demonstrate knowledge of current theories underpinning first and additional language acquisition
2. Apply critical analysis and evaluation of current models and approaches to the support of bilingual learners in a range of educational settings
3. Demonstrate critical awareness of socio-cultural literacy practices in the home and multilingual community contexts
4. Critically evaluate curriculum demands and learning tasks in terms of the linguistic, cognitive and social development of bilingual learners
5. Make informed professional judgements on the assessment and support of bilingual learner

Assessment Information

Either a Report: Describe and critically review the policy and practice demonstrated in one country, school, centre or service towards bilingual learners, providing brief case studies to support your analysis. On the basis of this review, make recommendations for changes to the approach adopted by the country, school, centre or service to the support of bilingual learners.

Or a Case Study: Prepare a detailed case study of an individual bilingual learner. Pay particular and critical attention to policies and practices (written or understood) which have affected or might affect the child's future progress and the family's involvement. On the basis of the case study, make recommendations for change to the practice or procedures discussed.

Special Arrangements

None

Additional Information

Academic description	Not entered
Syllabus	
Transferable skills	

Reading list	<p>Core texts for this course are:</p> <p>Archer, L. & Francis, B. (2007) <i>Understanding Minority Ethnic Achievement: Race, gender, class and 'success'</i> London: Routledge.</p> <p>Baker, C. (2011) <i>Foundations of Bilingual Education and Bilingualism</i> (5th edition) Clevedon : Multilingual Matters.</p> <p>Bialystock, E. (2001) <i>Bilingualism in Development: Language, Literacy and Cognition</i>. Cambridge: Cambridge University Press.</p> <p>Creese, A. (2005) <i>Teacher Collaboration and Talk in Multilingual Classrooms</i>. Clevedon: Multilingual Matters.</p> <p>Contah, J. (2012) <i>Teaching Bilingual and EAL Learners in Primary Schools</i>. London: Sage.</p> <p>Cummins, J. (2000) <i>Language, Power and Pedagogy: Bilingual Children in the Crossfire</i> Clevedon : Multilingual Matters</p> <p>Datta, M. (2007) (ed) <i>Bilinguality and Literacy : Principles and Practices</i> (2nd edition) London: Continuum</p> <p>Garcia. O. (2009) <i>Bilingual Education in the 21st century: A Global Perspective</i>. Oxford: Wiley-Blackwell</p> <p>Hancock, A. (2014) <i>Language education policy in multilingual Scotland: opportunities, imbalances and debates</i>. <i>Language Planning and Language Problems</i>, 38(2), 167-191.</p> <p><i>Learning and Teaching Scotland</i> (2005) <i>Learning in 2(+) Languages: ensuring effective inclusion for bilingual learners</i>, Dundee: Learning and Teaching Scotland</p> <p>NALDIC (2005) <i>Teaching Isolated Bilingual Learners of English</i>. NALDIC Working Paper 8. London: NALDIC.</p> <p>Vertovec, S. (2007) <i>Super-diversity and its implications</i>. <i>Ethnic and Racial Studies</i>, 30 (6), 1024-1054</p>
Study Abroad	Not entered
Study Pattern	
Keywords	Bilingualism, English as an Additional Language (EAL), Language Acquisition, Multilingual literacy

Contacts

Course organiser	<p>Andy Hancock Tel: 0131-651-6635 Email: Andy.Hancock@ed.ac.uk</p>	Course secretary	<p>Susan Scott Tel: 0131-651-6573 Email: Susan.Scott@ed.ac.uk</p>
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Course Title

Bilingualism and Other Additional Support Needs (EDUA11251)

Course Outline

School	School of Education	College	Humanities and Social Science
Course type	Standard	Availability	To all students
Credit level (Normal year)	SCQF Level 11	Credits	20
Home subject area	Education	Other subject area	None
Course website	None	Taught in Gaelic?	No
Course description	<p>This blended learning course (24 hours) is delivered every two years and is organised into 8 x 3 hour units timetabled 17.00-20.00 on Tuesday evenings. Units 1, 3, 5 and 7 are taught at Moray House School of Education and Units 2, 4, 6 and 8 are e- learning involving online discussions. Each unit will include a variety of learning opportunities including lectures, problem-based learning, collaborative study, formative presentations and independent study.</p> <p>Unit 1 Inclusion and the context for discussion of bilingualism and other additional support needs (ASN) Unit 2 Language needs or learning needs? Unit 3 Identification and Assessment Unit 4 Bilingual learners causing concern: asking questions Unit 5 Bilingualism and Dyslexia Unit 6 Gathering Evidence Unit 7 Planning support, curriculum access and resources Unit 8 Other Additional Support Needs</p>		

Entry Requirements (not applicable to Visiting Students)

Pre-requisites	None	Co-requisites	None
Prohibited Combinations	None	Other requirements	None
Additional Costs	None		

Information for Visiting Students

Pre-requisites	None
Displayed in Visiting Students Prospectus?	Yes

Summary of Intended Learning Outcomes

On completion of this course, the student will be able to:

1. Demonstrate knowledge of the interplay between additional language acquisition and other learning needs
2. Apply critical analysis of formal and informal assessments of bilingual learners, taking into account their language proficiencies, biliteracy development and cultural background.
3. Employ a hypothesis-testing approach to the analysis of evidence regarding a bilingual learner's language development, learning and behaviour
4. Critically evaluate current approaches to the support of children and young people with other additional support needs with reference to different cultural and linguistic backgrounds
5. Make informed professional judgements about the assessment, support and inclusive practices of bilingual learners

Assessment Information

Either a Report: Describe and critically review the policy and practice demonstrated in one country, school, centre or service towards bilingual learners, providing brief case studies to support your analysis. On the basis of this review, make recommendations for changes to the approach adopted by the country, school, centre or service to the diagnosis and support of bilingual learners causing concern.

Or a Case Study: Prepare a detailed case study of an individual bilingual learner who is causing concern. Pay particular and critical attention to policies and practices (written or understood) which have affected or might affect the child's future progress and the family's involvement. On the basis of the case study, make recommendations for change to the practice or procedures discussed.

Special Arrangements

None

Additional Information

Academic description	Not entered
Syllabus	
Transferable skills	
Reading list	<p>Core texts for this course are:</p> <p>Archer, L. & Francis, B. (2007) Understanding Minority Ethnic Achievement: Race, gender, class and 'success' London: Routledge.</p> <p>Baker, C. (2011) Foundations of Bilingual Education and Bilingualism (5th edition) Clevedon : Multilingual Matters.</p> <p>Cummins, J. (2000) Language, Power and Pedagogy : Bilingual Children in the Crossfire Clevedon : Multilingual Matters</p> <p>Department for Education and Skills (2006) Ethnicity and Education: The Evidence on Minority Ethnic Pupils aged 5-16. DFES Research Topic Paper: 2006 edition.</p> <p>Frederickson, N. & Cline, T. (2009) Special Educational Needs, Inclusion and Diversity (2nd edition). Buckingham: Open University Press.,</p> <p>Grosjean, F. (2010) Bilingualism, biculturalism, and deafness. International Journal of Bilingual Education and Bilingualism 13(2), 133-145.</p> <p>Hancock, A. (2012) Inclusive practices for pupils with English as an additional language. In Arshad, R., Wrigley, T. and Pratt, L. (eds) Social Justice Re-Examined: Dilemmas and Solutions for the Classroom Teacher (pp.97-113). Stoke-on-Trent: Trentham Books.</p> <p>Johnson, M. and Morjaria_Keval, A. (2007) Ethnicity, sight loss and invisibility. British Journal of Visual Impairment. 25 (1) 21-31.</p> <p>Manchester City Council Children's Services (2010) Minority Ethnic Pupils and Special Educational Needs: Guidance and Self-evaluation for Schools on Identification.,</p> <p>Martin D. (2009) Language Disabilities in Cultural and Linguistic Diversity. Clevedon: Multilingual Matters.</p> <p>Riddell, S., Stead, J., Weedon, E. and Wright, K. (2010) Additional support needs reforms and social justice in Scotland. International Studies in Sociology of Education, 20 (3), 179-199.</p>
Study Abroad	Not entered
Study Pattern	
Keywords	Bilingualism, Additional Support Needs (SEN), English as an Additional Language (EAL)

Contacts

Course organiser	<p>Andy Hancock Tel: 0131-651-6635 Email: Andy.Hancock@ed.ac.uk</p>	Course secretary	<p>Susan Scott Tel: 0131-651-6573 Email: Susan.Scott@ed.ac.uk</p>
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