

M11A
Dynamic Assessment and Mediation of Cognitive
Functions: Theoretical and Conceptual Foundations – Skills & Knowledge

1.	Short Code	M11A
2.	Title	Dynamic Assessment and Mediation of Cognitive Functions: Theoretical and Conceptual Foundations – Skills & Knowledge
3.	Level	7
4.	Credit Points	30
5.	Start Term	Autumn, Spring, Summer
6.	Subject	Special Educational Needs and Disability: dynamic assessment and mediation
7.	Module Leader	Dr Jane Yeomans, Ruth Deutsch
8.	Accredited by	
9.	Module Requisitions	
	Pre-requisite	None
	Programme Restriction	None
	Level restrictions	None
	Other restrictions or requirements	None
10.	Automatic deferral	No
11.	<p>Aims To enable students to:</p> <ul style="list-style-type: none"> • Understand the role played by cognitive functioning in learners' development. • Understand the role played by mediation and Mediated Learning Experience in learners' development. • Understand the difference between teaching and mediation. • Be aware of the ways in which cognitive functioning can be assessed, including the concepts and practices of Dynamic Assessment. • Understand the interplay between cognitive functioning, the learning environment and the socio cultural context for learning. 	
12.	<p>Learning Outcomes Knowledge On successful completion of this module, students will have:</p> <ol style="list-style-type: none"> 1. In-depth knowledge of theories related to intellectual development that take account of environment and socio cultural aspects of learning development. 2. In-depth knowledge of the range of cognitive functions that a learner brings to his/her learning. 3. In-depth knowledge of mediation and mediated learning experience. 4. In-depth knowledge of the role of Dynamic Assessment to assess the cognitive functioning of an individual learner. <p>Skills On successful completion of this module, students will be able to:</p> <ol style="list-style-type: none"> 5. Critically appraise different approaches to understanding intellectual development. 6. Critically evaluate Dynamic Assessment as an assessment paradigm. 7. Identify and critique aspects of Dynamic Assessment practice as it impacts on anti-oppressive practice. 8. Identify the cognitive functions of a learner. 	
13.	<p>Syllabus Introduction to theories about intellectual development/intelligence: Vygotsky, Luria,</p>	

	<p>Piaget, Feuerstein, Sternberg. Dynamic Assessment: overview, underlying theories and principles. Contribution of DA concepts and principles to a classroom based model of assessment and intervention. Curriculum-based Dynamic Assessment. The socio cultural view of learning. The role of dynamic testing in relation to equal opportunities/anti oppressive practice issues. Mediation. Feuerstein's theory of structural cognitive modifiability. Characteristics of mediation.</p>
14.	<p>Learning and teaching will be via distance education using Real Training's online Virtual Learning Environment, Campus Online.</p> <p>Students access the study topics, including the learning activity instructions and supporting content through Campus Online.</p> <p>Campus Online is an integrated environment that:</p> <ul style="list-style-type: none"> • Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments. • Allows students to manage and track their progress through the activities and assessments. • Enables students to submit their evidence and assignments, and receive feedback from their tutors. <p>As this module is focused on Skills & Knowledge, the Learning Experiences are based around Practical activities that encourage the student to learn skills and acquire the relevant knowledge. These are supported by activities that promote Review and Reflection and provide access to relevant Theory and Policy, Case Study and Exercises.</p> <p>These activities include:</p> <ul style="list-style-type: none"> • Reflection on practice, structured through 'learning log' online entries. • Formative exercises such as multiple choice quizzes with instant feedback, and self-assessment scales. • Problem-based learning scenarios. <p>There is access to supporting content including:</p> <ul style="list-style-type: none"> • Directed reading of selected papers, book chapters, specialist online materials. • Use of case study examples, videos and other learning materials. <p>Campus Online also 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 including action learning sets. • Interaction with tutors and learning coaches 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. <p>Assessment is through coursework assignments covering the 8 learning outcomes and will consist of a portfolio of evidence (numbers in brackets refer to learning outcomes assessed):</p> <ul style="list-style-type: none"> • Critical analysis 1 (2500 words): A critical overview and critique of static versus interactive assessment, with specific reference to anti oppressive practice issues in assessment (1,5,7)

	<ul style="list-style-type: none"> • Critical analysis 2 (2000 words): An overview and critique of the role of mediation in dynamic testing (2,3,4,6) • Reflective analysis (1500 words or equivalent) An observation of and reflection on a learner in order to identify the cognitive functions being used (2,8) <p>Delegates, should they wish to and where a word equivalence option is given, will be encouraged to produce a portfolio of evidence including the use multimedia approaches where suitable but will not be penalised for using text based submissions.</p>
15.	Assessment Weighting
	Seen examination %
	Unseen examination %
	Coursework (no examination) 100%
	Seen examination %
16.	Timetabled examination required No
17.	Length of exam N/A
18.	<p>Learning materials</p> <p><u>Essential</u></p> <p>The module handbook contains the learning materials and instructions and this is supplemented by web based materials as the programme is delivered via distance learning. Where appropriate, web-based learning materials will include:</p> <p>Directed use of Teaching Agency/DfE Materials for the advanced study in the five areas of SEND. Multimedia online training materials produced by the Institute of Education for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/lamb/</p> <p>Directed use of Teaching Agency/DfE Training Materials for teachers of children with Severe, Profound and Complex Learning Difficulties. Multimedia online training materials produced by Real Group and The Schools Network for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/complexneeds/</p> <p>The module handbook also contains a full reading list. This may be supplemented with further advice to individual students where appropriate. Students are expected to include their personalised reference list in their assignment.</p> <p>The resource bank area of the module website.</p> <p>Haywood, H. Carl.(1993) 'A Mediatlional Teaching Style', <i>International Journal of Cognitive Education and Mediated Learning</i>, 3, 1, pp.27-38.</p> <p>Haywood, H., Carl and Lidz, C. (2007) <i>Dynamic Assessment in Practice</i>. New York: Cambridge University Press.</p> <p><u>Recommended</u></p> <p>Sternberg, R., and Grigorenko, E. (2002) <i>Dynamic Testing</i>. Cambridge: Cambridge University Press.</p> <p>Feuerstein, Reuven, Feuerstein, Raphael, Falik, L. and Rand, Y. (2002). <i>The Dynamic Assessment of Cognitive Modifiablilty</i>. Jerusalem: ICELP Press.</p> <p><u>Indicative Reading</u></p> <p>Lidz, C. (1991) <i>A Practitioner's Guide to Dynamic Assessment</i>. New York: Guildford Press.</p> <p>Lidz, C., and Elliott, J. (Eds) <i>Dynamic Assessment: Prevailing Models and Applications</i>. New York: Elsevier.</p>