

M14
Cognition and Learning – Skills & Knowledge

1.	Module Code	M14
2.	Title	Cognition and Learning – Skills & Knowledge
3.	Level	7
4.	Credit Points	30
5.	Start Term	Autumn, Spring, Summer
6.	Module Leader	Dr Jane Yeomans
7.	Accredited by	
8.	Module Requisitions	
	(a) Pre-requisite	
	(b) Programme Restriction	
	(c) Level restrictions	
	(d) Other restrictions or requirements	
9.	Automatic deferral	No
10.	<p>Aims</p> <ul style="list-style-type: none"> ● To develop critical awareness of models and frameworks for understanding cognition and learning ● To develop thorough knowledge of the cognition and learning area of special educational need ● To develop critical understanding of the processes of assessment and teaching in relation to meeting the cognition and learning area of special educational need ● To understand the interplay between cognitive functioning and development, the learning environment and the socio cultural context for learning ● To be aware of equal opportunities and anti oppressive practice issues in relation to identifying and assessing cognition and learning difficulties 	
11.	<p>Learning Outcomes</p> <p>Knowledge On successful completion of this module, students will have:</p> <ol style="list-style-type: none"> 1. In depth knowledge of what constitutes cognition, including the relationship between cognition and learning and models of disability 2. In depth knowledge of theories related to intellectual development that take account of environment, socio cultural aspects of learning & development and includes reference to historical and political contexts, with particular emphasis on the concepts of intelligence and IQ 	

	<p>3. In depth knowledge of theories about learning and failure to learn</p> <p>4. In depth knowledge of the way in which anti oppressive practice relates to cognition and learning difficulties</p> <p>Skills</p> <p>On successful completion of this module, students will be able to:</p> <p>5. Critically evaluate research and theory relating to the assessment and teaching of individuals experiencing difficulties with cognition and learning, taking account of the role of intelligence and IQ</p> <p>6. Identify and critically evaluate the role of neuroscience in cognition and learning interventions</p> <p>7. Critically evaluate the evidence base for interventions aimed at cognition and learning difficulties</p>
12.	<p>Syllabus</p> <p>Strand 1: what is cognition and learning?</p> <ul style="list-style-type: none"> ● An overview of what constitutes cognition: perception, attention, memory, metacognition. The way in which these areas contribute to theories about and definitions of learning (and learning failure). The relationship between learning and instruction. ● Medical and social models of disability and their relationship to cognition and learning ● Theories of intellectual development: Piaget, Vygotsky, Feuerstein. <p>Strand 2: assessment and teaching related to cognition and learning: research and theory</p> <ul style="list-style-type: none"> ● The role of neuroscience. Neuromyths and classroom practice. ● The historical and political context related to consideration of individual differences, including the development of what is understood by ‘intelligence’ and ‘IQ’. ● Equal opportunities and anti oppressive practice issues related to assessing cognition and learning. <p>Strand 3: Practical applications</p> <ul style="list-style-type: none"> ● Identifying, assessing and teaching individuals with cognition and learning difficulties, including interrogating the evidence base for interventions
13.	<p>Learning, Teaching and Assessment Strategy</p> <p>Learning and Teaching will be via distance education. Students will access the syllabus in the following ways:</p> <ul style="list-style-type: none"> ● e-learning resources ● Discussion forums ● Feedback from tutor ● Online collaboration/discussion with peers

Assessment is through coursework assignments covering the 7 learning outcomes and will consist of:

- **Critical Analysis:** Critically evaluate research and theory relating to the assessment and teaching of children with cognition and learning difficulties, including a consideration of the role of IQ testing and equal opportunities implications. 2,500 words. (1,2,4,5)
- **Reflective Analysis 1:** A reflective analysis of the experiences of individuals with cognition and learning difficulties. 500 words. (2,3)
- **Reflective Analysis 2:** A reflective analysis of the role of neuroscience in cognition and learning. 500 words. (1,6)
- **Practice Analysis:** A visual presentation giving overview and critique of a selected intervention approach for cognition and learning difficulties. 2500 words. (3,7)

14. **Assessment Weighting**

Seen examination	%
Unseen examination	%
Coursework (no examination)	100%
Seen examination	%
15. Timetabled examination required	No
16. Length of exam	N/A

17. **Learning materials**

The core reading list for this module can be found on the relevant module page on the Campus Online learning platform.

Any reading materials that are required for the course will also be made available to students, embedded within Campus Online. This may be as a journal article or extract from a key text, etc.

List supplied for revalidation event:

Essential books and journal articles

Arnold, C. and Yeomans. J. (2006). *Teaching, Learning and Psychology*. London: David Fulton.

Buckler, S. and Castle, P. (2014). *Psychology for Teachers*. London: Sage.

Frederickson, N. and Cline, T. (2002) *Special educational needs, inclusion and diversity*. Buckingham: Open University Press.

Gathercole, S. and Alloway, T. (2007). ***Understanding Working Memory: a classroom guide***. London: Harcourt Assessment.

Goswami, U. (2004). Neuroscience, education and special education. ***British Journal of Special Education***, 31 (4) 175-183

Goswami, U. (2008). ***Cognitive Development: The learning brain***. Hove: Psychology Press

Seabrook, R., Brown, G.D.A. and Solity, J. (2005). Distributed and massed practice: from laboratory to classroom. ***Applied Cognitive Psychology***, 9 (1) 107-122

Essential web resources:

Department for Education (2015). ***Special Educational Needs and Disability Code of Practice: 0 to 25 years***. Available at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Moderate Learning Difficulties materials from the Advanced Training Programme (www.advanced-training.org.uk).

How to: Use the instructional hierarchy to identify effective teaching. www.jimwrightonline.com/mixed_files/.../5_instructional_hierarchy_revised.pdf

Standards and Testing Agency (2016). The Rochford Review: Final Report. Review of Assessment for pupils working below the standard of National Curriculum Tests. Available at: <https://www.gov.uk/government/publications/rochford-review-final-report> and the Govt response to the recommendations at: https://www.gov.uk/government/uploads/.../Rochford_consultation_response.pdf

Recommended books and journal articles/indicative reading

Apter, B. (2012). Do computerised training programmes designed to improve working memory work? ***Educational Psychology in Practice***, 28 (3) 257-272

Carraher, T. N., Carraher, D. & Schliemann, A. D. (1985) Mathematics in the streets and in schools, ***British Journal of Developmental Psychology***, 3, 21–29

Comodari, E. (2012). Attention Skills and Risk of Developing Learning Difficulties. ***Current Psychology***, 31 (1), 17-34.

Dockrell J and McShane J (1993) ***Children's Learning Difficulties, A Cognitive Approach***: Blackwell

Dale, P. (2007). Special Education at Starcross before 1948. ***History of Education***, 36 (1) 17-44.

Elliott, J. (2003). Dynamic Assessment in educational settings: realising potential. ***Educational Review***, 55 (1) 15-32

Freeman, L. and Miller, A. (2001). Norm-referenced, criterion referenced and dynamic assessment: what exactly is the point? ***Educational Psychology in Practice***, 17 (1) 3-16

Johnson, A. (2006). Becoming fully intelligent. ***Encounter***, 14 (4) 40-46

Kelly, N and Norwich, B (2004) *Pupil's perceptions of self and labels; moderate learning difficulties in special and mainstream schools*. ***British Journal of Educational Psychology***, 74(3) 411-35

Lawrence, N. and Cahill, S. (2014). The impact of Dynamic Assessment: an exploration of the views of teachers, parents and children. *British Journal of Special Education*, 41 (2) 191-211

Pasquinelli, E 2012, Neuromyths: Why Do They Exist and Persist? *Mind, Brain & Education*, 6 (2) 89-96

Siegel. L. (1989). IQ is irrelevant to the definition of learning disabilities. *Journal of learning disabilities*, 22 (8) 469-478

Simpson, G. and Price, V. (2010). From inclusion to exclusion: some unintended consequences of Valuing People. *British Journal of Learning Disabilities*, 38 (3), 180-186

Smeyers, P (2016). Neurophilia: Guiding Educational Research and the Educational Field? *Journal Of Philosophy Of Education*, 50 (1) 62-75