

Unit Outline (Higher Education)

Institute / School: Institute of Education, Arts & Community

Unit Title: SPECIFIC LEARNING DIFFICULTIES

Unit ID: EDMST6016

Credit Points: 15.00

Prerequisite(s): Nil

Co-requisite(s): Nil

Exclusion(s): Nil

ASCED: 070113

Description of the Unit:

Approximately one in five children in every classroom is thought to experience learning difficulties. Children can experience difficulty with learning for many reasons which can be ameliorated with additional school-based learning support. This unit explores the learning needs of students including those with specific learning difficulties in areas such as reading, writing, numeracy and language. Students will build their professional knowledge of the nature and causes of learning difficulties and will also examine specific learning disabilities, such as dyslexia, dysgraphia, dyscalculia, and identify and apply teaching strategies that support learning for neuro-diverse students.

Grade Scheme: Graded (HD, D, C, P, MF, F, XF)

Work Experience:

No work experience: Student is not undertaking work experience in industry.

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

CourseLevel:

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	✓	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Distinguish between the terms learning disability and learning difficulty, and the known causes and interrelatedness of individual, social or environmental factors related to each term
- K2.** Explore and analyse the learning needs of students, including those with specific learning difficulties in areas such as reading, writing, numeracy and language
- K3.** Examine specific learning disabilities, such as dyslexia, dysgraphia, dyscalculia
- K4.** Apply relevant legislative requirements requirements such as the Disability Standards for Education 2005

Skills:

- S1.** Identify school-based learning supports and recognise, apply and assess teaching strategies that support learning for children
- S2.** Recognise common signs in students who are experiencing difficulty with learning and identify educational needs and supports
- S3.** Share knowledge as a professional educator in an articulate and authoritative manner

Application of knowledge and skills:

- A1.** Investigate a specific learning difficulty, detailing identification, known causes, and identify targeted strategies and assessments to support learning
- A2.** Identify, assess and implement interventions to support students with learning difficulties

Unit Content:

- Causes of learning difficulties, eg student-related causes, social and environmental causes
- Neuro-diversity in the classroom
- The difference between a learning difficulty and a learning disability
- Common signs of learning difficulties
- Specific learning disabilities, eg dyslexia, dysgraphia, discalculia
- Assessment for learning difficulties
- Personalised lessons and activities for students
- Coaching for parents and carers
- Student agency in designing their own learning
- Individual learning plans
- The Disability Standards for Education 2005 and the Commonwealth Disability Discrimination Act 1992.

Graduate Attributes

The Federation University Federation graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni Courses. Graduate

attribute attainment typically follows an incremental development process mapped through Course progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all attributes must be directly assessed in each Course**

Graduate attribute and descriptor		Development and acquisition of GAs in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1 K2 K3 A1	AT1
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	A2	AT1
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K4	AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	S3 A1 A2	AT1 AT2
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	S1 S2	AT1

Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1 K2 K3 K4 S1 S2 S3 A1	Present on a selected learning difficulty, detailing identification, known causes, and identify targeted strategies to support learning for a student	Presentation	40-60%
K1 K2 K3 K4 S1 S2 A2	Respond to a case study, providing in depth interventions to support learning	Case study analysis	40-60%

Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

MICS Mapping has been undertaken for this Unit

No

Date:

Adopted Reference Style:

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)