



UNIVERSITY OF NICOSIA
ΠΑΝΕΠΙΣΤΗΜΙΟ ΛΕΥΚΩΣΙΑΣ



ΠΑΝΕΠΙΣΤΗΜΙΟ
ΠΑΤΡΩΝ
UNIVERSITY OF PATRAS

Response on the External Evaluation Report

**Programme of study: Master of Education in Special Education –
Distance Learning Joint Degree**

September 2016

Response on the External Evaluation Committee's Report

Programme of Study: Master of Education in Special Education – Distance Learning, Joint Degree

1. Introduction

We would like to thank the External Evaluation Committee (EEC) for their professional and academic approach during the on-site evaluation of the programme and for producing a very detailed, accurate and professional report. We highly appreciate the EEC's constructive comments and recommendations for further improving our programme and consider the positive evaluation report as a clear recommendation for accreditation. This evaluation indeed adds prestige to our programme taking into consideration the EEC's members' vast expertise in the subject area.

The Joint Programme Coordinating Committee (JPCC) and members of the two Departments involved in developing the programme, having thoroughly considered the EEC's constructive feedback have taken immediate action to fully adopt the EEC's recommendations that, as pointed above, contributed to further improving our programme. Our response is structured as follows. Section 1 briefly lists the EEC's positive feedback and comments, which highlight the overall very positive evaluation of our programme. Section 2 presents all the EEC's recommendations and the action we have taken to adopt the recommendations; the supporting documents testifying to this are provided in Appendices at the end of our report. Finally, Conclusions summarizes our response.

2. The External Evaluation Committee's Programme Evaluation Report Positive Points

We provide below some of the EEC's very positive comments/areas of evaluation, as found/deducted from the EEC's report.

- Organisation of teaching work.
- The level of teaching is in accordance with international standards.
- The outcomes of the courses are very well described in the syllabi of the study programme.
- The teaching personnel. The CVs of the personnel illustrate a long academic experience and strong commitment on research.
- The structure and content of programme of study.
- Management of the programme.

- Strong and continuous commitment on quality assurance of the programme.
- Added value of the programme is the integration of practicum.
- The admission requirements are clear and in line with current practices.
- The anticipated number of students (650 per semester) is within the norm of distance learning programmes
- The course materials are updated each semester taking into account students' feedback.
- Very satisfactory infrastructure for distance education.
- The infrastructure and the financial resources are adequate to run the programme in an effective way.

The above mentioned comments are consistently supported by the numeric scores in the 5 Quality Indicators Sections at the end of the EEC's report. The vast majority of the Quality Indicators were awarded the mark 4, which corresponds to "Applicable to a very satisfactory degree". Thus the overall score is also 4.

Both the qualitative and quantitative evaluation indicate to us a very positive evaluation, yielding recommendation for accreditation.

3. Response to the External Evaluation Committee's Recommendations

As pointed in the Introduction, we have fully adopted the constructive recommendations of the EEC's report. We provide below the list of the recommendations and the action taken to adopt them. The supporting documents, testifying to the action taken are provided in the Appendices section at the end of this report.

- **Recommendation:** (p. 12) A more intense mentoring mechanism can be implemented, catering for the individual needs of the students who have different backgrounds.
Our response: All students have their personal academic advisors. Following the recommendation of the EEC, we will give specific instructions to the personal academic advisors to approach the students from the very beginning of their studies and to monitor their performance. We will also develop guides for the academic advisors of key issues to highlight for students of different types of backgrounds.
- **Recommendation:** (p. 12) In the near future, the universities should consider to accommodate students who may not necessarily be interested in working in the Greek public education.

Our response: We pay particular attention to this recommendation and it is in our plans to revise our programme in order to accommodate students who may not necessarily be interested in working in Greek public education.

- **Recommendation:** (p. 12) A more elaborate international dimension (e.g. teach in English) should be considered to ensure the sustainability of the programme.

Our response: It is in our plans to offer the programme in English and to offer it in other countries to ensure long-term diversification and sustainability. This was specified in our submitted documents at the Section Language of Instruction.

- **Recommendation:** (p.16) 'Exclusion criteria are missing'

Our response: When a greater number of qualified applicants apply for the programme's available places, the selection process will be based on previous academic performance – CPA (weight 50%), previous personal experience (weight 30%) and interview (weight 20%), noting that this would operate with the parameters and deadlines of our academic policies.

- **Recommendation:** (pp. 16-17) 'The practical scale of assessment should be similar to other courses'.

Our response: For the practical training we will adopt the scale A-F, as in all other courses, and we will abandon the 'pass' or 'fail'.

- **Recommendation:** (p.17) 'to offer some full scholarships for exceptional students in severe economic deprivation'.

Our response: We are adding five scholarships of 100% and five scholarships of 50% for very high performing students.

- **Recommendation:** (p.17) 'use more often ICT tools for the contact with students (at least 6 times per semester).

Our response: We adopt the recommendation of the committee and increase the number of WebEx sessions to at least 6 per semester.

- **Recommendation:** (p. 20) To formulate a description of the competences and skills of the graduates in the form of a diploma supplement.

Our response: The diploma supplement includes the Learning Outcomes and it is automatically generated by our Student Information System and is provided free of charge to all graduates. The diploma supplement is included in Appendix A.

- **Recommendation:** (p. 21) ‘some basic courses shall be preconditions for advanced studies’.

Our response: We have made EDUG-521 as a prerequisite for all other courses.

- **Recommendation:** (p. 21) ‘a foundation course could be considered for students without adequate background in educational sciences’.

Our response: All students without adequate background in educational sciences will attend an additional course ‘EDUG-400 Introduction to Educational Sciences’ which is specifically designed for those students (and offered free-of-charge). (see outline in Appendix B)

- **Recommendation:** (p.22) the following aspects shall be included in the study plan:
 - A view on disability including somatic, societal, personal and environmental factors, as it is represented by the ICF
 - A vision on development towards an inclusive society, respecting the rights of persons with disabilities in the education sector
 - A new view on didactics, including topics like barriers and facilitators for learning, universal design for learning, constructivist approaches on didactics, etc.
 - Work with the parents of disabled children

Our response: We have revised the content of a number of courses in order to add all the above. In particular:

- we have added a new elective course on Disability Studies in Education (EDUG-622) (see outline in Appendix C)
- We have revised EDUG-521 Special and Inclusive Education (see outline in Appendix C)
- We have revised EDUG-523 Evaluation in Special and Inclusive Education (see outline in Appendix C)
- We have revised EDUG-525 Differentiation for Teaching in an Inclusive Classroom (see outline in Appendix C).
- We have revised EDUG-526 Current Teaching Trends in Inclusive Education (see outline in Appendix, C).
- We have revised EDUG-529 Intellectual Disabilities - Autistic Spectrum Disorder (see outline in Appendix, C).
- We have revised EDUG-624 Dyslexia in Inclusive Schools: Research and Recent Trends (see outline in Appendix, C).

- **Recommendation:** (p.22) the University find ways of increasing the number of Master theses which is currently only 20%.

Our response: Every effort will be made to encourage students to do Master thesis. It should be noted that two courses on educational research and evaluation are compulsory for all students and the lecturers of these courses will encourage students to take up Master thesis.

- **Recommendation:** (p. 24) Information on the programme at the University of Nicosia website is insufficient or missing.

Our response: As an ECTS label holder, the University of Nicosia publicizes all such information. Indeed, various links to syllabi did not properly load on the website at the time of inspection due to some ongoing changes in our information system. This has been rectified and all information is available. All relevant information can be found at <https://www.unic.ac.cy/master-degrees/education-sciences-special-education-med-15-years-or-3-semesters>

4. Conclusion

We would like to thank again the External Evaluation Committee for their professional and academic approach during the on-site evaluation of the programme and for producing a very detailed, accurate and professional report. As shown in our response we have taken immediate action to adopt the constructive recommendations and further improve our programme. We also thank the committee for their important and very much appreciated contribution to enhance the quality of education offered and contributing with their constructive feedback to our own commitment and vision in turning our countries to world class tertiary education Centers. We highlight again the very positive evaluation of our programme and we look forward/greatly appreciate to your prompt response (ideally within 2 or 3 days due to the tight deadlines) to the National Quality Assurance Agency so that we can start classes within the next two weeks.

On behalf of the Joint Programme Coordinating Committee

Professor Panayiotis Angelides

APPENDIX A

DIPLOMA SUPPLEMENT

This Diploma Supplement model was developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgments, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why. http://ec.europa.eu/education/policies/rec_qual/recognition/ids_en.pdf

<p>1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION</p> <p>1.1 Family Name(s):</p> <p>1.2 Given/First Name(s):</p> <p>1.3 Date of Birth (day/month/year):</p> <p>1.4 Student identification number or code (if available):</p>	<p>3.3 Access requirement(s):</p> <p>First Cycle Degree (Ptychio or Bachelor) is required for entry into the Master's degree programme; proof of language proficiency is required; further details at : www.unic.ac.cy</p>																																																																		
<p>2 INFORMATION IDENTIFYING THE QUALIFICATION</p> <p>2.1 Name of qualification and (if applicable) title conferred:</p> <p>Masters Degree</p> <p>2.2 Main field(s) of study for the qualification:</p> <p>Education Sciences - Special Education</p> <p>2.3 Name and status of awarding institution (in original language):</p> <p>The University of Nicosia (Πανεπιστήμιο Λευκωσίας) is a private university, operating in Nicosia. The University of Nicosia has officially been recognised by the Cyprus Ministry of Education and Culture, based on the decision of the Council of Ministers (Decision Number: 66.065, 12th September 2007).</p> <p>2.4 Name and status of awarding institution (if different from 2.3) administering studies (in original language):</p> <p>same as 2.3</p> <p>2.5 Language(s) of instruction/examination:</p> <p>Greek</p>	<p>4 INFORMATION ON THE CONTENTS AND RESULTS GAINED</p> <p>4.1 Mode of study:</p> <p>See note in 3.2, Distance Learning</p> <p>4.2 Programme requirements: Please see page 3.</p> <p>4.3 Programme details: Please see page 3.</p> <p>4.4 Grading scheme and, if available, grade distribution guidance:</p> <p>The student must satisfy the programme requirements and the grades and standards of the University; course (unit/module) pass mark is 60%. A minimum Cumulative Point Average (CPA) of 2.0 is required for the award of the qualification. Further details at: www.unic.ac.cy</p> <p>Table 1: Course Grades</p> <table border="1"> <thead> <tr> <th>Course Mark</th> <th>Course Grade</th> <th>Course Quality Points</th> </tr> </thead> <tbody> <tr><td>93 - 100</td><td>A</td><td>4.0</td></tr> <tr><td>90 - 92</td><td>A-</td><td>3.7</td></tr> <tr><td>87 - 89</td><td>B+</td><td>3.3</td></tr> <tr><td>83 - 86</td><td>B</td><td>3.0</td></tr> <tr><td>80 - 82</td><td>B-</td><td>2.7</td></tr> <tr><td>77 - 79</td><td>C+</td><td>2.3</td></tr> <tr><td>73 - 76</td><td>C</td><td>2.0</td></tr> <tr><td>70 - 72</td><td>C-</td><td>1.7</td></tr> <tr><td>67 - 69</td><td>D+</td><td>1.3</td></tr> <tr><td>63 - 66</td><td>D</td><td>1.0</td></tr> <tr><td>60 - 62</td><td>D-</td><td>0.7</td></tr> <tr><td>0 - 59</td><td>F</td><td>0.0</td></tr> <tr><td colspan="2">P (Pass)</td><td>0.0</td></tr> <tr><td colspan="2">AU (Audit)</td><td>0.0</td></tr> <tr><td colspan="2">DE (Deferred)</td><td>0.0</td></tr> <tr><td colspan="2">I (Incomplete)</td><td>0.0</td></tr> <tr><td colspan="2">TR (Transfer)</td><td>0.0</td></tr> </tbody> </table> <p>Table 2: Programme Awards</p> <table border="1"> <tbody> <tr><td>Bachelor (Pass)</td><td>CPA 2.00 or higher (out of 4.00)</td></tr> <tr><td>Bachelor - Cum Laude</td><td>CPA 3.5 or higher but less than 3.7 (out of 4.00)</td></tr> <tr><td>Bachelor - Summa Cum Laude</td><td>CPA 3.7 or higher (out of 4.00)</td></tr> <tr><td>Master (Pass)</td><td>CPA 2.00 or higher (out of 4.00)</td></tr> <tr><td>Master - Cum Laude</td><td>CPA 3.5 or higher but less than 3.7 (out of 4.00)</td></tr> <tr><td>Master - Summa Cum Laude</td><td>CPA 3.7 or higher (out of 4.00)</td></tr> </tbody> </table>	Course Mark	Course Grade	Course Quality Points	93 - 100	A	4.0	90 - 92	A-	3.7	87 - 89	B+	3.3	83 - 86	B	3.0	80 - 82	B-	2.7	77 - 79	C+	2.3	73 - 76	C	2.0	70 - 72	C-	1.7	67 - 69	D+	1.3	63 - 66	D	1.0	60 - 62	D-	0.7	0 - 59	F	0.0	P (Pass)		0.0	AU (Audit)		0.0	DE (Deferred)		0.0	I (Incomplete)		0.0	TR (Transfer)		0.0	Bachelor (Pass)	CPA 2.00 or higher (out of 4.00)	Bachelor - Cum Laude	CPA 3.5 or higher but less than 3.7 (out of 4.00)	Bachelor - Summa Cum Laude	CPA 3.7 or higher (out of 4.00)	Master (Pass)	CPA 2.00 or higher (out of 4.00)	Master - Cum Laude	CPA 3.5 or higher but less than 3.7 (out of 4.00)	Master - Summa Cum Laude	CPA 3.7 or higher (out of 4.00)
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<p>3 INFORMATION ON THE LEVEL OF THE QUALIFICATION</p> <p>3.1 Level of qualification:</p> <p>Second Cycle Degree (Masters).</p> <p>3.2 Official length of programme:</p> <p>The 90 ECTS can be accumulated in full-time mode in three semesters or a maximum of nine semesters.</p>																																																																			

A student's Cumulative Point Average (CPA) shows the average performance of the student; it is calculated by multiplying the number of ECTS of each course with the Course Quality Points (see Table 1), and dividing by the total number of ECTS (CPA = Total Quality Points / Total ECTS). An example of a CPA calculation is given below, (Example: CPA = 85.8 / 30 = 2.86)

Course Code	ECTS	Course Grade	Course Quality Points	ECTS x Quality Points	Total Quality Points	
DES-110	6	B	3.0	6 x 3.0 =	18.0	
ENGL-101	6	C+	2.3	6 x 2.3 =	13.8	
BUS-140	6	A-	3.7	6 x 3.7 =	22.2	
MATH-191	6	B+	3.3	6 x 3.3 =	19.8	
SOC-101	6	C	2.0	6 x 2.0 =	12.0	
Total ECTS = 30					-----	85.8

4.5 Overall classification of the qualification (in original language):

Pass (see 4.4 Table 2)

5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study:

Master Degree programmes may entitle access to PhD studies.

5.2 Professional status (if applicable):

Not Applicable

6 ADDITIONAL INFORMATION

6.1 Additional information:

Not Applicable

6.2 Further information sources:

www.unic.ac.cy (University of Nicosia website)

www.ecpu.ac.cy/index_en.htm (Evaluation Committee for Private Universities)

www.moec.gov.cy (Ministry of Education)

www.kysats.ac.cy (NARIC, CYPRUS)

www.enic-naric.net (ENIC)

www.europa.eu.int (European Union)

4.2 Programme requirements:

1. Programme's purpose and objectives:

1. The purpose of the programme is to offer knowledge and skills required for the identification, evaluation, and effective treatment of children with disabilities (special needs).

2. The programme aims to develop research skills through:

- I. the attendance of special courses in quantitative and qualitative research,
- II. the undertaking of small-scale surveys within the different disciplines and/or a dissertation, and
- III. the practical training of students.

2. Intended learning outcomes:

Upon completion of the programme students are expected to be able:

- 1. To delve into the basic literature of special/inclusive education.
- 2. To identify key concepts, principles and models of special/inclusive education and to transfer this knowledge in the school context.
- 3. To examine critically research outcomes relative to special/inclusive education and think of their implications for schools and the educational system in general.
- 4. To pinpoint problems at the school and/or the system level and plan and carry out research to address those problems.
- 5. To critically analyse educational problems -considering their sociological, psychological and philosophical dimensions- and develop a rational course of action which will provide optimal solutions.
- 6. To undertake leadership roles relative to the special/inclusive education area with the purpose of either improving practice or introducing new processes/ procedures.
- 7. To contribute to the modernisation of practice in the special/inclusive education area, e.g. quality teaching, mainstreamed classes.
- 8. To apply skills acquired during their study to tackle everyday problems, e.g. student/ programme me/system assessment, planning and decision making, communication with internal and external audiences, communication with parents and the family, supervision and counseling, teacher in-service training and development.
- 9. To take advantage of the organization's human capital to introduce improvements and new practices and procedures.
- 10. To act as a catalyst of change and innovation and promote and sustain improvement in education.
- 11. To draw up plans for teaching courses, to organize and apply by case the appropriate educational material and to assess their application either individually or in groups, children with disabilities or any other problems and disorders.

4.3 Programme details-(e.g. modules or units studied), and the individual grades/marks/credits obtained:

CODE	COURSE (UNIT/MODULE)	SEMESTER	ECTS	GRADE
EDUC-511DL	Principles and Methods of Qualitative Research	2015 Spring	9	B-
EDUC-523DL	Psychometric Methods in Special Education	2015 Spring	9	B
EDUC-591DL	Seminar I: Specialization Topics	2015 Spring	3	B
EDUC-624DL	Dyslexia: Researches and Recent Trends	2015 Spring	9	B
EDUC-504DL	Comparative Education	2015 Summer	9	B
EDUC-521DL	Types of Special Education Needs	2015 Summer	9	B
EDUC-592DL	Seminar II: Qualitative Data Organization & Analysis	2015 Summer	3	A
EDUC-621DL	Inclusive Education	2015 Summer	9	B-
EDUC-510DL	Educational Research: Principles and Methods of Qualitative and Quantitative Research	2015 Fall	9	B
EDUC-593DL	Seminar III: Quantitative Data Organization & Analysis	2015 Fall	3	B-
EDUC-699DL	Master Thesis	2015 Fall	18	C-

CODE	COURSE (UNIT/MODULE)	SEMESTER	ECTS	GRADE
Overall Award Average (CPA)			2.703	(out of 4.0)
			90	

7 CERTIFICATION OF THE SUPPLEMENT INSTITUTION

7.1 Date:
22/09/2016

7.2 Name and Signature:
Maria Panayiotou

7.3 Capacity:
Registrar

7.4 Official stamp or seal:

8 Information on the National Higher Education System (see attached).

REMARKS

To EDUC-699DL εκπαιδεύεται στο πεδίο της Ειδικής Εκπαίδευσης.

APPENDIX B



UNIVERSITY OF NICOSIA ΠΑΝΕΠΙΣΤΗΜΙΟ ΛΕΥΚΩΣΙΑΣ

University of Nicosia

Course Code EDUG-400	Course Title Introduction to Educational Studies	ECTS Credits 0
Department Paedagogical studies	Semester Fall	Prerequisites None
Type of Course Required	Field Educational Studies and Psychology	Language of Instruction Greek
Level of Course Graduate	Year of Study 1 st	Lecturer(s) Dr Christina Hadjisoteriou
Mode of Delivery Distance Learning	Work Placement N/A	Co-requisites None

Objectives of the course:

Students are expected to:

- Relate the basic concepts of the “Science of Education” and the meaning of terminology like “action”, “education” and “training”.
- familiarize themselves in the fundamental aspects of the Pedagogical Education as an autonomous science.
- approach critically traditional and modern pedagogical theories
- analyze contemporary pedagogical trends and model educational institutions.

Learning outcomes:

Students are expected to:

- discuss the basic terminology of the science of education and understand the main pedagogical ideas.
- determine the meaning, purpose and functions of education.
- become acquainted with great teachers, their basic ideas, and the applications of their theories.
- understand the dynamic relationship between educator and student.
- outline the relationship of pedagogy with various modern pedagogical problems.

Course content:

The course provides an introduction to Educational Studies. A first acquaintance of the student with the basic concepts of Educational Studies is therefore attempted (i.e. action, education and training) as well as a deeper analysis of various topics of Educational Studies:

- 1) Introduction to the course-Contents - Concepts of the Science of Education

- 2) The multiple meanings of “education” – Historical approaches to Education.
- 3) Selected pedagogical ideas and patterns
- 4) Branches of Educational Sciences.
- 5) Unity and diversity of Science in Education.
- 6) Theory of programs: General problems of the teaching act.
- 7) Psychosocial relations in the classroom (teacher-student relations).
- 8) "The teacher in the modern world".
- 9) School Handbooks: teaching approaches.
- 10) Current Issues in Education Sciences.
- 11) Creative thinking and creative activities in modern schools.
- 12) Intercultural Education-Human Rights.
- 13) Teaching Goals and objectives of Education.
- 14) A person’s education under a philosophical perspective.
- 15) Educational institutions with special emphasis on primary school and the kindergarten.
- 16) Sociopolitical changes and education.
- 17) Lifelong Learning.

Learning activities and teaching methods:

Lectures, workshops, student presentations, group work

Assessment methods:

Formative assessment, feedback, individual research, collaborative work, presentations, discussions

Required textbooks/reading:

Authors	Title	Publisher	Year	ISBN
Mavroedes, G.	Introduction to Educational Sciences	Γρηγόρη	2011	

Further Reading:

Authors	Title	Publisher	Year	ISBN
Pirgiotakis, I.E.	Introduction to Pedagogical Science	Ελληνικά Γράμματα	2000	960-344-731-5
Αγγελίδης, Π. Μιχαηλίδου, Α.& Στυλιανού, Τ.	Έξω οι μαύρες κότρες! Δραστηριότητες για τη διδασκαλία της διαφορετικότητας	Λευκωσία: Intercollege	2006	
Θεοφιλίδης, Χ.	Ρωγμές στο παγόβουνο της παραδοσιακής διδασκαλίας	Αδελφοί Λειβαδιώτη	2008	
Ξανθάκου, Γ.	Δημιουργικότητα και	Αθήνα: Διαδράση	2011	

	καινοτομία στο σχολείο και στη κοινωνία.			
Mialaret, G.	Εισαγωγή στις Επιστήμες της Αγωγής	Αθήνα: Τυπωθήτω.	2002	

APPENDIX C



UNIVERSITY OF NICOSIA

ΠΑΝΕΠΙΣΤΗΜΙΟ ΛΕΥΚΩΣΙΑΣ

University of Nicosia, Cyprus

Course Code EDUG-521	Course Title Special and Inclusive Education	ECTS Credits 10
Department Education	Semester Fall	Prerequisites None
Type of Course Required	Field Special Education	Language of Instruction Greek
Level of Course 2 rd Cycle	Year of Study First	Lecturer(s) Dr Demetrios Stasinou
Mode of Delivery e-learning	Work Placement N/A	Co-requisites None

Objectives of the course:

The course aims to:

- Inform students about the basic characteristics of various groups of children considered as having special educational needs on individual, social and environmental issues.
- Present and analyze the appropriate strategies teacher needs to follow in the classroom for meeting the special educational needs of these children.
- Help students to understand the role of class teacher, parents and the supportive groups in issues such as evaluation procedures and intervention programs concerning the broad spectrum of special educational needs of these children.
- Motivate students to conduct, present and discuss a small scale of typical case studies and describe personal experiences related to the lives of children with special educational needs in and out of school.

Learning outcomes

With the completion of the course, it is expected students to be able to:

- Become more aware and sensitive in special educational issues with emphasis on related basic theories and recent research data.
- Acquire adequate knowledge and experience concerning basic principles of teaching and treating the various groups of children with special educational needs in school.
- Act efficiently when facing teaching challenges in the common class including differential school learning population.
- Develop and apply appropriately teaching supporting strategies by modifying, in one or another way, the normal teaching programme in the common class for meeting the special educational needs of each child.
- Follow teaching and treating procedures in the classroom in the framework of the inclusive education practice in the regular school.

- Design and contact small scale qualitative (case studies, etc.) and/or quantitative researches and write brief research reports concerning children with special educational needs.
- Locate barriers and facilitators for learning of those children.

Course content:

The course content covers the following topics in the area of Special Education:

- Overview of the history of Special Education: the fall and rise of Special Education.
- Presentation of the current trends-challenges and issues in Special and Inclusive Education and future predictions.
- Explanation and analysis of the content of the term Special Education (overview of definitions proposed).
- Description of each group of children with special educational needs (classification) and analysis of the definitions proposed, prevalence, causes, identification (assessing) procedures as well as their psychological and behavioral characteristics on different environments and cultures.
- Educational considerations for those children by describing and analyzing appropriate prevention strategies to be applied in the classroom in the framework of the practice of inclusive education.
- Presentation and various analysis of the different forms of the child's special educational needs with particular emphasis on:
 - Intellectual Disabilities (Down's syndrome, etc)
 - Hearing impairment (Sign language, etc.)
 - Visual impairment
 - Physical and health impairments
 - Autism-spectrum disorders
 - Learning disabilities
 - Emotional disturbance
 - Behavior disorders (aggressiveness, social withdrawal, bullying, etc)
 - Speech and language disorders
 - Attention Deficit-Hyperactive Disorder (ADHD)
 - Giftedness
 - Other forms of special educational needs
- Description and analysis of the content of the term " inclusive education" and presentation of ways of its implication in school nowadays.
- Explanation of the truth of cultural diversity in Special Education.
- Presentation of basic guidelines for preschool and schoolteachers of children with special educational needs and/or culturally diverse exceptional children.
- Description of the school failure and analysis of the role-attitude of teachers, supportive groups and parents in treating these children.
- Justification of the need and specifications of the benefits of early intervention in Special Education.

Learning activities and teaching methods

Lecture, experiential learning, self-analysis, self-assessment, individual support and

feedback, case study analysis.

Assessment methods

Formative assessment, feedback, individual project, summative evaluation, final exam.

Required textbooks/reading:

Authors	Title	Publisher	Year
Stasinou, D.	Special Education in 2020	Papazisi	2016
Stasinou, D.	Psychopathology of speech and language	Gutenberg	2009

Recommended Textbooks/Reading:

Authors	Title	Publisher	Year
Angelides, P.	Inclusive education and school improvement	Atrapos	2009
Angelides, P.	Pedagogy of inclusion	Διάδραση	2011
Βάμβουκας, Μ.	Θέματα Ψυχοπαιδαγωγικής της ανάγνωσης	Ατραπός	2004
Happé F. (μτφρ.: Δ. Στασινός)	Αυτισμός: Σύγχρονη ψυχολογική θεώρηση	Gutenberg	2003
Frederickson, N. and Cline, T.	Special Educational needs, inclusion and diversity	Open University Press	2006
Graziano, A. M.	Developmental disabilities	Allyn and Bacon	2002
Hallahan, D, Kauffman, J.M. & Pullen, C.	Exceptional learners	Pearson	2014
Samuel A. Kirk	Educating exceptional children (13th ed.)	Cengage	2011
Τσιμπιδάκη, Α.	Παιδί με Ειδικές Ανάγκες, οικογένεια και σχολείο. Μια σχέση σε αλληλεπίδραση (2 ^η βελτιωμένη έκδοση)	Παπαζήση	2013
Ζώνιου-Σιδέρη, Α. (επιμ.)	Σύγχρονες ενταξιακές προσεγγίσεις (Τόμοι: Α' & Β')	Ελληνικά Γράμματα	2004
Φτιάκα Ε. (επιμ.: Α.Ζώνιου-Σιδέρη)	Ειδική και ενιαία εκπαίδευση στην Κύπρο	Ταξιδευτής	2007



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ΠΑΝΕΠΙΣΤΗΜΙΟ ΛΕΥΚΩΣΙΑΣ

Course Code EDUG-523	Course Title Evaluation in Special and Inclusive Education	ECTS Credits 10
Department Education	Semester Fall	Prerequisites EDUC 521
Type of Course Required	Field Special Education	Language of Instruction Greek
Level of Course 2 rd Cycle	Year of Study 1 st or 2 nd	Lecturer(s) Dr Marios Constantinou
Mode of Delivery e-learning	Work Placement N/A	Co-requisites None

Objectives of the course:

<ul style="list-style-type: none">• The course aims to:• Help students acquire knowledge regarding various methods used in evaluating students in Special and Inclusive Education.• Help students acquire knowledge regarding the development and evaluation of validated instruments of assessment.• Present the students with the opportunity to use and gain experience with psychological and educational methods used in evaluations.• Present the students with empirical data and research based on evaluation methods and theories and their applications in Special/Inclusive Education.• Allow the students to combine research, practice, and statistics in the utilization of evaluation data.• To understand ways for diagnostic evaluation of the abilities and needs of students considered as having special needs.

Learning outcomes:

<ul style="list-style-type: none">• To recognize the value of diagnosis as the first measure in offering the proper education.• To demonstrate knowledge of the different types of evaluation tools, which are related with special/inclusive education and education in general.• To demonstrate sound critical analysis of the psychometric properties of assessment instruments.• To be able to analyze statistically evaluation data and utilize them in their practice and case conceptualization.• To able to predict the outcome of a case based on evaluation data.• To be able to demonstrate sound knowledge of evaluation theories and apply them while considering their support by empirical data.• To demonstrate knowledge on the role of methods such as interview, observation,
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consultation in the process of evaluation.

- To recognize the importance of a holistic and ecosystemic approach in the process of the diagnostic evaluation in the field of special/inclusive education.

Course content:

1. The importance of evaluation in special/inclusive education
2. Testing and Law-Ethics
3. Validated evaluation Instruments: Development of Evaluation Instruments
4. Validated evaluation Instruments: Norms and Basic Statistics
5. Validated evaluation Instruments: Reliability and Validity
6. Evaluation in special/inclusive education
7. Evaluation of learning and behavior through interview and observation
8. Evaluation of Cognitive functions
9. Personality Evaluation
10. Evaluation of people with special needs
11. Holistic and Ecosystemic Evaluation
12. Evaluation in Inclusive classrooms
13. Evaluation in pre- primary education
14. Counselling as a part of a holistic evaluation in special/ inclusive education

Learning activities and teaching methods

Lecture, experiential learning, self-analysis, self-assessment, individual support and feedback, case study analysis.

Assessment methods

Formative assessment, feedback, individual project, summative evaluation, final exam.

Required textbooks:

Authors	Title	Publisher	Year
1. Reynolds, Livingston, & Wilson	Measurement and Assessment in Education	Pearson	2010
2. Paraskevopoulos	Psychology of Individual differences	Author	1994
3. Koulakoglou, K.	Psychometric and Psychological Evaluation	Pataki	2012

Recomennded Books

Kaplan & Saccuzzo	Psychological Testing (7 th Ed.)	Thomson	2008
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Recommended Readings:

- Cook, D.A., & Beckman, T. J. (2006). Current Concepts in Validity and Reliability for Psychometric Instruments: Theory and Application. *American Journal of Medicine*, *119*(2), 166-167.
- Cosntantinou, M. & Kosmidou, M. (2011). *Neuropsychology of Learning Difficulties*. PARISIANOU A.E.
- Malikiosi-Loizou, M. (2011). *The Consulting Psychology in Education*. Pedio.
- Stalikas, A., Triliva, S. & Roussi, P. (2012). *The Psychometric Instruments in Greece*. Pedio.



UNIVERSITY OF NICOSIA ΠΑΝΕΠΙΣΤΗΜΙΟ ΛΕΥΚΩΣΙΑΣ

University of Nicosia, Cyprus

Course Code EDUG- 525	Course Title Differentiation of Teaching for an inclusive classroom	ECTS Credits 10
Department Education	Semester Spring	Prerequisites EDUC-521
Type of Course	Field	Language of Instruction Greek
Level of Course 2 rd Cycle	Year of Study	Lecturer(s) Dr Eleni Gavrielidou
Mode of Delivery e-learning	Work Placement N/A	Co-requisites None

Objectives of the course:

The main objective of the course is to help postgraduate students to:

- Study systematically and in depth the context of inclusive education, and to be able to identify obstacles for change in everyday practice.
- Know the two fundamental models of confronting disability, the medical and social model of disability, and identify their existence in social and educational settings.
- Acknowledge the ways in which they can promote a social understanding of disability in primary, pre-primary and higher education settings.
- Study in depth the context of differentiation teaching strategies and be able to identify the advantages of each one and the ways in which inclusion is promoted.
- Plan for teaching in inclusive settings with the implementation of the strategies taught.

Learning outcomes:

- Know the models of disability and being able to observe and record incidents of their existence in education.
- Understand the context of inclusion and the important differentiation from previous and anachronistic educational practices.
- Discuss the obstacles for the implementation of inclusion in their settings.
- Collaborate with their fellow – teachers to write their own story or fairytale to promote an understanding of disability according to the basic principles of the social model.
- Use appropriate and reflective teaching methods through the use of differentiation of

- Detailed analysis on the medical and social model of disability
- Analysis of the social and educational outcomes of the two models of confronting disability
- The fundamental content of the term ‘inclusion’
- Barriers to inclusive education and ways for overcoming them
- Discussion of the obstacles preventing the implementation of inclusion in everyday practice
- Promoting a social understanding of disability
- Theoretical framework and detailed analysis of the strategies promoting differentiation of teaching within inclusive mainstream schools
- Developing inclusive learning environments
- Constructivists approaches to teaching and learning teaching strategies.

Course content:

Learning activities and teaching methods

Lecture, individual activities, team work for story writing, support and feedback, study of lesson plans.

Assessment methods

Individual activities and team work, final exam.

Required textbooks/reading:

Angelides, P. (2011) *Pedagogies of inclusion*. Athens: Diadrasi

Required textbooks/reading:

Ainscow, M. (1999) *Understanding the development of inclusive schools*. London: Falmer

Αγγελίδης, Π. (Επιμ.) (2005) *Συμπεριληπτική Εκπαίδευση: Από το περιθώριο στην συμπερίληψη*. Λεμεσός: Κυπροπέπεια.

Αγγελίδης, Π. (Επιμ.) (2009) *Συμπεριληπτική Εκπαίδευση και Βελτίωση Σχολείων: Σχέση Αμφίδρομη*. Γαλάτσι: Ατραπός.

Corbett, J. (2004) *Ειδικές Εκπαιδευτικές Ανάγκες στη Σύγχρονη Εποχή*. Θεσσαλονίκη: Εκδόσεις Πανεπιστημίου Μακεδονίας.

Θεοφιλίδης, Χ. (2008) *Ρωγμές στο παγόβουνο της παραδοσιακής διδασκαλίας*. Λευκωσία: Έκδοση του συγγραφέα.

Κουτσελίνη-Ιωαννίδου, Μ. (2006). *Διαφοροποίηση Διδασκαλίας – Μάθηση σε τάξης μικτής ικανότητας*. Λευκωσία. Πανεπιστήμιο Κύπρου.

Φτιάκα, Ε. (2010). *Ενιαία Εκπαίδευση: Μια Εκπαίδευση για Όλους σε ένα Δημοκρατικό και Ανθρώπινο Σχολείο*. Υπουργείο Παιδείας και Πολιτισμού, Παιδαγωγικό Ινστιτούτο και Υπηρεσία Ανάπτυξης Προγραμμάτων. Λευκωσία.

Φτιάκα, Ε. (2007) *Ειδική και Ενιαία Εκπαίδευση στην Κύπρο*. Αθήνα: Ταξιδευτής

Tomlinson, C.A (2004). *Διαφοροποίηση της εργασίας στην αίθουσα διδασκαλίας: ανταπόκριση στις ανάγκες όλων των μαθητών (Μεταφρ. Χρ.Θεοφιλίδης & Δ. Μαρτίδου-Φορσιέ)*. Αθήνα: Εκδόσεις Γρηγόρη.



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ΠΑΝΕΠΙΣΤΗΜΙΟ ΛΕΥΚΩΣΙΑΣ

Course Code EDUG-526	Course Title Current teaching trends in inclusive education	ECTS Credits 10
Department Education	Semester Spring	Prerequisites EDUC 521
Type of Course Limited choice	Field Special Education	Language of Instruction Greek
Level of Course 2 nd Cycle	Year of Study First	Lecturer(s) Dr Ioannis Salvaras
Mode of Delivery e-learning	Work placement N/A	Co-requisites None

Objectives of the course:

The course aims to help student to:

- Recognize that special education means basically differentiated teaching in the classroom to meet special educational needs of children.
- Know ways of appropriate teaching of all children in inclusive classrooms according to their learning styles.
- Learn that the teaching of children considered as having special educational needs is not a simple issue. It requires cooperation of the teacher of the classroom with a number of experts of the interdisciplinary group.
- Acquire necessary experiences and enrich their knowledge concerning the differentiated of the curriculum, the appropriate teaching strategies, the classroom (positive) climate as well as the pupils' s behavior for meeting the pre-established targets as well as the choice-adaptation of the appropriate teaching approaches.

Learning outcomes:

With the completion of the course, it is expected students to be able to:

- Differentiate (modify), in one way or another, the existing curriculum for meeting the skills and the learning styles of the pupils categorized as having special educational needs as well as the classroom climate as a whole.
- Apply in practice appropriate teaching strategies for meeting the special educational needs of the pupil population attending an inclusive classroom.
- Recognize that the learning outcomes from such an endeavor in the classroom usually take time -depending on the cases- and requires intensive and continuous efforts.
- Learn that the (new) inclusion policy (and philosophy) in educational affairs is needed to be applied appropriately in a number of different ways of school functioning for the benefit of children considered as having special educational needs.
- Recognize that the inclusive school should be always ready to meet the special learning needs of all children.

- Learn that each case in the classroom is unique requiring for this reason individualized teaching strategy.

Course content:

- Principles of inclusive education. Related legislation provisions of the educational system in Cyprus and in Greece.
- Inclusion strategies- Ways of differentiating (modifying) the curriculum and enjoying equal opportunities in education.
- Teaching strategies of children with difficulties in learning in inclusive schools.
- Children with behavior and emotional problems in the classroom. Ways of teaching them in inclusive schools. Application of the inclusive procedure.
- Dyslexia as a special disorder in written language. Teaching strategies of children with dyslexia and (specific) and difficulty in learning in inclusive schools.
- Autism: Teaching strategies and ways of teaching children with autism in inclusive schools.
- Intellectual disabilities: Teaching strategies in inclusive schools.
- Hearing and visual impairment: Teaching strategies in inclusive schools.
- Giftedness: Attitudes toward the gifted and their education in the normal school.
- Speech and language disorders: Educational considerations and teaching strategies in inclusive schools.
- Teaching children with multiple disorders.
- Collaboration with the family.
- Developing inclusive environments.

Learning activities and teaching methods

Lecture, experiential learning, self-analysis, self-assessment, individual support and feedback, case study analysis.

Assessment methods

Formative assessment, feedback, individual project, summative evaluation, final exam.

Required textbooks/readings:

Salvaras, Y. (2013). *Teaching students with “special needs” in mainstream schools*. Athens: Gregoris

Tomlinson, A. (2004). *Differentiated classrooms*. Athens: Gregoris

Angelides, P. (2011). *Pedagogies of Inclusion*. Diarasi.

Ainscow, M, Booth, T. & Dyson, A. (2006). *Improving school, developing inclusion*. London: Routledge.

Slee, R. (2011). *The irregular school: Exclusion, schooling and inclusive education*. London: Routledge

Recommended Textbooks/readings:

- Angelides.P. (Ed.) (2009). *Inclusive Education & School Improvement*. Athens: Atrapos
- Ainscow, M. (1994). *Special needs in the classroom. A teacher education guide*. UK: Jessica Kingsley Publishers/UNESCO publishing.
- Bos, C. S. & Vaughn, S. (2005). *Strategies for teaching students with learning and behaviour problems*. Boston: Pearson.
- Ζώνιου-Σιδέρη, Α. (επιμ.) (2004). *Σύγχρονες ενταξιακές προσεγγίσεις. Θεωρία (Τόμος Α'), Πράξη (Τόμος Β')*. Αθήνα: Ελληνικά
- Tilstone, C., Florian L., Rose R. (eds.)(1998). *Promoting inclusive practice*. London: Routledge/Falmer.
- Tomlinson, C. A (2003). *Διαφοροποίηση της εργασίας στην αίθουσα (διδασκαλίας Μτφρ.: Χρ. Θεοφιλίδης & Μαρτίδου-Φορσιέ)*. Λευκωσία: Έκδοση των μεταφραστών.



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ΠΑΝΕΠΙΣΤΗΜΙΟ ΛΕΥΚΩΣΙΑΣ

Course Code EDUG-529	Course Title Intellectual Disabilities- Autistic Spectrum Disorder	ECTS Credits 10
Department Education	Semester Fall or Spring	Prerequisites EDUC 521
Type of Course Elective	Field Special Education	Language of Instruction Greek
Level of Course 2 rd Cycle	Year of Study	Lecturer(s) Dr Demetris Stasinou
Mode of Delivery e-learning	Work Placement N/A	Co-requisites None

Objectives of the course:

The main objective of the course is to help postgraduate students to:

- Study systematically and in depth the nature and the types of Intellectual disabilities (ID) and Autism.
- Discriminate the groups of children with ID on the basis of theoretical models of taxonomy (medical and socio-psychological)
- Know the triple of deficiency in autism and the content of theory of mind to explain it.
- Be informed about the ways of management of children with ID and/or autism in the school and family environment in the framework of Inclusive Education.
- Know research topics in ID and autism particularly in inclusive schools.
- Conduct research with ID children and/or autism who attend inclusive schools.

Learning outcomes:

- Obtain a systematic and global knowledge about the nature and the behavior of children with ID and/ or autism.
- Locate easily a child with ID, to discriminate them from children with autistic spectrum disorder and to face similar cases in school by using appropriate strategies.
- Co-work with the head of the school and the teachers as well as with the supportive group of specialists in order to know the whole clinical profile of the child with ID and /or autism and plan an effective intervention program.
- Recognize that the cases of ID and autism are not static and could be ameliorated.
- View their involvement in ID children and children with autism as a challenge experience.
- Participate in initiatives of families of ID and children with autism as well as of local community to achieve quality of life for those children.

Course content:

- Definitions of intellectual disabilities and autism
- Taxonomy criteria of children with ID (medical model and socio-psychological model)
- The triple of deficiency in autism, types of autism and theories to explain it
- Causes and prevalence of ID and autism
- Management and teaching children with ID and/ or autism in inclusive school (Inclusive Education).
- Comorbidity of ID and autism
- Use of software and visual-aural means in teaching and management of ID and/or children with autism.
- Quality of life in ID children and autism and the role of teacher, family and local community to ensure it.
- Collaboration with families.

Learning activities and teaching methods

Lecture, self-analysis of behavior, workshops, experiential seminars, individual and group work, individual feedback, case study analysis, student presentations, visits to normal schools special school units, use of related video and discussions.

Assessment methods

Formative assessment, feedback, individual research, collaborative work, presentations, discussions, final exam through writing a paper with clinical and/or teaching content (planning a teaching lesson with material).

Required textbooks/reading:

James C. Harris. (2006) [Intellectual Disability: Understanding Its Development, Causes, Classification, Evaluation, and Treatment](#). Oxford University Press. Patricia Ainsworth;

Kelley Johnson; Rannveig Traustadóttir. (2005). [Deinstitutionalization and People with Intellectual Disabilities: In and out of Institutions](#). Jessica Kingsley.

Recommended Textbooks/Reading:

Elaine E. Castles. (1996) [We're People First: The Social and Emotional Lives of Individuals with Mental Retardation](#). Praeger Publishers.

Harvey N. Switzky. (2001). [Personality and Motivational Differences in Persons with Mental Retardation](#). Lawrence Erlbaum Associates.

Γενά, Α. (2002). Αυτισμός και διάχυτες αναπτυξιακές διαταραχές. Έκδοση: της ίδιας.

Happé, F. (Μτφρ.-επιμ. Δ Στασινός) (2003). Αυτισμός. Σύγχρονη ψυχολογική θεώρηση (2^η έκδοση). Αθήνα: Gutenberg.

Happé, F., & Frith, U. (1995). *Theory of mind in autism*. New York: Plenum Press.

Smith, T., & Iadarola, S. (2015). Evidence update: Autism spectrum disorder. *Journal of Clinical Child and Adolescent Psychology*, 44(6), 897–922, 2015. doi: 10.1080/15374416.2015.1077448

Lydon, S., Healy, O., O’Callaghan, O., Mulhern, T., & Holloway, J. (2015). A systematic review of the treatment of fears and phobias among children with autism spectrum disorders. *Review Journal of Autism and Developmental Disorders*, 2(2), 141-154.

Boudreau, A. M., Corkum, P., Meko, K., & Smith, I. M. (2015). Peer-Mediated Pivotal Response Treatment for Young Children With Autism Spectrum Disorders A Systematic Review. *Canadian Journal of School Psychology*, 30(3), 218-235.

Cadogan, S., & McCrimmon, A. W. (2015). Pivotal response treatment for children with autism spectrum disorder: a systematic review of research quality. *Developmental Neurorehabilitation*, 18(2), 137- 144. doi: 10.3109/17518423.2013.845615

Weitlauf, A., McPheeters, M., Peters, B., Sathe, N., Travis, R., Aiello, R., . . . Warren, Z. (2014). *Therapies for children with autism spectrum disorders – Behavioral interventions update*. (Prepared by the Vanderbilt Evidence-based Practice Center under Contract No. 290-2007-10065-I.) AHRQ Publication No. EHC-2013-09-0038.R1. Rockville, MD: Agency for Healthcare Research and Quality.

Romanczyk, R. G., Callahan, E. H., Turner, L. B., & Cavalari, R. N. (2014). Efficacy of Behavioral Interventions for Young Children with Autism Spectrum Disorders: Public Policy, the Evidence Base, and Implementation Parameters. *Review Journal of Autism and Developmental Disorders*, 1(4), 276-326.

McDonald, T. A., & Machalicek, W. (2013). Systematic review of intervention research with adolescents with autism spectrum disorders. *Research in Autism Spectrum Disorders*, 7(11), 1439-1460. doi: <http://dx.doi.org/10.1016/j.rasd.2013.07.015>

Oono, I. P., Honey, E. J., & McConachie, H. (2013). Parent-mediated early intervention for young children with autism spectrum disorders (ASD). *Evidence-Based Child Health: A Cochrane Review Journal*, 8(6), 2380-2479.

Kendall, T., Megnin-Viggars, O., Gould, N., Taylor, C., Burt, L. R., & Baird, G. (2013). Management of autism in children and young people: summary of NICE and SCIE guidance. *British Medical Journal*, 347. doi: 10.1136/British Medical Journal.

Verschuur, R., Didden, R., Lang, R., Sigafoos, J., & Huskens, B. (2013). Pivotal Response Treatment for Children with Autism Spectrum Disorders: A Systematic Review. *Review Journal of Autism and Developmental Disorders*, 1(1), 34-61.

Reichow, B. (2012). Overview of meta-analyses on early intensive behavioral intervention for young children with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 42, 512-520.

Reichow, B., Steiner, A. M., & Volkmar, F. (2012). Social skills groups for people aged 6 to 21 with autism spectrum disorders (ASD). *Cochrane Database of Systematic Reviews* 2012, Issue 7. Art. No.: CD008511. DOI: 10.1002/14651858.CD008511.pub2

Συμπληρωματικά διδακτικά εγχειρίδια/βιβλιογραφία

Αλευριάδου, Α. & Γκιαούρη, Σ. (2009). Γενετικά σύνδρομα νοητικής καθυστέρησης. Αναπτυξιακή και εκπαιδευτική προσέγγιση. Θεσσαλονίκη: Πανεπιστήμιο Δυτικής Μακεδονίας, Παιδαγωγικό Τμήμα Νηπιαγωγών.

Αλευριάδου, Α. & Γκιαούρη, Σ. (2011). Ψυχοκοινωνική ανάπτυξη παιδιών με νοητική αναπηρία και σύνδρομο Down: Ανίχνευση δυσκολιών και προτάσεις παρέμβασης. Κοζάνη: en-tiposis.

Coen, D.J. & Volkmar, F.R. (Eds.) (1997). *Handbook of autism and pervasive developmental disorders*. New York: John Wiley.

Cumine, V., Leach, J., Stevenson, G. (2000). Σύνδρομο Asperger. Ένας πρακτικός οδηγός για δασκάλους. (Μτφρ.: Β. Παπαγεωργίου, Β. Νταφούλης). Αθήνα: Ελληνική Εταιρεία Προστασίας Αυτιστικών Ατόμων.

Gillberg, C. (1998). Asperger syndrome and high-functioning autism. *British Journal of Psychiatry*, 172, 200-209.

Grandin, T. (1995). *How people with autism think*. New York: Plenum Press.

Grandin, T. & Scariano, M. (1995). Διάγνωση: «ΑΥΤΙΣΜΟΣ». Μια αληθινή ιστορία αυτιστικού ατόμου. (Μτφρ.: Υ. Τσουπαροπούλου). Αθήνα: Ελληνικά Γράμματα. (Συγγραφέας: άτομο με αυτισμό).

Happé, F. (2003) (Επιμ. Μτφρ.: Δ Στασινόγος). Αυτισμός. Σύγχρονη ψυχολογική θεώρηση (2^η έκδ.). Αθήνα: Gutenberg.

Hodapp, R.M., Burack, J.A., & Zigler, E. (Eds.) (1990). *Issues in the developmental approach to mental retardation*. New York: Cambridge University Press.

Jordan, R. (2000). Η εκπαίδευση παιδιών και νεαρών ατόμων με αυτισμό (Οδηγός Ειδικής Εκπαίδευσης, No 10 UNESCO 1997). (Μτφρ.: Ι. Καφαντάρης). Αθήνα: Ελληνική Εταιρεία Προστασίας Αυτιστικών Ατόμων.

Jordan, R. & Powel, S. (2001). Οι ειδικές εκπαιδευτικές ανάγκες των παιδιών με αυτισμό. Δεξιότητες μάθησης και σκέψης. (Μτφρ.: Όλγα Παΐζη, επιμ. Φωτεινή Ζαφειροπούλου). Αθήνα: Ελληνική Εταιρεία Προστασίας Αυτιστικών Ατόμων.

Kirk, S. A., Gallagher, J.J., & Anastasiow, N.J. (2000). Educating exceptional children. Boston: Houghton Mifflin Company.

Western Psychological Services (2006). Autism Diagnostic Interview, Revised (ADI-R). Los Angeles: Author.

Wing, L. (2000). Το αυτιστικό φάσμα. Ένας οδηγός για γονείς και επαγγελματίες. (Μτφρ.: Π. Πρώιος). Αθήνα: Ελληνική Εταιρεία Προστασίας Αυτιστικών Ατόμων.



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ΠΑΝΕΠΙΣΤΗΜΙΟ ΛΕΥΚΩΣΙΑΣ

Course Code EDUG 622	Course Title Studies for Disabilities in Education	ECTS Credits 10
Department Education	Semester	Prerequisites EDUG-521
Type of Course Elective	Field	Language of Instruction Greek
Level of Course 2 nd Cycle	Year of Study First	Lecturer(s) Dr Eleni Gavrielidou
Mode of Delivery e-Learning	Work Placement N/A	Co-requisites None

Objectives of the course:

The student:

- To be able to present and analyze critical issues arising from Studies for Disabilities in Education.
- To be able to analyze in depth classical and modern texts of disabled activists, academics and theorists.
- To know the principles formulated in Studies for Disabilities with the philosophy of Special Education.
- To gain new and deeper understanding of the prolonged oppression of the disability community and to empower them to consider creative ways to initiate social change.
- To expose current issues and controversies in disability from a historical perspective.

Learning outcomes

After completion of the course students should be able to:

- Relate historical attitudes to disability with the present emphasis on the social or minority model of disability.
- Analyze the historical development of disability issues from the perspective of particular disability groups.
- Identify issues relevant to disability populations and proposed resolutions using various models of disability.
- Develop sensitivity in interpersonal communication skills reflective of the history of disabilities.
- Develop an understanding of the role of accommodation and accessibility in relation to the need for continuous education in addressing disability issues.

Course content

1. Construction of the concept of disability (political, social, cultural and historical construction).
2. Confrontation between medical and social thinking model.
3. Personal experience of disability
4. Utilization of disability at political level
5. Construction of disability rhetoric in relation to the culture and history of a place
6. Reconstruction of the concept of disability
7. Demystified of the omnipotence of “special”
8. Review of the curriculum in relation to disability
9. Rebuild the school and the education system taking into account the disability issues

Learning activities and teaching methods

Lecture, experiential learning, self-analysis, self-assessment, individual support and feedback, case study analysis.

Assessment methods

Formative assessment, feedback, individual project, summative evaluation, final exam.

Required textbooks/reading

Authors	Title	Publisher	Year	ISBN
DePoy, E. & Gilson, S. F.	<i>Studying Disability: Multiple Theories and Responses</i>	Thousand Oakes, CA: Sage Publications Inc.	2011	

Recommended Textbooks/Reading

Ben-Moshe, L., Cory, R. C., Feldbaum, M. & Sagendorf, K. (2005). *Building Pedagogical Curb Cuts: Incorporating Disability in the University Classroom and Curriculum*.

Charlton, I. J. (2000). *Nothing About Us Without Us*. University of California Press.

Corker, M. & French, S. (2002). *Disability Discourse*. Open University Press.

Santrock, J. W. (2005) *Life Span Development*. The McGraw-Hill College Companies, Inc.

May, G. E and Raske, M. B. (2005). *Ending Disability Discrimination: Strategies For Social Workers*. Pearson Educational Inc.

Rothman, J. C. (2008) *Social Work Practice Across Disability*. Pearson Educational Inc.

Shea, T. M. & Bauer, A. (2003). *Learners with Disabilities, A Social Systems Perspective of Special Education*. Wm. C. Brown Communications Inc.

Swain, John; French, Sally and Cameron, Colin (2003) *Controversial Issues In a Disabling Society*. Open University Press, Buckingham, U. K.

Swain, J., French, S., Barnes, C. & Thomas, C. (2005). *Disabling Barriers – Enabling Environments*. Sage Publications.



Course Code EDUG-624	Course title Dyslexia in Inclusive Schools: Researches and Recent Trends	ECTS Credits 10
Department Education	Semester Spring	Prerequisites EDUC 521
Type of Course Elective	Field Special Education	Language of Instruction Greek
Level of Course 2 nd Cycle	Year of Study First	Lecture (s) Dr Demetrios Stasinou
Mode of Delivery e-learning	Work placement N/A	Co-requisites None

Objectives of the course

The course aims to help students:

- Study systematically and in depth the main issues related to dyslexia as a special disorder of written language as well as the possibility of using the appropriate teaching methods for an effective teaching and supporting of children with dyslexia.
- Know the recent scientific knowledge (theory and research) and school experience all over the world in the field of dyslexia with emphasis on inclusive practice.
- Know the recent approaches to this area and be able to study in depth and apply the new ways of working in inclusive schools in children with dyslexia.
- Conduct small scale research in children with dyslexia in local inclusive schools.

Learning outcomes

With the completion of the course students will be able to:

- Become efficiently informed and (more) sensitive concerning issues of dyslexia in children.
- Locate various difficulties and problems of children in written language specifically related to dyslexia and inform experts in diagnostic and supporting issues about them.
- Cooperate with the appropriate diagnostic groups for obtaining the accurate and whole profile (possibilities and deficiencies) of the child with dyslexia and strategic planning in the classroom for the benefit of this child.
- Use the appropriate teaching methods and software (programmes) so as to teach efficiently children with dyslexia in the usual school.
- Recognize that the problem of dyslexia is reversible under some conditions.
- Know that the expected learning outcome will probably take (long) time requiring continuous and intensive treatment of the dyslexic child.
- Relate dyslexia with learning styles in children.

- Collaborate, among others, with parents for an effective support of children considered to be dyslexic.

Course content

- (Specific) Learning difficulties and dyslexia: Definitions and their content relationship.
- Historical remarks and theoretical issues.
- The clinical picture of dyslexia in children: characteristics of the language behavior of children having dyslexia.
- Reasons and types of dyslexia.
- Theoretical models for interpreting dyslexia.
- Diagnostic approaches to dyslexia: the role of the interdisciplinary group and the supportive parties involved.
- Educational considerations and approaches to inclusive school for meeting the special (language) needs of children with dyslexia.
- Research data and recent trends related to dyslexia: Educational, Psychological and Sociological considerations.
- Inclusive education and dyslexia in different languages.
- Dyslexia, multilingual environment and use of new technology in treating it.
- The future of dyslexia in the modern (digital) school.
- Inclusive teaching approaches for teaching children with dyslexia

Learning activities and teaching methods

Lecture, experiential learning, self-analysis, self-assessment, individual support and feedback, case study analysis.

Assessment methods

Formative assessment, feedback, individual project, summative evaluation, final exam.

Required textbooks/readings:

Authors	Title	Publisher	Year	ISBN
Stasinou, D.	<i>Psychology of speech and language: Dyslexia and speechtherapy</i>	Gutenberg	2015	
Stasinou, D.	<i>Difficulties in learning (2nd edition)</i>	Gutenberg	2003	

Recommended-additional Textbooks/readings:

- Αθανασιάδης, Ε. (2001). *Η δυσλεξία και πώς αντιμετωπίζεται: Διαφορετικός τρόπος μάθησης, διαφορετικός τρόπος διδασκαλίας*. Εκδόσεις Καστανιώτη.
- Goulandris, N. (ed.) (2003). *Dyslexia in different languages. Cross-linguistic comparisons*. London: Whurr Publishers.

- Peer L. and G. Reid (eds.) (2003). *Multilingualism, literacy and dyslexia. A challenge for educators.* London: David Fulton.
- Smythe, J. J. Everatt and R. Salter (eds.) (2004). *International book of dyslexia.* Chichester (UK): John Wiley & Sons.
- Thomson, M. (ed.) (2003). *Dyslexia included. A whole school approach.* London: David Fulton.
- Townend, J. and Martin Turner (2000). *Dyslexia in practice. A guide for teachers.* New York: Kluwen Academic/Plenum Publishers.
- Κοΐλιαρη, Α. (2005). *Πολυγλωσσία και γλωσσική εκπαίδευση. Μια κοινωνιογλωσσική προσέγγιση.* Θεσσαλονίκη: Εκδόσεις Βάνιας.