

LEARNING AND APHASIA

Chapter 1: Conceptual Framework

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Education and Culture

Socrates
Grundtvig

LAPHProject



Lifelong learning

Enables individuals to achieve their potential, including those excluded from formal learning opportunities, either in the past or currently.

In addition to formal qualifications, lifelong learning brings wider benefits, including a sense of belonging and identity and personal growth and development

Educational Activities

- *Formal:* typically provided by an education or training institution, structured (in terms of learning objectives, learning time or learning support) and leading to certification. It is intentional from the learner's perspective
- *Non formal:* not provided by an education or training institution and typically does not lead to certification. It is, however, structured (in terms of learning objectives, learning time or learning support). It is intentional from the learner's perspective
- *Informal:* occurs in everyday life and may not even be recognized as learning by the individual. It is incidental from the learner's perspective

Learning

The process by which experience brings about a relatively permanent change in behavior



- professional development
- self-realization
- active citizenship

Learning Theories

- Classical Conditioning
- Operant conditioning
- Latent Learning
- Insight Learning
- Human Information Processing

GOALS

Andragogical perspective

Reflection on Aphasia ...



sociolinguistic, cultural, psychological,
aesthetic and humanistic point of view

Theoretical Framework

a collection of interrelated concepts which structures a systematic view of phenomena for the purpose of explaining or predicting

- aphasia
 - management
 - role of SLT
 - inclusive education

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APHASIA AS...

- Social construction

DISABILITY AS...

- Result of inadequate collaborative efforts

SOCIAL ACTION AS...

- Inclusive philosophy

Conceptual frameworks

- **andragogy**
- **learner centered principles**



constructivist learning environment

Insider Perspective

'Helping or something': perceptions of students with aphasia and tutors in further education

Bruce C, Parker A, Renfrew L.

Int J Lang Commun Disord. 2006 Mar-Apr.

- **difficulties in explaining needs**
- **lack of awareness for both parties of the real difficulties caused by aphasia**
- **need for ongoing feedback in the system**

- the presence of assistance sometimes interferes with the students' ability to develop relationships with their peers
- positive attitudes amongst staff are fundamental in facilitating social inclusion and increasing participation in education
- it is relevant also the disclosure process by the student with aphasia that could be unwilling to disclose information

openness and
awareness of
one's own
potential and
weakness

“Is it the knowledge about aphasia and its consequences or the language skills that the Speech Language Therapist will have used that helped?”

“It is possible that this training would have been even more successful if delivered by a tutor who was aware of the nature of aphasia”?

Carolyn Bruce

- LEARNING PROCESS



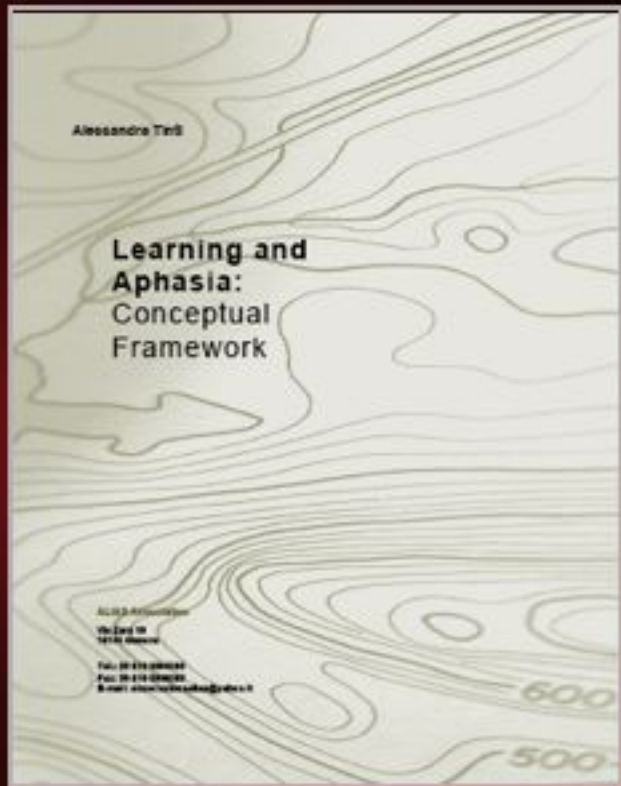
- REHABILITATION

*partnerships between
teachers and therapists*

From ICF...
...to Narrative Approach

Theatre Lab

active and cooperative,
informal learning



Thanks for you attention