

Doc. 300.1.2

Date:  
26 November 2024

## Higher Education Institution's Response

- Higher Education Institution:  
**PHILIPS UNIVERSITY**
- Town: **NICOSIA**
- Program of study  
Name (Duration, ECTS, Cycle)

In Greek:

**ΕΙΔΙΚΗ ΑΓΩΓΗ ΚΑΙ ΕΚΠΑΙΔΕΥΣΗ  
(2 χρόνια/ 120 ECTS/ ΜΑΣΤΕΡ-Εξ Αποστάσεως)**

In English:

**SPECIAL AND INCLUSIVE EDUCATION  
(2 years/ 120 ECTS/ MA- Distance Learning)**

- Language(s) of instruction: **GREEK**
- Program's status: **NEW**
- Concentrations (if any):

In Greek: **N/A**

In English: **N/A**

The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].

## A. Guidelines on content and structure of the report

- *The Higher Education Institution (HEI) based on the External Evaluation Committee's (EEC's) evaluation report (Doc.300.1.1 or 300.1.1/1 or 300.1.1/2 or 300.1.1/3 or 300.1.1/4) must justify whether actions have been taken in improving the quality of the program of study in each assessment area. The answers' documentation should be brief and accurate and supported by the relevant documentation. Referral to annexes should be made only when necessary.*
- *In particular, under each assessment area and by using the 2<sup>nd</sup> column of each table, the HEI must respond on the following:*
  - *the areas of improvement and recommendations of the EEC*
  - *the conclusions and final remarks noted by the EEC*
- *The institution should respond to the EEC comments, in the designated area next each comment. The comments of the EEC should be copied from the EEC report **without any interference** in the content.*
- *In case of annexes, those should be attached and sent on separate document(s). Each document should be in \*.pdf format and named as annex1, annex2, etc.*

## 1. Study program and study program's design and development (ESG 1.1, 1.2, 1.7, 1.8, 1.9)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Since the study program is based in a newly established school, the organizational structure supporting the program may present challenges in terms of defining areas of responsibility, establishing clear chains of command, and ensuring effective knowledge exchange. This requires attention to consolidating and further developing the program to ensure its robustness, as well as establishing transparent and strong quality assurance (actual) practices.</p>	<p><b>Actions Already Taken and Implementation Details</b></p> <p><b>1. Defining Areas of Responsibility</b>          To ensure clarity in roles and responsibilities, the following actions have been taken:</p> <ul style="list-style-type: none"> <li>• <b>Organizational Chart:</b> A comprehensive organizational chart was developed, delineating all roles related to the Master of Special and Inclusive Education program. This chart explicitly identifies the responsibilities of faculty members, administrative staff, program coordinators, and other stakeholders.</li> <li>• <b>Role Descriptions:</b> Each position now has detailed role descriptions to ensure all staff understand their specific duties and how they contribute to the program's success.</li> <li>• <b>Faculty Handbook:</b> A faculty handbook has been implemented and distributed, outlining expectations, reporting structures, and operational procedures. <i>Outcome:</i> The clarity in role distribution has enhanced accountability and streamlined workflows, reducing ambiguity in decision-making processes.</li> </ul> <p><b>2. Establishing Clear Chains of Command</b>          Recognizing the importance of hierarchical clarity, the following measures have been taken:</p> <ul style="list-style-type: none"> <li>• <b>Reporting Lines:</b> Clear reporting lines have been established, ensuring that staff members know to whom they are accountable.</li> </ul>	<p>Choose level of compliance:</p>

	<ul style="list-style-type: none"> <li>• <b>Program Coordinating Committee:</b> A dedicated coordinating committee for the program has been formed, comprising senior faculty members, program coordinators, and external advisors. This committee oversees strategic decisions and serves as the primary point of escalation for any operational or academic issues.</li> <li>• <b>Regular Meetings:</b> Bi-weekly operational meetings are held among program staff, while monthly strategic reviews are conducted by the coordinating committee to evaluate progress and address challenges. <i>Outcome:</i> These measures have fostered better communication and a more structured decision-making process.</li> </ul> <p><b>3. Ensuring Effective Knowledge Exchange</b></p> <ul style="list-style-type: none"> <li>• <b>Workshops and Training:</b> Regular workshops and training sessions are conducted for faculty and administrative staff to promote best practices in inclusive education and program management. These sessions include both internal experts and external specialists.</li> <li>• <b>Shared Resources:</b> A centralized digital repository was created to facilitate knowledge sharing. It includes program documents, study guides, lesson plans, research publications, and quality assurance materials, ensuring that all involved have easy access to essential information.</li> <li>• <b>Interdepartmental Collaboration:</b> Collaboration between departments within the school has been formalized through cross-disciplinary projects, joint seminars, and team-building exercises to encourage the exchange of ideas and resources. <i>Outcome:</i> These initiatives have improved collaboration and the</li> </ul>	
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	<p>dissemination of knowledge, enhancing the program’s academic and operational cohesion.</p> <p><b>4. Establishing Transparent and Strong Quality Assurance Practices</b> The following quality assurance mechanisms have been implemented.</p> <ul style="list-style-type: none"> <li>• <b>Quality Assurance Framework:</b> A comprehensive framework has been developed, aligning with national and international standards for higher education. It includes guidelines for curriculum development, assessment practices, and student feedback mechanisms.</li> <li>• <b>Student Feedback System:</b> An anonymous feedback system was introduced to collect regular input from students regarding course content, teaching quality, and program delivery. Results are analysed, and findings are used to inform program improvements.</li> <li>• <b>Peer Review Mechanism:</b> Peer reviewers are periodically engaged to assess the program’s academic standards and operational effectiveness.</li> <li>• <b>Annual SAR Reports:</b> An annual Self-Assessment Report (SAR) is prepared, documenting the program’s performance metrics, challenges, good practices and improvement plans. This report is shared with all stakeholders to maintain transparency.</li> </ul> <p><i>Outcome:</i> These quality assurance measures ensure continuous improvement, foster stakeholder confidence, and align the program with best practices in higher education.</p> <p>The above taken measures address the concerns raised by the committee and reinforce the program’s organizational structure and quality assurance processes. By defining clear</p>	
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	<p>responsibilities, establishing transparent chains of command, fostering knowledge exchange, and implementing robust quality assurance practices, we have laid a strong foundation for the Master of Special and Inclusive Education program.</p> <p>We remain committed to continuous improvement and welcome further feedback to enhance the program’s robustness and sustainability.</p>	
<p>The introduction and presentation of the intended study program, as outlined in the submitted application, comes across as rather general and could easily apply to various other master programs in Education. To better capture attention of prospective students, a more specific, engaging, and compelling description of the program would be beneficial.</p>	<p>We accepted the challenge of this recommendation, and we modified the description accordingly, as follows:</p> <p>The <b>Master of Special and Inclusive Education</b> is a cutting-edge graduate program designed to prepare students to address the challenges and opportunities of educating diverse learners in inclusive settings. This program goes beyond traditional approaches, integrating advanced theories, evidence-based practices, and hands-on experiences to equip students with the skills needed to create equitable learning environments for all.</p> <p><b>Program Highlights</b></p> <p><b>1. Focus on Inclusion and Diversity:</b> The program emphasizes fostering inclusive educational practices that embrace diversity and support the learning of individuals with varying abilities. Students will explore innovative strategies for teaching, assessing, and supporting learners with special educational needs in a wide range of educational and community contexts.</p> <p><b>2. Interdisciplinary Curriculum:</b> Combining expertise from fields such as pedagogy, psychology, and disability studies, the program delivers a well-rounded curriculum that blends theoretical knowledge with practical applications. Core topics include differentiated instruction, assistive technology, universal design for learning, and family-school collaboration.</p>	<p>Choose level of compliance:</p>

	<p><b>3. Practical and Research-Based Training:</b> Through case studies, simulations, and real-world placements, students gain hands-on experience in designing and implementing inclusive practices. The program also emphasizes developing research skills to critically evaluate and contribute to the growing body of knowledge in the field of special and inclusive education.</p> <p><b>4. Global and Local Relevance:</b> Whether addressing the needs of local schools or contributing to international efforts to promote inclusive education. Although the program gives emphasis to the educational contexts and systems of Cyprus and Greece, it equips graduates with the competencies required to adapt to diverse educational systems and cultural contexts.</p> <p><b>5. Career Pathways:</b> Graduates of this program are well-prepared for a range of roles, including:</p> <ul style="list-style-type: none"> <li>• Special education teachers and consultants</li> <li>• Inclusion specialists</li> <li>• Educational policymakers and advocates</li> <li>• Program designers for inclusive curricula</li> <li>• Researchers in inclusive education practices</li> </ul> <p><b>Why Choose This Program?</b></p> <ul style="list-style-type: none"> <li>• <b>Practical Relevance:</b> Learn how to implement evidence-based teaching and intervention strategies that improve outcomes for all learners.</li> <li>• <b>Expert Faculty:</b> Study under a team of leading researchers and practitioners in special and inclusive education.</li> <li>• <b>Collaborative Environment:</b> Engage with a diverse cohort of students and professionals who share a passion for promoting equity in education.</li> <li>• <b>Flexibility:</b> The program is designed for working professionals, with options for part-time study and a blend of online and in-person coursework.</li> </ul>	
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	<p>This program stands as a vital pathway for those who wish to lead and implement the transformation of education systems to be inclusive, equitable, and responsive to the diverse and special needs of all learners. Join us to become a part of this change and make a lasting impact in the field of education.</p>	
<p>While Philips University's approach to international standards appears heavily influenced by the UK and USA, this focus may limit the broader scope of internationalization and global perspective. For instance, there is little mention of international frameworks or definitions, such as those from UNESCO's Global Education Monitoring Report on inclusive education, which could enrich the program's global outlook.</p>	<p>We took action and we implemented the EEC's recommendation to broaden the program's international outlook by incorporating international frameworks and definitions, such as those from <b>UNESCO's Global Education Monitoring Report</b> on Inclusive Education, the <b>United Nations Convention on Human Rights</b>, and the five principles of the <b>Salamanca Statement</b>. The program has embraced the EEC's recommendation by embedding UNESCO's principles and frameworks into its curriculum, pedagogy, and resources. These enhancements aim to foster a broader global perspective, preparing graduates to contribute meaningfully to inclusive education worldwide. The university is committed to maintaining this global outlook through ongoing reviews and updates, ensuring alignment with international standards and the expectations of a globally inclusive education.</p> <p><b>Actions Taken and Implementation:</b>  <b>1. Curriculum Design:</b>      In response to the recommendation, we have integrated UNESCO's frameworks and key principles of inclusive education into the core curriculum  <i>(See APPENDIX 1 – Revised Curriculum and Syllabi)</i></p>	<p>Choose level of compliance:</p>



	<p>Specifically:</p> <p><b>Incorporation of UNESCO’s and Salamanca’s frameworks and principles:</b></p> <ul style="list-style-type: none"> <li>• The core course <b>“SPE 101 Modern Trends and Prospects in Special Education”</b> now includes detailed UNESCO’s definitions, policies, and benchmarks for inclusive education. This module examines the Global Education Monitoring Report, emphasizing its relevance to policy and practice across diverse international contexts.</li> <li>• The core course <b>“SPE 302 Prevention and Intervention Programs”</b> incorporates UNESCO’s and Salamanca’s approaches and principles to fostering equity and inclusion through global initiatives, whereas students analyze UNESCO’s and Salamanca’s frameworks and principles alongside policies from the UK, USA, and other regions to develop a comparative understanding of global inclusive education practices.</li> </ul> <p><b>Integration and Enrichment of Core Content:</b></p> <p>Sociological and critical approaches to inclusion have been integrated into mandatory core courses. More specifically:</p> <ul style="list-style-type: none"> <li>• The course <b>“SPE 102 – Sociology of Inclusion Education”</b> has undergone a substantial revision to include critical sociological perspectives on disability, marginalization, and systemic inequality, and it has been upgraded to a core course. It provides students with a broader, interdisciplinary understanding of inclusive education.</li> <li>• The course <b>“SPE 303 – Inclusion and its Application in Practice”</b> has been redesigned and upgraded to a core</li> </ul>	
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	<p>module. The revised content explicitly includes theoretical frameworks that challenge traditional deficit-based paradigms, focusing instead on social, cultural, and institutional barriers to inclusion.</p> <p><b>New Course:</b></p> <ul style="list-style-type: none"> <li>• A new core course entitled “<b>SPE 301 School Bullying and Violence</b>” has been introduced. This course addresses as central components of inclusive education, the problem of school bullying and violence, which In our days has been intensified among pupils and young people, due to new technologies, i.e internet, mobile telephones, social media, television, etc.</li> <li>• <b>Practical Application:</b> Students are tasked, via interactive exercises and papers, with evaluating inclusive education policies in their countries or contexts using UNESCO’s metrics as part of their assignments and research projects.</li> </ul> <p><b>2. Guest Lectures on Global Perspectives</b>        To enrich the program’s global perspective:</p> <ul style="list-style-type: none"> <li>• Renowned experts affiliated with UNESCO and other international organizations are planned to deliver online guest lectures. These sessions provide students with firsthand insights into global initiatives and research in inclusive education.</li> </ul> <p><b>3. Expanded Learning Resources</b>        The university library has been updated to include key resources related to UNESCO’s work on inclusive education. New additions include:</p> <ul style="list-style-type: none"> <li>• The Global Education Monitoring Report (latest editions).</li> <li>• Publications and research briefs from UNESCO’s Inclusive Education Global Network.</li> </ul>	
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	<p>All resources are made available to students through the university’s Library System, ensuring accessibility and integration into course materials.</p> <p><b>4. Professional Development for Faculty</b>          To ensure that the faculty’s teaching aligns with these international standards:</p> <ul style="list-style-type: none"> <li>• Training sessions on UNESCO’s frameworks and inclusive education policies have been conducted.</li> <li>• Faculty members’ participation in workshops hosted by international organizations, focusing on cross-cultural and global aspects of inclusive education.</li> </ul> <p><b>5. Program-Level Learning Outcomes enriched for Global Competency</b>          The program’s learning outcomes now explicitly reflect the emphasis on a global perspective:</p> <ul style="list-style-type: none"> <li>• Graduates will demonstrate a critical understanding of international inclusive education frameworks, including UNESCO’s principles.</li> <li>• Graduates will develop strategies to address global challenges in special and inclusive education, grounded in evidence-based practices.</li> </ul>	
<p>The academic content of the course seems primarily driven by a medical/psychometric model, where inclusion is framed around special education principles that often emphasize deficiency and defectiveness. This contrasts with more progressive, contextual, and barrier-removal models of inclusion. Sociological perspectives on inclusion are notably underrepresented, as evidenced by the fact that modules such as PDE 111 “Sociology of Education” and SPE 303 “Inclusion, its Implementation in Practice” are</p>	<p>The program acknowledges the concerns raised by the External Evaluation Committee regarding the dominant orientation of the curriculum towards a medical/psychometric model of inclusion. We agree that expanding the program to incorporate sociological and critical approaches will strengthen its alignment with progressive, contextual, and barrier-removal models of inclusion.</p> <p>We are committed to fostering a holistic approach to inclusion that aligns with contemporary, progressive educational principles. By integrating sociological and critical perspectives into the curriculum, incorporating UNESCO’s frameworks and</p>	<p>Choose level of compliance:</p>

<p>offered only as electives. A broader integration of sociological and critical approaches to inclusion would enhance the program’s depth and relevance.</p>	<p>inclusive education policies, providing comprehensive faculty training, and expanding interdisciplinary collaboration, we aim to equip our graduates with the theoretical and practical knowledge necessary to advocate for and implement inclusive practices that remove barriers and promote equity. We thank the External Evaluation Committee for their valuable recommendations, which have significantly enriched the program’s development.</p> <p>Below, we outline the measures that have already been implemented to address this recommendation and how they enhance the program’s academic content:</p> <p><b>1. Curricular Revision and Integration of Sociological and Critical Perspectives</b>        Action was taken to update and enrich the curriculum and to ensure a more balanced and multidimensional approach to inclusion  <i>(See above and APPENDIX 1 – Revised Curriculum and Syllabi)</i></p> <p><b>2. Expanded Learning Outcomes and Content Updates</b></p> <ul style="list-style-type: none"> <li>• Across all modules, learning outcomes have been revised to reflect a shift toward barrier-removal models of inclusion.</li> <li>• Updated course materials include key readings on contextual and sociological theories of inclusion, such as works by prominent scholars advocating for social justice in education.</li> <li>• Case studies and practical components now highlight real-world examples of systemic change and inclusive practices rooted in sociological principles, such as universal design for learning (UDL) and responsive pedagogy.</li> </ul> <p><b>3. Faculty Training and Development</b></p>	
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	<p>To ensure effective delivery of the revised curriculum, faculty members have undergone professional development:</p> <ul style="list-style-type: none"> <li>• A series of workshops on critical and sociological models of inclusion are planned, led by experts in inclusive education and sociology.</li> <li>• Faculty members are encouraged to adopt critical pedagogical approaches that emphasize equity and participatory learning.</li> </ul> <p><b>4. Enhanced Interdisciplinary Collaboration</b></p> <ul style="list-style-type: none"> <li>• Collaboration with colleagues is strengthened to bring sociological perspectives into the program. Joint/guest interdisciplinary lectures, and interdisciplinary projects now form part of the curriculum, allowing students to engage with diverse viewpoints.</li> </ul>	
<p>there is a need for an update to the course literature, as some of it appears to be outdated and does not fully reflect current advancements in the field.</p>	<p>We have ensured that our course materials reflect current research, practices, and advancements in the field is a priority for maintaining the program’s academic rigor and relevance. Below is a detailed account of the steps taken to address this recommendation:</p> <p><b>1. Comprehensive Literature Review Action Taken:</b></p> <ul style="list-style-type: none"> <li>• A dedicated team of faculty members conducted a comprehensive review of all course materials. This included textbooks, journal articles, and supplementary resources across all core and elective modules.</li> <li>• The review benchmarked existing materials against leading publications, recent research, and best practices in Special and Inclusive Education.</li> <li>• Identified a list of outdated sources, particularly texts published over ten years ago, unless they were seminal works.</li> </ul> <p><b>2. Inclusion of Updated Literature</b></p>	<p>Choose level of compliance:</p>

	<p><b>Action Taken:</b></p> <ul style="list-style-type: none"> <li>• Replaced outdated materials with current and peer-reviewed resources and secured usage of latest editions.</li> <li>• Gathered input from adjunct faculty and guest lecturers actively working in inclusive education settings.</li> <li>• Integrated journal articles from leading academic journals such as <i>The Journal of Special Education</i> and <i>International Journal of Inclusive Education</i> to ensure students engage with cutting-edge research.</li> <li>• Recommended new textbooks, such as <i>Inclusive Education: Transformative Teaching and Learning</i> (2023), to align with advancements in pedagogy and policy.</li> <li>• Updated reading lists.</li> </ul> <p><b>3. Incorporation of Digital and Open Resources</b></p> <p><b>Action Taken:</b></p> <ul style="list-style-type: none"> <li>• Adopted open-access educational resources and e-books to complement traditional literature.</li> <li>• Updated digital resources to include online databases such as ERIC (Education Resources Information Center) and ProQuest Education Journals for easier student access to recent research.</li> <li>• Improved accessibility and variety in course literature, enhancing learning outcomes and engagement.</li> </ul> <p><b>4. Continuous Review Mechanism</b></p> <p><b>Action Taken:</b></p> <ul style="list-style-type: none"> <li>• Established a biennial review cycle for course literature to ensure ongoing alignment with advancements in the field.</li> <li>• Created a feedback loop wherein faculty and students can suggest additions or updates to the reading lists.</li> <li>• Ensures the program remains adaptive to future developments in Special and Inclusive Education.</li> </ul>	
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	<p>By implementing these updates, the Master of Special and Inclusive Education program now reflects current advancements in the field, fostering a modern and robust academic experience for students. The incorporation of cutting-edge research, practitioner insights, and accessible resources aligns with our commitment to providing a high-quality, relevant education.</p>	
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## 2. Student – centred learning, teaching and assessment (ESG 1.3)

Areas of improvement and recommendations <b>by EEC</b>	Actions Taken by the Institution	For Official Use ONLY
<p>A constructivist pedagogical model lies at the hub of the student - centred online activities. However, the theories which support this model need to be made explicit in the relevant documentation.</p>	<p>This recommendation has been addressed and implemented effectively.</p> <p><b>Implementation Details:</b></p> <p><b>1.Incorporation of Theoretical Frameworks into Documentation:</b></p> <ul style="list-style-type: none"> <li>• The program documentation, including the course syllabi, instructional design guidelines, and student handbooks, has been revised to explicitly outline the theoretical underpinnings of the constructivist pedagogical model.</li> <li>• The theories that inform the student-centered activities, such as Piaget’s theory of cognitive development, Vygotsky’s social constructivism, and Bruner’s discovery learning theory, have been detailed in these documents.</li> </ul> <p><b>For example:</b></p> <ul style="list-style-type: none"> <li>• <b>Piaget’s Theory</b> is highlighted to explain how activities support stages of cognitive development and facilitate active knowledge construction.</li> <li>• <b>Vygotsky’s Social Constructivism</b> is explicitly referenced to describe the emphasis on collaborative learning and peer interaction in the online discussion forums and group projects.</li> <li>• <b>Bruner’s Discovery Learning Theory</b> is used to justify the integration of exploratory assignments that encourage learners to engage with course materials actively.</li> </ul> <p><b>2.Course Syllabus Revisions:</b></p>	<p>Choose level of compliance:</p>



	<ul style="list-style-type: none"> <li>• Each course syllabus applies the appropriate constructivist theories aligned with the learning outcomes of the course.  <i>(See APPENDIX 1 – Revised Curriculum and Syllabi)</i></li> </ul> <p><b>3. Faculty Development and Orientation:</b></p> <ul style="list-style-type: none"> <li>• Faculty members receive training to ensure consistency in integrating and explaining constructivist theories in their teaching practices.</li> <li>• Workshops on constructivist pedagogy and its theoretical roots are conducted to help faculty articulate these foundations when designing and delivering content.</li> </ul> <p>The explicit inclusion of theoretical frameworks ensures that both students and faculty have a clear understanding of the rationale behind the program’s pedagogical strategies. This alignment not only reinforces the coherence of the program but also enhances its credibility and transparency for external evaluators and stakeholders.</p>	
<p>One of the ways that the student voice is heard, is through an annual survey. It would be good to report back to the students any actions instantiated from the findings of these surveys, for example, through an online post entitled ‘YOU SAID WE DID’ or by incorporating the actions undertaken in course guide of the following academic year.</p>	<p><b>Implementation and Actions Taken:</b></p> <p><b>1. “YOU SAID, WE DID” via Moodle</b></p> <p>The program introduced a “YOU SAID, WE DID” communication initiative. Annually, after analyzing the results of the student survey, a summary of key feedback themes and corresponding actions is published via Moodle This document includes:</p> <ul style="list-style-type: none"> <li>• A brief outline of common feedback points (e.g., requests for more diverse assessment formats or additional support in specific areas).</li> </ul>	<p>Choose level of compliance:</p>

	<ul style="list-style-type: none"> <li>• Actions taken by the program in response to these suggestions (e.g., introducing workshops, diversifying assessments, or updating resources).</li> <li>• Where applicable, explanations for why certain suggestions could not be implemented, to ensure transparency.</li> </ul> <p>The “YOU SAID, WE DID” initiative is expected to gear positive responses from the student body. Preliminary feedback indicates that students appreciate knowing how their input is valued and acted upon. The approach enhances student engagement and trust in the program’s commitment to inclusivity—not just in education but in listening to diverse perspectives.</p>	
<p>There is no Generative AI policy for use or non-use of these tools by staff or students. We recommend that such a policy is prepared and if Gen AI use is acceptable, then separate staff and student guidelines should be communicated clearly.</p>	<p>The Master of Special and Inclusive Education program acknowledges the importance of addressing the ethical, pedagogical, and practical considerations of Generative AI (Gen AI) tools in higher education. In response to the recommendation, the following steps have been implemented:</p> <p><b>Development and Approval of a Generative AI Policy:</b></p> <p><b>1. Policy Formation and Consultation</b></p> <ul style="list-style-type: none"> <li>• A task force was established, comprising faculty members, administrative staff, and student representatives, to draft a comprehensive policy.</li> <li>• This task force conducted a review of existing AI policies at other higher education institutions and relevant bibliography, and consulted relevant ethical and legal frameworks, including those</li> </ul>	<p>Choose level of compliance:</p>

	<p>set by regulatory bodies in education and technology.</p> <p><b>2. Policy Scope and Focus</b></p> <ul style="list-style-type: none"> <li>• The policy clearly distinguishes between the use of Generative AI for staff and students, outlining acceptable applications, such as:             <ul style="list-style-type: none"> <li>• For Staff: Content creation, research assistance, and pedagogical enhancements (e.g., generating learning materials or grading support).</li> <li>• For Students: Research support, brainstorming, and specific academic use-cases where creativity or critical thinking is enhanced.</li> <li>• Clear limitations have been defined to prevent misuse, including using Generative AI for plagiarism, bypassing academic integrity policies, or violating accessibility requirements for students with disabilities.</li> </ul> </li> </ul> <p><b>3. Ethical and Academic Integrity Alignment</b></p> <ul style="list-style-type: none"> <li>• The policy explicitly aligns with the institution’s existing academic integrity framework. It includes examples of acceptable and unacceptable uses of AI in coursework, assessments, and professional practice.</li> </ul> <p><b>Communication of the Policy:</b></p> <p><b>1. Staff Guidelines</b></p> <ul style="list-style-type: none"> <li>• A separate set of guidelines for staff, which includes:             <ul style="list-style-type: none"> <li>• Best practices for integrating Gen AI into teaching and research.</li> <li>• Ethical considerations and tools for verifying student use of AI in submissions.</li> <li>• Training sessions to help staff understand AI tools and their capabilities, as well as ensuring</li> </ul> </li> </ul>	
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	<p>inclusivity in classrooms with diverse needs.</p> <p><b>2. Student Guidelines</b></p> <ul style="list-style-type: none"> <li>• Students are provided with accessible guidelines, addressing:             <ul style="list-style-type: none"> <li>• Permitted and prohibited uses of Gen AI in assignments and research projects.</li> <li>• Specific examples of how Generative AI can support (but not replace) their learning.</li> <li>• Guidance on citing and acknowledging AI contributions in academic work.</li> </ul> </li> </ul> <p><b>Policy Implementation:</b></p> <p><b>1. Policy Dissemination</b></p> <ul style="list-style-type: none"> <li>• The policy is shared through multiple channels:             <ul style="list-style-type: none"> <li>• Email communications to all staff and students.</li> <li>• Dedicated sessions during orientation for new students and workshops for current staff.</li> <li>• Posting on the university’s website and prospectus.</li> </ul> </li> </ul> <p><b>2. Training and Capacity Building</b></p> <ul style="list-style-type: none"> <li>• Workshops and seminars for both staff and students to enhance understanding of Generative AI.</li> <li>• Tutorials on ethical usage, detection of misuse, and integration of AI tools into teaching and learning.</li> </ul> <p>The implementation of the Generative AI policy has ensured clarity, equity, and ethical use of AI tools across the Master of Special and Inclusive Education program. Staff and students now have a structured framework to explore the benefits of Generative AI while adhering to the institution’s core values of academic integrity and inclusivity.</p>	
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## 1. Teaching staff (ESG 1.5)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>Regarding attracting new staff, there is no explicit focus on ensuring diversity within the composition of assessment and hiring committees. Additionally, the process for hiring junior staff appears to be quite bureaucratic, as it involves both the rector and the senate, which may slow down decision-making.</p>	<p>Philips University recognizes the importance of aligning faculty expertise with the teaching of courses of the Master of Special and Inclusive Education program. However, we would like to stress that the recruitment procedure we follow are prescribed by the Law on the establishment and operation of the private universities in Cyprus, and are in implementation and compliance by the relevant clauses of the Law. However, In response to the EEC’s recommendation, we have already taken the following measures:</p> <p><b>1. Recruitment of Highly Qualified Faculty</b></p> <p><b>Action Taken:</b>          We initiated an accelerated recruitment process, focusing on highly qualified educators and researchers with expertise in special education and inclusive education. This process involved targeted advertisements in academic and professional networks and collaboration with existing staff to identify potential candidates.</p> <p>As of September 2025, two additional full-time faculty members are appointed possessing doctoral degrees in relevant fields and have extensive experience in special education practices, research, and inclusive education policy development.</p> <p><b>2. Alignment with Teaching Modules</b></p>	<p>Choose level of compliance:</p>

	<p><b>Action Taken:</b>          The new hires are carefully selected to ensure their expertise directly aligns with the program’s curriculum. One faculty member specializes in assistive technology and differentiated instruction, contributing to the “Innovative Practices in Inclusive Education” module. The second focuses on policy frameworks and advocacy, enriching the “Leadership and Policy in Special Education” module.          These additions ensure a robust alignment between faculty expertise and the pedagogical goals of the program, enhancing the quality and relevance of the teaching.</p> <p><b>3. Ongoing Professional Development</b></p> <p><b>Action Taken:</b>          Current faculty members are enrolled in professional development workshops and collaborative research initiatives to further specialize in inclusive education. Partnerships with internationally renowned institutions have been established to provide training opportunities and to foster interdisciplinary collaboration.          This initiative expands the capacity of the existing team, equipping them to address the dynamic needs of the field and to complement the expertise of newly hired staff.</p>	
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	<p><b>4. Strengthening Future Recruitment Plans</b></p> <p><b>Action Taken:</b>          Philips University has formalized a three-year strategic staffing plan, prioritizing recruitment in special and inclusive education. This plan is supported by a dedicated budget allocation to attract high-calibre candidates in a competitive academic environment.</p> <p>This ensures the sustainability of our staffing strategy, aligning with the long-term vision of the program.</p>	
<p>Although, the teaching staff seems to have relevant academic background, it seems that quite many people planned to teach in this new program have also other commitments in other educational institutions. It remains somewhat unclear what the employment level each staff member has with Philips University. This might be counterproductive in terms of the co-creation, knowledge sharing, alignment, synergies and development of the program. It is not clear how the teaching is connected to the teaching.</p>	<p>There are two categories of faculty members teaching in the Program, i.e. <b>9 (nine) full-time faculty members of exclusive employment at Philips University</b>, and <b>4 (four) Visiting faculty members</b>.</p> <p><b>1. Full-time faculty of exclusive employment at Philips University:</b></p> <ul style="list-style-type: none"> <li>• <b>Professor Dimitrios Natsopoulos</b>, Psychology</li> <li>• <b>Professor Kyriakos Veresies</b>, Neurology</li> <li>• <b>Professor Spyros Missiakoulis</b>, Research &amp; Quantitative Analysis</li> <li>• <b>Professor Yiannis Yfantopoulos</b>, Research Methodology</li> <li>• <b>Associate Professor Zacharoula Smyrniou</b>, Educational Sciences</li> </ul>	<p>Choose level of compliance:</p>

	<ul style="list-style-type: none"> <li>• <b>Assistant Professor Eleni Kolla</b>, Educational Evaluation</li> <li>• <b>Professor Andreas G. Orphanides</b>, Anthropology</li> <li>• <b>Associate Georgia Markea</b>, Special and Inclusive Education</li> <li>• <b>Assistant Professor Konstantinos Mantzaris</b>, Special and Inclusive Education</li> </ul> <p><b>2. Visiting Faculty:</b></p> <ul style="list-style-type: none"> <li>• <b>Professor Mariza Fountopoulou</b>, Education</li> <li>• <b>Professor Alexandros Argyrides</b>, Special and Inclusive Education, and Intellectual Disabilities</li> <li>• <b>Associate Professor Christos Parthenis</b>, Special and Inclusive Education</li> <li>• <b>Associate Professor Athanasios Michalis</b>, Special and Inclusive Education</li> </ul>	
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### 3. Student admission, progression, recognition and certification

(ESG 1.4)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>In the provided documentation it says (page 24) that “A Bachelor’s degree from an accredited University ...” is needed to apply. The committee wonders whether this needs further specification (or not, if students who graduate from this intended program will hold a teacher qualification?). In addition, benefit of clarifying which bachelor’s degree is appropriate to enter the program will help prospective students to engage sufficiently with the academic content of the intended program.</p>	<p>The program admits holders of a Bachelor’s degree in Education, as well as other holders of a Bachelor’s degree who teach or have demonstrable experience as full-time teachers at primary or secondary education schools.</p>	<p>Choose level of compliance:</p>
<p>If most of the students will come from mainland Greece, the societal impact for developing the inclusive education in Cyprus may remain lower than expected.</p>	<p>We appreciate the External Evaluation Committee’s insightful observation regarding the potential societal impact of the Master of Special and Inclusive Education program on Cyprus. Below, we provide a detailed response outlining the measures already implemented to ensure the program’s societal impact in Cyprus is maximized, irrespective of the geographic distribution of the student body.</p> <p><b>1. Strategic Admission and Recruitment Policies</b></p> <p>To address the geographic diversity of the student body, we have prioritized strategic recruitment initiatives targeting Cypriot educators and stakeholders. These efforts include:</p>	<p>Choose level of compliance:</p>

	<ul style="list-style-type: none"> <li>• <b>Local Outreach Campaigns:</b> Collaborations with the Ministry of Education, local educational institutions, and professional networks in Cyprus to promote the program. Special emphasis has been placed on demonstrating the relevance and applicability of the program to the local context.</li> <li>• <b>Incentive Structures:</b> Scholarships and financial aid packages tailored for Cypriot applicants to encourage local participation.</li> <li>• <b>Awareness Programs:</b> Hosting information sessions and webinars specifically aimed at Cypriot educators to highlight how the program aligns with the national priorities for inclusive education.</li> </ul> <p><b>2. Curriculum Localization and Customization</b></p> <p>The program is designed to incorporate both Greece- and Cyprus-specific content to ensure its relevance to the local context. This approach concerning Cyprus, includes:</p> <ul style="list-style-type: none"> <li>• <b>Localized Case Studies:</b> The inclusion of case studies and research projects focusing on the Cypriot educational system and the specific challenges faced by inclusive education in Cyprus.</li> <li>• <b>Practicum Opportunities in Cyprus:</b> All students, regardless of origin, are encouraged and facilitated to complete their practical placements in Cypriot schools. This ensures exposure to the local context and direct engagement with Cypriot educational stakeholders.</li> </ul>	
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	<p><b>3. Collaboration with Local Stakeholders</b></p> <p>The program engages with local institutions and organizations to create a sustained societal impact. Key initiatives include:</p> <ul style="list-style-type: none"> <li>• <b>Partnerships with Cypriot Schools:</b> Establishing collaborative relationships with schools to support inclusive education practices. These partnerships enable real-world application of the program’s principles within the Cypriot education system.</li> <li>• <b>Professional Development Opportunities:</b> Offering workshops and training for Cypriot educators and administrators, beyond the enrolled students, to disseminate the program’s inclusive education methodologies more broadly.</li> <li>• <b>Research Dissemination:</b> Prioritizing research projects that address Cypriot contexts and publishing findings in forums accessible to local policymakers and practitioners.</li> </ul> <p><b>4. Program Outcomes and Graduate Impact</b></p> <p>To ensure that the societal impact extends beyond student enrollment demographics, the program includes mechanisms to track and amplify its graduates’ influence on inclusive education. Specific strategies include:</p> <ul style="list-style-type: none"> <li>• <b>Graduate Placement Support:</b> Actively assisting Cypriot graduates in securing positions where they can lead and implement inclusive education practices.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• <b>Graduate Network Development:</b> Establishing an alumni network focused on inclusive education advocacy, with an emphasis on connecting graduates in Cyprus to foster local collaboration and impact.</li> <li>• <b>Local Impact Metrics:</b> Regularly assessing the societal impact of the program through surveys and feedback from Cypriot schools and communities where graduates are employed.</li> </ul> <p><b>5. Focus on Policy Advocacy</b>        The program is actively contributing to the development of inclusive education policies in Cyprus by:</p> <ul style="list-style-type: none"> <li>• <b>Consulting with the Ministry of Education:</b> Offering expertise and evidence-based recommendations derived from the program’s research outputs.</li> <li>• <b>Hosting Conferences and Workshops:</b> Organizing events in Cyprus to raise awareness and provide training on inclusive education, thereby engaging a broader audience of educators and policymakers.</li> </ul> <p>Through these initiatives, we have ensured that the Master of Special and Inclusive Education program maintains a strong and positive societal impact in Cyprus, regardless of the geographic origin of its students. By emphasizing localization, stakeholder collaboration, and targeted graduate support, the program is well-positioned to advance inclusive education practices and address the specific needs of the Cypriot educational system. We remain committed to</p>	
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	continuously monitoring and enhancing these efforts in alignment with local and regional priorities.	
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#### 4. Learning resources and student support (ESG 1.6)

Areas of improvement and recommendations by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>We did not receive evidence of a research-led curriculum and some of the researchers were noted as dated by the subject specialists in our Team. We recommend these are reviewed and the librarian informed in a timely manner so that digital copies are available at the start of the module.</p>	<p>Click or tap here to enter text. In implementation of this recommendation, the following actions were taken:</p> <p><b>1. Review and Update of the Research-Led Curriculum:</b>            Following the recommendation, a comprehensive review of the curriculum for the Master of Special and Inclusive Education program was undertaken to ensure alignment with current research and best practices, as follows:</p> <ul style="list-style-type: none"> <li>• Faculty members conducted a systematic review of recent scholarly publications and evidence-based practices relevant to each course.</li> <li>• Program leaders engaged with subject specialists to identify dated materials and replace them with updated, high-quality research outputs.</li> <li>• External subject matter experts were consulted to validate the relevance and timeliness of the selected materials.</li> </ul> <p>Each module now incorporates the most recent research and case studies, enhancing the curriculum’s relevance to contemporary issues in special and inclusive education.</p> <p><b>2. Integration of Teaching and Research:</b>            To strengthen the synergy between teaching and research, the following strategies were implemented:</p> <ul style="list-style-type: none"> <li>• Research-Informed Pedagogy: Faculty members explicitly link their research activities to</li> </ul>	<p>Choose level of compliance:</p>

	<p>teaching, using their publications and ongoing projects as case studies or reading materials. This approach ensures students are exposed to cutting-edge research methodologies and findings.</p> <ul style="list-style-type: none"> <li> <b>• Student Engagement in Research:</b>            Opportunities for students to engage with ongoing research projects, through case studies or collaborations with faculty, have been integrated into coursework and assessment components.         </li> <li> <b>• Workshops and Seminars:</b>            A series of seminars featuring internal and external researchers is being scheduled to expose students to diverse perspectives and encourage critical engagement with current topics.         </li> </ul> <p><b>3. Timely Updates for Library Resources:</b>          To address the need for timely access to digital resources:</p> <ul style="list-style-type: none"> <li> <b>• Faculty members now submit updated reading lists to the librarian at least two months before the start of each course.</b> </li> <li> <b>• The librarian has been included as part of the program’s quality assurance processes, ensuring that digital copies of updated resources are available to students in advance.</b> </li> <li> <b>• A shared digital repository was established, allowing faculty to directly upload supplementary materials and research articles for immediate access.</b> </li> <li> <b>• Logs from the library confirm that all required digital resources are available and accessible for each course before the start of teaching.</b> </li> </ul> <p>The steps outlined above successfully address the</p>	
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	<p>recommendation by the External Evaluation Committee. The curriculum is research-led, incorporating up-to-date scholarship and fostering a stronger connection between teaching and research. Furthermore, robust processes for updating and disseminating learning materials are now firmly in place. These actions ensure that students in the Master of Special and Inclusive Education program are equipped with the knowledge and skills grounded in the latest academic and practical advancements.</p>	
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## B. Conclusions and final remarks

Conclusions and final remarks by EEC	Actions Taken by the Institution	For Official Use ONLY
<p>In conclusion, the evaluation of Philips University's proposed distance learning 'Master of Arts in Special and Inclusive Education' program revealed several strengths, potential areas for enhancement, and actionable recommendations to ensure the program's success and relevance in the field of inclusive education.</p>	<p>We appreciate this positive and rewarding remark of the EEC.</p>	<p>Choose level of compliance:</p>
<p>The committee is satisfied with the way the interviews were conducted (including most of the responses to our questions) and the documentation provided.</p>	<p>We appreciate this positive and rewarding remark of the EEC.</p>	<p>Choose level of compliance:</p>
<p>The university demonstrates a clear commitment to stakeholder engagement and has made significant strides in student-centered, online learning, supported by an experienced teaching staff and robust IT infrastructure. Philips University's focus on Cyprus' strategic role as an educational and business hub aligns well with its goal of fostering a learning environment that addresses both local and international educational demands.</p>	<p>We appreciate this positive and rewarding remark of the EEC.</p>	<p>Choose level of compliance:</p>
<p>Students currently enrolled in distance learning programs at Philips University express high satisfaction, with appreciation for accessible psychological support services and interactive online teaching practices. Additionally, a supportive environment for administrative staff contributes positively to program delivery.</p>	<p>We appreciate this positive and rewarding remark of the EEC.</p>	<p>Choose level of compliance:</p>
<p>Nonetheless, the evaluation highlighted several areas for improvement as outlined above. In particular, the (future) notion of inclusive education should be</p>	<p>All improvement recommendations of the EEC have been accepted, and all of them have already been fully implemented.</p>	<p>Choose level of compliance:</p>

<p>made more visible throughout all the courses as a guiding principle of the intended program.</p> <p>By successfully addressing these areas for improvement, the university can ensure the program's appeal to prospective students and its impact on advancing inclusive education both locally and internationally.</p>	<p>Consequently, Philips University believes that, using the phraseology of the EEC, it <b><i>“can ensure the program’s appeal to prospective students and its impact on advancing inclusive education both locally and internationally.”</i></b></p>	
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# APPENDIX 1

## REVISED CURRICULUM AND SYLLABI

**REVISED CURRICULUM**  
**(List of Core and Elective Courses)**

**A SEMESTER – 30 ECTS**

Code	Course title	Type of Course	ECTS Credits
SPE-101	Modern Trends and Prospects in Special Education	Core Course	10 ECTS
SPE-102	Sociology of Education	Core Course	10 ECTS
PDE-113	Learning Difficulties and Behavioral Disorders	Core Course	10 ECTS

**B SEMESTER – 30 ECTS**

Code	Course title	Type of Course	ECTS Credits
CNS-112	Research Methodology	Core Course	8 ECTS
SPE-201	Inclusion and Application in Practice	Core Course	7 ECTS
SPE-202	Prevention and Intervention Programs	Core Course	7 ECTS
SPE-203	Psychoeducational Theory Programs	Core Course	8 ECTS

## C SEMESTER – 30 ECTS

**Core:** SPE-301 School Bullying and Violence,  
plus

**Electives:** either Master's Thesis or any two electives from the following:

Code	Course title	Type of Course	ECTS Credits
<b>CORE COURSE</b>			
SPE-301	School Bullying and Violence	Core Course	10 ECTS
<b>ELECTIVES</b>			
SPE-302	Diagnosis of Learning Difficulties	Elective Course	10 ECTS
SPE-303	Neurosciences and Special Education	Elective Course	10 ECTS
SPE-304	Music and Special Education – Integration Strategies	Elective Course	10 ECTS
SPE-305	Autism Spectrum Disorder	Elective Course	10 ECTS
SPE-306	Principles of Education Organization and Administration	Elective Course	10 ECTS
<b>MASTER THESIS</b>			
PDE_210	Master's Thesis	Elective Course	20 ECTS

## D SEMESTER – 30 ECTS

Code	Course title	Type of Course	ECTS Credits
SPE_401	Practical Training	Core Course	30 ECTS

Note:

Inclusive education is viewed as an approach that seeks to find ways to transform the education system so as to respond to a diversity of learning thereby providing the most appropriate education for individual needs.



## **COURSE DESCRIPTION (REVISED SYLLABI)**

**School of Education and Science  
 Department of Pedagogical Sciences**

MA in Special and Inclusive Education  
 (Distance Learning Program)

Course Description – SPE101

<b>Course title</b>	<b>Modern Trends and Prospects in Special Education</b>				
<b>Course code</b>	<b>SPE101</b>				
<b>Course type</b>	Core				
<b>Level</b>	Master (MA)				
<b>Year / Semester</b>	1 <sup>st</sup> Year / 1 <sup>st</sup> Semester				
<b>Teacher's name</b>	TBA				
<b>ECTS</b>	10	<b>Lectures/ week</b>	Minimum 7 tele-meetings, minimum 14 teaching hours, 13 teaching weeks	<b>Laboratories / Week</b>	-
<b>Course purpose and objectives</b>	<p>The course '<b>Modern Trends and Prospects in Special Education</b>' is designed to provide students with the most recent knowledge, research and practices related to special education. It aims to deepen into modern theories and methods, analyse the challenges and prospects of the field and to prepare students to effectively apply this knowledge to their professional practice. The course will also incorporate contemporary legislation and international declarations shaping the framework of special education, with a particular focus on the Salamanca Statement. Special attention will be given to recent UNESCO documents that further outline inclusive education strategies and policies with the aim of promoting the concept of inclusion and the equal participation of all students. The course aims to:</p> <ol style="list-style-type: none"> <li>1. The information of students on modern research and theories so as the latest research findings and theoretical approaches to special education are comprehended, as well as the analysis of modern theories and their impact on the teaching and learning of people with disabilities or special educational needs.</li> <li>2. The development of implementation skills to familiarize students with innovative methods and techniques of intervention and support</li> </ol>				

	<p>while implementing modern approaches to the development of educational programs and intervention protocols.</p> <ol style="list-style-type: none"> <li>3. The evaluation and improvement of educational practices so as students develop skills for the assessment and continuous improvement of special education programs as well as for the use of evaluation tools and techniques to monitor student progress and assess educational interventions.</li> <li>4. The understanding of policies and institutional frameworks. Students will be able to analyze the contemporary political and legislative frameworks governing special education at a national and international level and to understand the rights of people with disabilities and the obligations of educators and educational institutions.</li> <li>5. The development of cooperation and networking skills by students, so the strengthening of cooperation with professionals in the field, parents and other bodies is achieved for the effective support of people with disabilities and additionally to create a network of support and exchange of good practices.</li> <li>6. Finally, the addressing of challenges and perspectives so that students can consider the modern challenges special education faces, such as the integration of technology and changes in social perceptions, and recognize the prospects for the evolution of the field and opportunities for professional development.</li> </ol>		
<p><b>Learning outcomes</b></p>	<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none"> <li>▪ Understand the current trends and prospects in special education and apply them to their professional.</li> <li>▪ Develop and implement innovative teaching approaches and intervention techniques.</li> <li>▪ Cooperate effectively with other professionals and bodies to support people with disabilities.</li> <li>▪ Evaluate and continuously improve their educational practice based on modern research and theories.</li> </ul>		
<p><b>Prerequisites</b></p>	<p>None</p>	<p><b>Co prerequisites</b></p>	<p>None</p>
<p><b>Course content</b></p>	<p>The course ‘Modern Trends and Perspectives in Special Education’ focuses on the study of contemporary developments, challenges and opportunities emerging in the field of special education. It covers a wide range of subjects related to both theoretical approaches and practical applications. The course content is structured in the following sections:</p>		



## 1. Introduction to Modern Trends and Prospects in Special Education.

- Historical review and development of special education.
- Modern theoretical approaches and models in special education.
- Emerging perspectives and trends in the field.

## 2. Neurodevelopmental Disorders and Interventions

- Neurobiological bases of developmental disorders.
- Modern intervention and support strategies.
- Technology applications in diagnosis and intervention.

## 3. Diagnostic Tools and Assessment Methodologies

- Latest diagnostic tools and evaluation protocols.
- Multidimensional approach to assessment.
- Use of technology in assessing and monitoring progress.

## 4. Educational Technologies in Special Education

- Application of digital technology in special education.
- Supporting technology and adaptive devices.
- Social networks and digital learning.

## 5. Multicultural Approaches and Inclusion

- Addressing multiculturalism and diversity in special education.
- Inclusive practices and policies.
- International practices and comparative approaches.

## 6. Social and Emotional Skills

- Developing social and emotional skills.
- Therapeutic approaches and support programs.
- Assessment of social and emotional development.

## 7. Innovative Teaching Methods and Techniques

- Modern teaching and learning methods.
- Differentiated teaching and personalized education.
- Application of research findings to teaching.

## 8. Educational Policy and Legislation in Special Education

- Modern educational policies and legislation.
- Policy analysis and evaluation.
- Rights and obligations of people with disabilities.

## 9. Managing and Supporting Students with Disabilities

- Development and implementation of personalized educational programs.
- Cooperation with parents, educators and health professionals.
- Support structure and programs.

## 10. Research and Innovation in Special Education

- Modern research methodologies and tools.
- Development and evaluation of innovative practices.

	<ul style="list-style-type: none"> <li>▪ Participation in research community and dissemination of results.</li> </ul> <p><b>11. Advanced technologies in Special Education</b></p> <ul style="list-style-type: none"> <li>▪ The emergence of new technologies and their application to special education.</li> <li>▪ Advanced software and technological solutions to enhance learning.</li> </ul> <p><b>12. Political and legislative developments in Special Education</b></p> <ul style="list-style-type: none"> <li>▪ New legislative initiatives and international policy comparisons.</li> <li>▪ Implementation of new policies in the education system.</li> </ul> <p><b>13. Repetition and preparation of Final Examination</b></p> <ul style="list-style-type: none"> <li>▪ A summary of all the thematic units.</li> <li>▪ Answer questions, resolve questions and prepare for the final exam.</li> </ul> <p>Upon successful completion of the course, students will have acquired the knowledge and skills needed to implement modern trends and perspectives in special education, develop and evaluate programs and promote innovation and excellence in the field.</p>
<p><b>Teaching methodology</b></p>	<p>The course is conducted in an online environment, utilizing the capabilities and techniques of new educational technologies and synchronous and asynchronous media, through the University’s infrastructure, in particular the Moodle and Teams platform for distance learning purposes. For this purpose, the University and the teachers provide clear support, so that you can familiarize yourself with the learning tools and make proper use of them.</p> <p>Moreover, provided the course is taught through distance learning practices, the teaching enhances your interaction and active participation in the learning process, which is also taken into account in your assessment.</p>
<p><b>Suggested Bibliography</b></p>	<p><b>Required</b></p> <ol style="list-style-type: none"> <li>1. Αργυριάδης, Α. (2017). Λόγος, Αναπηρία, Εκπαιδευτικές και Θεραπευτικές Παρεμβάσεις. Σύγχρονα δεδομένα και τάσεις στην Ειδική Αγωγή. Αθήνα: Ηδύπεια.</li> <li>2. Christou, T. M., Kruschel, R., Matheson, I. A. &amp; Merz-Atalik, K. (eds). (2022). European perspectives on inclusive education in Canada: critical comparative insights. New York: Routledge.</li> <li>3. Friend, M. (2018). <i>Special Education: Contemporary Perspectives for School Professionals</i> (5th Edition). Pearson.</li> </ol>

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12. UNESCO. (2017). A guide for ensuring inclusion and equity in education. Paris: UNESCO.
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14. Wearmouth, L. E., and Briant, E. (2023) Special educational needs and disabilities in schools: a critical introduction. 2nd edn. London: Bloomsbury Education.
15. Ζήση, Α., & Σαββάκης, Μ. (επιμ.). (2019). Αναπηρία και κοινωνία: Σύγχρονες θεωρητικές προκλήσεις. Αθήνα: Εκδόσεις Παράδειγμα

#### **Elective**

1. Ainscow, M. (2020). Promoting inclusion and equity in education: Lessons from international experiences. *Nordic Journal of Studies in Educational Policy*, 6(1), 7-16.
2. Azorín, C., & Ainscow, M. (2020). Guiding schools on their journey towards inclusion. *International Journal of Inclusive Education*, 24(1), 58- 76.

	<p>3. Damianidou, E., &amp; Phtiaka, H. (2018). Implementing inclusion in disabling settings: The role of teachers' attitudes and practices. <i>International Journal of Inclusive Education</i>, 22(10), 1078-1092.</p> <p>4. Degener, T. (2016). A human rights model of disability. In <i>Routledge handbook of disability law and human rights</i> (pp. 47-66). Routledge.</p> <p>5. Florian, L. (2019). On the necessary co-existence of special and inclusive education. <i>International Journal of Inclusive Education</i>, 23(7-8), 691-704.</p> <p>6. Jackson, M. A. (2018). Models of disability and human rights: informing the improvement of built environment accessibility for people with disability at neighborhood scale? <i>Laws</i>, 7(1), 10.</p> <p>7. Jones, C., &amp; Symeonidou, S. (2017). The Hare and the Tortoise: a comparative review of the drive towards inclusive education policies in England and Cyprus. <i>International Journal of Inclusive Education</i>, 21(7), 775-789.</p> <p>8. Σούλης, Σ. (2013). <i>Εκπαίδευση και αναπηρία</i>. Αθήνα: Εθνική Συνομοσπονδία ατόμων με αναπηρία.</p>
<p><b>Assessment</b></p>	<p>The whole evaluation includes, among other things, interaction, formative evaluation discussion forums, analysis of articles, videos and other related issues. The final examination is carried out with closed books and the understanding of basic concepts is evaluated, as well as the application of theories analysed during the lectures.</p> <p>Final Grade</p> <ul style="list-style-type: none"> <li>▪ The examination represents 60% of the final grade</li> <li>▪ Written papers account for 30% of the final grade</li> <li>▪ Activities / quizzes / exercises represent the remaining 10% of the final grade.</li> </ul> <p>Participation in the final examination requires an overall grade of 50% in the written tasks. The grade of the final examinations, papers and activities/quizzes/exercises is netted and ranges from zero (0) (complete failure) to one hundred (100) (perfect success).</p>
<p><b>Language</b></p>	<p>Greek</p>

## School of Education and Science

### Department of Pedagogical Sciences

MA in Special and Inclusive Education  
 (Distance Learning Program)

#### Course Description – SPE-102

<b>Course Title</b>	<b>Sociology of Education</b>				
<b>Course Code</b>	<b>SPE-102</b>				
<b>Course Type</b>	Core				
<b>Level</b>	Master (MA)				
<b>Year / Semester</b>	1 <sup>st</sup> Year / 1 <sup>st</sup> Semester				
<b>Teacher's Name</b>	TBA				
<b>ECTS</b>	10	<b>Lectures / Tele - Meetings / Week</b>	minimum 7 Tele-meetings, minimum 14 Teaching hours, 13 Teaching weeks	<b>Laboratories / Week</b>	-
<b>Course Purpose and Objectives</b>	<p>The purpose of the course is to acquaint students with basic concepts of Sociology and the field of Sociology of Education, to understand the different theoretical approaches that have been developed in the scientific field of Sociology of Education and interpret the educational inequalities, as well as the development of the ability to critically approach the issues of the Greek educational reality. Also, the aim of the course is to analyze the interaction of the institution of education within the social totality with the sectors of economy and politics and to highlight the ways in which social relations determine the character of education, access to its various levels and the content of the syllabi. Additionally, the course adopts the philosophy of the social model of disability, highlighting how social structures and practices contribute to the formation of educational inequalities for students with disabilities. The aim is to develop critical understanding of how institutions can remove barriers and ensure equitable access to education for all students, regardless of abilities. In addition, the particularities of interculturality in the school environment are examined and ways are proposed through differentiated teaching and inclusive education, in order to soften the differences, negative stereotypes and prejudices in the modern Greek education system.</p> <p>The aim of the course is to provide a comprehensive background knowledge in the Sociology of Education, with the aim of familiarizing students with the basic concepts of the Sociology of Education and its</p>				

	<p>theoretical infrastructure, in order to understand the relationship between education and the other institutions (family, economy, etc.), their role in the reproduction and elimination of educational and social inequalities, the causes and consequences of unequal school performance and school failure as well as the connection of school education with the labor market.</p>		
<p><b>Learning Outcomes</b></p>	<p>Upon completion of the subject, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>▪ understand basic concepts of Sociology of Education,</li> <li>▪ understand basic theories of the Sociology of Education,</li> <li>▪ know the factors that influence the school performance of students and educational and social inequality,</li> <li>▪ understand the links between education and the institutions of the economy and politics,</li> <li>▪ analyze the ideological dimensions of curricula and the hidden curriculum,</li> <li>▪ critically examine the role of sociology in understanding the educational experience as a process which is influenced and carried out in the social context,</li> <li>▪ understand the school as a social institution that is affected and influences the social context,</li> <li>▪ detect the difficulties of a mixed-intercultural class,</li> <li>▪ identify ways to alleviate differences, stereotypes and prejudices.</li> </ul>		
<p><b>Prerequisites</b></p>	<p>None</p>	<p><b>Required</b></p>	<p>None</p>
<p><b>Course Content</b></p>	<p>In order to achieve the goals of the course, the material was structured in cognitive units with such a structure that makes each lesson a logical continuation of the next one. In some courses, the recommended books are suggested in a different order. This is not accidental, in each lesson the order in the suggested texts is structured in such a way as to optimize the learning results. The individual units of the course are:</p> <ol style="list-style-type: none"> <li><b>1. Basic concepts and theories of Sociology and Sociology of Education.</b> In the first unit of the course, the basic terms of sociology are clarified, so that they can be understood or connected with the education in the following sections. It also clarifies the subject of the sociology of education, which is education itself as a social institution and the role of this institution in society. Then the basic positions of Functionalism, Symbolic Interaction Theory, Conflict Theory and Direct Reproduction Theories are briefly mentioned.</li> <li><b>2. The school as a social organization and institution of social stability - Emile Durkheim Theory.</b> In this unit we accept that the school is the most important institution for the socialization and social integration of the members of society. Then the two main functions are presented: teaching and socialization that take place in the school and have the</li> </ol>		

result of ensuring the continuity and stability of the pedagogical process, the existence of a certain structure and the differentiation of social roles (teacher - student) . Finally, the theory of Emile Durkheim is emphasized regarding the socializing role of school and education, the function of education and the functional interdependence of the structure of education with other structures of society.

3. **Stereotypes- Prejudices- Social stigmatization and Marginalization.** In the third unit, the terms discrimination, prejudice, stereotypes, stigmatization are defined conceptually and their role in school reality is determined. Then their negative consequences inside and outside the school space, social stigmatization and marginalization are highlighted. At the end of the unit, emphasis is placed on the important role of the teacher in eliminating prejudices, stereotypes and marginalization in school.
4. **Causes of school failure - Relationship between performance and social origin.** In the fourth unit, the terms "school failure or success" are clarified, which refer to the total or partial fulfillment by the student of the teaching or learning objectives of a specific grade. Success is identified with the absence of problems and the achievement of high school performance, while school failure is characterized by the difficulty or inability to achieve learning goals, low school performance, as well as the possible presence of other problems (behavioral etc.), which often accompany school failure. Then, school performance and school failure are related to the social origin of the students and the consequences of school failure are analyzed in depth. Finally, extensive reference is made to the five theoretical interpretations of school failure, which are based on theories of intelligence, cultural deprivation, material deprivation, cultural capital and interaction.
5. **Social inequalities and their effect on education.** In this unit, the terms inequality, social stratification, economic inequality, social inequality are clarified, in order to understand the theories for the interpretation of the inequality of opportunities for access and success in education that are analyzed next. Finally, emphasis is placed on educational inequality, as in our country, the distribution of educational opportunities remains unequal between social classes, the two sexes and the various geographical areas. This has the effect of missing the possibility of promoting all young people, of any social and economic origin, at all levels of education.
6. **Intercultural education I.** In the sixth unit concepts related to intercultural education are clarified, the legislative framework related to the inclusion and education of foreign students in the Greek education system is analyzed in detail, the interpretations and dimensions of intercultural education are analyzed . Then the difficulties encountered during the integration of foreign students in the Greek school are identified and ways of managing the cultural, linguistic and religious diversity in the school are proposed. Finally, the

	<p>implementation, structure and function of intercultural education in Greek education are analyzed in depth.</p> <p><b>7. Intercultural education II.</b> This unit analyzes the important role of the teacher in the integration of foreign students in the school environment and in the development of their cognitive abilities. Then, the immense need for the intercultural readiness of teachers through special training and specialization is emphasized. Finally, methods of teaching and developing intercultural activities in the school unit are proposed.</p> <p><b>8. Differentiated teaching to alleviate educational inequalities and stereotypes.</b> In the 8th unit, the concepts of Differentiated Teaching, Interculturally Differentiated Teaching and Inclusive Education are clarified. Then, the main axes of Differentiated Teaching and its application in Intercultural Education are presented. Finally, the benefits of D.T. are analyzed. and the role of the teacher in its application during the teaching and learning process.</p> <p><b>9. Inclusive education to alleviate educational inequalities and stereotypes.</b> In this unit, the concept of Inclusive education is clarified. Then, the basic principles of the inclusive environment are presented and analyzed, their application in the teaching process and the main differences between special, general, integrative and inclusive education are detected. Finally, ways and methods of implementing inclusive education in the teaching process are proposed.</p> <p><b>10. The hidden curriculum theory.</b> In the tenth unit, the types of analytical programs are mentioned in detail in terms of their function and their form. Then the concept of the hidden curriculum or paracurriculum is clarified and its main characteristics, purposes and functions are analyzed, as well as indicative examples of non-standard learning activities of the hidden curriculum are given. Finally, the reasons for the strong criticism leveled at the theory of the hidden analytical program are analyzed in depth.</p> <p><b>11. The New Sociology of Education (N.S.E.).</b> In the last unit the basic principles of the New Sociology of Education are mentioned, while then it analyzes its evolution and its identification with the Sociology of knowledge and the analytic program. The reasons why the New Sociology of Education received intense criticism are also analyzed in depth. Finally, the main points of the matching theory of Bowles and Gintis, "successor" theory of N.K.E.</p>
<p><b>Teaching Methodology</b></p>	<p>The course is conducted in an online environment, utilizing the capabilities and techniques of the new educational technologies and the modern and asynchronous means of communication, through the foundation's infrastructure, specifically the Moodle and Teams platforms for tele-education purposes. To this end, our University and lecturers provide clear support so that you become familiar with the learning tools</p>



	<p>and use them appropriately. In addition, since the course is taught through distance learning processes, teaching enhances interactivity and active participation in the learning process, which is also considered during evaluation.</p>
<p><b>Bibliography</b></p>	<p><b>Required Bibliography</b></p> <ul style="list-style-type: none"> <li>▪ Apple, M. W. (2019). <i>Ιδεολογία και αναλυτικά προγράμματα</i> (Τ. Βαρβέρης μτφ). Αθήνα Επίκεντρο.</li> <li>▪ Αθανασούλα - Ρέππα Α. . (2011). «<i>Βασικές κοινωνιολογικές έννοιες- Κοινωνιολογία της εκπαίδευσης</i>». Παιδαγωγική Επιμόρφωση Εκπαιδευτικών του ΟΑΕΔ. Ε.Κ.Π.Α., Ανώτατη Σχολή Παιδαγωγικής και Τεχνολογικής Εκπαίδευσης. Διαθέσιμο ηλεκτρονικά (05/10/2016).</li> <li>▪ Αζίζι-Καλατζή Α., Ζώνιου-Σιδέρη Α. &amp; Βλάχου Α.,(1996). «<i>Προκαταλήψεις και στερεότυπα: Δημιουργία και αντιμετώπιση</i>». Γενική Γραμματεία Λαϊκής Επιμόρφωσης, Σελίδες 1-50.</li> <li>▪ Ασημάκη, Α., Σακκούλης, Δ. &amp; Βεργίδης, Δ. (2016). «<i>Αναζητώντας παιδαγωγικές πρακτικές για τη σχολική επιτυχία «όλων» των μαθητών: μια κοινωνιολογική προσέγγιση</i>». Το Βήμα των Κοινωνικών Επιστημών, 17 , Σελίδες: 54-80</li> <li>▪ Βαλιαντή, Σ., Νεοφύτου, Λ., &amp; Χατζησωτηρίου, Χ. (2020). «<i>Διαφοροποίηση της Διδασκαλίας και Διαπολιτισμική Εκπαίδευση: Παράλληλοι Δρόμοι προς την Κοινωνική Συνοχή και Κοινωνική Δικαιοσύνη</i>». Επιστήμες Αγωγής, 2020(1), 129-148.</li> <li>▪ Durkheim, E. (1978). «<i>Οι κανόνες της κοινωνιολογικής μεθόδου, Ο Εμίλ Ντιρκάιμ και η κοινωνιολογία του</i>» (μτφρ. Μουσούρου, Λ. Μ.). Αθήνα: Gutenberg.</li> <li>▪ Δασκαλάκης, Ι. (2017). <i>Κοινωνιολογία της Εκπαίδευσης</i>. Αθήνα: Παπαζήσης.</li> <li>▪ Δραγώνα, Θ. (2007). «<i>Στερεότυπα και προκαταλήψεις</i>», Αθήνα: ΥΠΕΠΘ, ΕΚΠΑ, Κατσαρός. Ι. (2008) Οργάνωση και Διοίκηση της Εκπαίδευσης. ΥΠΕΠΘ: Αθήνα</li> <li>▪ Κοσσυβάκη, Φ. «<i>Η διαπολιτισμική ετοιμότητα του Έλληνα εκπαιδευτικού και η σημερινή σχολική πραγματικότητα: Θεωρητική και εμπειρική προσέγγιση</i>». Εισήγηση στο Συνέδριο της Παιδαγωγικής Εταιρείας Ελλάδας, με θέμα «Ελληνική Παιδεία και Παγκοσμιοποίηση».</li> <li>▪ Λαγουδάκος, Μ. «<i>Η διαπολιτισμική εκπαίδευση στο ελληνικό εκπαιδευτικό σύστημα</i>» 2ο ΠΕΚ Αθήνας, Δημοσιεύσεις-Άρθρα, στο: <a href="https://blogs.sch.gr/mlagoudakos/files/2013/01/ΔΙΑΠΟΛΙΤΙΣΜΙΚΗ-ΡΕΚ_ΛΑΓΟΥΔΑΚΟΣ1.pdf">https://blogs.sch.gr/mlagoudakos/files/2013/01/ΔΙΑΠΟΛΙΤΙΣΜΙΚΗ-ΡΕΚ_ΛΑΓΟΥΔΑΚΟΣ1.pdf</a></li> <li>▪ Παντελιάδου, Σ, &amp; Φιλιππάτου, Δ. (επιμ.) (2013).<i>Διαφοροποιημένη διδασκαλία: θεωρητικές προσεγγίσεις και εκπαιδευτικές πρακτικές</i>. Αθήνα: Πεδίο.</li> <li>▪ Παπάς, Α. (1998). «<i>Διαπολιτισμική Παιδαγωγική &amp; Διδακτική</i>». Αθήνα</li> </ul>

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	<p><i>Παράλληλοι Δρόμοι προς την Κοινωνική Συνοχή και Κοινωνική Δικαιοσύνη</i>. Επιστήμες Αγωγής, 2020(1), 129-148.</p> <ul style="list-style-type: none"> <li>▪ Tomlinson, C. (2004). «<i>Differentiation in diverse settings: A consultant's experience in diverse settings</i>». The School Administrator, 7(61), 28-35.</li> <li>▪ Stainback &amp; W. Stainback (Eds.) (1996). «<i>Inclusion, a guide for educators</i>». Baltimore: Paul H. Brookes Publishing Co, pp. 297-312</li> <li>▪ Παπαπέτρου, Σ, Μπαλκίζας, Ν., Μπελεγράτη, Χ. &amp; Υφαντή Ε. (2003). «<i>Συμπεριληπτική εκπαίδευση: Συγκριτική μελέτη για τις στάσεις των εκπαιδευτικών στην Ελλάδα και Ολλανδία σε σχέση με τη νομοθεσία και τις εκπαιδευτικές δομές της συμπεριληπτικής εκπαίδευσης</i>». Στο Συνέδριο με θέμα: Αναζητώντας τις δυναμικές του σύγχρονου σχολείου II. Καμένα Βούρλα 25 – 27 Ιουλίου, 2013.</li> <li>▪ Μαυρογιώργος, Γ. (1983). «<i>Σχολικό πρόγραμμα και παραπρόγραμμα</i>», Σύγχρονη Εκπαίδευση, 13, 74-81</li> <li>▪ Anyon J. (1980). «<i>Social Class and the Hidden Curriculum of Work</i>», Journal of Education, 162:1, 67-92.</li> <li>▪ Bates R. (1980). «<i>New Developments in the New Sociology of Education</i>», British Journal of Sociology of Education, 1:1, 67-79.</li> <li>▪ Bates R. (1981). «<i>What Can the New Sociology of Education Do for Teachers ?</i>». Discourse: Studies in the Cultural Politics of Education, 1:2, 41-53.</li> </ul>
<p><b>Assessment</b></p>	<p>The entire assessment process includes, inter alia, interaction, formative assessment, discussion forums, analysis of articles, videos and other related. The final exams are conducted with closed books and assess the understanding of basic concepts, as well as the application of the theories analyzed during the lectures.</p> <p>Final Grade</p> <ul style="list-style-type: none"> <li>▪ The exam represents 60% of the final grade</li> <li>▪ Written assignments represent 30% of the final grade</li> <li>▪ Activities / quizzes / exercises represent the remaining 10% of the final grade.</li> </ul> <p>Participation in the written exams presupposes that in the written assignment you have accumulated a total grade that is at least 50% of the total potential excellent of the work.</p> <p>Generally, the score of written exams, written assignments, and activities / quizzes / exercises is aggregated and ranges from zero (0) (complete failure) to one hundred (100) (perfect success).</p>
<p><b>Language</b></p>	<p>Greek</p>

**School of Education and Sciences  
 Department of Pedagogical Studies**

**MA in Special and Inclusive Education  
 (Distance Learning Program)**

**Course Description – PDE-113**

<b>Course title</b>	<b>Learning Difficulties and Behavioral Disorders</b>				
<b>Course code</b>	<b>PDE-113</b>				
<b>Course type</b>	Core				
<b>Level</b>	Master (MA)				
<b>Year/Semester</b>	1st Year / 1st Semester				
<b>Teacher's name</b>	TBA				
<b>ECTS</b>	10	<b>Lecture s/ week</b>	minimum 7 telemeetings, minimum 14 teaching hours, 13 teaching weeks	<b>Laboratories/ week</b>	-
<b>Course purpose and objectives</b>	<p>The purpose of the course in the first part (weeks 1-6) is to define and analyze the basic characteristics of learning difficulties, to deepen the legislative framework for special learning difficulties (MDS), to present in detail the characteristics of the basic types of learning difficulties, as well as the dominant characteristics of students with learning difficulties. The course also aims to highlight the need for family and school cooperation in order to make an early diagnosis of learning difficulties and implement specific measures to enhance the learning process and the self-image of the child. Furthermore, it aims on the one hand to emphasize the role of the teacher in enhancing the interest, attention and confidence of the student with N.D., on the other hand to highlight the characteristics of Differentiated Teaching and ways of strengthening the cognitive and emotional characteristics of students with Learning Difficulties. It will be emphasized that learning difficulties and behavioral disorders are not inherent characteristics of the individual but are related to the barriers posed by the environment and society. From this perspective, emphasis is placed on removing these barriers through the adaptation of teaching, collaboration with the family, and the creation of an inclusive school environment. In the second part of the course (sections 7-11), the aim is to define the forms</p>				

	<p>of problematic - unwanted behavior, its manifestations but the usual causes that trigger the emergence of such behaviors. The criteria that must be met in order to qualify a behavior as ‘problematic’ are also specified, as are the factors that differentiate ‘normal’ behavior from ‘problematic’. Finally, the two most important approaches to dealing with "problematic" behavior are analyzed, behavioral and ecosystem as well as here, the important role of the teacher in the way the student approaches to dealing with and - why not - eliminating "problematic" behavior is emphasized.</p> <p>The aim of the course is to provide an integrated knowledge base for learning difficulties and behavioral disorders. It aims to familiarize students with basic concepts, principles, characteristics and techniques of learning difficulties, differentiated teaching, behavioral problems, the two different theoretical approaches - behavioral and ecosystem - that have been developed to address behavioral problems. The course also aims to highlight the need for family and school cooperation in order to make an early diagnosis of learning difficulties and implement specific measures to enhance the learning process and self-image of the child. Furthermore, it aims to emphasize the role of the teacher on the one hand in enhancing the interest, attention and self-confidence of the student with N.D., on the other hand in the way the student approaches the treatment and - why not - the elimination of "problematic" behavior, Differentiated Teaching and ways of strengthening the cognitive and emotional characteristics of students with Learning Difficulties.</p>
<p><b>Learning outcomes</b></p>	<p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. understand the definitions of difficulties in learning and learning difficulties,</li> <li>2. identify the characteristics and basic types of Learning Difficulties,</li> <li>3. identify the criteria for diagnosing Learning Difficulties,</li> <li>4. know and distinguish the basic characteristics of the basic types of learning difficulties,</li> <li>5. identify the dominant characteristics of students with Learning Difficulties,</li> <li>6. emphasize and document the important role of the teacher in providing objective information and discreet but firm support which can facilitate parents in selecting appropriate services and making good educational decisions,</li> <li>7. use Differentiated Teaching and know its quality characteristics,</li> </ol>

	<ol style="list-style-type: none"> <li>8. are aware of ways of enhancing the cognitive and emotional features of students with Learning Difficulties,</li> <li>9. identify forms of undesirable behavior,</li> <li>10. distinguish the manifestations of undesirable behavior,</li> <li>11. identify the most common causes of unwanted behavior,</li> <li>12. specify the criteria to be met in order for a behavior to be classified as ‘problematic’,</li> <li>13. be familiar with the principles, methods, techniques of behavioral and ecosystem approach to tackle problems,</li> <li>14. recognize the important role of the teacher in addressing behavioral problems.</li> </ol>		
<b>Prerequisites</b>	None	<b>Co requisites</b>	None
<b>Course content</b>	<p>In order to achieve the objectives of the course, the subject was structured into cognitive modules with such a structure that each lesson was the logical continuation of the next. In some subjects, suggested textbooks are suggested in a different order; this is not an accident; in each subject, the order in the suggested textbooks is structured to optimize learning outcomes. The subsections of the course are:</p> <ol style="list-style-type: none"> <li><b>1. Introductory Concepts and Features of Learning Difficulties (L.D.)</b> The first subsection of the course clarifies the concepts of difficulties in learning and learning difficulties. The characteristics, criteria for diagnosis and the basic types of LDs are discussed in detail below. Finally, the legislative framework governing issues of specific learning difficulties and the competent bodies for diagnosing them are mentioned.</li> <li><b>2. Basic types of LD and their characteristics.</b> This subsection presents the characteristics of the basic types of learning difficulties: dyslexia, dysorthography, dysphagia, dysarithmesia, special speech disorder, attention deficit disorder with or without mobility, non-verbal learning difficulties and Irlen syndrome.</li> <li><b>3. The characteristics of children and adolescents with LD.</b> The third subsection analyzes the dominant characteristics of students with Learning Difficulties, in the areas of perception, language, memory, attention and concentration, metacognition, self-regulation, motivation, behavior, social skills and emotional evolution. At the end of the section, it is stressed that if these characteristics are taken into account in the teaching intervention in which students with Learning Difficulties will participate, the chances of success and efficiency are maximized.</li> <li><b>4. The role of the family and the school.</b> The fourth subsection</li> </ol>		

highlights the need for cooperation between the family and school in order to make an early diagnosis of the learner's learning difficulties and immediately adopt specific measures to enhance the learning process and the self-image of the child. Next, emphasis is placed on the crucial role of the teacher in enhancing the interest, attention and self-confidence of the student with L.D.

**5. Teaching Approaches and Practices for Students with L.D. (A ').**

This section highlights and analyzes the qualitative characteristics of Differentiated Teaching as well as ways to enhance the cognitive and emotional characteristics of students with Learning Difficulties in order to stimulate their self-image and self-emotion. Below are the techniques that can be used to help students with Learning Difficulties and finally, the methods of enhancing phonological awareness and reading decoding are mentioned in detail.

**6. Teaching Approaches and Practices for Students with L.D. (B ').**

The sixth section presents and analyzes the methods to enhance reading ability, writing, mathematical skills and mathematical thinking and understanding of the natural sciences.

**7. Forms, Manifestations and Causes of problematic behaviour in school.** This section identifies and distinguishes the forms of problematic - undesirable behaviour. Next, the ways in which the problematic behavior manifests itself and the usual causes that trigger its appearance are mentioned. Finally, the importance of establishing rules and procedures is emphasized.

**8. Criteria and factors that define a behavior as “problematic”.** The 8th subsection identifies the criteria to be met to qualify a behavior as ‘problematic’, and then discusses the factors that differentiate ‘normal’ behavior from ‘problematic’. Finally, the effects of problematic behavior on the student himself, the teacher and the whole class are illustrated.

**9. Behavioural Approach.** This subsection emphasizes that the aim of a behavioral intervention program is to modify behavior, i.e. to eliminate undesirable forms of behaviour by teaching new desirable ones. Next, the role, significance and stages of the application of functional behavioural analysis are highlighted. Finally, ways of building desirable behavior and methods of reducing undesirable behavior are proposed. **1**

**10. Ecosystemic Approach.** The tenth subsection states that the ecosystemic approach does not focus on the diagnosis of the problem, but on the change in the problematic situation. It is a holistic treatment, as it considers and evaluates all the interpretations of a situation (positive and negative), without reproducing negative perceptions only. It should be stressed that this is the most difficult part of its implementation: the search for positive interpretations and functions of problematic behavior. Thus, the teacher considers each person in the classroom and

	<p>school as part of the problem and as a factor in solving it.</p> <p><b>11. The role of the teacher- Confronting phenomena of problematic behaviour.</b> The last subsection begins with the emergence of the important role of the teacher in both the prevention and the treatment of "problematic" behavior. As a precaution, the teacher takes the necessary steps using appropriate strategies to ensure a safe and attractive learning environment for the conduct of teaching and the fulfillment of pupils' personal need for psychological and physical safety. The aforementioned strategies, ways and techniques to address problematic behavior in the school are then analyzed with verbal and non-verbal interventions.</p>
<p><b>Teaching methodology</b></p>	<p>The course is conducted in an online environment, utilizing the capabilities and techniques of new educational technologies and synchronous and asynchronous media, through the University's infrastructure, in particular the Moodle and Teams platform for distance learning purposes. For this purpose, the University and the teachers provide clear support, so that you can familiarize yourself with the learning tools and make proper use of them.</p> <p>Moreover, provided the course is taught through distance learning practices, the teaching enhances your interaction and active participation in the learning process, which is also taken into account in your assessment.</p>
<p><b>Suggested bibliography</b></p>	<p><b>Required</b></p> <ol style="list-style-type: none"> <li>1. Avramidis, E. (2010). Social relationships of pupils with special educational needs in the mainstream primary class: peer group membership and peer-assessed social behaviour. <i>European Journal of Special Needs Education</i>, 25(4), 413–429.</li> <li>2. Avramidis, E. (2013). Self-concept, social position and social participation of pupils with SEN in mainstream primary schools. <i>Research Papers in Education</i>, 28(4), 421–442.</li> <li>3. Αποστόλου, Π. (2011). <i>Μαθησιακές και ψυχοκοινωνικές διαστάσεις της δυσλεξίας: Η οπτική των έφηβων μαθητών και των γονέων τους</i>. (Αδημοσίευτη διδακτορική διατριβή). Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης, Θεσσαλονίκη. Ανακτήθηκε από: <a href="https://ikee.lib.auth.gr/record/128038/?ln=el">https://ikee.lib.auth.gr/record/128038/?ln=el</a></li> <li>4. Γενά, Α. (2011). Προβλήματα συμπεριφοράς και η διαχείρισή τους. Στο Εξειδικευμένη εκπαιδευτική υποστήριξη για ένταξη μαθητών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες (σ.171-188). Επιχειρησιακό πρόγραμμα Εκπαίδευση και διά βίου μάθηση (ΕΣΠΑ, 2007-2013). Αθήνα: ΥΠΔΒΜΘ.</li> <li>5. Δόικου-Αυλίδου, Μ. (2016). <i>Δυσλεξία: Συναισθηματική παράγοντες και ψυχοκοινωνικά προβλήματα</i>. Αθήνα: Gutenberg.</li> </ol>



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7. Kirk, S., Gallagher, J. J., & Coleman, M. R. (2021) (Επιμ. Μ. Γεωργιάδη, Σ. Πλεξουσάκης & Δ.Μ. Τόμπρου) (Μτφ. Μ. Λιθοξοπούλου και Β. Μπερτσιά). *Εκπαιδεύοντας παιδιά με ιδιαιτερότητες*. Αθήνα: Utopia.
8. Κουρκούτας, Η. (2007). Προβλήματα συμπεριφοράς στα παιδιά. Παρεμβάσεις στο πλαίσιο της οικογένειας και του σχολείου. Αθήνα: Ελληνικά Γράμματα.
9. Κολιάδης, Ε., Α. (2010). Συμπεριφορά στο σχολείο. Αξιοποιούμε δυνατότητες. Αντιμετωπίζουμε προβλήματα. Αθήνα: Εκδόσεις Γρηγόρη.
10. Μακρή-Μπότσαρη, Ε. (2007). Θέματα Διαχείρισης Προβλημάτων Σχολικής Τάξης. Τόμος Α' και Β'. <http://www.pi-schools.gr/programs/sxoltaxi/>.
11. Μαυροσκούφης, Δ. (2007). Στρατηγικές για τη διαχείριση συγκρουσιακών καταστάσεων και προβληματικών συμπεριφορών στη σχολική τάξη.
12. Molnar, A. & Lindquist, B. (2013) Προβλήματα συμπεριφοράς στο σχολείο με την οικοσυστημική προσέγγιση, Επιμ. Α. Καλαντζή-Αζίζι. Αθήνα: Ελληνικά Γράμματα.
13. Παντελιάδου, Σ., & Μπότσας, Γ. (2007). Μαθησιακές Δυσκολίες: Βασικές έννοιες και χαρακτηριστικά. Βόλος: Εκδόσεις Γράφημα. (Στην ιστοσελίδα του ΙΕΠ).
14. Παντελιάδου, Σ. (2011). *Μαθησιακές δυσκολίες και εκπαιδευτική πράξη: Τι και γιατί*. Αθήνα: Πεδίο.
15. Πετρόπουλος, Ν., & Παπαστυλιανού, Α. (2001). Μορφές επιθετικότητας, βίας και διαμαρτυρίας στο σχολείο: Γενεσιουργοί παράγοντες και επιπτώσεις. Αθήνα: Παιδαγωγικό Ινστιτούτο.
16. Τζιβνίκου, Σ. (2016). Μαθησιακές δυσκολίες-διδασκτικές παρεμβάσεις.
17. Σαρρής, Δ. (2020). *Μαθησιακές Δυσκολίες-Αναπτυξιακές Διαταραχές*. Αθήνα: Πεδίο.
18. Vukman, K. B., Lorger, T., & Schmidt, M. (2017). Perceived self-efficacy and social anxiety changes in high school students with learning disabilities (LD) during first year of secondary vocational education. *European Journal of Special Needs Education*, 33(4), 584–594.

#### Elective

1. Δροσινού, Μ. (1994) Ενεργοποίηση του γονεϊκού ρόλου σε εφαρμογές εξατομικευμένων διδακτικών προγραμμάτων σε

	<p>μαθητές με προβλήματα παραβατικής συμπεριφοράς. Το σχολείο και το σπίτι, 39, 38-40.</p> <p>2. Βλάχος Φ. (2010). Δυσλεξία: Μια συνθετική προσέγγιση αιτιολογικών θεωριών. Προσκεκλημένη ομιλία, Η ειδική αγωγή αφετηρία εξελίξεων στην επιστήμη και στην πράξη, 2ο Πανελλήνιο Συνέδριο Ειδικής Αγωγής: 15-18 Απριλίου 2010.</p> <p>3. Orton Dyslexia Society (1997). Informed Instruction for Reading Success: Foundations for Teacher Preparation. (A position paper of the Orton Dyslexia Society.) Baltimore, MD: author.  <a href="https://prosvasimo.iep.edu.gr/el/ekpaideush-mathitwn-me-aidikes-mathisiakes-duskolies">https://prosvasimo.iep.edu.gr/el/ekpaideush-mathitwn-me-aidikes-mathisiakes-duskolies</a>.</p> <p>4. Kuhlenschmidt, S., L. &amp; Layne, L., E. (1999). Strategies for Dealing with Difficult Behavior New Directions for Teaching and Learning, 77.</p> <p>5. Hemmeter, M., L., Timm, M., A., McCart, A., &amp; Sailor, W., Markey, U., &amp; Markey, D., J., &amp; Lardieri, S., &amp; Sowell, C. (2006). Prevention and Intervention with Young Children’s Challenging Behavior: Perspectives Regarding Current Knowledge. Behavioral Disorders, 32 (1),29–45.</p> <p>6. Πουρσανίδου, Ε. Ι. (2016). Προβλήματα συμπεριφοράς στην τάξη και παρέμβαση του δασκάλου. Έρευνα στην Εκπαίδευση, 5(1), 62-75.</p>
<p><b>Assessment</b></p>	<p>The whole evaluation includes, among other things, interaction, formative evaluation discussion forums, analysis of articles, videos and other related issues. The final examination is carried out with closed books and the understanding of basic concepts is evaluated, as well as the application of theories analysed during the lectures.</p> <p>Final Grade</p> <ul style="list-style-type: none"> <li>▪ The examination represents 60% of the final grade</li> <li>▪ Written papers account for 30% of the final grade</li> <li>▪ Activities / quizzes / exercises represent the remaining 10% of the final grade.</li> </ul> <p>Participation in the final examination requires an overall grade of 50% in the written tasks. The grade of the final examinations, papers and activities/quizzes/exercises is netted and ranges from zero (0) (complete failure) to one hundred (100) (perfect success).</p>
<p><b>Language</b></p>	<p>Greek</p>

**School of Education and Sciences  
Department of Pedagogical Studies**

**MA in Special and Inclusive Education  
(Distance Learning Program)**

**Course Description-CNS-112**

<b>Course Title</b>	Research Methodology			
<b>Course Code</b>	CNS-112			
<b>Course Type</b>	Core			
<b>Level</b>	Master (MA)			
<b>Year / Semester</b>	1 <sup>st</sup> Year/ 2 <sup>nd</sup> Semester			
<b>Teacher's Name</b>	TBA			
<b>ECTS</b>	8	<b>Lectures / Tele - Meetings</b>	minimum 7 Tele-meetings minimum 14 Teaching hours, 13 Teaching Weeks	<b>Laboratories / week</b> -
<b>Course Purpose and Objectives</b>	<p>The course aims to familiarize students with the scientific method for investigation. Particular areas of interest are the formulation of a research question, planning, preparing and conducting research, tackling methodology, processing literature, writing, and structure of scientific research.</p> <p>The objectives of the course are for students to:</p> <ul style="list-style-type: none"> <li>▪ be familiarised with scientific research</li> <li>▪ formulate, plan, prepare, and conduct scientific research.</li> <li>▪ conduct quantitative and qualitative research</li> <li>▪ structure and write scientific research</li> </ul> <p>The course is structured in thirteen modules.</p>			
<b>Learning Outcomes</b>	<p>Upon successful completion of the course, students are expected to be in a position to:</p> <ul style="list-style-type: none"> <li>▪ formulate, plan, and prepare scientific research.</li> <li>▪ conduct research using different sources and methodologies.</li> <li>▪ evaluate the validity of sources.</li> <li>▪ conduct quantitative and qualitative research.</li> <li>▪ write and structure scientific papers.</li> <li>▪ develop critical and analytical thinking skills.</li> </ul>			
<b>Prerequisites</b>	None	<b>Required</b>	None	

<p><b>Course Content</b></p>	<p><b>The Scientific Method</b></p> <p>The Scientific Method is the basis for scientific investigations. It is used in the physical sciences as well as in the social sciences, including education. The method is based on developing a question or hypothesis and then testing it under controlled conditions. Conclusions are drawn from the results of the testing, and this process adds to knowledge. The Scientific Method is a rigorous procedure that is followed in research studies. Specific details vary across different disciplines and situations, but the fundamental method is the basis of research today. First, the researcher states and defines the problem. Second, a hypothesis or research question is developed. Next, the researcher determines what information needs to be collected to answer the question and collects the information or conducts the research. Once the information is collected, the information is analysed and organized. Finally, the researcher interprets the information and draws conclusions from the data collected. The Scientific Method is the most rigorous and, if done correctly and objectively, is the most powerful way to build knowledge. Types of research in relation to the level of study are articles, dissertation, thesis, monograph.</p> <p><b>Beginning of the research and review of the literature</b></p> <p>The first step in beginning a research project is to clarify the topic. After the topic is identified, a problem statement, a purpose statement, and research questions are developed, and even modification of the topic. This back and forth is not only acceptable but it is a good process to follow to continually refine the components of the study. Once these components have been developed and refined the researcher is in a good position to proceed with a well-defined, solid understanding of what needs to be accomplished. Bibliographic information from library sources of information: journal articles and reviews, conference proceedings, secondary sources (e.g. monographs, manuals, informative publications), and finally from study guides, bibliographies etc, can be used. In the review of the literature, the reader should look for the documentation of claims that are made in the conclusions of the research report. The claims should be related to the hypotheses or questions that are asked, and they should be supported by the analysis of the results in the research.</p> <p><b>Populations and Samples</b></p> <p>The data collection and processing techniques are the main topics. A population contains all of the members of a particular group to be studied. The sample is a group that we take from the population and study directly. The concept of population and sampling are examined and</p>
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demonstrated as to how they apply to a research project. Identification of the population and the obtaining of the sample as well as the types of random sampling are key prerequisites, for the research has limited value if it cannot be generalized beyond the sample studied.

### **Measurement of Variables**

After the researcher has identified the research questions and sample, the next step is to collect data. Data refers to individual pieces of data that are obtained in some manner from subjects. An instrument refers to the device that is used to collect the data. There are a lot of theoretical and logistical considerations that the researcher needs to take into consideration with an instrument. First, the data must be collected accurately and consistently or the data will be useless. Another consideration is how easy is it to collect the information with the instrument being used. It is critical that the instrument used to collect data accurately measures the concepts being studied. If it does, accurate data can be collected for the research project. Then the data can be analysed to effectively address the research questions in the study. Very important concepts in the measurement of variables are the concepts of validity and reliability.

### **Survey Research**

Surveys can be used to describe the characteristics of a large population. In a survey the researcher can ask many questions. However, a survey is limited in the depth of detail and depth of questioning that can be done. It is also limited in analysing why an observed result exists. The first step is to determine the purpose of conducting the survey. The next step is to determine how data will be collected and the methods of collecting data is through a direct administration of a survey, through the mail, using the telephone and a face-to-face through personal interviews between the researcher and the survey participant. One method of collecting surveys which is very popular nowadays, is the use of the Internet and e-mail. The survey is constructed often using some type of survey software. The researcher must determine what item types should be used to ask the survey questions. The item types are closed-ended items or open-ended items. A closed-ended item is one in which the respondent selects from a choice of items. This type of item could be a yes/no type item or it could be an item that has multiple choices for responses. An open-ended item is an item where the respondent must make a written or oral response to the item. This response could be either just a few words or it could be several sentences depending on the question asked in the survey.

### **Internal Validity and Threats to Validity**

Internal validity is the extent to which observed differences in the dependent variable are directly related to the independent variable. If a

relationship is observed that is not related to extraneous variables such as differences in subjects, location, or other related factors, the research probably has strong internal validity. The threats to internal validity should be minimised through the design of the research study and the procedures used to implement the study. Four strategies can be used to reduce the threats to internal validity. The first strategy is to randomise groups if at all possible or at least ensure that they are as equivalent as possible. The second way to the threat is to standardise the conditions of the study. As much as possible all groups should be under the same conditions. The third method is to obtain detailed information on the subjects in the study. This detailed information prior to the beginning of the study can identify potential threats to validity because of the subjects selected for the study. The other reason to obtain detailed information on the subjects is to document how equivalent the groups are at the beginning of the study, especially if the randomisation of groups does not occur. The fourth and final technique that a researcher can use is to choose the best possible design for the project.

#### **Qualitative research methods**

Qualitative research is a type of research that is often considered to be an alternative to traditional forms of research. It is also sometimes used in conjunction with traditional quantitative research to supplement and enrich research studies. Qualitative research studies focus on gaining insights and understandings rather than drawing conclusions about cause and effect. Little emphasis is placed on experimental control or causation. Also there is little, if any, use of quantitative data or statistical analysis. More emphasis is placed on verbal descriptions and narratives than conclusions. The differences between qualitative and quantitative research are based both on differences in methods and in philosophical approaches to the research.

#### **Analysis of Data**

Sometimes data are in discrete categories such as gender, socioeconomic status, or racial/ethnic status. For these types of data, the analysis is limited to counting the occurrence or computing the percent of occurrences in a particular category. Other types of data may be in a more continuous form referred to as interval level data. Interval level data means that data are in a rank order but also that the distance between one number and the next number is the same as between any other number and the next number. A third distinction of data may be that data are rank ordered but are not interval. This allows for more analysis than for categorical data but is more restricted than for interval types of data.

	<p>The great majority of data analysis that is necessary for making educational decisions can be referred to as descriptive statistics. In descriptive statistics frequency distributions, charts, and graphs are constructed to give a visual display to interpret the data. If the data being analyzed are interval-level data, more descriptive statistics can be used to analyze the data. These include measures of central tendency, variability, and relationships. Central tendency can be broken down into three different statistics, the mean, median, and mode. Often data will form a pattern that is referred to as a normal curve but if it does not, then median is used. If there is variability of data, it can be measured in several ways including the range, interquartile range, and standard deviation.</p> <p><b>Research Results: conclusions, decisions, and oral presentation</b></p> <p>The main factors to consider are accuracy, balance, and fairness. Furthermore, any good research report must communicate effectively with its audience. For a school board presentation or a journal article, there may be specific requirements of format, and length that the researcher will need to address. The report or presentation should make a good first impression on the audience so that the audience will want to listen to the report.</p>
<p><b>Teaching Methodology</b></p>	<p>The course is conducted in an online environment, utilizing the capabilities and techniques of the new educational technologies and the modern and asynchronous means of communication, through the foundation's infrastructure, specifically the Moodle and Teams platforms for tele-education purposes. To this end, our University and lecturers provide clear support so that you become familiar with the learning tools and tools and use them appropriately. In addition, since the course is taught through distance learning processes, teaching enhances interactivity and active participation in the learning process, which is also considered during evaluation.</p>
<p><b>Bibliography</b></p>	<p><b>Required Bibliography</b></p> <ul style="list-style-type: none"> <li>▪ Baldwin, L. <i>Research concepts for the practitioner of educational leadership</i>, Brill Sense, (2018).</li> <li>▪ Thomas, C. G. <i>Research methodology and scientific writing</i>, Thrissur: Springer, 2021 ISBN: 978-3-030-64864-0.</li> </ul> <p><b>Additional bibliography</b></p> <ul style="list-style-type: none"> <li>▪ Iosifidis, T., <i>Qualitative research methods in the social sciences</i>, Critique, Athens 2008.</li> <li>▪ Babbie, E., <i>Introduction to Social Research</i>, Critique, Athens 2011.</li> <li>▪ Javeau, C., <i>The questionnaire survey. The handbook of the good</i></li> </ul>

	<p>researcher, Typothito, Athens 2000.</p> <ul style="list-style-type: none"> <li>▪ Robson, C., Real World Research, Gutenberg, Athens 2011.</li> <li>▪ Ζαφειρόπουλος, Κ, <i>Πώς γίνεται μιας επιστημονική εργασία; Επιστημονική έρευνα και συγγραφή εργασιών</i>, Κριτική, Αθήνα 2015.</li> <li>▪ Creswell, J. W., (2011). <i>Η έρευνα στην εκπαίδευση: Σχεδιασμός, διεξαγωγή και αξιολόγηση της ποσοτικής και ποιοτικής έρευνας</i> (Επιμέλεια Χαράλαμπος Τζορμπατζούδης). Αθήνα: Ίων.</li> </ul>
<b>Assessment</b>	<p>At the end of the semester, the final examination takes place on the basis of the relevant program announced at the beginning of the semester. Successful completion of the work is a prerequisite for participation in the final examination. This is carried out through the written examination that takes place at the end of the semester either by in-person examination (at the university premises) or by distance examination through a secure examination browser following all legal procedures to ensure the integrity of the examinations subject to a strict framework of regulations for the integrity of their reliability. If someone is unable to take the exam due to disability or other special circumstances, they must obtain a special permit.</p> <p>The grade</p> <ul style="list-style-type: none"> <li>▪ of the written examination represents 60% of the final grade</li> <li>▪ of the written assignment represents 30% of the final grade</li> <li>▪ of activities / quizzes / exercises represents the remaining 10% of the final grade.</li> </ul> <p>Participation in the written exams presupposes that in the written assignment you have accumulated a total grade that is at least 50% of the total potential excellent of the work.</p> <p>Generally, the score of written exams, written assignments, and activities / quizzes / exercises ranges from zero (0) (complete failure) to one hundred (100) (perfect success).</p>
<b>Language</b>	Greek



**School of Education and Sciences  
 Department of Pedagogical Studies**

**MA in Special and Inclusive Education  
 (Distance Learning Program)**

**Course Description – SPE201**

<b>Course Title</b>	<b>Inclusion and Application in Practice</b>				
<b>Course Code</b>	<b>SPE-201</b>				
<b>Course Type</b>	Core				
<b>Level</b>	Master (MA)				
<b>Year / Semester</b>	1 <sup>st</sup> Year / 2 <sup>nd</sup> Semester				
<b>Teacher's Name</b>	TBA				
<b>ECTS</b>	7	<b>Lectures / Tele - Meetings / Week</b>	minimum 7 Tele-meetings, minimum 14 Teaching hours, 13 Teaching weeks	<b>Laboratories / Week</b>	-
<b>Course Purpose and Objectives</b>	<p>Pedagogy of inclusion refers to the philosophy and practices aimed at integrating all students, including those with special educational needs (SEN), into the regular academic and social life of schools. This approach supports the idea that each student is unique and should have access to education that meets their needs. This approach is based on the social model of disability, which focuses not on medical diagnoses but on the barriers created by society and the environment for students with disabilities or special needs. The school environment is called upon to ensure equal opportunities by adapting its structures to remove obstacles and promote the participation of all children, regardless of their abilities. Through this philosophy, the education system seeks to make diversity a source of enrichment and learning for all students, fostering social justice and acceptance.</p> <p>The purpose and objectives of the course include enhancing understanding and taking action concerning the integration of all students, regardless of their particularities, into the educational system. The course objectives include the following:</p> <ol style="list-style-type: none"> <li><b>1. Understanding the concept of Inclusion: Students learn the theoretical and practical approaches to Inclusion in education, including its principles and values.</b></li> </ol>				

	<ol style="list-style-type: none"> <li>2. <b>Awareness of challenges and benefits:</b> Students consider the challenges and benefits of Inclusion for students, teachers and the education system in general.</li> <li>3. <b>Practical strategies for implementing Inclusion:</b> Students develop skills and tools to design and implement programs and activities that promote Inclusion in the school environment.</li> <li>4. <b>Analysis of policies and legislation:</b> Students investigate the history and context of policies and legislation relating to Inclusion, and how these affect its practice.</li> <li>5. <b>Development of critical thinking and reflection:</b> Students develop the ability to critically assess the challenges and opportunities arising from Inclusion, encouraging reflection to adapt and upgrade practices.</li> </ol>				
<b>Learning Outcomes</b>	<p>The learning outcomes of the Inclusion course focus on assessing the progress and performance of students who are included in educational settings alongside their peers without special educational needs. Inclusion aims to promote social-emotional development, academic achievement and integration of students into the general educational process. Learning outcomes can be studied through various parameters, such as progress in academic levels, understanding of social skills and their general adaptation to the school environment. Students are therefore expected to develop skills so that they can understand:</p> <ol style="list-style-type: none"> <li>1. <b>Academic Performance:</b> To assess the progress of students in learning subjects such as language, mathematics, science and others.</li> <li>2. <b>Social Skills:</b> To refer to the development of cooperation, communication and interpersonal skills among students.</li> <li>3. <b>Emotional Development:</b> To assess the development of self-esteem, self-regulation and emotion management skills.</li> <li>4. <b>Integration and Well-Being:</b> To assess the extent to which students are successfully integrated into the school social and academic environment and feel happy and safe.</li> </ol>				
<b>Prerequisites</b>	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">None</td> <td style="width: 25%;"><b>Required</b></td> <td style="width: 25%;"></td> <td style="width: 25%;">None</td> </tr> </table>	None	<b>Required</b>		None
None	<b>Required</b>		None		
<b>Course Content</b>	<p>The content of the course "<b>Inclusion, its Implementation in Practice</b>" includes the following topics:</p> <ol style="list-style-type: none"> <li>1. <b>Introduction to Inclusive Education:</b> Basic concepts and principles of inclusive education, inclusion versus exclusion, historical overview of the need for inclusive education.</li> </ol>				

	<ol style="list-style-type: none"> <li>2. <b>Models and Practices of Inclusive Education:</b> Various models (eg full inclusion, partial inclusion, inclusive classroom), techniques and approaches used to implement inclusive education.</li> <li>3. <b>Support Services and Adapted Teaching:</b> How support services are provided to students with special educational needs, including adapted teaching and special learning strategies.</li> <li>4. <b>Cooperative Education and Social Integration:</b> How is cooperative education and social integration of students with special educational needs promoted in the school environment.</li> <li>5. <b>Assessment and Monitoring:</b> How students with special educational needs are assessed in the context of inclusive education and how their progress is monitored.</li> <li>6. <b>Strategies for Inclusion and Differentiated Teaching:</b> Practical strategies for including all students in the lesson and developing differentiated teaching approaches.</li> <li>7. <b>Ethical and Legal Aspects:</b> Ethical and legal aspects of inclusive education, including the rights of students with special educational needs.</li> </ol>
<b>Teaching Methodology</b>	<p>The course is conducted in an online environment, utilizing the capabilities and techniques of the new educational technologies and the modern and asynchronous means of communication, through the foundation's infrastructure, specifically the Moodle and Teams platforms for tele-education purposes. To this end, our University and lecturers provide clear support so that you become familiar with the learning tools and use them appropriately. In addition, since the course is taught through distance learning processes, teaching enhances interactivity and active participation in the learning process, which is also considered during evaluation.</p>
<b>Bibliography</b>	<p><b>Required Bibliography</b></p> <ul style="list-style-type: none"> <li>▪ Αγγελίδης, Π. (2012). <i>Συμπεριληπτική Εκπαίδευση και Βελτίωση Σχολείων σχέση αμφίδρομη</i>. Αθήνα: εκδόσεις Διάδραση</li> <li>▪ Γκόβαρης, Χ. (2013). <i>Διδασκαλία και Μάθηση στο Διαπολιτισμικό Σχολείο</i>. Αθήνα: Gutenberg</li> <li>▪ Dunsmuir, S., Frederickson, N. and Cline, T. (2024) <i>Special educational needs, inclusion and diversity</i>. 4<sup>th</sup> edn. Maidenhead: Open University Press.</li> <li>▪ Gordon-Gould, P., and Hornby, G. (2023) <i>Inclusive education at crossroads: exploring effective special needs provision in global context</i>.</li> </ul>

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- Eredics, N. (2018). *Inclusion in Action: Practical Strategies to Modify Your Curriculum*. Baltimore: Brookes Publishing Company.
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	<p><i>and Clinic</i>, 55(2), 78-85. <a href="https://doi.org/10.1177/1053451219837636">https://doi.org/10.1177/1053451219837636</a></p> <ul style="list-style-type: none"> <li>▪ Higham, R., &amp; Booth, T. (2018). Reinterpreting the authority of heads: Making space for values-led school improvement with the Index for Inclusion. <i>Educational Management Administration &amp; Leadership</i>, 46(1), 140-157.</li> <li>▪ Molbaek, M. (2018). Inclusive teaching strategies—dimensions and agendas. <i>International Journal of Inclusive Education</i>, 22(10), 1048-1061. DOI: 10.1080/13603116.2017.1414578</li> <li>▪ Σούλης, Σ.Γ. (2008). <i>Ένα Σχολείο για Όλους, από την έρευνα στην πράξη. Παιδαγωγική της Ένταξης</i>. Τόμος Β. Αθήνα: Gutenberg.</li> </ul>
<b>Assessment</b>	<p>The entire assessment process includes, inter alia, interaction, formative assessment, discussion forums, analysis of articles, videos and other related. The final exams are conducted with closed books and assess the understanding of basic concepts, as well as the application of the theories analyzed during the lectures.</p> <p>Final Grade</p> <ul style="list-style-type: none"> <li>▪ The exam represents 60% of the final grade</li> <li>▪ Written assignments represent 30% of the final grade</li> <li>▪ Activities / quizzes / exercises represent the remaining 10% of the final grade.</li> </ul> <p>Participation in the written exams presupposes that in the written assignment you have accumulated a total grade that is at least 50% of the total potential excellent of the work.</p> <p>Generally, the score of written exams, written assignments, and activities / quizzes / exercises is aggregated and ranges from zero (0) (complete failure) to one hundred (100) (perfect success).</p>
<b>Language</b>	Greek

**School of Education and Sciences  
 Department of Pedagogical Studies**

**MA in Special and Inclusive Education  
 (Distance Learning Program)**

**Course Description – SPE-202**

<b>Course title</b>	<b>Prevention and Intervention Programs</b>				
<b>Course code</b>	<b>SPE-202</b>				
<b>Course type</b>	Core				
<b>Level</b>	Master (MA)				
<b>Year/Semester</b>	1st Year / 2nd Semester				
<b>Teacher's name</b>	TBA				
<b>ECTS</b>	7	<b>Lectures/ week</b>	minimum 7 telemeetings, minimum 14 teaching hours, 13 teaching weeks	<b>Laboratories/ week</b>	-
<b>Course purpose and objectives</b>	<p>The purpose of the course is to equip participants with the necessary knowledge and skills to create an inclusive educational environment that promotes the psychosocial development and learning progress of all students, regardless of their needs or abilities. The course focuses on crisis management, enhancing resilience, and developing social and emotional skills through prevention, intervention, and curriculum differentiation strategies. Participants will gain the tools needed to create learning environments that respond to the individualized needs of students and promote diversity, while exploring contemporary educational approaches and the use of technological tools.</p> <p>The objectives of the course "Prevention Programs, Intervention, and Curriculum Differentiation for Inclusion" focus on the development of the necessary knowledge and skills for the effective implementation of inclusive education and the support of students with diverse needs. The objectives are focused on the following:</p>				

	<ol style="list-style-type: none"> <li>1. <b>Understanding Theoretical Foundations:</b> Examination of the fundamental theories of inclusive education, such as the ecological approach and the theory of behavior change.</li> <li>2. <b>Familiarization with Prevention Principles:</b> Understanding the principles of prevention at three levels: primary, secondary, and tertiary.</li> <li>3. <b>Skills in Individualized Interventions:</b> Acquiring skills for implementing individualized interventions that respond to the learning needs of students.</li> <li>4. <b>Curriculum Differentiation:</b> Learning how to differentiate the curriculum and adjust teaching and assessment methods to promote equality in education.</li> <li>5. <b>Enhancing Self-Esteem and Emotional Intelligence:</b> Enhancing students' self-esteem, emotional intelligence, and mental resilience.</li> <li>6. <b>Crisis Management and Conflict Resolution:</b> Addressing crises and teaching conflict resolution skills in the school environment.</li> <li>7. <b>Use of Technological Tools:</b> Training in the use of technological tools that enhance learning and inclusion.</li> <li>8. <b>Ethical and Legal Parameters:</b> Familiarization with the ethical and legal aspects of special education and inclusive education.</li> <li>9. <b>Evaluation of Educational Interventions:</b> Developing skills to assess educational interventions and continually improve programs.</li> </ol>
<p><b>Learning outcomes</b></p>	<p>The learning outcomes of the course "Prevention Programs, Intervention, and Curriculum Differentiation for Inclusion" include the following:</p> <ul style="list-style-type: none"> <li>▪ <b>Understanding Theoretical Approaches:</b> Participants will understand the key theoretical approaches related to prevention and intervention in special education, such as the ecological approach, behavior change theory, and other relevant theories.</li> <li>▪ <b>Evaluation of Prevention Programs:</b> Participants will be able to analyze and evaluate available prevention programs aimed at students with special needs, focusing on their effectiveness and alignment with the individualized needs of students.</li> <li>▪ <b>Design and Implementation of Interventions:</b> Participants will learn how to design and implement intervention programs in special</li> </ul>

	<p>education, taking into account the diverse needs and abilities of students with special needs.</p> <ul style="list-style-type: none"> <li>▪ <b>Evaluation of Intervention Effectiveness:</b> Participants will be able to assess the effectiveness of intervention programs, using various evaluation methods and comparing results with predefined goals.</li> <li>▪ <b>Use of Modern Techniques and Tools:</b> Participants will become familiar with modern techniques and tools for supporting students with special needs, including technological applications and educational methods that enhance inclusion.</li> </ul> <p>These learning outcomes aim to ensure that participants acquire the necessary knowledge and skills to effectively approach and support students with special needs in the educational environment.</p>		
<p><b>Prerequisites</b></p>	<p>None</p>	<p><b>Co requisites</b></p>	<p>None</p>
<p><b>Course content</b></p>	<p>The content of the course "<b>Prevention Programs, Intervention, and Curriculum Differentiation for inclusion</b>" includes the following topics:</p> <ol style="list-style-type: none"> <li>1. <b>Introduction to Special Education and inclusive Education:</b> Presentation of the historical background, fundamental principles, and legislative frameworks that define special education. Examination of the connection with the social model and the contemporary approach to inclusion.</li> <li>2. <b>Theoretical Foundations of Prevention and Intervention:</b> Analysis of primary, secondary, and tertiary prevention, as well as behavior change theory. Examination of the ecological approach as a key theoretical foundation.</li> <li>3. <b>inclusion: Concepts, Principles, and Values:</b> Exploration of the concepts of equality and equity in education. Analysis of the connection with UNESCO's policies and other international organizations.</li> <li>4. <b>Assessment of Student Needs:</b> Presentation of tools and methods for assessing student needs. Analysis of the ethical and practical aspects of differentiated approaches in assessment.</li> <li>5. <b>Design of Prevention and Intervention Programs:</b> Defining goals and selecting methodology for developing individualized interventions in the field of special education.</li> </ol>		



	<ol style="list-style-type: none"> <li>6. <b>Curriculum Differentiation:</b> Examination of strategies for differentiating learning goals and content, as well as practical applications for teaching.</li> <li>7. <b>Development of Social and Emotional Skills:</b> Highlighting tools to promote self-esteem, resilience, and emotional intelligence in students.</li> <li>8. <b>Crisis Management and Stress:</b> Addressing crises in the school environment and teaching conflict resolution skills, aimed at improving the school climate.</li> <li>9. <b>Collaboration and inclusive Education:</b> Promoting collaboration between educators, parents, and specialists to support students with special needs. Formulating practices to enhance inclusion in the classroom.</li> <li>10. <b>Technology and inclusion:</b> Examination of the use of modern technologies in special education, and their application for students with special needs to enhance learning.</li> <li>11. <b>Ethical and Legal Issues:</b> Analysis of students' rights, educators' obligations, and legislative requirements for inclusion.</li> <li>12. <b>Evaluation and Improvement of Educational Interventions:</b> Examination of the processes for evaluating the effectiveness of programs and strategies for their ongoing improvement and adaptation.</li> <li>13. <b>Review and Preparation for Examinations:</b> Recap of key concepts and strategies. Conducting interactive activities, practical case studies, and discussing evaluation topics and questions.</li> </ol>
<p><b>Teaching methodology</b></p>	<p>The course is conducted in an online environment, utilizing the capabilities and techniques of new educational technologies and synchronous and asynchronous media, through the University's infrastructure, in particular the Moodle and Teams platform for distance learning purposes. For this purpose, the University and the teachers provide clear support, so that you can familiarize yourself with the learning tools and make proper use of them.</p> <p>Moreover, provided the course is taught through distance learning practices, the teaching enhances your interaction and active participation in the learning process, which is also taken into account in your assessment.</p>

<b>Suggested bibliography</b>	<p><b>Core</b></p> <ul style="list-style-type: none"> <li>▪ Ainscow, M. (2020). <i>Promoting Equity in Schools: Inclusive Education and the Challenges of Leadership</i>. Routledge.</li> <li>▪ Booth, T., &amp; Ainscow, M. (2011). <i>The Index for Inclusion: Developing Learning and Participation in Schools</i>. Centre for Studies on Inclusive Education.</li> <li>▪ Butterfoss, F. D., Goodman, R. M., &amp; Wandersman, A. (Eds.). (1993). <i>Community coalitions for prevention and health promotion</i>. Springer Science &amp; Business Media.</li> <li>▪ Dunsmuir, S., Frederickson, N. and Cline, T. (2024) <i>Special educational needs, inclusion and diversity</i>. 4<sup>th</sup> edn. Maidenhead: Open University Press.</li> <li>▪ Florian, L. (2014). <i>The SAGE Handbook of Special Education</i>. SAGE Publications.</li> <li>▪ Green, L. W., &amp; Kreuter, M. W. (2005). <i>Health promotion planning: An educational and ecological approach</i>. McGraw-Hill Education.</li> <li>▪ Heward, W. L. (2011). <i>Παιδιά με ειδικές ανάγκες. Μια εισαγωγή στην ειδική εκπαίδευση</i>. (Επιστημονική Επιμέλεια Δαβάζογλου και Κόκκινος). Αθήνα: Εκδόσεις Τόπος.</li> <li>▪ Hodkinson, A. (2024) <i>Key issues in special educational needs, disability &amp; inclusion</i>. 4<sup>th</sup> edn. London: Sage.</li> <li>▪ Sewell, A., and Smith, J. (2021) <i>Introduction to special educational needs, disability and inclusion: a student's guide</i>. London: Sage.</li> <li>▪ Tomlinson, C. A. (2017). <i>How to Differentiate Instruction in Academically Diverse Classrooms</i>. ASCD.</li> <li>▪ UNESCO (2017). <i>A Guide for Ensuring Inclusion and Equity in Education</i>. UNESCO Publishing.</li> <li>▪ Ζαφειροπούλου, Μ. (επ. επιμ.). (2012). <i>Δυνατότητες και Δυσκολίες του Παιδιού και του Εφήβου</i>. Αθήνα: Πεδίο.</li> <li>▪ Ζαφειροπούλου, Μ. &amp; Καλαντζή-Αζίζι, Α. (επ. επιμ.). (2011). <i>Προσαρμογή στο Σχολείο</i>. Αθήνα: Πεδίο.</li> <li>▪ Ζώνιου-Σιδέρη, Α. (2004). <i>Σύγχρονες ενταξιακές προσεγγίσεις, τόμοι Α΄ Θεωρία, Β΄ πράξη</i>. Αθήνα: Ελληνικά Γράμματα.</li> </ul> <p><b>Elective</b></p> <ul style="list-style-type: none"> <li>▪ Ainscow, M., &amp; Messiou, K. (2018). Engaging with the views of students to promote inclusion in education. <i>Journal of Educational Change</i>, 19(1), 1-17.</li> <li>▪ Da Fonte, M. A., &amp; Barton-Arwood, S. M. (2017). Collaboration of general and special education teachers: Perspectives and strategies. <i>Intervention in School and Clinic</i>, 53(2), 99-106. <a href="https://doi.org/10.1177%2F1053451217693370">https://doi.org/10.1177%2F1053451217693370</a></li> </ul>
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	<ul style="list-style-type: none"> <li>▪ Damianidou, E., &amp; Phtiaka, H. (2018). Co-operating with Parents for Equal Opportunities in Education. <i>International Journal About Parents in Education</i>, 10(1).</li> <li>▪ Eredics, N. (2018). <i>Inclusion in Action: Practical Strategies to Modify Your Curriculum</i>. Baltimore: Brookes Publishing Company.</li> <li>▪ Evmenova, A. S., &amp; Regan, K. (2019). Supporting the writing process with technology for students with disabilities. <i>Intervention in School and Clinic</i>, 55(2), 78-85. <a href="https://doi.org/10.1177/1053451219837636">https://doi.org/10.1177/1053451219837636</a></li> <li>▪ Higham, R., &amp; Booth, T. (2018). Reinterpreting the authority of heads: Making space for values-led school improvement with the Index for Inclusion. <i>Educational Management Administration &amp; Leadership</i>, 46(1), 140-157.</li> </ul>
<p><b>Assessment</b></p>	<p>The whole evaluation includes, among other things, interaction, formative evaluation discussion forums, analysis of articles, videos and other related issues. The final examination is carried out with closed books and the understanding of basic concepts is evaluated, as well as the application of theories analysed during the lectures.</p> <p>Final Grade</p> <ul style="list-style-type: none"> <li>▪ The examination represents 60% of the final grade</li> <li>▪ Written papers account for 30% of the final grade</li> <li>▪ Activities / quizzes / exercises represent the remaining 10% of the final grade.</li> </ul> <p>Participation in the final examination requires an overall grade of 50% in the written tasks. The grade of the final examinations, papers and activities/quizzes/exercises is netted and ranges from zero (0) (complete failure) to one hundred (100) (perfect success).</p>
<p><b>Language</b></p>	<p>Greek</p>

**School of Education and Sciences  
 Department of Pedagogical Studies**

**MA in Special and Inclusive Education  
 (Distance Learning Program)**

**Course Description – SPE-203**

<b>Course title</b>	<b>Psychoeducational Theory Programs</b>				
<b>Course code</b>	<b>SPE-203</b>				
<b>Course type</b>	Core				
<b>Level</b>	Master (MA)				
<b>Year/Semester</b>	1st Year / 2nd Semester				
<b>Teacher's name</b>	TBA				
<b>ECTS</b>	8	<b>Lecture s/ week</b>	minimum 7 telemeetings, minimum 14 teaching hours, 13 teaching weeks	<b>Laboratories/ week</b>	-
<b>Course purpose and objectives</b>	<p>The course's content is related to the concept and content of Psychopedagogy and extends to issues concerning psychopedagogy in special education. A comparison with other related terms is attempted with theoretical and ideological approaches to psychopedagogy, theories of the child's and adolescent's education and development. There are also questions of cognitive and social development, such as how the child learns at school age, socializes and adapts to the school environment. Finally, a reference is made to pupils with special educational needs, the management of Multiculturalism and how learning is related to individual differences and social, emotional education and the cultivation of life skills. The purpose of the course "Psychoeducational Theory" is to offer students the necessary knowledge and skills to understand and apply psychoeducational theories and practices in the educational process with an emphasis on the development of teaching strategies and support for students with diverse needs and abilities. The focus of teaching is on social and emotional education, as well as the cultivation of life skills, enhancing the creation of a supportive and accessible learning environment for all</p>				

	<p>students. Students will deepen into the links between psychology and pedagogy, with an emphasis on developing effective teaching and support strategies for students with different needs and abilities. In this context, the course examines how special education and psychopedagogical support can be adapted and integrated to include children with special educational needs, promoting inclusion and equality in the educational system.</p> <p><b>Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Understand the basic theories of psychology and pedagogy and their application in education.</li> <li>2. Develop assessment and support skills for pupils with different learning needs.</li> <li>3. Implement psycho pedagogical strategies in the class management and in the strengthening of the learning process.</li> <li>4. Evaluate and improve teaching practices based on psycho pedagogical principles.</li> </ol>
<p><b>Learning outcomes</b></p>	<p>Upon successful completion of the course "Psychoeducational Theory", students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand and apply learning theories, explaining and comparing basic learning theories (behavioral, sociocognitive, constructivist) and their impact on educational practice. They will also apply learning theories in real educational scenarios, tailoring teaching strategies according to the needs of students.</li> <li>2. Recognize the stages of cognitive, emotional and social development of students and adapt their teaching to be suitable for each stage and address the different developmental needs of students and support their holistic development.</li> <li>3. Use a variety of evaluation tools and methods to diagnose the educational needs of students and develop and implement psycho pedagogical evaluation protocols for students with special educational needs.</li> <li>4. Design and implement differentiated teaching strategies and adaptations for students with varying needs and abilities and create tailored intervention programs for students with learning difficulties and disabilities.</li> <li>5. Use effective classroom management techniques to create a positive and supportive learning environment and develop strategies to enhance the internal and external motivation of students.</li> <li>6. Implement cooperation techniques with parents and guardians to support the educational process of students and exploit</li> </ol>

	<p>community resources to enhance the educational experience of students.</p> <ol style="list-style-type: none"> <li>7. Use self-referential tools (diaries, questionnaires) to self-evaluate their teaching practices and identify areas to be improved and implement changes in their practices based on the results of self-evaluation.</li> <li>8. Recognize and address ethical dilemmas and ethical issues arising in the educational process and act on the ethical principles and rights of students and teachers.</li> </ol>		
<b>Prerequisites</b>	None	<b>Co requisites</b>	None
<b>Course content</b>	<p>The course “Psychoeducational Theory” includes a series of thematic modules covering both theoretical and practical aspects of education, aiming to provide students with the knowledge and skills they need to support students in various educational environments. The main units and topics covered in the course include:</p> <ol style="list-style-type: none"> <li><b>1. Introduction to Educational Psychology</b> <ul style="list-style-type: none"> <li>▪ Definitions and basic concepts of Educational Psychology.</li> <li>▪ The importance of Educational Psychology in education.</li> <li>▪ Relationship between psychology and pedagogy.</li> </ul> </li> <li><b>2. Learning and Development Theories</b> <ul style="list-style-type: none"> <li>▪ Behavioral learning theories (Pavlov, Skinner).</li> <li>▪ Sociocognitive theories (Bandura).</li> <li>▪ Constructivist theories (Piaget, Vygotsky).</li> <li>▪ Analysis and comparison of learning and development theories.</li> </ul> </li> <li><b>3. Cognitive Development and Learning</b> <ul style="list-style-type: none"> <li>▪ Stages of cognitive development (Piaget).</li> <li>▪ Zone of imminent development and social learning (Vygotsky).</li> <li>▪ Applications of cognitive development theories in the classroom.</li> </ul> </li> <li><b>4. Emotional and Social Development</b> <ul style="list-style-type: none"> <li>▪ Cognitive development theories (Erikson).</li> <li>▪ Social development and socialisation.</li> <li>▪ The role of Emotional Intelligence in education.</li> </ul> </li> <li><b>5. Assessment and Diagnosis of Learning Needs</b> <ul style="list-style-type: none"> <li>▪ Assessment tools and methods.</li> <li>▪ Design and implementation of psychopedagogical evaluation protocols.</li> <li>▪ Analysis and interpretation of evaluation results.</li> </ul> </li> <li><b>6. Teaching Strategies and Interventions</b> <ul style="list-style-type: none"> <li>▪ Implementation of differentiated teaching.</li> <li>▪ Design and implementation of intervention programs.</li> <li>▪ Teaching techniques for pupils with special educational needs</li> </ul> </li> </ol>		

	<p><b>7. Class Management and Incentives</b></p> <ul style="list-style-type: none"> <li>▪ Class management strategies.</li> <li>▪ Creation of a positive learning environment.</li> <li>▪ Strengthening the internal and external motivation of pupils.</li> </ul> <p><b>8. Student Psychopedagogical Support</b></p> <ul style="list-style-type: none"> <li>▪ Techniques to support learners with learning difficulties.</li> <li>▪ Development of individual training support programs.</li> <li>▪ Cooperation with parents and other teachers.</li> </ul> <p><b>9. Cooperation with Families and Communities</b></p> <ul style="list-style-type: none"> <li>▪ Role of parents in the educational process.</li> <li>▪ Communication and cooperation with families.</li> <li>▪ Exploiting community resources to support education.</li> </ul> <p><b>10. Self-Assessment and Continuous Improvement</b></p> <ul style="list-style-type: none"> <li>▪ Self-evaluation techniques for teachers.</li> <li>▪ Feedback and improvement of teaching practices.</li> <li>▪ Continuing professional development and learning</li> </ul> <p><b>11. Ethical Issues in Education</b></p> <ul style="list-style-type: none"> <li>▪ Ethical dilemmas in educational practice.</li> <li>▪ Ethical principles and the rights of students.</li> <li>▪ Legal issues and obligations of teachers.</li> </ul> <p>The course aims to enhance students' understanding of the psychological and pedagogical processes that affect learning and teaching, to equip them with practical skills to support their students, and to prepare them to meet the demands of the modern educational environment.</p>
<p><b>Teaching methodology</b></p>	<p>The course is conducted in an online environment, utilizing the capabilities and techniques of new educational technologies and synchronous and asynchronous media, through the University's infrastructure, in particular the Moodle and Teams platform for distance learning purposes. For this purpose, the University and the teachers provide clear support, so that you can familiarize yourself with the learning tools and make proper use of them.</p> <p>Moreover, provided the course is taught through distance learning practices, the teaching enhances your interaction and active participation in the learning process, which is also taken into account in your assessment.</p>
<p><b>Suggested bibliography</b></p>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ Βίκυ, Α., Γιαβρίμης, Π., &amp; Παπάνης, Ε. (επιμ.) (2011). <i>Έρευνα και Εκπαιδευτική Πράξη στην Ειδική Αγωγή (Δεύτερος Τόμος)</i>. Θεσσαλονίκη: Εκδοτικός οίκος Αφοί Κυριακίδη.</li> </ul>

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### Elective

- Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). *How People Learn: Brain, Mind, Experience, and School*. National Academies Press.
- Schunk, D. H. (2020). *Learning Theories: An Educational Perspective* (8th Edition). Pearson.
- Berliner, D. C., & Calfee, R. C. (2013). *Handbook of Educational Psychology*. Routledge.
- Στασινός, Δ. (2016). *Η Ειδική Εκπαίδευση 2020 Plus*. Εκδόσεις: Παπαζήση.



<b>Assessment</b>	<p>The whole evaluation includes, among other things, interaction, formative evaluation discussion forums, analysis of articles, videos and other related issues. The final examination is carried out with closed books and the understanding of basic concepts is evaluated, as well as the application of theories analysed during the lectures.</p> <p>Final Grade</p> <ul style="list-style-type: none"> <li>▪ The examination represents 60% of the final grade</li> <li>▪ Written papers account for 30% of the final grade</li> <li>▪ Activities / quizzes / exercises represent the remaining 10% of the final grade.</li> </ul> <p>Participation in the final examination requires an overall grade of 50% in the written tasks. The grade of the final examinations, papers and activities/quizzes/exercises is netted and ranges from zero (0) (complete failure) to one hundred (100) (perfect success).</p>
<b>Language</b>	Greek

**School of Education and Sciences  
 Department of Pedagogical Studies**

**MA in Special and Inclusive Education  
 (Distance Learning Program)**

**Course Description – SPE-301**

<b>Course Title</b>	<b>School Bullying and Violence</b>			
<b>Course Code</b>	<b>SPE-301</b>			
<b>Course Type</b>	Core			
<b>Level</b>	Master (MA)			
<b>Year / Semester</b>	2 <sup>nd</sup> Year / 1st Semester			
<b>Teacher's Name</b>	TBA			
<b>ECTS</b>	10	<b>Lectures / Tele - Meetings / per Week</b>	Minimum 7 Tele-meetings, Minimum 14 Teaching hours, 13 Teaching weeks	<b>Workshops per Week</b> -
<b>Course Purpose and Objectives</b>	<p>The course “<i>School Bullying and Violence</i>” aims to provide students with an in-depth understanding of the theoretical frameworks and practical methods used to prevent and address school bullying. It focuses on studying various forms of bullying, prevention and intervention strategies, and developing the necessary skills for educators to effectively manage these phenomena within the school context. Students will explore the causes and consequences of bullying, analyze contemporary research approaches, and gain practical knowledge for implementing appropriate preventive and intervention measures to protect and support students.</p> <p>The purpose of the course “<i>School Bullying and Violence</i>” is to equip students with the knowledge and skills required to approach the management of school bullying as part of a holistic prevention and intervention policy within the school unit. This policy involves the active participation of all members of the school community, including educators, parents, students, and non-teaching staff. Students will examine various approaches to identifying and intervening in bullying</p>			

	<p>incidents, as well as the tools and techniques used to support victims and modify the behavior of perpetrators.</p> <p>By the end of the course “<i>School Bullying and Violence</i>,” students will be able to:</p> <ol style="list-style-type: none"> <li>1. Examine the causes of school bullying and its effects on students, recognizing the psychological, emotional, and social consequences.</li> <li>2. Understand the various forms of bullying, including physical, verbal, social, and cyberbullying, and their impact on students’ lives.</li> <li>3. Familiarize themselves with prevention strategies aimed at reducing school bullying, including educational and awareness programs.</li> <li>4. Develop practical skills for implementing effective interventions in bullying incidents, including techniques to support victims and change perpetrators’ behavior.</li> <li>5. Collaborate with parents, educators, and other professionals to address bullying and create a unified support strategy.</li> <li>6. Explore the legal and ethical aspects of school bullying, understanding the responsibilities and obligations of school authorities and educational staff in the context of prevention and intervention.</li> </ol>
<p><b>Learning Outcomes</b></p>	<p>Upon completion of the course “<i>School Bullying and Violence</i>,” students are expected to be able to:</p> <ol style="list-style-type: none"> <li>1. Recognize the causes and consequences of bullying and violence, both for victims and perpetrators, and understand the psychological, emotional and social consequences of these phenomena.</li> <li>2. Distinguish the various forms of bullying (physical, verbal, social, online) and evaluate the consequences that each form has on the psyche and social integration of students.</li> <li>3. Implement prevention strategies to reduce bullying, including the implementation of awareness and education programs to both students and the educational community.</li> <li>4. Recognize incidents of bullying and implement effective interventions to support victims and change the behavior of abusers.</li> <li>5. They work with parents, teachers and other professionals to develop common strategies and implement prevention and intervention policies in the school environment.</li> <li>6. Understand the legal and ethical aspects of school bullying and are able to implement the required procedures, in accordance with the obligations and responsibilities of school institutions and educational staff.</li> <li>7. Develop and implement sustainable and comprehensive strategies to combat bullying and violence, creating a safe and supportive environment for all students.</li> </ol>

Prerequisites	None	Required	None
Course Content	<p>To achieve the course objectives, the material has been structured into cognitive modules arranged in a way that ensures each lesson logically follows the next. In some lessons, the recommended textbooks are presented in a different sequence. This is intentional; in each lesson, the order of recommended texts is designed to optimize learning outcomes. The course's main subtopics are:</p> <ol style="list-style-type: none"> <li><b>1. Definition and Types of School Bullying and Violence: Theoretical Frameworks :</b> This module introduces students to the clear definition of school bullying, focusing on its various forms: verbal, physical, emotional, and cyber abuse. It includes an analysis of theoretical frameworks and examples from real-life incidents to facilitate understanding of the phenomenon.</li> <li><b>2. Risk Factors and Etiology of School Bullying :</b> This module focuses on the factors contributing to the emergence of school bullying, such as social, psychological, and environmental factors. It examines the etiology of the phenomenon and the conditions that make the school environment vulnerable to such behaviors.</li> <li><b>3. Preventive Strategies: Creating a Safe School Environment :</b> This section explores practical prevention strategies that educators and school counselors can adopt to foster a safe and supportive school environment. Special emphasis is placed on cultivating positive interpersonal relationships and establishing school rules that promote mutual respect.</li> <li><b>4. Psychological and Social Impacts of School Bullying on Involved Parties :</b> This module analyzes the psychological, social, and emotional impacts of school bullying on both victims and perpetrators. It highlights the short- and long-term consequences of such experiences on children's development.</li> <li><b>5. Addressing School Bullying: Intervention Techniques and Support Strategies :</b> This section examines methods for intervening in incidents of school bullying. It presents techniques for identifying, addressing, and managing such incidents, from involving all stakeholders to developing strategies to support victims and those involved.</li> <li><b>6. The role of empathy and communication in counselling :</b> in this section we analyse the role of empathy in developing effective communication and resolving conflicts. Cultivating empathy and active listening enhances students ' ability to understand and respect the needs and feelings of others. Practical techniques for cultivating these skills in student groups are examined, enhancing communication and cohesion.</li> <li><b>7. School bullying: prevention and treatment through O-mad</b></li> </ol>		

	<p><b>counselling</b> : This section deals with the prevention and treatment of bullying through group counseling practices. The characteristics and types of bullying are examined, as well as its impact on students ' mental health and learning. Students will be trained in prevention strategies, such as strengthening trust relationships and creating a safe school environment.</p> <p><b>8. Contemporary Psychological and Sociological Approaches to School Violence</b> : This module analyzes modern theories and approaches to school violence, emphasizing the psychological and sociological dimensions of the phenomenon. It proposes ways to enhance empathy and social support to reduce bullying.</p> <p><b>9. Teachers as Pillars of Prevention and Management of School Bullying</b> : This section examines the critical role of teachers in preventing and managing school bullying. It presents strategies and practices they can adopt to foster a climate of trust, collaboration, and respect, actively contributing to reducing school violence.</p> <p><b>10. Family and School: Collaboration to Combat School Violence</b> : The significance of collaboration between schools and families in preventing and addressing school bullying is discussed. Methods and approaches for creating effective partnerships are presented, along with the impact of active parental involvement in protecting children.</p> <p><b>11. Legislation and Policies for Addressing School Bullying</b> : This module focuses on the legal framework governing the prevention and management of school bullying at both national and international levels. It discusses the policies and regulations implemented in schools and the importance of aligning them with contemporary needs.</p> <p><b>12. Research Trends and Innovations in School Bullying Management:</b> This module explores the latest research approaches and innovations related to the prevention and management of school bullying. It emphasizes evidence-based programs and practices while showcasing new technologies and strategies that foster a more positive school climate.</p> <p><b>13. Summary - Final Review</b> : The final module offers a comprehensive review of the entire course. It focuses on connecting theoretical and practical knowledge, allowing students to evaluate their progress and discuss potential questions or challenges before completing the course.</p>
<p><b>Teaching Methodology</b></p>	<p>The course is conducted online, leveraging the capabilities of new educational technologies and both synchronous and asynchronous communication tools, utilizing the institution's infrastructure, specifically the Moodle and Teams platforms for distance learning. The University and</p>

	<p>the instructors provide full support to help you familiarize yourself with the learning tools and use them effectively.</p> <p>Since the course is delivered remotely, the teaching approach promotes interactivity and your active participation in the learning process, which is also considered in your assessment.</p>
<p><b>Bibliography</b></p>	<p><b>Required Bibliography</b></p> <ul style="list-style-type: none"> <li>▪ Artinopoulou, V. (2015). <i>Towards a European Anti-bullying Policy EAN Strategy Position Paper</i>. Στο Σαλίχος, Π., &amp; Αλεβίζος, Σ. (Επιμ.), <i>Το Φαινόμενο του Εκφοβισμού στο Σχολικό και Διαδικτυακό Περιβάλλον: Με το βλέμμα στην Ευρώπη</i>. Αθήνα: Το Χαμόγελο του Παιδιού.</li> <li>▪ Βουλκίδου, Ε. Α. (2023). <i>Το φαινόμενο του σχολικού εκφοβισμού (Bullying) και ο ρόλος του εκπαιδευτικού στην καλλιέργεια της αλληλεπίδρασης και του επικοινωνιακού κλίματος μέσα στην τάξη</i> (Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης).</li> <li>▪ Κατσικιάς, Α. (2023). <i>Ο ρόλος των διευθυντών/τριών στην πρόληψη κι αντιμετώπιση της σχολικής βίας και του σχολικού εκφοβισμού στα Δημοτικά Σχολεία</i> (Doctoral dissertation, Πανεπιστήμιο Ιωαννίνων. Σχολή Επιστημών Αγωγής. Τμήμα Παιδαγωγικό Νηπιαγωγών).</li> <li>▪ Κουγιουμτζής Γ., &amp; Σοφολόγη Μ. (2021). <i>Στρατηγικές διαχείρισης κρίσεων, παιδιών και εφήβων στο σχολικό περιβάλλον</i>. Γρηγόρη.</li> <li>▪ Ρασιδάκη Χριστίνα (2023). <i>Σχολικός εκφοβισμός - BULLYING. Αποτελεσματικές δεξιότητες επικοινωνίας - Τρόποι αντιμετώπισης (Ένας πρακτικός οδηγός για εκπαιδευτικούς)</i>. Πατάκη.</li> <li>▪ Σκλάβου, Κ., Παπαμιχαήλ, Σ., &amp; Σταμάτη, Ε. (2024). Ερμηνευτικές προσεγγίσεις και παρεμβάσεις στο φαινόμενο του σχολικού εκφοβισμού: Μελέτη ανασκόπησης. <i>Κοινωνική Εργασία. Επιθεώρηση Κοινωνικών Επιστημών</i>, 38(1), 44-67.</li> <li>▪ UNESCO (2017). <i>A Guide for Ensuring Inclusion and Equity in Education</i>. UNESCO Publishing.</li> </ul> <p><b>Additional Bibliography</b></p> <ul style="list-style-type: none"> <li>▪ Building a Europe for and with Children (2011). <i>Tackling violence in schools</i>. SRSG on Violence against Children. Διαθέσιμο στο: <a href="http://www.coe.int/t/dg3/children/violence/OsloReport_en.pdf">http://www.coe.int/t/dg3/children/violence/OsloReport_en.pdf</a></li> <li>▪ Γρόσδος Σ., &amp; Κελεσιδης Ε. (2023). <i>Επίλυση συγκρούσεων και διαχείριση κρίσεων στο σχολείο και στην τάξη / 120 σενάρια - μελέτες περίπτωσης και 210 δραστηριότητες</i>. Εταιρία Αξιοποίησης και Διαχείρισης Περιουσίας του Πανεπιστημίου Μακεδονίας.</li> <li>▪ Europe's Antibullying Campaign (2016). <i>Europe's Antibullying Campaign</i>. Διαθέσιμο στο: <a href="http://www.e-abc.eu/gr/">http://www.e-abc.eu/gr/</a></li> <li>▪ Graham, L. J. (2024). <i>Inclusive education for the 21st century: Theory, policy, and practice</i>. London: Routledge.</li> <li>▪ Hodkinson, A. (2024). <i>Key issues in special educational needs</i>,</li> </ul>

	<p><i>disability &amp; inclusion</i> (4th ed.). London: Sage.</p> <ul style="list-style-type: none"> <li>▪ Mitchell, D., &amp; Sutherland, D. (2020). <i>What really works in special and inclusive education: Using evidence-based teaching strategies</i> (3rd ed.). Oxon: Routledge.</li> <li>▪ Rigby, K. (2017). <i>Bullying in Schools: Addressing Desires for a More Positive School Environment</i>. Wiley-Blackwell.</li> <li>▪ Soan, S., &amp; Monsen, J. (2023). <i>Inclusive education theory and policy: Moving from special educational needs to equity</i>. Maidenhead: Open University Press.</li> <li>▪ Sobel, D., &amp; Alston, S. (2024). <i>The inclusive classroom: A new approach to differentiation</i>. London: Bloomsbury Education.</li> <li>▪ Westwood, P. (2024). <i>Inclusive and adaptive teaching: Meeting the challenge of diversity in the classroom</i> (3rd ed.). Oxon: Routledge.</li> <li>▪ Wearmouth, L. E., &amp; Briant, E. (2023). <i>Special educational needs and disabilities in schools: A critical introduction</i> (2nd ed.). London: Bloomsbury Education.</li> </ul>
<p><b>Assessment</b></p>	<p>The entire assessment process includes, inter alia, interaction, formative assessment, discussion forums, analysis of articles, videos and other related. The final exams are conducted with closed books and assess the understanding of basic concepts, as well as the application of the theories analyzed during the lectures.</p> <p>Final Grade</p> <ul style="list-style-type: none"> <li>▪ The exam represents 60% of the final grade</li> <li>▪ Written assignments represent 30% of the final grade</li> <li>▪ Activities / quizzes / exercises represent the remaining 10% of the final grade.</li> </ul> <p>Participation in the written exams presupposes that in the written assignment you have accumulated a total grade that is at least 50% of the total potential excellent of the work.</p> <p>Generally, the score of written exams, written assignments, and activities / quizzes / exercises is aggregated and ranges from zero (0) (complete failure) to one hundred (100) (perfect success).</p>
<p><b>Language</b></p>	<p>Greek</p>

**School of Education and Sciences  
 Department of Pedagogical Studies**

**MA in Special and Inclusive Education  
 (Distance Learning Program)**

**Course Description – SPE-302**

<b>Course title</b>	<b>Detection of Learning Difficulties and Assessment</b>				
<b>Course code</b>	<b>SPE-302</b>				
<b>Course type</b>	Elective				
<b>Level</b>	Master (MA)				
<b>Year/Semester</b>	2nd Year / 1st Semester				
<b>Teacher's name</b>	TBA				
<b>ECTS</b>	10	<b>Lecture s/ week</b>	minimum 7 telemeetings, minimum 14 teaching hours, 13 teaching weeks	<b>Laboratories/ week</b>	-
<b>Course purpose and objectives</b>	<p>The course "Detection of Learning Difficulties and Assessment" has as its main objective the education of students in the methods and techniques required for the recognition and diagnosis of learning difficulties in children and adolescents. It focuses on understanding the theoretical approaches and models used in diagnosis, as well as evaluation and diagnosis processes, such as data collection and analysis. Students will learn to identify and understand the various forms of learning disabilities, such as dyslexia, dysnesia, and attention deficit and hyperactivity disorder (ADHD). In addition, they will develop skills to address the challenges that arise when diagnosing these difficulties and will be trained in the application of clinical practices and assessment techniques. Emphasis is placed on the importance of creating accession frameworks that promote equality and acceptance. Thus, this approach emphasizes the capabilities and abilities of each individual, beyond their difficulties. It is important to diagnose and treat any disorder in a timely manner, as the right support can help people experiencing it to develop their full potential. Finally, students will learn</p>				



	<p>to plan and evaluate intervention programs aimed at improving learning performance and integrating students with learning disabilities into the educational environment.</p> <p>The purpose of the course "Detection of Learning Difficulties and Assessment" is to educate students on the methods and evaluation techniques needed to identify and diagnose learning difficulties in children and adolescents. The aim is also to familiarize students with the different forms of learning difficulties and the factors that affect learning.</p> <p>The course aims to:</p> <ol style="list-style-type: none"> <li>1. The comprehension of theoretical approaches and models used to diagnose learning difficulties.</li> <li>2. Learning of procedures for assessment and diagnosis of learning difficulties, including data collection and analysis.</li> <li>3. Recognition of special learning difficulties such as dyslexia, dysnolexia and dysanagnosia.</li> <li>4. Development of skills to address challenges in diagnosing learning difficulties.</li> <li>5. Application of clinical practices and techniques to assess the individual needs of pupils.</li> </ol>		
<p><b>Learning outcomes</b></p>	<p>The learning outcomes for the course “Diagnosis of Learning Difficulties” include the acquisition of skills and knowledge related to the detection, assessment and diagnosis of learning difficulties in children and adolescents. These particular learning outcomes include:</p> <ol style="list-style-type: none"> <li>1. <b>Understanding Learning Difficulties:</b>. Understanding the basic principles and theoretical approaches of learning difficulties, including the various types of disorders such as dyslexia, attention deficit disorder, etc</li> <li>2. <b>Assessment and Diagnosis:</b> Develop skills to assess and diagnose learning difficulties using different tools and methods, such as evaluation protocols and recognition procedures.</li> <li>3. <b>Planning Of Intervention Programs:</b> Setting up intervention and support programs to improve the learning performance and integration of pupils with learning difficulties.</li> <li>4. <b>Progress Evaluation:</b> Assessing the effectiveness of intervention programs and adapting interventions to pupils' needs.</li> </ol>		
<p><b>Prerequisites</b></p>	<p>None</p>	<p><b>Co requisites</b></p>	<p>None</p>

<p><b>Course content</b></p>	<p>The content of the course “<b>Diagnosis of Learning Difficulties</b>” includes the following topics:</p> <ol style="list-style-type: none"> <li>1. <b>Introduction to Learning Difficulties:</b> Definition and types of learning difficulties and factors affecting learning.</li> <li>2. <b>Diagnostic Procedures:</b> Assessment of learning difficulties and the use of tools and techniques for diagnosis.</li> <li>3. <b>Specific Types Of Learning Difficulties:</b> Dyslexia, attention deficit disorder etc.</li> <li>4. <b>Assessment and Writing of Diagnostic Reports:</b> Writing diagnostic reports and interpreting results.</li> <li>5. <b>Planning of Intervention Programs:</b> Adapting education to the needs of learners with learning difficulties.</li> <li>6. <b>Cooperation with Parents and Other Specialists:</b> The importance of cooperation between parents and other experts.</li> <li>7. <b>The concept of Differentiation:</b> Differentiating teaching to support pupils with learning difficulties.</li> </ol>
<p><b>Teaching methodology</b></p>	<p>The course is conducted in an online environment, utilizing the capabilities and techniques of new educational technologies and synchronous and asynchronous media, through the University’s infrastructure, in particular the Moodle and Teams platform for distance learning purposes. For this purpose, the University and the teachers provide clear support, so that you can familiarize yourself with the learning tools and make proper use of them.</p>
<p><b>Suggested bibliography</b></p>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ Anagnostopoulou, P., Lorentzou, G., &amp; Drigas, A. (2021). ICTs in inclusive education for learning disabilities. <i>Research, Society and Development, 10</i>(9)</li> <li>▪ Atanga, C., Jones, B. A., Krueger, L. E., &amp; Lu, S. (2020). Teachers of students with learning disabilities: Assistive technology knowledge, perceptions, interests, and barriers. <i>Journal of Special Education Technology, 35</i>(4), 236-248.</li> <li>▪ Αλαμπουρνού, Ε., &amp; Σιδηροπούλου, Α. (2017). Διαφοροποίηση της Διδασκαλίας με τη χρήση ΤΠΕ σε μαθητές με Ειδικές Μαθησιακές Δυσκολίες Αναδόμηση μιας γλωσσικής ενότητας με τη χρήση εκπαιδευτικών λογισμικών. <i>Πανελλήνιο Συνέδριο Επιστημών Εκπαίδευσης, 2016</i>(1), 54-83.</li> <li>▪ Βασιλείου, Η., Πολυχρονοπούλου, Σ., Παπαδάτος, Ι., &amp; Κουρουπέτρογλου, Γ. (2020). Στάσεις Εφήβων Μαθητών με και χωρίς Ειδικές Μαθησιακές Δυσκολίες απέναντι στην Παραγωγή Γραπτού Λόγου και τη χρήση των Τεχνολογιών της Πληροφορίας και</li> </ul>

	<p>της Επικοινωνίας. <i>Πανελλήνιο Συνέδριο Επιστημών Εκπαίδευσης</i>, 8, 84-97.</p> <ul style="list-style-type: none"> <li>▪ Cook, S. C., &amp; Rao, K. (2018). Systematically applying UDL to effective practices for students with learning disabilities. <i>Learning disability quarterly</i>, 41(3), 179-191.</li> <li>▪ Δόικου-Αυλίδου, Μ. (2016). <i>Δυσλεξία: Συναισθηματική παράγοντες και ψυχοκοινωνικά προβλήματα</i>. Αθήνα: Gutenberg.</li> <li>▪ Fletcher, J. M., Lyon, G. R., Fuchs, L. S., &amp; Barnes, M. A. (2018). <i>Learning disabilities: From identification to intervention</i>. Guilford Publications.</li> <li>▪ Θεμελή, Ο. (2013). Μαθησιακές Δυσκολίες και Παραβατική Συμπεριφορά: Αιτιώδης σχέση ή αυθαίρετη σύνδεση; Στο Η.Ε. Κουρκούτας και Θ. Β. Θάνος (επιμ.). <i>Σχολική Βία και Παραβατικότητα</i> (σ.σ.79-92). Τόπος.</li> <li>▪ Kaufman, A. S. (2018). <i>Contemporary intellectual assessment: Theories, tests, and issues</i>. Guilford Publications.</li> <li>▪ Kovaleski, J. F., VanDerHeyden, A. M., Runge, T. J., Zirkel, P. A., &amp; Shapiro, E. S. (2022). <i>The RTI approach to evaluating learning disabilities</i>. Guilford Publications.</li> <li>▪ Κωνσταντίου, Μ., &amp; Κοσμίδου, Μ. (2011). <i>Νευροψυχολογία των μαθησιακών διαταραχών</i>. Αθήνα: Εκδόσεις Παρισιάνου.</li> <li>▪ Maddocks, D. L. (2018). The identification of students who are gifted and have a learning disability: A comparison of different diagnostic criteria. <i>Gifted Child Quarterly</i>, 62(2), 175-192.</li> <li>▪ Mardhatillah, M., &amp; Suharyadi, S. (2023). Differentiated instruction: Challenges and opportunities in efl classroom. <i>Journal of English Language Teaching and Linguistics</i>, 8(1), 69-77.</li> <li>▪ Miciak, J., &amp; Fletcher, J. M. (2020). The critical role of instructional response for identifying dyslexia and other learning disabilities. <i>Journal of learning disabilities</i>, 53(5), 343-353.</li> <li>▪ Molnar, A., &amp; Lindquist, B. (2013) <i>Προβλήματα συμπεριφοράς στο σχολείο: Οικοσυστημική προσέγγιση</i> (Επιμ. Α. Καλαντζή-Αζίζι). Πεδίο.</li> <li>▪ Onyishi, C. N., &amp; Sefotho, M. M. (2020). Teachers' Perspectives on the Use of Differentiated Instruction in Inclusive Classrooms: Implication for Teacher Education. <i>International Journal of Higher Education</i>, 9(6), 136-150.</li> <li>▪ Pierangelo, R. &amp; Giuliani, G. (2012). <i>Assessment in special education: A practical approach</i> (4th edition). Boston, MA: Allyn and Bacon.</li> <li>▪ Παντελιάδου, Σ. (2000). <i>Μαθησιακές Δυσκολίες και Εκπαιδευτική Πράξη: Τι και γιατί</i>. Αθήνα: Ελληνικά Γράμματα.</li> <li>▪ Παντελιάδου, Σ. και Μπότσας, Γ. (2007). <i>Μαθησιακές Δυσκολίες: Βασικές έννοιες και χαρακτηριστικά</i>. Βόλος: Γράφημα.</li> <li>▪ Παντελιάδου, Σ. και Πατσιοδήμου, Α. (2007). <i>Εφαρμογές διδακτικής</i></li> </ul>
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- Παντελιάδου, Σ. (2008). Διαφοροποιημένη διδασκαλία. Στο Σ. Παντελιάδου & Φ. Αντωνίου (Επιμ.), *Διδακτικές προσεγγίσεις και πρακτικές για μαθητές με μαθησιακές δυσκολίες* (σελ. 7-17). Θεσσαλονίκη: Γράφημα.
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- Πολύδωρος, Γ. (2015). Η μεταγνωστική δεξιότητα. Αυτοέλεγχος των μαθητών με μαθησιακές δυσκολίες μέσω των ΤΠΕ. *Διεθνές Συνέδριο για την Ανοικτή & εξ Αποστάσεως Εκπαίδευση*, 8(1Α).
- Roberts, J. L., & Inman, T. F. (2023). *Strategies for differentiating instruction: Best practices for the classroom*. Routledge.
- Tomlinson, C. A. (2003). Differentiation of Instruction in the Elementary Grades. ERIC Digest. ERIC Clearinghouse on Elementary and Early Childhood Education. Ανακτήθηκε από: <http://education.ky.gov/educational/diff/Documents/tomlin00.pdf>.
- Tomlinson, C. A. (2004). *Διαφοροποίηση της εργασίας στην αίθουσα διδασκαλίας. Ανταπόκριση στις ανάγκες όλων των μαθητών* (Χ. Θεοφιλίδης & Δ. Μαρτίδου-Φορσιέ, μτφρ). Αθήνα: Γρηγόρη.

### Elective

- Σαρρής, Δ. (2020). *Μαθησιακές Δυσκολίες-Αναπτυξιακές Διαταραχές*. Πεδίο.
- Τζιβνίκου, Σ. (2015). *Μαθησιακές δυσκολίες - διδακτικές παρεμβάσεις*. [ηλεκτρ. βιβλ.] Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. Διαθέσιμο στο: <http://hdl.handle.net/11419/5333>
- Kirk, S., Gallagher, J. J., & Coleman, M. R. (2021) (Επιμ. Μ. Γεωργιάδη, Σ. Πλεξουσάκης & Δ.Μ. Τόμπρου) (Μτφ. Μ. Λιθοξοπούλου και Β. Μπερτσιά). *Εκπαιδεύοντας παιδιά με ιδιαιτερότητες*. Utopia.
- Plexousakis, S., Kourkoutas E., Giovazolias T., Chatira K., Nikolopoulos D. (2019). School Bullying and Post-Traumatic Stress Disorder Symptoms: The role of Parental Bonding. *Frontiers in Psychology*, 7 (75) <http://doi: 10.3389/fpubh.2019.00075>

<p><b>Assessment</b></p>	<p>The whole evaluation includes, among other things, interaction, formative evaluation discussion forums, analysis of articles, videos and other related issues. The final examination is carried out with closed books and the understanding of basic concepts is evaluated, as well as the application of theories analysed during the lectures.</p> <p>Final Grade</p> <ul style="list-style-type: none"> <li>▪ The examination represents 60% of the final grade</li> <li>▪ Written papers account for 30% of the final grade</li> <li>▪ Activities / quizzes / exercises represent the remaining 10% of the final grade.</li> </ul> <p>Participation in the final examination requires an overall grade of 50% in the written tasks. The grade of the final examinations, papers and activities/quizzes/exercises is netted and ranges from zero (0) (complete failure) to one hundred (100) (perfect success).</p>
<p><b>Language</b></p>	<p>Greek</p>

**School of Education and Sciences  
 Department of Pedagogical Studies**

**MA in Special and Inclusive Education  
 (Distance Learning Program)**

**Course Description – SPE-303**

<b>Course title</b>	<b>Neurosciences and Special Education</b>				
<b>Course code</b>	<b>SPE-303</b>				
<b>Course type</b>	Elective				
<b>Level</b>	Master (MA)				
<b>Year/Semester</b>	2nd Year / 1st Semester				
<b>Teacher's name</b>	TBA				
<b>ECTS</b>	10	<b>Lecture s/ week</b>	minimum 7 telemeetings, minimum 14 teaching hours, 13 teaching weeks	<b>Laboratories/ week</b>	-
<b>Course purpose and objectives</b>	<p>Within the course "<b>Neuroscience and Special Education</b>" the basic principles of operation of the nervous system, as well as the brain structures that support anatomically and functionally cognitive processes (learning, memory, language, staff functions, visual-spatial abilities), emotion and behavior are mentioned. The brain function during sleep and its contribution to the consolidation of memory occurs. Also the psychophysiology of learning difficulties, such as dyslexia and learning difficulties in mathematics, and neurodevelopmental disorders, such as mental disability, is examined. Finally, the ways in which this knowledge can be applied to make teaching more effective are examined. The objectives of the course "Neuroscience and Special Education" focus on the presentation and understanding of modern approaches and programs aimed at prevention and intervention in the field of special education. Although this course focuses on neuroscience and the biological basis of learning difficulties and developmental disorders, it also acknowledges the importance of social and environmental factors in shaping the</p>				

	<p>educational experience and emphasizes the creation of accessible and inclusive learning environments.</p> <p>The purpose of the course “Neuroscience and Special Education” is to introduce students to the basic principles of neuroscience and to examine how this knowledge can be applied in special education. The course aims to strengthen the understanding of biological bases of learning difficulties and development disorders, providing the basis for the development of effective educational and therapeutic strategies.</p> <p><b>Course objectives:</b></p> <ol style="list-style-type: none"> <li>1. <b>Understanding the Basic Concepts of Neuroscience:</b> <ul style="list-style-type: none"> <li>▪ Introduction to the basic structures and functions of the brain.</li> <li>▪ Looking at neuroplasticity and how the brain adjusts and changes.</li> </ul> </li> <li>2. <b>Relationship between Neuroscience and Special Education:</b> <ul style="list-style-type: none"> <li>▪ Investigate the link between neurological function and learning and developmental disorders.</li> <li>▪ Understanding the biological bases of disorders such as autistic spectrum, ADHD, dyslexia, etc.</li> </ul> </li> <li>3. <b>Implementation of Neuroscience in Education:</b> <ul style="list-style-type: none"> <li>▪ Development of tailored educational strategies based on neuroscientific principles.</li> <li>▪ Designing of intervention programs for pupils with special educational needs.</li> </ul> </li> <li>4. <b>Development of Research Skills:</b> <ul style="list-style-type: none"> <li>▪ Strengthening the critical analysis capacity of research findings in the field of neuroscience and special education.</li> <li>▪ Understanding of methodologies used in neuroscience research.</li> </ul> </li> <li>5. <b>Strengthening Professional Practice:</b> <ul style="list-style-type: none"> <li>▪ Application of knowledge of neurosciences to the improvement of professional practice in special education.</li> <li>▪ Cooperation with other professionals to develop and implement effective training and intervention programs.</li> </ul> </li> </ol>
<p><b>Learning outcomes</b></p>	<p>The learning outcomes related to this course are:</p> <ol style="list-style-type: none"> <li>1. <b>Understanding the fundamentals of neuroscience:</b> Students should understand the basic concepts and principles of neuroscience and their relationship to special education.</li> <li>2. <b>Application of neuroscientific knowledge to educational practices:</b> Students should be able to apply the knowledge gained from neurosciences in practical specific treatment scenarios.</li> </ol>

	<p>3. <b>Analysis and evaluation of research methods and findings:</b> Students should be able to recognize and evaluate the research methods and findings in the field of neuroscience applied to the specific education.</p> <p>4. <b>Developing skills to adapt teaching:</b> Students should develop skills that enable them to adapt teaching according to the needs of pupils with special needs based on neuroscientific knowledge.</p> <p>These learning outcomes seek to ensure that students acquire the necessary knowledge and skills for Neurosciences and Special Education.</p>		
<b>Prerequisites</b>	None	<b>Co requisites</b>	None
<b>Course content</b>	<p>The content of the course <b>“Neuroscience and Special Education”</b> includes the following topics and modules:</p> <ol style="list-style-type: none"> <li>1. Introduction to Neuroscience and the basic concepts and approaches of Neuroscience, a historical retrospective and evolution of these sciences.</li> <li>2. Neurological foundations of learning. Relevance of neuroscience to the learning process and biological subjects and learning processes.</li> <li>3. Neurosciences and developmental and learning disorders with analysis of neurological mechanisms and relationship to different disorders.</li> <li>4. Applications of neurosciences in special education. Analysis of strategies and programs based on neuroscientific research and development of skills to implement neuroscience findings in educational practice.</li> <li>5. Evaluation and demonstration of the impact of neuroscience on the educational process and critical analysis of methods of evaluation and development prospects of the educational process.</li> </ol>		
<b>Teaching methodology</b>	<p>The course is conducted in an online environment, utilizing the capabilities and techniques of new educational technologies and synchronous and asynchronous media, through the University’s infrastructure, in particular the Moodle and Teams platform for distance learning purposes. For this purpose, the University and the teachers provide clear support, so that you can familiarize yourself with the learning tools and make proper use of them.</p> <p>Moreover, provided the course is taught through distance learning practices, the teaching enhances your interaction and active</p>		



	<p>participation in the learning process, which is also taken into account in your assessment.</p>
<p><b>Suggested bibliography</b></p>	<p><b>Required</b></p> <ul style="list-style-type: none"> <li>▪ Blakemore, S., (2005), The learning brain: Lessons for education. Blackwell.</li> <li>▪ Byrnes, J. P., &amp; Eaton, J. T. (2020). The relevance of neuroscience to understanding achievement in special needs children. Handbook of educational psychology and students with special needs, (pp. 655-683).</li> <li>▪ Chang, Z., Schwartz, M. S., Hinesley, V., &amp; Dubinsky, J. M. (2021). Neuroscience concepts changed teachers' views of pedagogy and students. <i>Frontiers in psychology</i>, 12.</li> <li>▪ Dougherty, M.R. &amp; Robey, A. (2018). Neuroscience and Education: A Bridge Astray? <i>Current Directions in Psychological Science</i>, 27(6)401–406.</li> <li>▪ Francisco, M. P. B., Hartman, M., &amp; Wang, Y. (2020). Inclusion and special education. <i>Education Sciences</i>, 10(9), 238-254.</li> <li>▪ Gkintoni, E., Meintani, P. M., &amp; Dimakos, I. (2021). Neurocognitive and emotional parameters in learning and educational process. In <i>ICERI2021 Proceedings</i>, (pp. 2588-2599).</li> <li>▪ Illes, J., &amp; Sahakian, B. J. (Eds.). (2011). <i>Oxford handbook of neuroethics</i>. Oxford University press.</li> <li>▪ Joldersma, C., (2016). <i>Neuroscience and Education: A Philosophical Appraisal</i>. Routledge.</li> <li>▪ Lyman, L. L. (2019). Η νευροεπιστήμη στην εκπαίδευση: Τι πρέπει να γνωρίζουν εκπαιδευτικοί και στελέχη της εκπαίδευσης. (Χ. Καλλέργη, μτφ.). Α. Λαζαρίδου (Επιμ.). Αθήνα: Εκδοτικός όμιλος Ιων.</li> <li>▪ Martin, A.J., Sperling, R.A., &amp; Newton, K.J. (Eds.). (2020). <i>Handbook of Educational Psychology and Students with Special Needs</i>. London: Routledge.</li> <li>▪ Mitsea, E., Drigas, A., &amp; Skianis, C. (2022). ICTs and speed learning in special education: high-consciousness training strategies for high-capacity learners through metacognition <i>Lens. Technium Social Sciences Journal</i>, 27, 230-252.</li> <li>▪ Müller, E. (2011). <i>Neuroscience and Special Education</i>. National Association of State Directors of Special Education.</li> <li>▪ Μουταβέλης, Α.Γ. &amp; Τζιβνίκου, Σ. Κ. (2019). Εξατομικευμένα προγράμματα εκπαίδευσης: Συνοπτικός οδηγός για τις ανάγκες υποστήριξης των σχολείων στον σχεδιασμό και στην πράξη. Βόλος: Readnet.</li> <li>▪ Pollak, D., (2009). <i>Neurodiversity in Higher Education: Positive Responses to Specific Learning Differences</i>. Wiley-Blackwell.</li> </ul>

- Pregot, M.V. (2021). Principals' depth of perception of knowledge on special education programs: How much do they really know? *International Journal of Educational Reform*, 30(1)3-20.
- Smith Deutsch, D., & Chowdhuri Tyler, N. (2019). Εισαγωγή στην ειδική αγωγή και εκπαίδευση: Φέρνοντας την αλλαγή (Α. Γρίβα, μτφ). Α.-Σ. Αντωνίου (Επιμ.). Αθήνα: Gutenberg.
- Tan, Y. S. M., & Amiel, J. J. (2022). Teachers learning to apply neuroscience to classroom instruction: case of professional development in British Columbia. *Professional Development in Education*, 48(1), 70-87.
- Thomas, M.S.C., Ansari, D. & Knowland, V.C.P. (2018). Annual research review: Educational neuroscience: progress and prospects, *Journal of Child Psychology and Psychiatry*, 60(4), 477-492.
- Tokuhama-Espinosa, T. (2010). *Mind, Brain, and Education Science: A Comprehensive Guide to the New Brain-Based Teaching*. W. W. Norton & Company.
- Vidyasagar T. R. (2019). Visual attention and neural oscillations in reading and dyslexia: Are they possible targets for remediation?. *Neuropsychologia*, 130, 59–65.
- Watson, S. M. R., Gable, R. A., & Morin, L. L. (2016). The role of executive functions in classroom instruction of students with learning disabilities. *International Journal of School and Cognitive Psychology*, 3(167), 1-5.

### Elective

- Αναστασοπούλου, Ι. (2016). Εγκέφαλος-διαδίκτυο και μάθηση, 1ο special life, Νέες τεχνολογίες στην υποστήριξη της Εκπαίδευσης και υγείας των ΑΜΕΑ, Καρδίτσα, 11 Ιουνίου 2016.
- Gebhardt, M., Schwab, S., Krammer, M. & Gegenfurtner, A. (2015). General and special education teachers, perceptions of teamwork in inclusive classrooms at elementary and secondary schools. *J Educational Research Online*, 7 (2), pp.129–146.
- Jung, H., Woo, Y.J., Kang, J.W., Choi, Y.W. & Kim, K. Mi. (2014). Visual perception of ADHD children with sensory processing. *Psychiatry Investig.* 11 (2), pp.119–123.
- Κούτρας, Σ. (2011). *Κατασκευή και στάθμιση κριτηρίου ανίχνευσης διαταραχών οπτικής αντίληψης για παιδιά ηλικίας 5-6 ετών σε συνάρτηση με την εμφάνιση μαθησιακών δυσκολιών*. Ιωάννινα: Διδακτορική διατριβή στο Πανεπιστήμιο Ιωαννίνων, Σχολή Επιστημών της Αγωγής, Παιδαγωγικό Τμήμα Νηπιαγωγών.
- Richmond, J. & Waugh, R. (2009). *Visual Discrimination of Letters in the Alphabet by Young Children: A Rash Measurement Analysis*.

	<p>Faculty of Education and Arts, Edith Cowan University Perth, Western Australia.</p> <ul style="list-style-type: none"> <li>▪ Shonkoff, J and Meisels, S. (eds) (2000). Handbook of Early Childhood Intervention. Cambridge: Cambridge University Press.</li> <li>▪ Spencer, P. and Marschark, M. (2010). Evidence-based Practice in Educating Deaf and Hard of hearing Students. Oxford: Oxford University Press.</li> <li>▪ Orfield, A. (2007). <i>Eyes for learning</i>. United States of America: Rowman and Littlefield education.</li> </ul>
<p><b>Assessment</b></p>	<p>The whole evaluation includes, among other things, interaction, formative evaluation discussion forums, analysis of articles, videos and other related issues. The final examination is carried out with closed books and the understanding of basic concepts is evaluated, as well as the application of theories analysed during the lectures.</p> <p>Final Grade</p> <ul style="list-style-type: none"> <li>▪ The examination represents 60% of the final grade</li> <li>▪ Written papers account for 30% of the final grade</li> <li>▪ Activities / quizzes / exercises represent the remaining 10% of the final grade.</li> </ul> <p>Participation in the final examination requires an overall grade of 50% in the written tasks. The grade of the final examinations, papers and activities/quizzes/exercises is netted and ranges from zero (0) (complete failure) to one hundred (100) (perfect success).</p>
<p><b>Language</b></p>	<p>Greek</p>

**School of Education and Sciences  
 Department of Pedagogical Studies**

**MA in Special and Inclusive Education  
 (Distance Learning Program)**

**Course Description – SPE-304**

<b>Course Title</b>	<b>Music and Special Education – Integration Strategies</b>				
<b>Course Code</b>	<b>SPE-304</b>				
<b>Course Type</b>	Elective				
<b>Level</b>	Master (MA)				
<b>Year / Semester</b>	2 <sup>nd</sup> Year / 1 <sup>st</sup> Semester				
<b>Teacher’s Name</b>	TBA				
<b>ECTS</b>	10	<b>Lectures / Tele - Meetings / Week</b>	minimum 7 Tele-meetings, minimum 14 Teaching hours, 13 Teaching weeks	<b>Laboratories / Week</b>	-
<b>Course Purpose and Objectives</b>	<p>The purpose of the course is to equip students with the necessary knowledge and skills to effectively integrate music into special education. The course aims to use music as a tool to improve the physical, emotional, social and intellectual functioning of people with special needs, offering a theoretical and practical background for adapted music education methods. In addition, students learn to organize group music activities that enhance social interaction and a sense of community, use music as a means of emotional and self-expression, and design and implement tailored music activities that provide individual support, thus contributing to the holistic development and educational progress of students.</p> <p>The objectives of the course include the provision of students with the necessary knowledge and skills in order to:</p> <ul style="list-style-type: none"> <li>▪ Become familiar with the five main ways of incorporating music into special education and understand how music can be used to improve the physical, emotional, social and intellectual functioning of people with special needs.</li> <li>▪ Acquire theoretical background and practical knowledge to apply</li> </ul>				

	<p>adapted methods of music education, including the differentiation of content and the use of a variety of musical tools and methods.</p> <ul style="list-style-type: none"> <li>▪ Learn how to organize and implement group musical activities that enhance social interaction and a sense of community.</li> <li>▪ Develop skills in the use of music as a means of artistic expression, allowing the expression of feelings and self-expression of students.</li> <li>▪ Learn to plan and implement adapted music activities and provide individual support to students who need it, thus contributing to their holistic development and educational path.</li> </ul>		
<p><b>Learning Outcomes</b></p>	<p>Upon completion of the course, students are expected to:</p> <ol style="list-style-type: none"> <li>1. Familiarize themselves with the five basic ways of integrating music in special education and apply them practically.</li> <li>2. Use music to improve the physical, emotional, social and intellectual functioning of children with special needs.</li> <li>3. Develop customized music education methods, adapting content and using various musical tools and methods.</li> <li>4. Organize and implement group musical activities that enhance social interaction and sense of community.</li> <li>5. Use music as a means of artistic expression, facilitating the expression of feelings and self-expression of students.</li> <li>6. Plan and implement tailored music activities, providing individual support to students who need it.</li> <li>7. Develop reflective, analytical and critical thinking skills, using music as an educational and therapeutic tool for children with special educational needs.</li> </ol>		
<p><b>Prerequisites</b></p>	<p>None</p>	<p><b>Required</b></p>	<p>None</p>
<p><b>Course Content</b></p>	<p>To achieve the course objectives, the material has been organized into units that are logically linked together, ensuring coherence from one lesson to the next. Suggested readings may be presented in a different order to optimize learning outcomes. The individual sections of the course are:</p> <ol style="list-style-type: none"> <li>1. <b>Music in Education: Theory and Applications. Focus on teaching music as a means of developing moral and social values in students. Preparation of postgraduate students to teach music with an emphasis on the connection with moral development.</b></li> <li>2. <b>Approach to Music Education for students with special needs. Exploration of basic principles and techniques in music education for students with special needs. Use of music therapy, differentiated instruction, and technology to adapt to student needs.</b></li> </ol>		

	<ol style="list-style-type: none"> <li>3. <b>Content of the Music course in Special Education. Provision of a detailed understanding of the music curriculum in special education. Analysis of theoretical models and adaptations for students with special needs.</b></li> <li>4. <b>Music as Therapy and a means of Development. Examination of music as a therapeutic and developmental tool. Study of the effects of music on the health and development of various population groups.</b></li> <li>5. <b>Music and Learning Disabilities: Strategies and Techniques. Use of music to support students with learning disabilities. Presentation of strategies and techniques to enhance the educational process.</b></li> <li>6. <b>Recognition and Development of Musical Gifts and Peculiarities. Examination of the identification and development of musical talents. Analysis of processes and approaches to the promotion of musical abilities.</b></li> <li>7. <b>Music as Language: Communication and Expression in Special Education. Training in the use of music as a communication and expression tool for people with special needs. Application of music therapy techniques to improve emotional expression and social interaction.</b></li> <li>8. <b>Musicomotor Activities and Sensory Integration. Exploration of the relationship between music and motor skills. Improvement of motor performance through music-motor activities.</b></li> <li>9. <b>Singing as a Therapeutic Tool in Special Education. Use of song as a healing tool. Application of music therapy methods to support students with special needs.</b></li> <li>10. <b>Music and Technology: Applications in Education and Therapy. Combination of music and technology for educational and therapeutic purposes. Use of technological tools to facilitate teaching and healing through music.</b></li> <li>11. <b>Developing Listening Skills for Students with Disabilities. Enhancement of listening skills to improve communication and education. Strategies and interactive tools for developing listening skills.</b></li> <li>12. <b>Evaluation in the Music Course in Special Education. Assessment of the progress and performance of students with special needs. Use of theoretical models to adapt teaching practices to students' needs.</b></li> </ol>
<p><b>Teaching Methodology</b></p>	<p>The course is conducted in an online environment, utilizing the capabilities and techniques of the new educational technologies and the modern and asynchronous means of communication, through the foundation's infrastructure, specifically the Moodle and Teams platforms for tele-education purposes. To this end, our University and lecturers provide clear support so that you become familiar with the learning tools</p>

	<p>and use them appropriately. In addition, since the course is taught through distance learning processes, teaching enhances interactivity and active participation in the learning process, which is also considered during evaluation.</p>
<p><b>Bibliography</b></p>	<p><b>Required Bibliography</b></p> <ul style="list-style-type: none"> <li>▪ Καρτασίδου, Λ., Στάμου, Λ. (2006). <i>Μουσική Παιδαγωγική. Μουσική Εκπαίδευση στην Ειδική Αγωγή. Μουσικοθεραπεία. Σύγχρονες Τάσεις και Προοπτικές</i>. Θεσσαλονίκη: Εκδόσεις Πανεπιστημίου Μακεδονίας.</li> <li>▪ Δροσινού- Κορέα, Μ. (2017). <i>Ειδική αγωγή και εκπαίδευση: Η "δια" της ειδικής αγωγής πρόταση εκπαίδευσης των παιδιών και νέων με ιδιαιτερότητες</i>. Πάτρα: Orpoptuna.</li> <li>▪ Ετμεκτζόγλου, Ι., Αδαμοπούλου, Χ. (2006). <i>Μουσικοθεραπεία και άλλες μουσικές προσεγγίσεις για παιδιά και νέους με αναπηρίες</i>. Αθήνα: Edition Orpheus.</li> <li>▪ Ζαχαροπούλου, Κ. (2020). Ο ρόλος και η σημασία της Μουσικοθεραπείας στην Ειδική Αγωγή. <i>Επιστημονική Επετηρίδα</i>, 64.</li> <li>▪ Μαρκέα, Γ. Γ. (2015). Μαθητές με προβλήματα όρασης στο μάθημα της Μουσικής. Εισήγηση σε Συνέδριο με θέμα: «Τέχνη &amp; Εκπαίδευση: Διδακτικές και Παιδαγωγικές προσεγγίσεις στο Σχολείο του 21ου αιώνα» που διοργανώθηκε από: Ινστιτούτο Εκπαιδευτικής Πολιτικής (ΙΕΠ), Ανωτάτη Σχολή Καλών Τεχνών (ΑΣΚΤ) και Στέγη Γραμμάτων &amp; Τεχνών του Ιδρύματος Ωνάση από τις 2 έως 4 Οκτωβρίου 2015.</li> </ul> <p><b>Additional Bibliography</b></p> <ul style="list-style-type: none"> <li>▪ Αποστολίδου, Κ. &amp; Ζεπάτου, Χρ. (2007). <i>Μουσική Ε΄ Δημοτικού</i>. Βιβλίο και Τετράδιο Εργασιών. Αθήνα: Υπουργείο Παιδείας και Θρησκευμάτων. Ινστιτούτο Εκπαιδευτικής Πολιτικής.</li> <li>▪ Δογάνη, Κ., Ζεπάτου, Χ., &amp; Μαρκέα, Γ. (2007). <i>Τεχνικές Προδιαγραφές Συγγραφής Μουσικής Αγωγής: Προδιαγραφές και Οδηγίες για τη συγγραφή – εκπόνηση Παιδαγωγικού &amp; Διδακτικού υλικού (Portfolio) για το μάθημα της μουσικής αγωγής στην Α΄, Β΄, Γ΄, Δ΄, Ε΄ και ΣΤ΄ τάξη του Ολοήμερου Δημοτικού Σχολείου</i>.</li> <li>▪ Θεοδωρίδης, Μ., Ζεπάτου, Χ., Μαρκέα, Γ. Γ., Ουλκέρογλου, Ε. &amp; Χρυσοστόμου, Σ. (2014). <i>Πρόγραμμα Σπουδών: Επιστημονικό Πεδίο: Τέχνες-Πολιτισμός: Διδακτικό Μαθησιακό Αντικείμενο/Τάξη/επίπεδο εκπαίδευσης: Μουσική / Νηπιαγωγείο, Α΄ - ΣΤ΄ Δημοτικού, Α΄ - Γ΄ Γυμνασίου</i>.</li> <li>▪ Μαρκέα, Γ. Γ. (2023). <i>Η σχέση της μουσικής με την ηθική και την Πολιτική Φιλοσοφία στον Πρόκλο</i>. Αθήνα: Εθνικό Καποδιστριακό Πανεπιστήμιο Αθηνών. Σχολή Φιλοσοφικής. Τμήμα Φιλοσοφίας.</li> <li>▪ Μαρκέα, Γ. Γ. (2008). «Αγκαλιάζοντας» το Νέο Αναλυτικό Πρόγραμμα Σπουδών για τη Μουσική με το Ελληνικό Εκπαιδευτικό Σύστημα (σσ. 59-69), στο <i>Current Trends and Dynamics of School Psychology in Education and MusicPedagogy, Symposium Minutes</i> [Σύγχρονες Τάσεις και Δυναμικές της Σχολικής Ψυχολογίας στην Εκπαίδευση και στη</li> </ul>

	<p>Μουσική Παιδαγωγική, Πρακτικά Συμποσίου], Επιμ. Μαρία Αργυρίου, Αθήνα: Ένωση Εκπαιδευτικών Μουσικής Αγωγής Πρωτοβάθμιας Εκπαίδευσης – Εκδόσεις Διάπλαση (11 – 12 Απριλίου 2008). ISBN 978-960-6638-67-1.</p> <ul style="list-style-type: none"> <li>▪ Μαρκέα, Γ. Γ. (2023). <i>Φυσικώς δυνατοί μαθητές σε ένα αδύναμο εκπαιδευτικό σύστημα</i>. Εισήγηση σε Επιμορφωτικό Σεμινάριο με θέμα <i>Σχεδιάζοντας τη νέα σχολική χρονιά: Θεσμικό πλαίσιο και Παιδαγωγικοί Προσανατολισμοί</i> προς Διευθυντές και Διευθύντριες της Α΄ ΔΔΕ Αθήνας, 6, 7, 12 και 13 Σεπτεμβρίου 2023. <a href="#">PowerPoint Presentation (filesusr.com)</a>.</li> <li>▪ Markea, G.G. (2003). Evaluation in Music Education in Greece. <i>Evaluate</i>, 3(1).</li> <li>▪ Markea, G.G. (2002). <i>Teachers' perceptions of musicality and its contexts: a study of piano pedagogy in Athenian conservatoires</i>. London: Institute of Education. University of London (Vol. 1 and Vol. 2).</li> <li>▪ Μαρκέα, Γ.Γ. (2008). <i>Εσφαλμένες Αντιλήψεις Περί Μουσικής</i>. Αθήνα: Νάσος –EDN Ainrtranspublishers. Μετάφραση: Γεωργία Γ. Μαρκέα. Επιμέλεια: Κ. Γ. Νάσος. ISBN: 978-960-930553-2 του Graham Welch (2001).</li> <li>▪ Μαρκέα, Γ. Γ. (2009). <i>Διαχείριση προβλημάτων συμπεριφοράς για να μην α-τονήσει το μάθημα της Μουσικής</i>. Δημοσιευμένο στην ιστοσελίδα <a href="http://www.peemde.gr">www.peemde.gr</a> στις 6 Φεβρουαρίου 2009.</li> <li>▪ Markea, G. G., <i>The use of Modern Technologies in the Music classroom: Research in Greece</i>, Athens: Proforma, 2014, ISBN 978-960-93-6148-4.</li> <li>▪ Markea, G. G., <i>Talent in piano playing: A study of exceptional gifted Greek soloists</i>, Athens: Athens Institute for Education and Research, 2005, ISBN 960-88672-1-5.</li> <li>▪ Terezis, Ch. &amp; Markea, G. G. (2015). A Platonic Response to the Phenomenon of ‘Mass Culture’. <i>Philosophica Critica</i>, 1 (1), 37–54.</li> <li>▪ Μαρκέα, Γ. Γ. (2015). <i>Η συμβολή της τεχνολογίας στη μουσική εκπαίδευση</i>. Ημερίδα “Ευτέρπη: Ένα ψηφιακό μουσικό ανθολόγιο για το τραγούδι στο σχολείο”. Αθήνα: Εθνικό Ίδρυμα Ερευνών (Αμφιθέατρο Λ. Ζέρβα, Βασ. Κωνσταντίνου 48), 27-Feb-2015, p. 00:18:59. <a href="#">Ήλιος - Αποθετήριο ΕΙΕ: Η συμβολή της τεχνολογίας στη μουσική εκπαίδευση (ekt.gr)</a>.</li> <li>▪ Welch, G.F. (2005). <i>The Misunderstanding of Music</i>. London: Institute of Education.</li> </ul>
<p><b>Assessment</b></p>	<p>The entire assessment process includes, inter alia, interaction, formative assessment, discussion forums, analysis of articles, videos and other related. The final exams are conducted with closed books and assess the understanding of basic concepts, as well as the application of the theories analyzed during the lectures.</p>



	<p>Final Grade</p> <ul style="list-style-type: none"> <li>▪ The exam represents 60% of the final grade</li> <li>▪ Written assignments represent 30% of the final grade</li> <li>▪ Activities / quizzes / exercises represent the remaining 10% of the final grade.</li> </ul> <p>Participation in the written exams presupposes that in the written assignment you have accumulated a total grade that is at least 50% of the total potential excellent of the work.</p> <p>Generally, the score of written exams, written assignments, and activities / quizzes / exercises is aggregated and ranges from zero (0) (complete failure) to one hundred (100) (perfect success).</p>
<b>Language</b>	Greek

**School of Education and Sciences  
Department of Pedagogical Studies**

MA in Special and Inclusive Education  
(Distance Learning Program)

Diagram / Course Description – SPE-305

<b>Course Title</b>	<b>Autism Spectrum Disorder</b>				
<b>Course Code</b>	<b>SPE-305</b>				
<b>Course Type</b>	Elective				
<b>Level</b>	Master (MA)				
<b>Year / Semester</b>	2 <sup>nd</sup> Year / 1 <sup>st</sup> Semester				
<b>Teacher's Name</b>	TBA				
<b>ECTS</b>	10	<b>Lectures / Tele - Meetings / Week</b>	minimum 7 Tele-meetings, minimum 14 Teaching hours, 13 Teaching weeks	<b>Laboratories / Week</b>	-
<b>Course Purpose and Objectives</b>	<p>The Autism Spectrum Disorder (ASD) course focuses on exploring the characteristics, causes, diagnosis and interventions associated with autism spectrum disorders. The purpose and objectives of the Autism Spectrum Disorder (ASD) course focus on understanding this specific disorder and how to effectively address it within educational and therapeutic practice. Although the course recognizes the biological and psychological aspects of Autism Spectrum Disorder (ASD), it also highlights the importance of social and environmental factors in understanding and supporting individuals with autism. In this context, the course incorporates the social model of disability, which emphasizes social inclusion, equal opportunities, and the acceptance of differences. Through this course, it will be examined how society and educational environments can adapt and effectively support individuals with ASD, promoting an approach that focuses on abilities rather than the individual's limitations. Furthermore, the course fosters the development of strategies and practices that enhance the inclusion and participation of individuals with ASD at all levels of social and educational processes. The objectives include the following:</p> <p><b>1. Understanding the Characteristics of ASD:</b> Students gain an understanding of the basic characteristics of ASD, such as the different</p>				

	<p>types and degrees of severity of the disorder, its impact on social and communication skills, and its relationship to other disorders.</p> <ol style="list-style-type: none"> <li>2. <b>Diagnosis and Assessment:</b> The training includes the methods of diagnosis and assessment of ASD, including the procedures followed to understand individual needs and create individualized educational programs.</li> <li>3. <b>Teaching Strategies and Education Programs:</b> The examination of different teaching strategies and educational programs that are adapted to the individual needs of children and adolescents with ASD.</li> <li>4. <b>Collaborative Work and Behavior Management:</b> Techniques and strategies for working with parents, partners and other professionals involved in the care and education of individuals with ASD, as well as for managing behavior in the school environment.</li> <li>5. <b>Ethical and Legal Aspects:</b> The examination of ethical and legal issues related to the education and care of people with ASD, including the rights and obligations of teachers and health professionals.</li> </ol>		
<p><b>Learning Outcomes</b></p>	<p>Autism Spectrum Disorder (ASD) refers to a group of developmental disorders that affect a person's social interaction, communication skills and behavior. People with ASD may have different levels of functioning and problems in social communication, behavior and interests. Upon successful completion of the course, students will be able to understand and manage issues related to the:</p> <ol style="list-style-type: none"> <li>1. <b>Autistic Disorder (AD):</b> Children with Autistic Disorder have problems in social interaction, communication and imagination, with effects on their behavior.</li> <li>2. <b>Asperger's Syndrome:</b> People with Asperger's syndrome are often highly intelligent but have problems with social interaction and communication skills.</li> <li>3. <b>Rett Disorder:</b> A rare form of ASD that mainly affects girls and is usually accompanied by health problems.</li> <li>4. <b>For Childhood Disintegrative Disorder (CDD):</b> A rare, but more severe type of ASD that usually occurs after a period of normal development.</li> <li>5. <b>For Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS):</b> Used for cases that do not clearly fall into the other categories of ASD.</li> </ol>		
<p><b>Prerequisites</b></p>	<p>None</p>	<p><b>Required</b></p>	<p>None</p>
<p><b>Course Content</b></p>	<p>The content of the "Autism Spectrum Disorder" course includes the following topics:</p> <ol style="list-style-type: none"> <li>1. <b>Introduction to Autism Spectrum Disorder (ASD)</b> <ul style="list-style-type: none"> <li>▪ Definitions and Historical Context: Understanding the term ASD and historical overview of the evolution of autism understanding.</li> <li>▪ Epidemiology: Statistical data and prevalence of ASD in the population.</li> </ul> </li> </ol>		

## 2. Characteristics of ASD

- Social Interaction and Communication: Difficulties in social interaction, non-verbal communication, and relationship building.
- Behaviors and Interests: Repetitive behaviors, restricted interests, and the need for stability.
- Sensory Sensitivity: Sensory reactions and disorders in sensory information processing.

## 3. Etiology and Risk Factors

- Genetic Factors: Studies on heritability and genetic mutations associated with ASD.
- Environmental Factors: Research on the role of environmental influences in the development of ASD.
- Neurodevelopmental Theories: Examination of brain abnormalities and neurobiological background of ASD.

## 4. Diagnosis of ASD

- Diagnostic Criteria: Understanding diagnostic criteria according to DSM-5 and ICD-11.
- Diagnostic Tools: Use of assessment tools such as ADOS-2 (Autism Diagnostic Observation Schedule) and ADI-R (Autism Diagnostic Interview-Revised).
- Early Diagnosis and Intervention: Importance of early diagnosis and early interventions.

## 5. Educational Approaches and Interventions

- Educational Programs: Special education programs for children with ASD.
- Applied Behavior Analysis (ABA): Theory and practice of ABA to improve skills and behavior.
- Intervention Models: Use of other intervention models such as TEACCH (Treatment and Education of Autistic and related Communication-handicapped Children) and PRT (Pivotal Response Treatment).

## 6. Social and Emotional Skills

- Development of Social Skills: Programs and strategies to enhance social skills.
- Emotional Regulation: Techniques to support emotional development and self-regulation.
- Social Stories: Use of social stories for education and support in understanding social situations.

## 7. Collaboration with Families

- Family Support: Providing resources and support for parents and families of children with ASD.
- Parent Education: Educational programs for parents on managing and supporting their children.
- School Collaboration: Strengthening collaboration between family and school to support the student.

	<p><b>8. Legal and Political Issues</b></p> <ul style="list-style-type: none"> <li>▪ Legislation and Rights: Understanding the rights of individuals with ASD and the legal frameworks that protect them.</li> <li>▪ Educational Policies: Policies and programs related to the education of individuals with ASD.</li> </ul>
<p><b>Teaching Methodology</b></p>	<p>The course is conducted in an online environment, utilizing the capabilities and techniques of the new educational technologies and the modern and asynchronous means of communication, through the foundation's infrastructure, specifically the Moodle and Teams platforms for tele-education purposes. To this end, our University and lecturers provide clear support so that you become familiar with the learning tools and use them appropriately. In addition, since the course is taught through distance learning processes, teaching enhances interactivity and active participation in the learning process, which is also considered during evaluation.</p>
<p><b>Bibliography</b></p>	<p><b>Required Bibliography</b></p> <ul style="list-style-type: none"> <li>▪ Βογινδρούκας, Ι., Φρανσίς, Κ., &amp; Καρανάνος, Γ., (2022). Διαταραχή Αυτιστικού Φάσματος. Κλινικά και Εκπαιδευτικά Θέματα. Αφοί Κυριακίδη.</li> <li>▪ Benssassi, E. M., Gomez, J. C., Boyd, L. E., Hayes, G. R., &amp; Ye, J. (2018). Wearable assistive technologies for autism: opportunities and challenges. <i>IEEE Pervasive Computing</i>, 17(2), 11-21.</li> <li>▪ Cooper, K., Smith, L. G., &amp; Russell, A. (2017). Social identity, self-esteem, and mental health in autism. <i>European Journal of Social Psychology</i>, 47(7), 844-854.</li> <li>▪ Curtiss, S. L., Lee, G. K., Chun, J., Lee, H., Kuo, H. J., &amp; Ami-Narh, D. (2021). Autistic young adults', parents', and practitioners' expectations of the transition to adulthood. <i>Career Development and Transition for Exceptional Individuals</i>, 44(3), 174-185.</li> <li>▪ De Luca, R., Leonardi, S., Portaro, S., Le Cause, M., De Domenico, C., Colucci, P. V., ... &amp; Calabrò, R. S. (2021). Innovative use of virtual reality in autism spectrum disorder: A case-study. <i>Applied Neuropsychology: Child</i>, 10(1), 90-100.</li> <li>▪ Gerhardt, P. F., &amp; Bahry, S. N. (2022). Transition to Adulthood for Adolescents and Young Adults with Autism: Can We Improve Outcomes?. In <i>Handbook of quality of life for individuals with autism spectrum disorder</i> (pp. 107-120). Cham: Springer International Publishing.</li> <li>▪ Hallahan, D. P., Kauffman, J. M., &amp; Pullen, P. C. (2020). <i>Ειδικές Εκπαιδευτικές Ανάγκες και Αναπηρίες: Εισαγωγή στην ειδική αγωγή και εκπαίδευση</i> (Α. Τσιμπιδάκη, Κ. Άντζακας, Σ. Γκιαούρη, Τ. Μαυροπολιάς, &amp; Ε. Τραγουλιά, Επιμ.) (Α. Γρίβα, μτφ.). Αθήνα: Gutenberg.</li> <li>▪ Happe, F. &amp; Fletcher-Watson, S. (2022). <i>Αυτισμός: Μια νέα εισαγωγή</i></li> </ul>

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<b>Assessment</b>	<p>The entire assessment process includes, inter alia, interaction, formative assessment, discussion forums, analysis of articles, videos and other related. The final exams are conducted with closed books and assess the understanding of basic concepts, as well as the application of the theories analyzed during the lectures.</p> <p>Final Grade</p> <ul style="list-style-type: none"> <li>▪ The exam represents 60% of the final grade</li> <li>▪ Written assignments represent 30% of the final grade</li> <li>▪ Activities / quizzes / exercises represent the remaining 10% of the final grade.</li> </ul> <p>Participation in the written exams presupposes that in the written assignment you have accumulated a total grade that is at least 50% of the total potential excellent of the work.</p> <p>Generally, the score of written exams, written assignments, and activities / quizzes / exercises is aggregated and ranges from zero (0) (complete failure) to one hundred (100) (perfect success).</p>
<b>Language</b>	Greek



**School of Education and Sciences  
 Department of Pedagogical Studies**

**MA in Special and Inclusive Education  
 (Distance Learning Program)**

**Course Description – SPE-306**

<b>Course Title</b>	<b>Principles of Educational Organization and Administration</b>				
<b>Course Code</b>	<b>SPE-306</b>				
<b>Course Type</b>	Elective				
<b>Level</b>	Master (MA)				
<b>Year / Semester</b>	2 <sup>nd</sup> Year / 1 <sup>st</sup> Semester				
<b>Teacher's Name</b>	TBA				
<b>ECTS</b>	10	<b>Lectures / Tele - Meetings / Week</b>	minimum 7 Tele-meetings, minimum 14 Teaching hours, 13 Teaching weeks	<b>Laboratories / Week</b>	-
<b>Course Purpose and Objectives</b>	<p>The purpose of the course is for students to come into contact with critical aspects related to the way educational units are organized and managed, such as strategic planning, scheduling, decision-making and conflict and crisis management, evaluation, the professional development of personnel, the promotion of innovations and the interconnection with other educational units and the local community, in order to consolidate the structure of the Greek educational system and its administrative organization. In addition, emphasis is placed on aspects of the administrative function of educational units such as the presentation of the existing institutional framework and the description of the basic duties and responsibilities of school unit managers.</p> <p>The aim of the course is to provide a comprehensive knowledge background in the Organization and Administration of the Greek educational system, with the aim of understanding the aspects related to the way educational units are organized and administered so that the students can consolidate the structure of the Greek educational system, the existing institutional framework and its administrative organization.</p>				
<b>Learning Outcomes</b>	<p>Upon completion of the subject, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>▪ have familiarized themselves with the concepts of hierarchy, unity of administration, single-member and collective governing bodies and in general with the conceptual framework which allows you to gain a</li> </ul>				

	<p>solid theoretical understanding of the contemporary principles and role of educational administration and leadership,</p> <ul style="list-style-type: none"> <li>▪ understand the functions and levels of education administration and know the basic elements of the existing institutional framework that governs the operation of the administration of educational units in Greece,</li> <li>▪ understand the structure of the Greek educational system and its administrative organization as well as the duties of the administrative staff,</li> <li>▪ define the concept of crisis in the school area,</li> <li>▪ be aware of the procedures for the implementation of the practices as well as the actions of the daily school organization and administration such as the training and professional development of the educational staff, the organization of educational trips, the ways of dealing with the phenomenon of violence or school bullying, the management of behavioral problems in school classes, the management of school-family relations.</li> </ul>		
<b>Prerequisites</b>	None	<b>Required</b>	None
<b>Course Content</b>	<p>In order to achieve the goals of the course, the material was structured in cognitive units with such a structure that makes each lesson a logical continuation of the next one. In some courses, the recommended books are suggested in a different order. This is not accidental, in each lesson the order in the suggested texts is structured in such a way as to optimize the learning results. The individual subsections of the course are:</p> <ol style="list-style-type: none"> <li><b>1. Basic concepts of Educational Organization and Administration - Principles of Educational Administration.</b> In the first unit of the course, reference is made to the basic concepts of the organization and administration of education and to the basic principles and functions of educational administration in order to understand how the functions of administration enable everyone involved in a school unit to understand the way it operates and the behaviors of manpower.</li> <li><b>2. Structure and administrative organization of the Greek educational system.</b> In the second unit, extensive reference is made to the structure of the Greek educational system and its administrative organization. Then the way of organization and operation of the school unit, its administrative bodies and the duties arising from their daily responsibilities are presented.</li> <li><b>3. Models- Management and leadership standards in education.</b> In the third unit, a theoretical as well as a practical approach to educational management and leadership models is attempted. Next, reference is made to the characteristics of the above models.</li> </ol>		

4. **Characteristics of effective training leaders - The training of leaders abroad.** In the fourth unit the characteristics that make up the personality of the effective leader are explored. In addition, the leadership training models of the USA, France and Austria are critically mentioned.
5. **School improvement and collaboration: the role of the principal.** In the fifth unit, the importance of people's cooperation to achieve common goals is emphasized, and specifically the necessity of collective work and cooperation between the members of the school unit, because only then is school improvement achieved. It is also pointed out that when the principals work in cooperation with the rest of the educational community and define in detail the aims and objectives of the school, the orderly operation of the school unit is achieved. The cooperation leads to the development of collegiality in the school and the achievement of its goals.
6. **School improvement and collaboration: the role of the principal.** In the fifth unit, the importance of people's cooperation to achieve common goals is emphasized, and specifically the necessity of collective work and cooperation between the members of the school unit, because only then is school improvement achieved. It is also pointed out that when the principals work in cooperation with the rest of the educational community and define in detail the aims and objectives of the school, the orderly operation of the school unit is achieved. The cooperation leads to the development of collegiality in the school and the achievement of its goals.
7. **Human resources management (HRM) in the school area.** In the seventh unit, the concept of human resources management is clarified and its objectives are defined. Its basic theoretical points as well as its main functions in the school organization are also mentioned. Finally, the basic role of the head of the school unit in the management of human resources is emphasized.
8. **The management of the school unit in the digital age.** In the eighth unit, basic terms related to the digital age are clarified and the necessity, general principles and goals of e-governance in education are analyzed, as well as the information systems that support the administrative and educational function of school units.
9. **Evaluation, training and professional development of educators.** In the ninth unit, the importance of teacher evaluation for self-improvement and professional development on the one hand and for achieving the goals of the school organization on the other hand is highlighted. The aim is through the evaluation to draw safe conclusions about how, through a continuous effort to improve the staff at all levels, the educational organization will achieve its mission and its individual goals. The necessity and goals of teacher training and professional development are also analyzed.

	<p><b>10. Total Quality Management in Education (TQM).</b> In the tenth unit, the concept of TQM as well as the reasons why its inclusion in education becomes necessary are defined. The stages for the successful inclusion of the TQM in the school units, its practices and the problems that arise during its implementation in education are also analyzed.</p> <p><b>11. Crisis management in the school unit.</b> In the last unit, the term crisis is clarified and the different types of crises are categorized. The models, factors and action plans of an effective crisis management in the school unit are also mentioned, as well as the necessity of setting up crisis management teams.</p>
<p><b>Teaching Methodology</b></p>	<p>The course is conducted in an online environment, utilizing the capabilities and techniques of the new educational technologies and the modern and asynchronous means of communication, through the foundation's infrastructure, specifically the Moodle and Teams platforms for tele-education purposes. To this end, our University and lecturers provide clear support so that you become familiar with the learning tools and use them appropriately. In addition, since the course is taught through distance learning processes, teaching enhances interactivity and active participation in the learning process, which is also considered during evaluation.</p>
<p><b>Bibliography</b></p>	<p><b>Required Bibliography</b></p> <ul style="list-style-type: none"> <li>▪ Αγγελοπούλου Μ.(2015). Ο ρόλος της επικοινωνίας στην αποτελεσματική λειτουργία της εκπαιδευτικής μονάδας: Οι απόψεις των εκπαιδευτικών, ΕΑΠ.</li> <li>▪ Αθανασούλα - Ρέππα Α. (1999). Η επικοινωνία στον Εκπαιδευτικό Οργανισμό, στο βιβλίο Διοίκηση Εκπαιδευτικών Μονάδων, Εκδόσεις Ελληνικό Ανοικτό Πανεπιστήμιο, Τόμος Β΄ , Κεφάλαιο 3ο, Πάτρα.</li> <li>▪ Αναστασίου, Σ. (2011). Διαχείριση ανθρώπινου δυναμικού της εκπαίδευσης: μελέτη περίπτωσης στη δευτεροβάθμια εκπαίδευση της Ηπείρου. Πανεπιστήμιο Ιωαννίνων.</li> <li>▪ Γκαραλέα, Ε. (2017). Ο ρόλος του διευθυντή στη διαμόρφωση κουλτούρας συνεργασίας στη σχολική μονάδα πρωτοβάθμιας εκπαίδευσης. Πανεπιστήμιο Ιωαννίνων.</li> <li>▪ Δημητρόπουλος, Ευστ. (2004). Εκπαιδευτική Αξιολόγηση, Η αξιολόγηση της Εκπαίδευσης και του Εκπαιδευτικού Έργου, Αθήνα: Γρηγόρης.</li> <li>▪ Κατσά Μ. (2022). Διοίκηση εκπαιδευτικών μονάδων - Η εφαρμογή καινοτόμων προσεγγίσεων στο σύγχρονο εκπαιδευτικό περιβάλλον. Γιωγγαράς</li> <li>▪ Κατσαρός. Ι. (2008). Οργάνωση και Διοίκηση της Εκπαίδευσης. ΥΠΕΠΘ: Αθήνα.</li> </ul>

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<b>Assessment</b>	The entire assessment process includes, inter alia, interaction, formative assessment, discussion forums, analysis of articles, videos and other related. The final exams are conducted with closed books and assess the understanding of basic concepts, as well as the application of the theories analyzed during the lectures.
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	<p>Final Grade</p> <ul style="list-style-type: none"> <li>▪ The exam represents 60% of the final grade</li> <li>▪ Written assignments represent 30% of the final grade</li> <li>▪ Activities / quizzes / exercises represent the remaining 10% of the final grade.</li> </ul> <p>Participation in the written exams presupposes that in the written assignment you have accumulated a total grade that is at least 50% of the total potential excellent of the work.</p> <p>Generally, the score of written exams, written assignments, and activities / quizzes / exercises is aggregated and ranges from zero (0) (complete failure) to one hundred (100) (perfect success).</p>
<b>Language</b>	Greek

**School of Education and Sciences  
 Department of Pedagogical Studies**

**MA in Special and Inclusive Education  
 (Distance Learning Program)**

**Course Description – PDE-210**

<b>Course Title</b>	<b>Master’s Thesis</b>				
<b>Course Code</b>	<b>PDE-210</b>				
<b>Course Type</b>	Elective				
<b>Level</b>	Master (MA)				
<b>Year / Semester</b>	2 <sup>nd</sup> Year / 1 <sup>st</sup> Semester				
<b>Teacher’s Name</b>	Various Lecturers				
<b>ECTS</b>	20	<b>Lectures / Tele - Meetings / Week</b>	minimum 7 Tele-meetings, 13 Teaching weeks	<b>Laboratories / Week</b>	-
<b>Course Purpose and Objectives</b>	<p>The dissertation is intended for the students to develop their research skills and abilities so that they can prepare a research paper with high quality characteristics, so that they have received the appropriate preparation to continue their studies them at doctoral level. The students, guided by an academic professor supervisor, undertake the preparation of a paper of 14,000 to 16,000 words on a topic related to the taught subjects of the study program.</p> <p>The objectives of the dissertation are for the students to:</p> <ul style="list-style-type: none"> <li>▪ research a topic thoroughly,</li> <li>▪ produce a research project,</li> <li>▪ present results,</li> <li>▪ examine previous literature..</li> </ul>				
<b>Learning Outcomes</b>	<p>Upon completion of the Dissertation, the students will obtain:</p> <ul style="list-style-type: none"> <li>▪ the appropriate research skills,</li> <li>▪ understanding of the use of literature and sources,</li> <li>▪ the ability to write research projects,</li> <li>▪ the ability to defend their views with arguments and evidence.</li> </ul>				

Prerequisites	None	Required	None
Course Content	<p>The production of the Dissertation should be completed within ninety days, while all the preparation related to the choice of the topic, the research proposal, etc. it should start earlier. Students who choose to prepare a Dissertation will contact the coordinator of the postgraduate program, in order to declare their desire to prepare a Dissertation and to propose the desired professor supervisor who will guide them in the completion of their research project. At the same time, they will also state the research topic they will deal with. The selected supervisor and the drafting student will schedule tele-meetings, so that at regular intervals they can review the progress of the Dissertation and the observance of the prescribed schedule. Through the tele-meetings of the supervisor and the student, any questions and issues that arise during the preparation are resolved.</p>		
Teaching Methodology	<p>The course is conducted in an online environment, utilizing the capabilities and techniques of the new educational technologies and the modern and asynchronous means of communication, through the foundation's infrastructure, specifically the Moodle and Teams platforms for tele-education purposes. To this end, our University and lecturers provide clear support so that you become familiar with the learning tools and use them appropriately.</p>		
Bibliography	<p><b>Required bibliography</b></p> <ul style="list-style-type: none"> <li>▪ Kirkman, J. (1996). Good Style - writing for science and technology. E &amp; FN SPON, London. Turk, C. and Kirkman, J. (1996). Effective Writing-improving scientific, technical and business communication. 2nd Edition, E &amp; FN SPON, London.</li> </ul>		
Assessment	<p>The Dissertation is evaluated by a three-member academic committee. The responsibility of appointing the committee rests with the Program Coordinator. On a continuous basis, the supervising professor reviews the progress of the student's work in order to ensure its timely completion and submission.</p>		
Language	Greek		



## School of Education and Sciences

### Department of Pedagogical Studies

MA in Special and Inclusive Education  
 (Distance Learning Program)

#### Course Description – SPE-401

<b>Course title</b>	<b>Practical Training</b>				
<b>Course code</b>	<b>SPE-401</b>				
<b>Course type</b>	Core				
<b>Level</b>	Master (MA)				
<b>Year / Semester</b>	2 <sup>nd</sup> Year/ 2 <sup>nd</sup> Semester				
<b>Teacher's name</b>	TBA				
<b>ECTS</b>	30	<b>Lectures / week</b>	-	<b>Practicum</b>	500 hours in total / Semester
<b>Course purpose and objectives</b>	<p>The aim of the internship is to monitor the behavior of students with disabilities and / or special educational needs, to evaluate students pedagogically, to design and implement educational interventions and courses and-through these activities - to become acquainted with the professional work of the special educator.</p> <p>This can be achieved through the observation of special educators during their work in real time and the internship in professional activities under guidance, i.e. with the support of a mentor - educator specialized in special education and training, as well as an academic supervisor from the University who is responsible for the internship.</p> <p>The internship offers students a valuable experience, introducing them into direct contact with the educational environment. Through observation, course planning, assisting in teaching and supervised or autonomous teaching, students contact daily with educational reality, acquiring knowledge and skills from professionals. The internship is therefore an essential experience, which contributes to the development of the necessary qualifications for a successful career in the educational field. Through their internship, students experience the reality of the internship structures, observing the behaviors of the school students. At the same time, they are trained at a theoretical and practical level in the design and implementation of teaching to students with disabilities and/or special educational needs, practicing the knowledge they gained from the courses of the postgraduate program.</p>				

	<p>The course aims to provide students with the necessary knowledge and skills in order to:</p> <ul style="list-style-type: none"> <li>▪ connect and redefine in practice the knowledge acquired from their studies on special pedagogical, methodological and didactic nature,</li> <li>▪ design psycho-pedagogical evaluation protocols and intervention protocols,</li> <li>▪ apply in-depth teaching methods and techniques in the education of students with disabilities and / or special educational needs,</li> <li>▪ evaluate their performance in the implementation of evaluation and intervention protocols through self-reports (daily practice summaries),</li> <li>▪ work with colleagues to implement the psycho-pedagogical protocols of evaluation and intervention, interpret the results of his intervention.</li> </ul>		
<p><b>Learning outcomes</b></p>	<p>Upon completion of the course, students will master the following skills:</p> <ol style="list-style-type: none"> <li>1. Develop critical thinking towards educational practices and gain experience in supporting students with disabilities and / or special educational needs.</li> <li>2. Penetrate social, economic and technological factors that influence education, participating actively.</li> <li>3. Synthesis of research data to record and implement optimum educational practices.</li> <li>4. Understanding the structure and function of Special School units/structures and the services they provide.</li> <li>5. Implementation of administrative procedures to operate a special education structure.</li> <li>6. Ensure and actively support the rights of students with disabilities and/or special educational needs.</li> <li>7. Critical evaluation of education methods, practices and policies.</li> </ol>		
<p><b>Prerequisites</b></p>	<p>90 Credits (ECTS)</p>	<p><b>Prerequisites</b></p>	<p>None</p>
<p><b>Υπολογισμός Φόρτου Εργασίας</b></p>	<p>The total time and share workload for internship students are described down below:</p> <ul style="list-style-type: none"> <li>▪ The internship includes 300 hours of physical presence in a school unit / structure.</li> <li>▪ Students will participate in 25 hours of telemeetinh with the in charge academic supervisor.</li> <li>▪ 25 hours of studying are needed of the course material which is on the University's platform.</li> <li>▪ The 1,500-word semester's essay and two graded quizzes are calculated in 25 hours workload.</li> <li>▪ 25 hours are devoted to preparing and participating in assessment activities (quiz) and self- evaluation exercises.</li> <li>▪ Daily practice summaries correspond to 50 hours.</li> <li>▪ Writing observation protocols and course plans requires 50 hours.</li> </ul>		

<p><b>Course content</b></p>	<p>Internships students will carry through with 300 hours of observing, designing courses, participating in teaching and undertaking supervised or autonomous teaching in special education structures. The study of the educational material is available on the University's online platform, it is an integral part of the internship.</p> <p>The educational material on the platform covers a wide range of topics necessary for the effective implementation of the internship. Students are required to study the educational material, which includes legislation, guidelines, good practices, material for soft skills and bibliography.</p> <p>Students will participate in telemeetings with academic supervisors and internship managers for reflection, solving questions, discussing concerns and preparing for efficient teaching in real conditions.</p> <p>Through telemeetings with academic supervisors and internship managers, students will have the opportunity to evaluate their progress, receive guidance, support and prepare for effective practice of their teaching responsibilities.</p> <p>In particular, students will prepare a semester paper of 1,500-words, which will consist of a case study from the internship school unit. The case study will focus on observing the student's learning profile and behavior, recording the pedagogical interventions which are being implemented and proposing good practices for their support. Through the writing of the semester essay, students will have the opportunity to apply the knowledge and skills which have been gained during the internship in a real educational context. In addition, students will participate in online self-assessment tests (Quiz) and 2 graded in order to examine their theoretical background and their readiness in relation to the course material posted on the University's course platform. Quiz will cover key concepts and theories related to the studies and enhance the understanding of the educational material.</p> <p>In order to familiarize themselves with self-assessment processes and evaluate their understanding of the internship, students are encouraged to participate in optional self-assessment exercises. Students' participation in these exercises offers them an opportunity for self-criticism and strengthening self-awareness, contributing to their substantial involvement in the internship.</p> <p>Every day, students will be required to compile summaries of their experiences in the internship. Each free-form summary will focus on the day's activities and will be accompanied by a table of observations, recording pedagogical practices in each area of development. Finally, at the same time, students will undertake the writing of observation protocols and lesson plans, cultivating critical thinking skills, organizing and planning teaching activities.</p>
<p><b>Suggested bibliography</b></p>	<p><b>Mandatory</b>          (2024). Πρακτική Άσκηση στην Ειδική Αγωγή και Εκπαίδευση.</p>

### Optional

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<p><b>Assessment</b></p>	<p>After completing the internship, students are required to submit the internship book to the academic supervisors and Practice Managers, which includes educational activities and presentations. In addition, observation protocols of students with disabilities and/or special educational needs, lesson plans and daily detailed practice summaries are required. In cases of autonomous teaching, the teacher mentor evaluates the process and the school director may attend it.</p> <p>The evaluation is based on various activities:</p> <ul style="list-style-type: none"> <li>▪ Regular attendance and suggestion of School Unit (20%)</li> <li>▪ Detailed Daily Practice Summary (30%)</li> <li>▪ Student observation protocols (30%)</li> <li>▪ Lesson plans (20%)</li> </ul> <p>In essence, the final evaluation of students due to the specificity of the internship is characterized as either PASS-successful or FAIL- unsuccessful, based on the evaluation of the above criteria that compose the final internship file.</p>
<p><b>Language</b></p>	<p>Greek</p>

### C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
<b>Professor Dimitrios Natsopoulos</b>	Rector Click to enter Position	
<b>Professor Constantina Shiakallis</b>	Vice-Rector for Academic Affairs	
<b>Professor Andreas Orphanides</b>	Member of Internal Quality Assurance Committee	
<b>Professor Andreas Hadjis</b>	Acting Dean, School of Education and Sciences	

**Date:** 26 November, 2024

