



The Hebrew University of Jerusalem

Syllabus

FONDAMENTAL ISSUES IN THE DEFINITION OF L.D - B - 37801

Last update 05-04-2020

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Education

Academic year: 0

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Tamar Kennet-Cohen

Coordinator Email: tami@nite.org.il

Coordinator Office Hours: Wednesday, 14:30

Teaching Staff:

Dr. tamar Kennet-Cohen

Course/Module description:

The course is offered to students in the Learning Disabilities class.

Course/Module aims:

The course aims to present the conceptual and psychometric challenges in the definition and diagnosis of learning disabilities, and in granting test accommodations.

Learning outcomes - On successful completion of this module, students should be able to:

see the course aims

Attendance requirements(%):

80%

Teaching arrangement and method of instruction: Lecture

Course/Module Content:

1. Selected issues in Psychometrics: Reliability, validity and fairness
2. Learning disability as a construct: A critical examination of theoretical definitions
3. A critical examination of operational definitions (models) for the assessment of learning disabilities
4. The reliability and validity of the diagnostic process
5. Psychometric issues (validity and fairness) in granting test accommodations

Required Reading:

בן משה, ב. (2012). התוקף וההוגנות של הקראת שאלון הבחינה באופן בלעדי ללקויי למידה: מטה-אנליזה. עבודת גמר לקבלת תואר מוסמך, ביה"ס לחינוך, האוניברסיטה העברית.
קאהן, ס. וכהן, נ. (1996). משכל ואסכול: השפעת הניסיון הבית ספרי על הציונים במבחני אינטליגנציה. בתוך א. לסט וס. זילברמן (עורכים), סוגיות בפסיכולוגיה של בית הספר: שיקולים ויישומים (עמ' 93-135). ירושלים: מגנס.
קלפר ד., טורוול, א., קנת-כהן, ת. ואורן, כ. (2013). הוגנות מערכת המיון להשכלה הגבוהה כלפי מבקשי תנאים מותאמים בבחינה הפסיכומטרית (בשפה העברית) (דוח מס' 386). ירושלים: מרכז ארצי לבחינות ולהערכה.

Bolt, S. E., & Ysseldyke, J. E. (2006). Comparing DIF across math and

reading/language arts tests for students receiving a read-aloud accommodation. *Applied Measurement in Education*, 19(4), 329-355.

Cahan, S., Fono, D. & Nirel, R. (2010). The Regression-Based Discrepancy Definition of Learning Disability: A critical Appraisal. *Journal of Learning Disabilities*, 45(2), 170-178.

Cahan, S., Nirel, D. & Alkoby, M. (2016). The extra-examination time granting policy: A reconceptualization. *Journal of Psychoeducational Assessment*, 34(5), 461-472.

Hallahan, D. P., Lloyd, J. W., Kauffman, J. M., Weiss, M. P., & Martinez, E. A. (2005). Basic concepts. In *Learning disabilities: Foundations, characteristics, and effective teaching* (3rd ed., pp. 1-41). Needham Heights, MA: Allyn & Bacon.

Kave, G. (2005). Standardization and norms for a Hebrew naming test. *Brain and Language*, 92, 204-211.

Kundel, H. and Polansky, M. (2003). Measurement of observer agreement. *Radiology*, 228, 303-308.

Restori, A., Katz, G., & Lee, H. (2009). A critique of the IQ/Achievement discrepancy model for identifying specific learning disabilities. *Europe's Journal of Psychology*, 4, 128-145.

Sideridis, G. D., Morgan, P. L., Botsas, G., Padeliadu, S., & Fuchs, D. (2006). Predicting LD on the basis of motivation, metacognition, and psychopathology: A ROC analysis. *Journal of Learning Disabilities*, 39, 215-229.

Thambirajah, M. S (2005). Psychological measurements: their uses and misuses. In *Psychological basis of psychiatry* (pp. 181-201). Elsevier, Edinburgh.

Additional Reading Material:

None

Course/Module evaluation:

End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 0 %
Project work 0 %
Assignments 0 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 100 %
home examination with open material

Additional information:

None