

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	APSS2S03																
Subject Title	Understanding Learning Difficulties																
Credit Value	3																
Level	2																
GUR Requirements Intended to Fulfill	<p>This subject intends to fulfill the following requirement(s) :</p> <p><input type="checkbox"/> Healthy Lifestyle</p> <p><input type="checkbox"/> AI and Data Analytics (AIDA)</p> <p><input type="checkbox"/> Innovation and Entrepreneurship (IE)</p> <p><input type="checkbox"/> Languages and Communication Requirement (LCR)</p> <p><input type="checkbox"/> Leadership Education and Development (LEAD)</p> <p><input checked="" type="checkbox"/> Service-Learning</p> <p><input type="checkbox"/> Cluster-Area Requirement (CAR)</p> <p style="padding-left: 20px;"><input type="checkbox"/> Human Nature, Relations and Development [CAR A]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Science, Technology and Environment [CAR D]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Chinese History and Culture [CAR M]</p> <p style="padding-left: 20px;"><input type="checkbox"/> Cultures, Organizations, Societies and Globalization [CAR N]</p> <p><input type="checkbox"/> China-Study Requirement</p> <p style="padding-left: 20px;"><input type="checkbox"/> Yes or <input type="checkbox"/> No</p> <p><input type="checkbox"/> Writing and Reading Requirements</p> <p style="padding-left: 20px;"><input type="checkbox"/> English or <input type="checkbox"/> Chinese</p>																
Pre-requisite / Co-requisite/ Exclusion	NIL																
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 40%;">100% Continuous Assessment</th> <th style="width: 30%;">Individual Assessment</th> <th style="width: 30%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. In-class assignments in seminars</td> <td>--</td> <td>10%</td> </tr> <tr> <td>2. Presentation of service plan & work</td> <td>--</td> <td>20%</td> </tr> <tr> <td>3. Reflective journals</td> <td>30%</td> <td>--</td> </tr> <tr> <td>4. Performance in community service</td> <td>40%</td> <td>--</td> </tr> </tbody> </table>		100% Continuous Assessment	Individual Assessment	Group Assessment	1. In-class assignments in seminars	--	10%	2. Presentation of service plan & work	--	20%	3. Reflective journals	30%	--	4. Performance in community service	40%	--
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	<ul style="list-style-type: none"> • The grade is calculated according to the percentage assigned; • The completion and submission of all component assignments are required for passing the subject; and • Student must pass all component(s) if he/she is to pass the subject.
Objectives	<p>The subject aims to:</p> <ol style="list-style-type: none"> 1. develop a general understanding of the concepts and practices of learning difficulties (LD) through community service; 2. nurture a sense of civic responsibility and community engagement in our students; 3. cultivate an awareness of the needs, as well as the strengths, of individuals with learning difficulties; 4. equip students with knowledge and skills in providing initial support to children and youth with learning difficulties.
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of subject, students will be able to:</p> <ol style="list-style-type: none"> a. recognize some basic types of learning difficulties and have higher sensitivity about the needs of underprivileged children and youth with learning difficulties; b. confidently work and connect with children and youth with LD, and develop genuine dialogues and exchanges during the process; c. develop service activities to support individuals with learning difficulties and critically evaluate the effectiveness with reference to changes within of service recipients; d. reflect upon community service learning experiences from the perspectives of personal growth, civic engagement and academic enhancement.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<p>This is a 2-semester subject to be conducted in Semester Two and Summer Term in Hong Kong</p> <p>Lectures and seminars (Semester 2)</p> <p>The lectures and seminars of this course will cover the main topics as indicated below and are designed to inform the students of essential knowledge and basic methodologies relevant to learning difficulties.</p> <ol style="list-style-type: none"> 1. Conceptualization of learning difficulties 2. Classification and identification of different major types of learning difficulties 3. Interventions paradigms and skills in supporting individuals with learning difficulties; psychosocial principles of effective goal selection in working with learning difficulties. 4. Discussion of social issues relevant to learning difficulties; misconceptions, potential pitfalls in prevention and intervention. 5. Ethical consideration over service delivery and research on learning

	<p>difficulties</p> <p>Service-Learning Activities (Over Semester 2 and Summer term)</p> <p>The rationales and the significance of the students' community engagement to the potential client will be as an objective of university education; also explain how service learning is related to community engagement and the benefits to the recipients and service providers.</p>
<p>Teaching/Learning Methodology</p> <p><i>(Note 3)</i></p>	<p>Lectures & Presentations</p> <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>Service-Learning Activities</p> <p>Service-learning activities in this subject will emphasize getting to know children or young people with learning difficulties. The nature of the service varies. They can be involved in the planning or rendering of service to clients in non-government organizations (NGOs) service centers or partner schools, researching on issues of learning difficulties, under the supervision and guidance of the project teaching team. In all cases, students will be facilitated to interact with the service clients to understand their needs.</p> <p>Students will be arranged to work either in teams or individually depending on their own study schedule. They will be given opportunities to:</p> <ul style="list-style-type: none"> ♦ carry out interviews with and observation of clients with learning difficulties; ♦ work with experience frontline workers to formulate service activities and plans according to their knowledge about the needs and strengths of the clients; ♦ assist in the delivery of service and implementation of training activities for LD. <p>Students will be given supervision and support in their service. They are required to be proactive and reflective in-service learning and be informed the proper attitude and manner as service agent. Each student will be required to submit several reflective service logs that serve as a cumulative record of and reflections upon jobs done.</p> <p>Students should always be punctual in attending their community service-learning sessions. In case of absence or inability to attend a service session for a personal or other valid reason, prior notice should be made to the course instructor at at least 1 day before the involved session. During the process, students should under no circumstance take photos of the clients (children and parents) without prior consent from both the clients and supervisors.</p>

Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="4">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> </tr> </thead> <tbody> <tr> <td>1. In-class assignments in seminars</td> <td>10%</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>2. Presentation of Service Plan & Work</td> <td>20%</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>3. Reflective journals</td> <td>30%</td> <td>✓</td> <td></td> <td>✓</td> <td>✓</td> </tr> <tr> <td>4. Performance in community service</td> <td>40%</td> <td>✓</td> <td>✓</td> <td>✓</td> <td>✓</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="4"></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. In-class assignments in seminars	10%	✓		✓	✓	2. Presentation of Service Plan & Work	20%	✓		✓	✓	3. Reflective journals	30%	✓		✓	✓	4. Performance in community service	40%	✓	✓	✓	✓	Total	100 %				
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<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The class discussions and assignments are designed to help students learn and engage their attention to the relevant issues discussed. Students are required to form in a group of three to four to actively participate in class discussions and activities.</p> <p>Each student will be required to engage in a total of 40 hours of service related to LD within 1 semester. The students will be required to develop a good understanding of the needs of service recipients and prepare a service-learning project plan. Students will be observed and evaluated on their performance and attitude in the delivery of service, namely adequateness in pre-service preparation, responsibility, degree of engagement with service recipients, response appropriateness, communication and teamwork with other students and service supervisors.</p> <p>Each student will be required to submit 4 individual reflective service journals during the stage of service delivery (each with around one A4-sized page). The journals should be considered as a cumulative record of the jobs done, with detailed description of some carefully selected interactions and events happened. Also, students can indicate struggles and successes they have encountered in the process and share their feelings and thoughts.</p> <p>After the stage of service delivery, students will be required to do a short presentation about their service learning experiences. During the presentation, students are expected to demonstrate a clear understanding of the clients' needs, a logical theoretically based analysis of their situation with careful selection and detailed description of critical events and processes, and an ability to raise genuine discussion and reflection.</p>																																									
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	during which essential knowledge and skills about working with LD clients will be introduced.	
	<ul style="list-style-type: none"> Case discussion, skill consultation & project presentation <p>Over the seminar sessions from week 7 to 11. Instructors will be available for discussion and service consultation. Week 12 and 13 are for students' presentation of service learning experiences.</p>	21 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> Self Study & planning <p>Recommended readings and articles will be posted on Blackboard. Students can discuss the themes and ideas from the readings over seminars and lectures.</p> <p>Also, students are expected to prepare service plans with reference to the materials.</p>	30 Hrs.
	<ul style="list-style-type: none"> Service preparation and delivery <p>Service sessions will be held within the period from <u>week 4 of Semester 2 to week 6 of Summer Term</u>. Two major sites will be provided for students to engage in services on supporting children or youth with learning difficulties:</p> <ol style="list-style-type: none"> <i>Local partner schools and local NGO agencies</i> – Delivery of after-school tutoring programs for students with learning difficulties or low academic achievement. <i>Service Activities for children with LD on the campus of the Hong Kong Polytechnic University</i> - Participate in the planning and the delivery of training activities and related research work. <p><i>Other off-campus service opportunities may also be arranged in an ad hoc manner.</i></p>	40 Hrs.
	<ul style="list-style-type: none"> Preparation of reflective journals <p>A total of 4 reflective service journals with clear and detailed description of events and processes and personal reflection and insight.</p>	10 Hrs.
	Total student study effort	119 Hrs.
Reading List and References	<p><u>Recommended Text</u></p> <p>Banks, T., Obiakor, F. E., & Algozzine, B. (2017). Preparing leaders to work with students with diverse learning needs. In F. E. Obiakor, T. Banks, A. F. Rotatori & C. Utley (Eds.), <i>Leadership matters in the education of students with special needs in the 21st century; leadership matters in the education of students with special needs in the 21st century</i> (pp. 39-60, Chapter x, 209</p>	

	<p>Pages).</p> <p>Lerner, J. W., & Johns, B. H. (2012). <i>Learning disabilities and related mild disabilities: Teaching strategies and new directions</i>. Belmont: Wadsworth Cengage Learning.</p> <p>Verma, I. (2021). <i>Universal design 2021: From special to mainstream solutions</i> (Vol. 282).</p> <p><u>Supplementary</u></p> <p>Chinn, S. J. (2004). <i>The trouble with Maths: A practical guide to helping learners with numeracy difficulties</i>. London: Routledge Falmer.</p> <p>Ho, C. S. H, Wong, H. Y.-K., Lo, C.-M, Chan, D. W., Chung, K. K.-H. and Lo, S. C (2014). Helping Children with Reading Disability in Chinese: The Response to Intervention Approach with Effective Evidence-Based Curriculum. In X. Chen, Q. Wang & Y. C. Luo (Ed.), <i>Reading Development and Difficulties in Monolingual and Bilingual Chinese Children Literacy Studies 8</i> (pp.103-124). Netherlands: Springer.</p> <p>Lai A.C. (2011). <i>Understanding dyslexia and overcoming reading difficulties</i> (6th Edition). H.K.: Sun Yan Publication (HK) Ltd.</p> <p>Taylor, I., & Taylor, M. M. (1995). <i>Writing and literacy in Chinese, Korean, and Japanese</i>. Philadelphia: John Benjamins.</p> <p>Wong, B. Y. L., Graham, L., Hoskyn, M. & Berman, J. (2008). <i>The ABCs of Learning Disabilities</i>. London, UK: Elsevier Academic Press.</p>
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Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon completion of the subject. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/ Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time over-crowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method purports to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.