**Neurodiversity in Educational Settings (April-June 2024)**

Module Lead: [Dr Jenny Gibson](https://www.educ.cam.ac.uk/people/staff/gibson/)

**Application deadline 22 March 2024**

This module will encourage students to explore the implications of the neurodiversity paradigm for their own professional settings. We will introduce and examine key theories and concepts relating to neurodiversity and inclusion. Students will engage with key debates around benefits and drawbacks of diagnostic labelling, learn more about best practices in supporting neurodivergent learners and learn more about neurological, cognitive, emotional and behavioural aspects of autism, ADHD, DLD, dyslexia and other neurodevelopmental disabilities/differences.

The course has the following aims:

* To introduce learners to the neurodiversity paradigm
* To enable learners to engage in key critical debates on topics relating to neurodiversity
* To enable learners to construct deeper knowledge of types of neurodivergence that they are likely to encounter in their professional settings, including autism, ADHD and dyslexia
* To support learners to innovate in their own professional settings in order to enact neurodiversity affirming practices & strategies for inclusion, awareness and acceptance.

This module would suit those who work with neurodivergent students across a range of educational and professional practice settings. This could include HEI lecturers and tutors, teachers, pre-school educators and practitioners, social work practitioners, those involved in medical education, speech and language therapists, for example.

**Assessment**

Students will complete a 4,000 word assignment: Critical enquiry; Neurodiversity in Educational settings.

Students can choose either:

a) A theorised autobiography or case-study, or

b) A small-scale action research project.

**Dates**

Two Saturday day schools (27 April and 22 June) 9.30am to 1.30pm UK time

Tuesday evening sessions (7 May, 14 May, 21 May, 4 June and 11 June) 4.30pm-6.30pm UK time