

Subject Description Form

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 participation	10%	10%
	2. Seminar presentation		30%
	3. Individual term paper	50%	
	<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. Critical issues in diversity and schooling: An international perspective 2. Whole school approaches to learning diversity 3. Models of inclusion of students with learning disorders 4. Models of inclusion of students of language minority 5. Development, implementation and evaluation of support for learning disorders and language minority 6. Issues on teacher development for catering for learning diversity 7. Approaches to the promotion of change and integration 																															
Teaching/Learning Methodology	<p>The lectures and seminars are designed to introduce the students to the relevant issues in this subject. They also provide a student forum to discuss these issues. There will be opportunities for small group discussions, assignment, 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 within the department of APSS, and from School of Optometry and Rehabilitation Sciences. Teaching members from different disciplines within FHSS 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 both on and off-line, 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 subject will be provided from the results of the continuous assessment and some of them can be instantly accessed through taking the web-based self-assessment.</p>																															
Assessment Methods in Alignment with Intended Learning Outcomes	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2" style="width: 25%;">Specific assessment methods/tasks</th> <th rowspan="2" style="width: 15%;">% weighting</th> <th colspan="4" style="width: 55%;">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th style="width: 12.5%;">a</th> <th style="width: 12.5%;">b</th> <th style="width: 12.5%;">c</th> <th style="width: 12.5%;">d</th> </tr> </thead> <tbody> <tr> <td>1. Seminar participation</td> <td style="text-align: center;">20 %</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td></td> </tr> <tr> <td>2. Seminar presentation</td> <td style="text-align: center;">30 %</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> <tr> <td>3. Individual term paper</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> <td style="text-align: center;">✓</td> </tr> </tbody> </table>				Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)				a	b	c	d	1. Seminar participation	20 %	✓	✓	✓		2. Seminar presentation	30 %	✓	✓	✓	✓	3. Individual term paper	50%	✓	✓	✓	✓
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	Total	100%	
	<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. 2. Seminar participation will be reflected in terms of students' responses in individual and group exercises that help to motivate in-class participation and exchanges among students. Feedbacks and related supplementary information will be given to enrich the learning experiences. 3. Student groups will be required to choose one topic to lead a class discussion. They will be provided a brief overview of the target papers. For theoretical papers, they should identify the critical issues or points of controversies and explain the theoretical perspectives and concepts. For empirical papers, they focus on the research question, the design and the major variables, and the implications of the results. In both cases, students will prepare some questions for class discussion. 4. Students will have to write an individual paper of 3000-4000 words, on an instructional innovation proposed or implemented to address learning diversity in Hong Kong. They are encouraged to propose an initiative that addresses a situation of learning diversity in Hong Kong. 		
Student Study Effort Expected	Class contact:		
	▪ Lectures		27 Hrs.
	▪ Seminars <i>(Seminar will include sessions of around 10 hours conducted by invited professionals from disciplines other than Psych namely SW, SPA, RS, SO, CBS)</i>		12 Hrs.
	Other student study effort:		
	▪ Term Paper		24 Hrs.
	▪ Seminar presentation and participation		24 Hrs.
	▪ Self-directed studies: reading		20 Hrs.
	Total student study effort		
Medium of Instruction	English supplemented with Chinese		
Medium of Assessment	English		
Reading List and References	<u>Essential</u> Bucher, R.D. (2011). <i>Diversity consciousness: opening our minds to people, cultures, and opportunities</i> . (3 rd edition). Upper Saddle River, NJ: Prentice Hall.		

- Deirdre, M. (2010). *Language Disabilities in Cultural and Linguistic Diversity*,
Cormwell Press Group.
- Phillipson, S.N. (Ed.) (2007). *Learning diversity in the Chinese classroom:
Contexts and practice for students with special needs*. Hong Kong: Hong
Kong University Press.
- Supplementary
- Bucher, R.D. (2011). *Diversity consciousness: opening our minds to people,
cultures, and opportunities*. (3rd edition). Upper Saddle River, NJ: Prentice
Hall.
- Christie, C. A. (2010). *Program evaluation*. In P. Peterson, E. Baker, McGaw
(Eds.), *International Encyclopedia of Education*, 3, pp. 706-712. Oxford:
Elsevier.
- Ni, Y. J. (2010). Educational evaluation – Concepts, practice, and future
directions. In P. Peterson, E. Baker, McGaw (Eds.), *International
Encyclopedia of Education*, 3, pp. 518-529. Oxford: Elsevier.
- O'Donnell, C. L. (2008). Defining, conceptualizing, and measuring fidelity of
implementation and its relationship to outcomes in K–12 curriculum
intervention research. *Review of Educational Research*, 78, 33-84.
- Plante, R.F, and Maurer, L.M. (2010). *Doing gender diversity: Readings in
theory and real-world experience*. Boulder, CO: Westview Press.
- Stanovich, P. J., & Stanovich, K. E. (2003). *Using research and reason in
education*. National Institute of Literacy, 2003.
- Tierney, S. (Ed.) (2007). *Accommodating cultural diversity*. Aldershot:
Ashgate.