

Subject Description Form

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| Subject Code | APSS 5056 | | |
| Subject Title | Advanced Practices in Learning Disorders and Language Minority | | |
| Credit Value | 3 | | |
| Level | 5 | | |
| Pre-requisite / Co-requisite/ Exclusion | Nil | | |
| Assessment Methods | 100% Continuous Assessment | Individual Assessment | Group Assessment |
| | 1. Seminar presentation | | 40% |
| | 2. Individual Report | 40% | |
| | 3. Attendance and participation | 20% | |
| | <ul style="list-style-type: none"> • The final grade is calculated according to the percentage assigned for each assessment component. • Successful completion and submission of all component assignments is required for passing the subject. | | |
| Objectives | <p>The subject aims to enable students:</p> <ol style="list-style-type: none"> 1. enhance students' understanding of the discrimination, disadvantages and structured inequalities faced by people with learning disorder and diverse backgrounds in their life worlds and identities in Hong Kong 2. comparatively review on the research paradigms and service models for students with learning disorders and of language minority 3. examine the conceptions and challenges in catering for learning diversity within inclusive settings 4. critically reflect on current claims and local practices related to learning disorders and language minority | | |
| Intended Learning Outcomes | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. describe and identify complex issues and learning situations encountered by people who are from a diverse backgrounds; b. demonstrate stronger empathy and sensitivity to the needs of individuals of diverse backgrounds; c. formulate working model for supporting and empowering marginalized people with diversities; d. develop and evaluate research, assessment and intervention practices for learning disorders and language minority | | |

| Subject Synopsis/ Indicative Syllabus | <p>This course does not only serves to introduce recent local and international practices in addressing learning disorders and language minority, but also to enhance capacity to develop, implement and evaluate from multidisciplinary and evidence-based approaches. It will covers the following areas:</p> <ol style="list-style-type: none"> 1. Models of inclusion of students with learning disorders 2. Models of inclusion of students of language minority 3. Development, implementation and evaluation of support for learning disorders and language minority 4. Issues on teacher development for catering for learning diversity 5. Approaches to the promotion of change and integration 6. Emerging practices for supporting diverse learners 7. Critical issues in diversity and schooling | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Teaching/Learning Methodology | <p>The lectures and seminars are designed to introduce the students to the relevant issues in this subject. There will be opportunities for group discussions and presentations to explore these issues in greater depth.</p> <p>This subject adopts team teaching in order to operationalize multidisciplinary collaboration in teaching and practice. The curriculum and learning activities will reflect the blending of key learning elements and practices drawn from different disciplines. Teaching members from different disciplines will contribute, to different extent, to the design and delivery of the subject content.</p> <p>Knowledge content for the course will be delivered in lectures, in the use of web-assisted platform (Blackboard) and students' active learning will be stimulated through participating in discussion, report writing and sharing of findings.</p> <p>The teaching and learning activities of the subject are further empowered by the case studies and involvements in implementing activities catered for learning diversity in classroom settings. Feedback to students' progress in the project will be provided to facilitate students' learning.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assessment Methods in Alignment with Intended Learning Outcomes | <table border="1" data-bbox="459 1279 1469 1883"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. Seminar presentation</td> <td>40 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Individual report</td> <td>40 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Attendance and Seminar participation</td> <td>20 %</td> <td>✓</td> <td>✓</td> <td>✓</td> <td></td> </tr> <tr> <td>Total</td> <td>100%</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <ol style="list-style-type: none"> 1. Students' works will be assessed on the extent to which students can proactively and appropriately incorporate and apply knowledge from different professional disciplines in critical thinking and problem solving processes. | | | | Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | a | b | c | d | 1. Seminar presentation | 40 % | ✓ | ✓ | ✓ | ✓ | 2. Individual report | 40 % | ✓ | ✓ | ✓ | ✓ | 3. Attendance and Seminar participation | 20 % | ✓ | ✓ | ✓ | | Total | 100% | | | | |
| Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | a | b | c | d | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Seminar presentation | 40 % | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Individual report | 40 % | ✓ | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Attendance and Seminar participation | 20 % | ✓ | ✓ | ✓ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 100% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | <p>2. Seminar participation will be reflected in terms of students' responses that help to motivate in-class participation and exchanges among students.</p> <p>3. Student groups will be required to develop and present a proposal about an innovative intervention at school or at home concerning learning disorders or language minority in Hong Kong during the seminar. Each student is required to submit an individual report based on the proposal in the seminar presentation.</p> | |
| Student Study Effort Expected | Class contact: | |
| | <ul style="list-style-type: none"> ▪ Lectures <p><i>(Lectures will include sessions conducted by invited professionals from different disciplines)</i></p> | 27 Hrs. |
| | <ul style="list-style-type: none"> ▪ Seminars | 12 Hrs. |
| | Other student study effort: | |
| | <ul style="list-style-type: none"> ▪ Individual Report | 24 Hrs. |
| | <ul style="list-style-type: none"> ▪ Seminar presentation | 24 Hrs. |
| | <ul style="list-style-type: none"> ▪ Self-directed studies: reading | 20 Hrs. |
| | Total student study effort | 107 Hrs. |
| Reading List and References | <p><u>Essential</u></p> <p>Banks, T., Obiakor, F. E., & Algozzine, B. (2017). Preparing leaders to work with students with diverse learning needs. In F. E. Obiakor, T. Banks, A. F. Rotatori & C. Utley (Eds.), <i>Leadership matters in the education of students with special needs in the 21st century; leadership matters in the education of students with special needs in the 21st century</i> (pp. 39-60, Chapter x, 209 Pages).</p> <p>Tomlinson, C. A. (2014). <i>The differentiated classroom: responding to the needs of all learners</i>. Alexandria, VA USA: ASCD.</p> <p>Bucher, R.D. (2011). <i>Diversity consciousness: opening our minds to people, cultures, and opportunities</i>. (3rd edition). Upper Saddle River, NJ: Prentice Hall.</p> <p><u>Supplementary</u></p> <p>Clutterbuck, D., Poulsen, K. M., & Kochan, F. (2012). <i>Developing successful diversity mentoring programmes: An international casebook</i>. NY: McGraw-Hill</p> <p>Cook, B. G., & Odom, S. L. (2013). Evidence-based practices and implementation science in special education. <i>Exceptional Children</i>, 79, 135–144.</p> | |

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| | <p>Cook, B. G., & Cook, L. (2016). Research designs and special education research: Different designs address different questions. <i>Learning Disabilities Research & Practice, 31</i>, 190–198. doi: 10.1111/ldrp.12110</p> <p>Creswell, J. (2015). <i>Educational research: Planning, conducting, and evaluating quantitative and qualitative research</i> (5th ed.). Boston: Pearson.</p> <p>Denton, C. A. (2012). Response to intervention for reading difficulties in the primary grades: Some answers and lingering questions. <i>Journal of Learning Disabilities, 45</i>(3), 232-243.</p> <p>Ni, Y. J. (2010). Educational evaluation – Concepts, practice, and future directions. In P. Peterson, E. Baker, McGaw (Eds.), <i>International Encyclopedia of Education, 3</i>, pp. 518-529. Oxford: Elsevier.</p> <p>O'Donnell, C. L. (2008). Defining, conceptualizing, and measuring fidelity of implementation and its relationship to outcomes in K–12 curriculum intervention research. <i>Review of Educational Research, 78</i>, 33-84.</p> <p>Phillipson, S.N. (Ed.) (2007). <i>Learning diversity in the Chinese classroom: Contexts and practice for students with special needs</i>. Hong Kong: Hong Kong University Press.</p> <p>Plante, R.F, and Maurer, L.M. (2010). <i>Doing gender diversity: Readings in theory and real-world experience</i>. Boulder, CO: Westview Press.</p> |
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