



**TITLE PAGE**

**ASPIRE PILOTING MODULE No: 5**

**TITLE OF MODULE:** Meeting Needs of Students with Cognition/Learning/ Specific Learning Difficulties

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**MODULE DESCRIPTION**

**Type:** Staff capacity enhancement training course

**Semester:** Fall

**Target Audience:** University teaching staff/ PhD students, ASPIRE partner organizations’ members

**Teacher expertise:** Trained within the frames of ASPIRE Project

**Teacher:** Lilit Karapetyan, Zaruhi Harutyunyan

**Language:** Armenian/English

**Prerequisites:** Teaching experience, familiarity with syllabus and course description.



**Restrictions:** n/a

**Supplementary regulations:** n/a

**Summary:**

- ▶ This module is designed for university teaching staff/PhD students and provides basic knowledge on approaches to inclusive education, approaches to SEN/disabilities, cognition/learning/specific learning difficulties
- ▶ The module contains information on on-going developments towards inclusive education of students with specific learning difficulties in higher education in Armenia, focusing on the use of assistive teaching strategies and methods.
- ▶ The module will offer the participants the opportunity to develop individual learning plans for students with specific learning difficulties providing techniques for adjusting both syllabus for and assessment/testing of students with specific learning difficulties.

**Overall aim:**

- ▶ To raise awareness of university teaching staff, PhD students (who are usually future teaching staff) on inclusive process in HEIs
- ▶ To develop competences among university teaching staff, PhD students to identify students with specific learning difficulties and adjust the syllabus to facilitate their academic performance.
- ▶ To equip the teachers/PhD students with appropriate teaching strategies and methods.

**Learning outcomes:**

At the end of the course the participants will be able to:



Knowledge and understanding

- a. Define and understand the concept of inclusiveness in an educational institution as a core element of social life.
- b. Interpret current situation and future perspectives of inclusive education in the country.
- c. Understand the necessity of inclusive process in HEIs.
- d. Understand the process of needs assessment of students with special needs.

Subject specific understanding and skills

- e. Understand the necessity and possibility of inclusion of people with specific learning difficulties.
- f. Identify students with specific learning difficulties.
- g. Understand the impact of the specific learning difficulties upon the study process of people with these difficulties.

Key skills

- h. Apply strategies and teaching methods to meet needs of students with specific learning difficulties.
- i. Demonstrate ability to reflect upon educational needs relating to specific learning difficulties.

**MODULE STRUCTURE**

ECTS credits: 0.5

Study Hours: academic 15 hours (1 hour = 40 minutes)

Taught Hours:

Day 1: 2 Hrs.



Day 2: 2 Hrs.

Day 3: 2 Hrs.

Independent Hours: 9

Total: 15 Hrs.

**DESCRIPTION OF TYPES OF ASSESSMENT**

**Assessment scheme**

**Types of assessment:**

<b>Types of assessment:</b>	<b>Units:</b>	<b>Weighting:</b>	<b>Learning Outcomes:</b>
Pre- and post-test evaluations will be conducted to check the comprehension of the module	2		Overall understanding of the topic
Assignment 1: Reading, video watching and conclusions/essay ( <a href="#">1</a> , <a href="#">2</a> , <a href="#">3</a> )	2	25%	a, b, c
Assignment 2: Groupwork (The participants will adapt syllabus knowledge, assessment in specific areas to and make an individual study plan for students with SLD), group presentation	2	40%	d, g, h, f
Active participation (group discussions, stimulation)	3	20%	a, b, c, d, e, f, g, i
Presence	3	15%	

**Description of types of assessments:**

Assignment 1: Essay/Homework assignment (25%)



Participants will read literature and watch video to draw up an essay on attitudes and possible inclusion of people with SEN/disabilities in higher education. They will indicate the difficulties and possibilities existing in the country related to education /specifically in higher/ and social life, in general. They will define specific examples. In conclusion, they will propose their own solutions for the examples defined. (max 500 words).

Assignment 2: Presentation/Homework assignment (40%)

Working in small groups (2 or 3), the participants will adapt a syllabus, student knowledge assessment to or develop an individual study plan or study track for students with SLD regarding their study in HEIs. Each group will work on their own specific course or related course in their profession. (Power point presentation).

The course participants will actively be involved in discussions, critically analyzed discussed topics, take part in simulations and give their reflection upon the obtained experience (20%). Their participation in all lessons is required (15%).

**COURSE PLAN**

Activity day	Lesson Topic	Lesson Activities	Estimated student work time in minutes/ hours	Lesson Outcome	Assessment forms
Day 1	<p><b>Inclusive Education: background and perspectives</b></p> <ul style="list-style-type: none"> <li>Inclusive Education and attitudes to people with disabilities</li> </ul>	<p>Introduction. Pre-evaluation.</p> <p>Lecture (PPT 1) Discussion on the topic/ Main Law on inclusive Education, UN</p>	<p>15 minutes</p> <p>15 minutes</p>	a, c	<p>Pre-evaluation</p> <p>Presence 5%</p> <p>Participation in</p>



	<ul style="list-style-type: none"> <li>• Background of inclusive education in Armenia</li> <li>• Understanding the social approach of disability, ICD10/ICF</li> <li>• Impact of societal attitudes, stereotypes and discriminative</li> </ul>	<p>convention, the aim and strategies of Inclusive Education/</p> <p>Lecture (PPT 1) Discussion on the topic /Law on Education in Armenia, History of Inclusive Education in Armenia, Present barriers and developments in Inclusive Education/</p> <p>Lecture (PPT 2) Discussion on the topic /Social Model vs. Clinical Model, Description of each model, International Classification of Functions, International Classification of Diseases (10), Structure and main domains covered by ICF, aim/</p>	<p>15 minutes</p> <p>15 minutes</p>	<p>b, c</p> <p>a, b, c</p>	<p>discussions 5%</p>
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	behavior	<p>Lecture (PPT 2)                      Discussion on the topic /Attitude to people with SEN, environmental impacts of formation of attitudes, Role of conditioning in development of attitudes and stereotypes, ways to overcome them/                      Simulation</p> <p>Discussion and Conclusion of Day 1 Topic</p> <p>Homework Assignment 1 Explanation</p>	<p>10 minutes</p> <p>5 minutes</p> <p>5 minutes</p>	<p>a, b, c</p> <p>a</p>	
Day 2	<p><b>Students with specific learning difficulties (SLD)</b></p> <ul style="list-style-type: none"> <li>Classification and understanding of specific learning difficulties (SLD): dyscalculia, dysgraphia and dyslexia,</li> </ul>	<p>Presentations and Conclusions on homework assignment</p> <p>Lecture (PPT 3)                      Discussion on the topic /Main terms about</p>	<p>15 minutes</p> <p>20 minutes</p>	<p>a, b, c</p> <p>f, g,</p>	<p>Assignment/Essay presentation 25%</p> <p>Presence 5%</p>



	<p>dyspraxia</p> <ul style="list-style-type: none"> <li>Specific learning difficulties in the higher educational system</li> </ul>	<p>specific learning difficulties in different field of science, types of SLD, description. Field of activities SLD can hinder, main difficulties, weak and strong features of people with SLD, how to recognise SLD/</p> <p>Simulations (2 groups: dypraxia and dyslexia)</p> <p>Lecture (PPT 4) Discussion on the topic /Influence of SLD on educational process, positive and negative factors influencing of educational and learning process of students with SLD, tips to provide assistance to pople with SLD/</p> <p>Discussion and Conclusion of Day 2 Topic Homework Assignment 2</p>	<p>20 minutes</p> <p>15 minutes</p> <p>5 minutes</p>	<p>i</p> <p>e, g, h,</p>	<p>Participation in discussions and simulations 10%</p>
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		explanation			
Day 3	<p><b>Teaching strategies for students with specific learning difficulties (SLD)</b></p> <ul style="list-style-type: none"> <li>• Tips to assist people with SLD, use of strategies and modifications to meet the educational needs of students with SLD</li> <li>• Needs Assessment of student with special needs</li> </ul>	<p>Group Presentation of (PPT) Homework Assignment 2</p> <p>Lecture (PPT 5) Discussion on the topic /Assistance to students with dislexia, requirements to lectures, reading and writing materials for students with SLD, preparation to and process of exam/</p> <p>Lecture (PPT 6) Discussion on the topic /Description, main aims, process, assessment of educational needs in higher Education/</p> <p>Discussion on the Assignment 2 regarding</p>	<p>20 minutes</p> <p>20 minutes</p> <p>15 minutes</p> <p>15 minutes</p>	<p>d, g, h, f</p> <p>h</p> <p>d</p> <p>i</p>	<p>Group Presentation 40%</p> <p>Presence 5%</p> <p>Discussions and discussions 5%</p>



	Post-evaluation and summary of the module	the topic of Day 3 /changings and new suggestions on the topic for homework assignment regarding the topics covered during the lesson/ Conclusions	10 minutes		
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**TRAINERS GUIDE**

Activity title	Activity description	Suggested materials
<p><b>Day 1</b></p> <p>Introduction.</p> <p>Pre-evaluation.</p> <p>Lecture (PPT 1) Discussion on the topic/ Main Law on inclusive Education, UN convention, the aim and strategies of</p>	<ol style="list-style-type: none"> <li>1. The teachers introduce the course participants the aim, outcomes of the course.</li> <li>2. Pre-evaluation: the pre-evaluation is conducted to register the comprehension of the course.</li> <li>3. The teacher conducts an interactive lecture about inclusive education, its background. The lecture is folowed-up with discussion on the topic. Students give</li> </ol>	<p>Pre-post-evaluation form (part 1)</p> <p>PPT 1 (part 1)</p>





<p>Discussion and Conclusion of Day 1 Topic</p> <p>Homework Assignment 1 Explanation</p>	<p>come back during the exercise by the instruction of the trainer. The latter draws on the blackboard writes down on the board a circle and asided of it other figures (such as a triangle and a square) and asks the other participants to tell what they see. After the trainer cleans two figures around the circles writing letters (for example A and B) instead inviting one of the students who are out of the room in and tto tell what they see on the boar. Then instead of the lettes numbers are written and the second student out of the room comes in and tells what he/she sees.</p> <p>8. The teachers and participants discuss the topics covered during Day 1, make conclusion.</p> <p>9. The teacher explains Assignment 1; the participants should watch videos about discrimination, read article to draw up Assignment 1.</p>	<p>Reading materials: Successes and challenges of Inclusive Education in Armenia, (in Armenian), <a href="http://www.bridgeofhope.am">www.bridgeofhope.am</a>, retrieved at: 19.08.2014</p> <p>Video-materials (<a href="#">1</a>, <a href="#">2</a>, <a href="#">3</a>)</p>
<p><b>Day 2</b></p> <p>Presentations and Conclusions on homework assignment</p>	<p>1. The participants in groups of four people discuss homework and make general conclusion. After one representative from</p>	



<p>Lecture (PPT 3) Discussion on the topic /Main terms about specific learning difficulties in different field of science, types of SLD, description. Field of activities SLD can hinder, main difficulties, weak and strong features of people with SLD, how to recognise SLD/</p> <p>Simulation</p>	<p>each group presents them.</p> <p>2. The teacher conducts a lecture on specific learning difficulties. The lecture is followed-up with discussion on the topic.</p> <p>3. Simulation on dyspraxia and dyslexia is organized. All participants are divided into two groups. One teacher provides small books with a known small text where on each next page letters are replaced with unknown symbols more and more, and the students try to read them. After each participant has read a part, they discuss and reflect on their own feelings when experiencing difficulties while reading texts with unknown symbols. The second teacher (co-teacher) explains the simulation exercise to the second group members who should try to draw some figures on examples following the movements of their hands in mirrors in</p>	<p>PPT 3</p> <p>Simulation material 1</p> <p>Simulation material 2</p>
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<p>Lecture (PPT 4)                  Discussion on the topic /Influence of SLD on educational process, positive and negative factors influencing of educational and learning process of students with SLD, tips to provide assistance to pople with SLD/</p> <p>Discussion and Conclusion of Day 2 Topic</p> <p>Homework Assignment 2 explanation</p>	<p>front. After each participant has read a part, they discuss and reflect on their own feelings when experiencing difficulties while following their hand movements in the reflection of mirrors. Then the groups exchange with their tasks.</p> <p>4. The teacher conducts a lecture on specific learning difficulties in higher education, about difficulties related with main activities in study process in different fields. The lecture is folowed-up with discussion on the topic.</p> <p>5. Discussion and Conclusion of Day 2 Topic are coming next. The teacher promotes the participants to provide feedback on the activities covered during the lesson.</p> <p>6. The teacher explains Assignment 1; the participants in groups of 2 or 3 should adapt a course they teach to needs of students with special learnig difficulties. They should evaluate the accordance of the materials they use during their lessons with the needs of students with specific learning difficulties.The</p>	<p>PPT 4</p> <p>Good Practice Guidelines for the Providers of Support and Services for Students with Disabilities in Higher Education, AHEAD, Dublin, 2008</p>
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	<p>participants should suggest teaching strategies in frames of their syllabus or study plans.</p>	
<p><b>Day 3</b></p> <p>Group Presentation of (PPT) Homework Assignment 2</p> <p>Lecture (PPT 5) Discussion on the topic /Assistance to students with dislexia, requirements to lectures, reading and writing materials for students with SLD, preparation to and process of exam/</p> <p>Lecture (PPT 6) Discussion on the topic /Description, main aims, process, assessment of educational needs in higher Education/</p> <p>Discussion on the Assignment 2 regarding the topic of Day 3 /changings and new</p>	<ol style="list-style-type: none"> <li>1. Group Presentation (PPT) of Homework Assignment 2.</li> <li>2. The teacher conducts an interactive lecture on tips, strategies and modifications to meet the needs of students with specific learning difficulties in higher education. The lecture is followed-up with discussion on the topic. In groups of Assignment 2 the participants compare the strategies provided by them with those presented by the teacher.</li> <li>3. The teacher conducts an interactive lecture on tips, strategies and modifications to assess students with specific learning difficulties in higher education. The lecture is followed-up with discussion on the topic. In groups of Assignment 2 the participants suggest the assessment tools fitting to their field of teaching.</li> <li>4. The participants discuss on the Assignment 2 regarding the topic of Day 3.</li> </ol>	<p>PPT 5</p> <p>PPT 6</p>



suggestions on the topic for homework assignment regarding the topics covered during the lesson/  Post-evaluation	The teachers promote the participants to express their opinion and conclusion on the topic.  5. The participants fill in post-evaluation test.	Pre-post evaluation form (part 2)
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**LIST OF SUGGESTED LITERATURE**

1. List of Articles, Texts etc

- Comprehensive Assessment and Evaluation of Students with Learning Disabilities <http://www.ldanatl.org/pdf/NJCLD%20Comp%20Assess%20Paper%206-10.pdf>
- Good Practice Guidelines for the Providers of Support and Services for Students with Disabilities in Higher Education, AHEAD, Dublin, 2008
- Interventions for Students with Learning Disabilities <http://nichcy.org/wp-content/uploads/docs/nd25.pdf>
- Loftus, T. Supporting Students with Dyslexia. Practical guidelines for institutions of further and higher education. AHEAD Education Press
- Successes and challenges of Inclusive Education in Armenia, (in Armenian), [www.bridgeofhope.am](http://www.bridgeofhope.am), retrieved at: 19.08.2014

2. Recommended Bibliography:

- Fisher, R. (2001) Teaching Children to Think. Nelson Thornes
- Given, B. K. & Reid, G. (1999) Learning Styles: A guide for teachers and parents. St Annes-on-Sea: Red Rose Publications.
- Hannaford, C. (1995) Smart Moves Why Learning Is Not All In Your Head Great Ocean Publishers
- Kennedy S., Treanor D., O'Grady M., et al., DAWN Handbook: Guidelines for Academic Staff Teaching Students with Disabilities, NAIRTL, 2008, Cork, Ireland





- May, H. (2003) The Engagement of Children with Learning Difficulties in Mainstream Primary Classrooms BERA
- Toward a Common Language for Functioning, Disability and Health. ICF (2002) World Health Organization. Geneva

3. Website Links

- <http://www.nda.ie>
- [http://www.highlandschools-virtualib.org.uk/ltt/inclusive\\_enjoyable/l\\_difficulties.htm](http://www.highlandschools-virtualib.org.uk/ltt/inclusive_enjoyable/l_difficulties.htm)
- <http://www.education.gov.sk.ca/Teachers-Make-the-Difference>
- <http://www.uoguelph.ca/tss/resources/pdfs/lophandbook.pdf>