

Please read Guidance 3xviii in order to complete this form.

New Module Form/Module Narrative

1.	Module code:	DAPP21-02
2.	Title:	Specialist Literacy Teaching - Linking Theory to Practice
3.	Credit points:	30
4.	FHEQ level:	7
5.	Start term:	Autumn, Spring, Summer
6.	Module leader:	Gill Cochrane
7.	Accredited by:	
8.	Module restrictions:	
	(a) Pre-requisite	DAPP21-01 studied.
	(b) Programme restrictions	None
	(c) Level restrictions	None
	(d) Other restrictions or requirements	None
9.	Aims:	To develop the complex and extensive skill-set needed to be an effective specialist literacy teacher and to instil an understanding of the importance of facilitating literacy understanding in learners.
10.	Learning outcomes:	<p>Knowledge and Skills</p> <p>On successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 1. Critically evaluate the underpinning theory of structured multisensory teaching methods. 2. Conduct a literacy placement process and design a tailored teaching intervention for a particular learner. 3. Deliver a structured multisensory literacy intervention programme that effectively addresses the individual study requirements of a learner with literacy-related difficulties. 4. Strategically support the development of higher-order reading and higher-order writing skills in learners. 5. Critically reflect on observations and experiences of professional practice and to make links with the theories and research.
11.	Syllabus:	<ul style="list-style-type: none"> • Consideration of the theory underpinning structured multisensory practice. • A structured multisensory teaching intervention programme which includes theoretical knowledge and practical skills • Selected readings on developing teaching practice e.g., higher-order reading skills and comprehension. • Placement process - individualising the process for learners with different requirements. • Interactive review and reflection on lesson plans and lesson evaluations including self-evaluation of own practice (using video recordings). • Development of professional skills and responsibilities.

12.	<p>Learning and teaching strategy:</p> <p>Learning and teaching will be via a module on a virtual learning environment (VLE). Module activities include:</p> <ul style="list-style-type: none"> ● Formative exercises such as multiple-choice quizzes with instant feedback, short-answer questions. ● Problem-based learning scenarios. ● Directed reading of selected papers, book chapters, specialist online materials. ● Use of case study examples, videos and other learning materials. <p>The online learning environment supports a collaborative learning environment with:</p> <ul style="list-style-type: none"> ● Fellow students via peer review, presentations by students, group forums and participation in online discussion forums. ● Interaction with tutors including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums. ● Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics. 										
13.	<p>Assessment scheme:</p> <p>(a) Formative assessment scheme (for example, would include but not be limited to)</p> <ul style="list-style-type: none"> ● Quizzes: comprehensive quizzes covering key module content - automatic feedback via VLE ● Case study analyses - to practise and reflect upon the literacy placement process. ● Literacy programme placement assignment: tutor reviewed to ensure the teaching intervention outline is appropriate for each learner ● Observed Teaching Practice: digital recording of lesson delivery, lesson plan and teaching resources and students' self-evaluation of performance submitted for in-depth tutor review ● Reflective Teaching Log - compiled during teaching practicum ● Presentation to peers - compulsory forum upload and review of presentations. 										
	<p>b) Summative assessment scheme</p> <table border="1" data-bbox="261 1429 1466 2045"> <thead> <tr> <th data-bbox="261 1429 748 1496">Task</th> <th data-bbox="748 1429 911 1496">Weighting</th> <th data-bbox="911 1429 1043 1496">Word count</th> <th data-bbox="1043 1429 1222 1496">LO mapped to</th> <th data-bbox="1222 1429 1466 1496">Ethics approval required</th> </tr> </thead> <tbody> <tr> <td data-bbox="261 1496 748 2045"> <p>Teaching Skills Portfolio (for example including):</p> <ul style="list-style-type: none"> ● Teaching Higher-order Skills: Examples of higher-order resources with reflection on their effectiveness referencing relevant theory. ● Critical examination of the theory-base for structured multisensory teaching with reference to own professional experience. </td> <td data-bbox="748 1496 911 2045">100%</td> <td data-bbox="911 1496 1043 2045">5000</td> <td data-bbox="1043 1496 1222 2045">1,2,3,4,5</td> <td data-bbox="1222 1496 1466 2045"><input type="checkbox"/> No</td> </tr> </tbody> </table>	Task	Weighting	Word count	LO mapped to	Ethics approval required	<p>Teaching Skills Portfolio (for example including):</p> <ul style="list-style-type: none"> ● Teaching Higher-order Skills: Examples of higher-order resources with reflection on their effectiveness referencing relevant theory. ● Critical examination of the theory-base for structured multisensory teaching with reference to own professional experience. 	100%	5000	1,2,3,4,5	<input type="checkbox"/> No
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	<ul style="list-style-type: none"> Structured Multisensory Teaching: submit a digital recording of a lesson to demonstrate competent practice. Analysis of own teaching practice using a 'Performance Analysis Checklist' and a digital recording of a lesson. 				
					<input type="checkbox"/> No
Do all assessments need to be passed in order to pass the module Yes					
	Seen examination	n/a			
	Unseen examination	n/a			
	Coursework (no examination)	100%			
14.	Timetabled examination required	No			
15.	Length of exam	n/a			
16.	<p>Learning materials</p> <p>Many of the learning materials have been purpose-written for the module and are available on the learning platform.</p> <p>Most other reading materials that are part of the core materials can be accessed via links to the Dyslexia Action Electronic Library or via EBSCO Host.</p> <p>Essential:</p> <ul style="list-style-type: none"> Brooks, G. (2016). <i>What works for children and young people with literacy difficulties</i> (5th edition). Dyslexia SpLD Trust Cochrane, G. & Binns, L. (2020). <i>Dyslexia Action Literacy Programme (DALP): a structured multisensory programme</i>. Staines-upon-Thames: Dyslexia Action Mortimore, K. (2020) <i>Disciplinary literacy and explicit vocabulary teaching: a whole school approach to closing the attainment gap</i>. Woodbridge: John Catt Educational Ellis, S., & McCartney, E. (Eds.). (2011). <i>Applied linguistics and primary school teaching</i>. Cambridge University Press. <p>Recommended:</p> <ul style="list-style-type: none"> Kennedy, G. (2003). <i>Structure and Meaning in English: A Guide for Teachers</i>. Routledge. 				

Programme(s) using this module (please submit a Programme Change Form and updated Programme specification):		
Programme code(s)	Programme title(s)	Core/Optional
n/a		

Validated collaborative partner (if applicable):

n/a

Consultation

The following should be consulted. The checklist below may be used:

University link tutors (if appropriate)	Yes
Students (via Programme Voice Groups and other channels of communication e.g. intranet)	Yes
External Examiner(s)	Yes