

## Course SYLLABUS form

Basic data of the subject	
Academic Unit:	Faculty of Education (Primary Education Program)
Course title:	Learning Barriers
Level:	Bachelor
Course status:	Mandatory
Study year:	III(Sem VI)
Number of hours per week:	2 + 1 (3 hours)
Credit value – ECTS:	4 ECTS
Time / location:	
Lecturer:	Prof. Ass. Dr. Esen SPAHI KOVAÇ
Contact details:	esenspahi@hotmail.com
Course description	
Course description	Basic concepts related to learning disabilities of the course content; individuals with learning disabilities; language and speech barriers; hearing and vision impairments; physical disability / chronic illness; multiple inadequacies; emotion / behavioral disorder, classification, prevalence and frequency, causes, screening / diagnosis, team; educational environments; scientifically based applications; the concept of family and characteristics of families with children with learning disabilities; attitudes towards children with learning disabilities and their families; services, supports and legal rights for families.
Course objectives:	
Course objectives:	The aim of this course is to cover the basic concepts of learning disabilities; to have the knowledge and equipment in both teaching and preparing for life in the school environment with individuals with learning disabilities; language and speech barriers; hearing and vision impairments; physical disability / chronic illnesses; multiple inadequacies; To be aware of situations that create learning disabilities such as emotional / behavioral disorders and to develop strategies to provide teaching methods and teaching environments, characteristics of families with children with learning disabilities; To teach how to demonstrate an attitude towards children with learning disabilities and their families.
Learning outcomes:	
Learning outcomes:	As a result of this course, the achievements of the students are stated below: <ul style="list-style-type: none"> <li>• • Understands the basic concepts of learning disabilities,</li> <li>• Language and speech barriers; hearing and</li> </ul>

	<p>visually impaired; Knows physical disability issues.</p> <ul style="list-style-type: none"> <li>• Chronic diseases; multiple inadequacies; Knows learning disability issues such as emotional / behavioral disorders,</li> <li>• Researches and defines the educational effects of the characteristics of individuals with learning disabilities.</li> <li>• Provide a supportive environment for children with learning disabilities and their families and conduct research.</li> </ul>
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**Contribution on student load (must correspond with learning outcomes)**

Activity	Hours	week	Total /hours
Lectures	2	15 weeks	30
Exercise theoretical/laboratory			
Practice work			
Contact with lecturer/consultations	1	5 days	5
Field exercises			
Mid-terms, seminars	5	2 days	10
Homework			
Individual time spent studying (at the library or home)	3	10 days	30
Final preparation for the exam	30		
Time spent in evaluation (tests, quiz, final exam)	2	3 days	6
Projects, presentations, etc.	1	2 days	1
<b>Total</b>			<b>112</b>

**Teaching methods**

<b>Teaching methods</b>	<ul style="list-style-type: none"> <li>• The narration or presentation made by me,</li> <li>• Question answer,</li> <li>• Discussion,</li> <li>• Brainstorming,</li> <li>• Problem solving,</li> <li>• Precedent,</li> <li>• Case study,</li> <li>• Teaching and enforcement.</li> </ul>
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<b>Evaluation methods</b>	Mid-term exam and written exam will be held at the end of the semester by making use of the lecture notes, textbooks and other auxiliary materials provided by the students at the beginning of the semester. Responsibilities given to students within the scope of the course (doing research, preparing homework in APA6 standards and presenting their homework, designing and presenting activities) will also be included in the exam and will be evaluated. While evaluating, 30% of the midterm exam, 10% of the homework grade and 60% of the final exam will be evaluated and the grade will be determined.
<b>Literature</b>	
<b>Basic Literature:</b>	<ul style="list-style-type: none"> <li>• <b>Psikologjia zhvillimore e fëmijës.”Theodor Karaj,Tiranë,Botimi i dytë, 2015.</b></li> <li>• <b>Children and Adolescents with Emotional and Behavioral Disorders, Vance L. Austin, Daniel T. Sciarra. Nobel Akademik Yayıncılık, 2021.</b></li> </ul>
<b>Additional Literature</b>	<ul style="list-style-type: none"> <li>• <b>İlköğretimde Özel Eğitim, Şakir CANÖZ, Nilay ATKIN, Hasan AVCIOĞLU, Hakan ÖZAK, Sevda CEBECİ, Özge ELİÇİN, Nobel Akademik Yayıncılık, 2013.</b></li> <li>• <b>Farklı gelişen çocuklar, editor, Adnan Kulaksızoğlu, Nobel Akademik Yayıncılık, 2016.</b></li> <li>• <b>Heward, W. L., Alber-Morgan, S. R., &amp; Konrad, M., Exceptional Children: An Introduction to Special Education (11th ed). Pearson Publishing, 2019.</b></li> <li>• <b>Psikolojiyi Anlamak, Morris, Charles, Türk Psikologları Yayınları.</b></li> <li>• <b>Psikolojiye Giriş, Rita ve Richard C. Atkinson, Arkadaş Yayınları.</b></li> </ul> <p><b>Theses related to the course topics and articles published in scientific journals from YÖK's official website will also be used as an auxiliary resource.</b></p>
<b>Designed study plan:</b>	
<b>Week</b>	<b>Lectures which will be held</b>
<b>First week:</b>	Basic concepts of learning disabilities
<b>Second week:</b>	Early childhood learning disabilities
<b>Third week:</b>	Language learning barriers

<b><i>Fourth week:</i></b>	Hearing and visually impaired
<b><i>Fifth week:</i></b>	Disability and autism spectrum disorder
<b><i>Sixth week:</i></b>	Prevalence and incidence of learning disabilities
<b><i>Seventh week:</i></b>	Physical disability and chronic diseases
<b><i>Eighth week:</i></b>	Midterm Exam
<b><i>Ninth week:</i></b>	Learning disabilities due to multiple disabilities
<b><i>Tenth week:</i></b>	Educational environments for learning disabilities
<b><i>Eleventh week:</i></b>	Counseling activities for learning disabilities
<b><i>Twelfth week:</i></b>	Support and legal rights for learning disabilities
<b><i>Thirteenth week:</i></b>	Attitudes towards the child with learning disability and his / her family
<b><i>Fourteenth week:</i></b>	Relationship of socioeconomic level and family attitudes with learning disabilities
<b><i>Fifteenth week:</i></b>	Researching the educational effects of the characteristics of individuals with learning disabilities
<b>Academic policies and rules of conduct:</b>	
<ul style="list-style-type: none"> <li>• Students are free to ask questions and provide opinions</li> <li>• They can participate in activities that can be done according to the subject of the lesson.</li> <li>• It is forbidden to use the phone during class hours and exams</li> <li>• They are required to attend the class on time</li> </ul> <p>If the attendance rate is 80% during the semester, the student can participate in the midterm and final exams.</p>	