



**ACADEMIC YEAR  
2019-2020**

# **STUDY GUIDE**



**DEPARTMENT OF  
EDUCATIONAL AND SOCIAL  
POLICY**

**SCHOOL OF SOCIAL SCIENCES,  
HUMANITIES AND ARTS**

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## **GENERAL INFORMATION ABOUT THE UNIVERSITY OF MACEDONIA**

### **Schools and Departments**

The University of Macedonia, established by Government decree No 147 of April 10 1990, has a long historical background as an institution. Initially, it was formed under the name of “The Graduate School of Industrial Studies of Thessaloniki” in 1948, but its operation started during the academic year 1957-58. In 1958 it was renamed into “Graduate Industrial School of Thessaloniki” and from 1971/72 it was divided into two Departments: Department of Economics and Department of Business Administration. At present, the University of Macedonia has 4 schools and 8 departments. All departments offer a bachelor degree (in Greek “ptychion”):

#### **SCHOOL OF BUSINESS ADMINISTRATION**

Department of Business Administration  
Department of Accounting and Finance

#### **SCHOOL OF INFORMATION SCIENCES**

Department of Applied Informatics

#### **SCHOOL OF SOCIAL SCIENCES, HUMANITIES AND ARTS**

Department of International and European Studies  
Department of Educational & Social Policy  
Department of Music Science & Art

#### **SCHOOL OF ECONOMIC AND REGIONAL STUDIES**

Department of Economics  
Department of Balkan, Slavonic & Oriental Studies

For several years now the Postgraduate Study Programs of the University of Macedonia present an increasing recognition and demand, as they are seen not just as clusters of research excellence, but also as a hub of interaction and cooperation with other Universities and bodies.

The high quality of the studies offered, the constant focus on current fields of specialization, the use of modern teaching methods and state-of-the-art information and communication technologies, as well as the linkage between their learning outcomes with the labor market needs are all guarantees of maximizing graduates’ employment and career development prospects (<https://www.uom.gr/en/postgraduate>).

Also, there are offered three Postgraduate Programs for foreign students, in English language:

- Master's degree in Politics and Economics of Contemporary Eastern and Southeastern Europe
- Master's degree in International Public Administration
- Master's in Human Rights and Migration Studies

### **University Governing Bodies**

The University of Macedonia is a State University under the responsibility of the Ministry of Education and Religious Affairs. The

decision making bodies are:

- (i) the Senate, which is a body consisting of the Rector, the Vice-Rectors and representatives of the faculty of all Departments. There are also representatives of the Students' Union and of the administrative staff,
- (ii) the Rector's Council and
- (iii) the Rector.

Decisions on the academic affairs of each Department are made by the respective Faculty assembly. There is also student participation in issues of their concern.

### **Governing Bodies of the Department**

The governing bodies of the Department are the General Assembly, the Head of Department and the Deputy Head of Department. The General Assembly of the Department is composed of the entire Teaching and Research Staff (T.R.S.) of the Department, student representation and representation of Laboratory Teaching Staff and Laboratory Technicians. The General Assembly is qualified to deal with matters such as the Curriculum, allocation of teaching duties and election of new staff. The Head of Department ensures the proper operation of the Department, acts as the representative of the Department and prepares the agenda of the General Assembly. The Head is elected by the General Assembly of the Department every two years.

## **INFORMATION ON STUDENT ISSUES**

### **General Entrance Requirements**

The University accepts more than 4.500 applications per year for less than 1000 places; competition is thus very high. Greek applicants must have successfully completed a six-year secondary schooling and have succeeded in competitive entrance examinations organized by the Ministry of Education and Religious Affairs.

### **Programmes of Studies**

The programmes of studies of the University of Macedonia are based on credit hours. One credit hour is normally equivalent to a 45-minute "class" per week per semester. A "class" may take the form of a tutorial, laboratory, lecture, seminar, or practice according to the requirements of a particular departmental programme. A student is qualified for a degree after the successful completion of a programme of studies offered by a department. To graduate from the University, a student must successfully complete the number of credit hours as described and acquired in the Programme of the Department.

### **Degrees offered**

The eight Departments of the University of Macedonia award degrees equivalent to a four-year B.A. in their respective fields. A minimum of eight semesters (four years) is required for graduation.

Most of the courses are compulsory but there is also a wide variety of options. Students are allowed to take courses offered by other Departments. Foreign language courses should be taken in four or six Semesters. Students may choose from a variety of foreign languages (English, French, German, Italian, Turkish, Spanish, Russian, e.t.c.) depending on the academic orientation of each department.

Twelve interdepartmental post – graduate programmes are offered <https://www.uom.gr/en/postgraduate> leading to M.A., M.B.A. or M.I.S degrees. The duration of studies is four semesters (two years). Graduates of the University of Macedonia and other Universities can register to these programmes following an entrance examination. Good knowledge of English is a prerequisite.

Doctorates are awarded by each Department upon the completion of a dissertation and successful oral examination.

### **Grading System**

The grading system is numerical, from 1 to 10. The final grade point average of all courses will be recorded on the degree according to the following classification scheme

"Excellent" (8.5-10),

"Very Good" (6.5 or more but less than 8.5) and

"Good" (5 or more but less than 6.5).

### **Academic year**

The academic year starts on September 1st of each year and ends on August 31st of the following year. Each academic year is divided into two semesters. Each semester consists of at least 13 full weeks of classes and two weeks of examinations. The fall semester starts on September 30<sup>th</sup> and ends on January 17<sup>th</sup>. The spring semester starts on February 17<sup>th</sup> and ends on June 5<sup>th</sup>.

### **Examinations**

Examinations for the first, third, fifth and seventh semesters are held in January (1st examination period) and September (2nd examination period) and for the second, fourth, sixth and eighth semesters in June (1st examination period) and September (2nd examination period).

### **Scholarships**

Traveling scholarships and grants are available under the EU ERASMUS+ and LINGUA programmes. Students in Higher Education who have been awarded travelling scholarships within the framework of the European Union programmes of bilateral exchange programmes, may pursue their studies at corresponding institutions in other EU countries provided that the General Assembly of their own department has established the compatibility of the course of studies between the sending and the receiving institution. The duration of this period of studies abroad must not exceed one academic year, and under the above conditions corresponds to a full academic year of studies at the student's home institution.

## **Student mobility**

The European program ERASMUS+ provides students with the Board of Education and Social Policy mobility grants for studies or practical training. The mobility grants allow the students to do part of their studies – from 3 to 12 months – at a co-European Institute. They can also carry out their practice in an enterprise or organization abroad.

Students of the Department of Educational and Social Policy who have completed a year of studies and meet the requirements according to the syllabus may participate by submitting their application to the Secretariat of the Erasmus Administrative Officer. The students deserve the scholarship if they have collected at least 10 ECTS credits at the receiving institution.

For more information: <https://www.uom.gr/en/erasmus-office>

Hariklia Proios, Associate Professor, Academic coordinator of the Department of ERASMUS+ (tel.2310891630, email: [hproios@uom.gr](mailto:hproios@uom.gr)

Katerina Notaridou, Administrative coordinator of the Department for outgoing ERASMUS+ students, (tel. 2310-891388, email [katnot@uom.edu.gr](mailto:katnot@uom.edu.gr) ).

Anita Tsampazi, Administrative Coordinator of the Department for incoming ERASMUS+ students, (tel. 2310-891386, email [anita@uom.edu.gr](mailto:anita@uom.edu.gr) )



## **THE PROFILE OF THE DEPARTMENT OF EDUCATIONAL AND SOCIAL POLICY**

### **Quality policy of the undergraduate study program**

The Department of Educational and Social Policy invariably implements an Undergraduate Program Quality Policy designed on par with the most current developments as postulated globally within both Education and Labor Markets. Owing to this policy, the Department, over its twenty-plus years of academic operation, has achieved high standards of required qualifications provided to its graduates so that they can successfully address the needs and demands of the fields of Special Education and Adult Education. In effect, the Department of Education and Social Policy has been acknowledged and established among all stakeholders and parties as it has been involved in a multitude of challenges and actions undertaken within these two domains of critical social significance.

The goals of the Department are:

1. To advance the disciplines of Lifelong Learning, Adult Education, as well as of Special Education for Individuals with Physical and/or Learning Disabilities and Special Educational Needs, through academic and applied teaching and research, optimal use of new technologies, and with due respect to the principles of cross-cultural education.
2. To provide its students with educational and teaching/ pedagogical proficiency.
3. To equip graduates with knowledge, skills and competences for their successful scientific, professional career and development to be grounded in.

The Department of Educational and Social Policy adopts the Quality Strategy of the University of Macedonia, which constantly serves the community and the economy at the local, regional, and nation-wide as well as combined levels, through fostering the sciences and opening up its academic array to a broader disciplinary scope of economics, social and educational sciences and the arts. The department by definition pursues excellence along the lines of social sensitivity and inclusion, while cultivating an all-encompassing sense of education and culture within a dynamic and rapidly changing global environment. Quality Assurance procedures and goal-setting, recorded in the University's Quality Handbook, undergo departmental case-by-case customization, whereby relevant, appropriate, or applicable, in collaboration with the University Quality Assurance Unit. All departmental Quality Assurance procedures are subject to review and revision held annually by the Internal Evaluation Committee and in collaboration with the Institution's Quality Assurance Unit.

An annual evaluation report is drawn up based on the compilation of statistical data facilitated by the department secretariat. According to the Hellenic Agency for Quality Assurance and Accreditation, the Internal Report is a recurring participatory process reflecting and recording the current departmental state overall, featuring its strengths and weaknesses, formulating a judgment on the quality of performance

against preset criteria and indices of common consent and general agreement. The intended objectives of the Policy are in particular as follows:

- Demonstrating a well-Informed factual account of the Department's academic, scientific and social activities.
- Monitoring and refinement of services offered to the entirety of the Institution's academic community by Department Members, be they teaching, research, technical and administrative personnel.
- Identifying areas in need of improvement and specifying reparative course of action.

By means of its bodies, boards and committees including the Internal Evaluation Committee (IEC) or the Board of Curriculum Design or the Erasmus+ Committee, the Department of Educational and Social Policy develops and implements suited quality assurance procedures applicable to its available services. In particular, as regards the inner workings of the IEC, as specified by rulings made by the Department General Assembly, the procedural components include:

- A. End-of-semester standardized course-assessment questionnaire completed by enrolled students, and subsequent data processing.
- B. Self-Inventory bulletin and taught-courses inventory bulletin completed by Research and Teaching Staff, and subsequent data processing.
- C. Inventory of academic and research work, infrastructure, and assistive to administration personnel, and subsequent data processing.

Overall, the Department strategy involves the appointment of committees assigned to process an array of topics particular to the operation of the Department; such committees may include the Study Guide Committee, the Curriculum Committee, the Erasmus+ Committee, the Practicum Committee etc. For instance:

- The Curriculum Committee, on a yearly basis, updates the Undergraduate Study Program and monitors curricular course modifications in its advisory and assistive capacity. Hence, the Undergraduate Study Program is kept up-to-date pivoting on applied academic teaching, research and inquiry. In updating the program, the committee takes into account developments in scientific literature related to the department's subject-specific interests, interdisciplinarity and emerging cutting-edge fields. It also keeps track of related studies at academic institutions both domestic and international.
- The Erasmus+ Committee commits itself to reinforcing Erasmus mobility; the Committee informs students of the prospects and supports them in pursuing the opportunities for study and/or internship at partner institutions abroad.

It is by decision of the general assembly that committees are appointed, whereby all Department members, i.e. Teaching and Research Staff, Special Technical Laboratory Staff, Special Teaching Staff, Administrative Staff, are involved and are assigned tasks within the scope of their work responsibilities respectively. For example, a member of the Teaching and Research Staff, one of the Special Technical Laboratory Staff and one of



the Administrative Staff comprise the synthesis of the Study Guide Committee.

The target outcomes stemming from the Quality Policy of the Department are:

1. High quality of studies into foundational and applied disciplinary knowledge specific to the field of the Department (in compliance with the European and National Qualifications Framework), embedded in the spirit of humanism and solidarity especially towards target populations in need of special education and adult education expert pedagogical services.
2. High quality educational process in the context of a student-centered approach ultimately looking to empower the students' successful transition to the labor market.
3. Customization of the educational process and field-of-study content to the specifications of the ever-changing scientific landscape of Special Education and Adult Education.
4. High quality research, its dissemination to the community and society alike, followed by its impact assessment.

The objectives towards meeting the Quality Policy target outcomes are:

1. Academic focus-on-quality, active student participation in scientific, research and social actions led by the Department.
2. Compulsory student internship in Special Education School Units and Adult Education sectors.
3. Program customization to the latest findings related to either one or both specializations of the Department and subsequent curricular course supplements.
4. Academic publications of the Department faculty, in distinguished Greek and global scientific journals as well as encouragement of student participation, mainly postgraduate and doctoral, in conferences and student involvement in research projects encouraged by the Department.
5. Department support for the participation of its faculty in national and international research conferences and / or projects.
6. Collaboration between faculty members and organizations (special schools, adult education agencies, etc.) as well as social, cultural and productive agencies.
7. Social contribution, for example in the form of public speeches delivered by the faculty to the community and the media addressing issues examined within the academic expertise of the department.

## TEACHING STAFF OF THE DEPARTMENT

The Department was established by the Presidential Decrees 267/93 and 391/95 (published in the Governmental Gazette No. 217/25-10-95). The first students were admitted to the Department in September 1997.

Chairman of the Department: Gregoris Simos, Professor (room 306, tel 2310-891361, fax 2310 - 891388)

FACULTY MEMBERS					
	Name and Faculty	Subject	Room	Tel.	E-mail address
1.	Anthony Montgomery Jude Professor	Psychology of Work	208	2310-891308	<a href="mailto:antmont@uom.gr">antmont@uom.gr</a>
2.	Ioannis Agaliotis Professor	Instructional Methodology for Students with Disabilities	301	2310-891383	<a href="mailto:iagal@uom.gr">iagal@uom.gr</a>
3.	Efthymios Valkanos Professor	Continuing Vocational Education and Training	303	2310-891385	<a href="mailto:evalkan@uom.gr">evalkan@uom.gr</a>
4.	Areti Okalidou Professor <i>(Educational leave for the fall semester 2019-20)</i>	Speech – Language pathology	358	2310-891358	<a href="mailto:okalidou@uom.gr">okalidou@uom.gr</a>
5.	Konstantinos Papadopoulos Professor <i>(Educational leave for the academic year 2019-20)</i>	Education of individuals with visual impairments	306	2310-891403	<a href="mailto:kpapado@uom.gr">kpapado@uom.gr</a>
6.	Maria Platsidou Professor	Developmental Psychology	308	2310-891384	<a href="mailto:platsidu@uom.gr">platsidu@uom.gr</a>
7.	Gregoris Simos Professor	Developmental psychopathology	305	2310-891361	<a href="mailto:gsimos@uom.gr">gsimos@uom.gr</a>
8.	Lazaros Triarhou Professor <i>(Educational leave for the academic year 2019-20)</i>	Basic Neuroscience	312	2310-891387	<a href="mailto:triarhou@uom.gr">triarhou@uom.gr</a>

<b>TEACHING STAFF OF THE DEPARTMENT</b>					
	<b>Name and Faculty</b>	<b>Subject</b>	<b>Room</b>	<b>Tel.</b>	<b>E-mail address</b>
<b>9.</b>	Irini Gouleta Associate Professor	Intercultural Special Education	ΓΔ,331	2310891848	egouleta@uom.edu.gr
<b>10.</b>	Lefkothea Kartasidou Associate Professor	Special Education	202	2310-891350	lefka@uom.edu.gr
<b>11.</b>	Ioanna Papavassiliou Associate Professor	Career, Guidance and Counseling	311	2310-891524	<a href="mailto:ipapav@uom.edu.gr">ipapav@uom.edu.gr</a>
<b>12.</b>	Hariklia Proios Associate Professor	Neurocognitive Disorders and Rehabilitation	315	2310-891630	hproios@uom.gr
<b>13.</b>	Nikolaos Fachantidis Associate Professor	Information Technology and Continuing Education	302	2310-891483	nfachantidis@uom.edu.gr
<b>14.</b>	Vasiliki Giannouli Assistant Professor	School Psychology	301	2310-891334	giannouli@uom.gr
<b>15.</b>	Eleni Koustriava Assistant Professor	Education of Individuals with Disabilities with the Use of Assistive Technology	316	2310-891333	elkous@uom.edu.gr
<b>16.</b>	Doxa Papakonstantinou Assistant Professor	Working relationships and support for people with disabilities in the workplace	315	2310 891403	klerip@uom.gr
<b>17.</b>	Miltiadis Stampoulis Assistant Professor <i>(Educational leave for the fall semester 2019-20)</i>	Labour Economics and Employment Policies	302	2310-891621	staboulis@uom.edu.gr
<b>18.</b>	Christine Syriopoulou Assistant Professor	Education of People with Autistic Spectrum Disorders	310	2310-891381	<a href="mailto:csyriop@uom.gr">csyriop@uom.gr</a>

<b>LABORATORY TEACHING STAFF</b>				
	<b>Name</b>	<b>Room</b>	<b>Tel.</b>	<b>E-mail address</b>
1.	Panagiotis Varsamis	313	2310891386	varsamis@uom.gr
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3.	Ioannis Lefkos	205	2310891353	lefkos@uom.edu.gr
4.	Anastasia Pampouri (Continuing Education)	313	2310 891386	apamp@uom.gr
5.	Athanasios Tsirikas	313	2310-891388	tsirikas@uom.gr
6.	Pavlos Hatzigiannakoglou	314	2310 891355	pablo.hatzi@gmail.com
<b>LABORATORY TECHNICIANS</b>				
	<b>Name</b>	<b>Room</b>	<b>Tel.</b>	<b>E-mail address</b>
1.	Ekaterini Notaridou	313	2310 891 388	katnot@uom.edu.gr
2.	Theofania Tsampazi	314	2310 891 542	anita@uom.edu.gr
<b>SECRETARIAT</b>				
	<b>Name</b>	<b>Room</b>	<b>Tel.</b>	<b>E-mail address</b>
1.	Evdoxia Papanikolaou Head of Secretariat	Semi- floor	2310 891 258	evipap@uom.gr
2.	Georgios Valavanidids	Semi- floor	2310 891 339	geoval@uom.gr
3.	Katerina Efstathiou	Semi- floor	2310 891 339	eustkat@uom.gr
4.	Athanasios Papadopoulos	Semi- floor	2310 891 253	ppapa@uom.gr
E-mail address: <a href="mailto:espsecr@uom.gr">espsecr@uom.gr</a> , fax: 2310-891257				

### **The Objectives of the Department:**

1. To enhance the development of
  - (a) lifelong learning and adult education,
  - (b) education and training of people with disabilities or special educational needs through academic and applied teaching and research and sufficient use of the new technologies as well as under consideration of the principles of intercultural education.
2. To contribute to the planning, development and evaluation of institutions & structures of educational policy.
3. To provide graduates with the appropriate knowledge, skills and attitudes for a successful educational and career development.

### **The Bachelor's Degree and the Majors**

The Department awards one degree, which is distinguished into the following majors:

- a) Major of the Continuing Education
- b) Major of Education of People with Special Needs

The students who have entered the department opt for either major at the end of the 2<sup>nd</sup> semester of their studies.

The first major aims to educate students so as to acquire such knowledge and experience that will enable them to become specialized in Continuing Education. The second major aims for the training of specialized educators for people with special needs. The shortest period of study which is required for the award of the degree is eight (8) semesters.

The curriculum comprises two periods of studies of one or three academic years respectively. The first period of studies is common for all students. During this time period the courses taught relate to both majors and refer to modules such as pedagogy, psychology, sociology, philosophy, the teaching of special fields, informatics and new technologies as well as statistics. The second period of studies includes the major courses.

Within the major of “Continuing Education” the courses taught focus on the necessity and the development of the institution of continuing education not only in Greece but also worldwide. In addition, there is reference to themes and goals of continuing education, the role of international organizations as well as the structure and organization of the continuing education centers. The students become specialized in issues such as training of adults, planning and evaluation of programs for vocational training and learning.

The students of the major of “Training of People with Special Needs” receive training in issues referring to diagnosis, prediction, prevention and therapeutical intervention to children/people with special educational needs and impairment. Students are taught courses which refer to groups of children with special educational needs and impairment: special learning difficulties, mental retardation, speech and communication disorders, visual and hearing impairment, autism/pervasive developmental disorder, behavior problems and emotional disorders (perceptual motor disorder/ psychomotor disorder) etc.

During the last semesters of their studies students of both majors have to participate in the program of practical training, which takes place either in settings for adult training or in institutes of special education. Finally students can have the option of delivering a degree thesis, which is an empirical research or a composite study referring to one of the modules of the Department.

## **Prospects and employment of the graduates of the Department**

### **Major “Continuing Education”**

1. According to the Law 3699/208 (Governmental Paper 199/2-10-2008) “Special Education and Training of people with impairment or with special educational needs”:

The graduates of the major “Continuing Education” are typically qualified so as to be appointed in the initial rank for the holders of the university degree (72) (Educators for Adults). “These educators are

appointed or transferred permanently or temporarily to the Laboratories for Special Vocational Training. They are employed for the realization of education programs and training of adults with or without impairment and special educational needs, which are planned and delivered by the General Secretariat for Life Long Learning or by any other official state institute having the responsibility for planning and delivering equivalent programs”.

2. The main professional duties of the graduates of the major “Continuing Education” are the study, planning, structure, implementation and evaluation of education programs and adult training as well as the vocational training of adults. They also have specialized skills in new technology and administration of centers for adult education. The graduates of this major, having specialized educational knowledge, can be employed – either independently or in cooperation with other scientists- in the public and private sector a) a head educator and trainer or education counselor and b) employment counselor or/and career counselor.

More specifically they can be employed in the following positions:

- All ministerial services and organizations which refer to Life Long Learning
- Programs for adult education and training (i.e. in Centres for Vocational Training, Centres for Adult Education, etc).
- Organizations, which deal with vocational orientation or the employment and both the vocational as well as the social integration of vulnerable social groups
- Institutes for Vocational Training
- Studies for planning and implementation of business programs for vocational training and adult education and especially new technologies

### **Major “Education of People with Special Needs”**

The employment rights of the graduates of the specific major have been consolidated by the Law 3699/2008 (Governmental Paper 199/2-10-2008) “Special Education and Training of people with impairment or with special educational needs” and the relevant modifications of the Law 3966/2011 (Governmental Paper 118/2424-5-2011) article 56, paragraphs 1 & 2:

The graduates of the major “Education of People with Special Needs” are typically qualified so as to be appointed to the initial rank for the holders of the university degree (71) (Teachers of Special Education and Training). “These educators are appointed or transferred permanently or temporarily to elementary schools of Special Education and Training, in integrative classes in elementary schools and in programs of simultaneous support or provision of home schooling. They can also be transferred temporarily in order to cover potential needs in the Laboratories for Special Vocational Training. In addition, when they have acquired a three-year experience in those laboratories they can be transferred permanently or temporarily to positions in the Centres of

## Diverse Diagnoses and Support of Special Educational Needs.

The graduates of the major of “Education of People with Special Needs” have the scientific possibility to be involved with the education of people with special needs in the state and private sector as specialized personnel in special education based on the development of educational technologies. Simultaneously the main professional duties that a specialist for diagnosis, evaluation, counseling and program planning might perform are as follows:

- the evaluation of children/ people with special educational needs and impairments and
- the planning, the implementation of educational programs for the enhancement of academic, social, communicative and motor skills

**C.** Additionally, the graduates of the Department of Educational and Social Policy can have equal appointment opportunities with those who are holders of a university degree in Sociology (78); (article 29 of the law 4521/2018 - Governmental Paper 38 A’).

## **Structure of the Course of Studies**

- The courses offered in the common core of studies and the two majors are either compulsory (C), compulsory elective (CE) or elective (E)
- Compulsory courses (C) are the courses that all students of the Department have to attend and to pass. Students who fail to pass a C course have to try again next year, until they succeed.
- Compulsory elective courses (CE) are the courses that students have to select out of specific categories of subjects. If students fail to pass a CE course, they can either attend it again when it is offered, or replace it with another CE course.
- Elective (E) courses can be selected from the other Departments of the University or from the other major of this Department, according to students’ personal interests, and they are not included in the previous two categories of courses (C and CE). Students who fail to pass an E course can attend it again when it is offered, or replace it with another E course.
- All courses are taught for 3 hours per week and are worth 5 ECTS, except for the language courses which are worth 3 ECTS, i.e. 12 ECTS in total for the four courses offered in the course of studies. Also, 3 ECTS are awarded to the courses of “Sign language practicum I, II,” “Workshop in psychomotor education and learning”, “Laboratory: Introduction to speech and hearing sciences”, “Music education Workshop for people with disability”, “Assistive technology laboratory”, “Laboratory: speech, language and communication disorders”, “Workshop on dealing with specific speech disorders” and “Braille training course”.

## **Practicum**

According to the Course of Studies, students of 7<sup>th</sup> and 8<sup>th</sup> semester of both Majors have to attend Practicum I and Practicum II which are compulsory courses of the fall and spring semester, respectively. Each Practicum course is worth 12 ECTS.

The Practicum takes place in institutions, schools and units that provide adult education and special education. Students participate in the program for two days a week, following the schedule of the institution or the school unit. The minimum duration of the Practicum is 26 visits per semester (paired with the 13 teaching weeks).

Eligible for the Practicum are the fourth-year students who have met the prerequisites (courses and number of credits, as mentioned in study guide). Faculty members are responsible for supervising and evaluating the students during their Practicum.

## **Thesis**

Thesis is an extensive research work on a theme or a subject related to the student's major of studies. It can be either a synthetic or an empirical study and is to be prepared individually. Thesis is optional and, in terms of workload, equals to 3 CE courses.

## **DEPARTMENT LABORATORIES OF THE DEPARTMENT OF EDUCATIONAL AND SOCIAL POLICY**

<b>Laboratory Title</b>	<b>Founding Government Gazette</b>	<b>Director</b>
Laboratory of Theoretical and Applied Neurosciences	304/15.2.2016 issue B' (Government Gazette)	Lazaros Triarhou
Laboratory of Accessibility and Support of Individuals with Disabilities	263/24-2-2015 issue B' (Government Gazette)	Konstantinos Papadopoulos
Laboratory of Informatics and Robotics application in Education and Society	4630/28.12.2017 issue B' (Government Gazette)	Nikolaos Fachantidis

### **Laboratory of Theoretical and Applied Neurosciences**

**Director: Lazaros K. Triarhou, Professor of Basic Neurosciences**

The Laboratory of Theoretical and Applied Neurosciences was officially established by Government Gazette V.B' No. 304/15.2.2016, decision 2528. For reasons of historical accuracy, the proposal for the establishment of the Laboratory of Theoretical and Applied Neurosciences



had been originally submitted to the General Assembly of the Department of Educational and Social Policy on July 4<sup>th</sup> 2003, by the Laboratory Head, Professor Lazaros Triarhou. The Laboratory is in close cooperation with the Master's Program in Neuroscience and Education (No. 107420/B7, Government Gazette V.B' 1951/18.7.2014), which is also coordinated by professor and former head (2005-2009) of the Department of Educational and Social Policy, Lazaros Triarhou.

The aim of the Laboratory is integrated research and education in the field of Fundamental and Cognitive Neurosciences, particularly on the levels of theory and synthesis. Basic research involves organization and structural cell architecture of the cortex human brain hemispheres (i.e. gray matter), neurobiology of the cerebellum, developmental behavioral foundations, neural theory, conceptualization in brain sciences and in the contemporary fields of Neuromusicology, Neuroeducation and Neurophilosophy.

Throughout its formal operation, the Laboratory has been reported in journal publications as affiliated with the University of Macedonia. Such publications, inter alia, include "Frontiers in Neuroanatomy" (#1 most cited and #1 largest open-access publisher in the category of Neurosciences) and "Frontiers in Psychology" (#1 largest and #2 most cited Psychology journal), with up to 1000 readings internationally. Links:

<http://journal.frontiersin.org/article/10.3389/fnana.2014.00133/full>

<http://journal.frontiersin.org/article/10.3389/fpsyg.2016.00364/full>

Book publications include: *Νευροβιολογικές Βάσεις στην Εκπαίδευση*-Neurobiological Fundamentals in Education (National Technical University Of Athens- Kallipos ,2015); *Νευρομορφολογία: Η Λεπτή Υφή του Νευρικού Ιστού*-Neuromorphology: The fine texture of Nervous Tissue (BHTA Medical Publications, 2017); *Ντοκουμέντα Βιοφιλοσοφίας*-Documents of Biophilosophy (Arsenidis Publications, 2017); *Σκέψεις Παιδαγωγικής, Δοκίμια Ψυχολογίας και Ετερόκλητες Περιπλανήσεις*-Thoughts on Education, Psychology Essays and Heterogeneous Paths (Ekkremes, 2014/2017); *Τα Τονωτικά της Θέλησης και Μασοφία της Φύσης*-The Energy of the Will and the Mastery of Nature (University of Macedonia Press, 2015).

The Laboratory has established international collaborations with the following universities and institutes: Hamburg-Eppendorf, Utrecht, Birbeck London, Boston, Johns Hopkins, McGill and Max Planck Institute for Human Cognitive and Brain Sciences Leipzig. It is internationally reputed, a fact evidenced by 3,000-plus citations found in academic literature worldwide. Further, Research Gate notification, "You were the most read author from your department", appears on a weekly basis.

The work related to the cortex of the of the cerebral hemispheres is cited in publications authored by the following universities: Oxford University, Utrecht, Nijmegen, Imperial College London, Wellcome Institute of Neurology, Human Brain Project Lausanne, Harvard Medical School, Yale University, Washington University, University of Minnesota, Emory

University and Allen Institute for Brain Science; and in the following journals: Brain, NeuroImage, Nature, Philosophical Transactions of the Royal Society, Journal of Neuroscience and The Neuroscientist. The work related to the neuronal theory is cited by Professor Erling Norrby of the Institute of Karolinska, who has been a member of the Selection Committee for the Nobel Prize in Medicine for twenty years, in his volume Nobel Prizes and Notable Discoveries.

(2016,

<http://www.worldscientific.com/worldscibooks/10.1142/10156>).

Updated list of publications available online at:

<http://www.ncbi.nlm.nih.gov/pubmed/?term=triarhou>

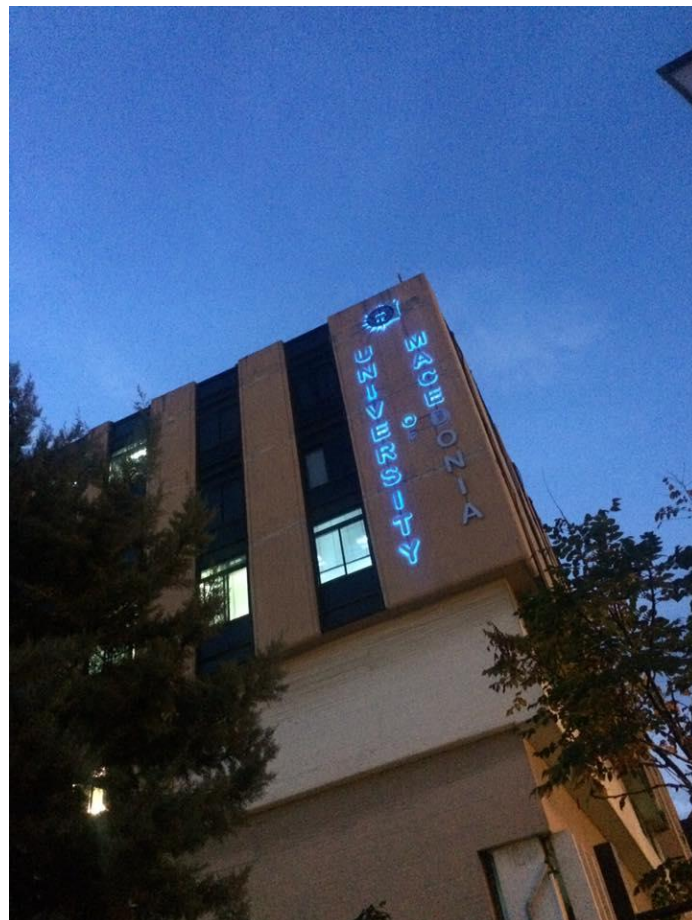
## **Laboratory of Accessibility and Support to Individuals with Disabilities**

### **Director: Konstantinos Papadopoulos, Professor**

The mission and aims of the “Laboratory of Accessibility and Support to Individuals with Disabilities” are as follows:

- 1) Addressing teaching and research needs of the Department of Educational and Social Policy of the University of Macedonia at both undergraduate and postgraduate levels and especially in matters that fall within the activity scope of the distinct Units of the Laboratory, as identified in article 1 of the document herein.
- 2) Supporting the studentship and attendance of individuals with disabilities at UoM.
- 3) Establishing any form of collaboration with researchers, research centers, academic institutions or other domestic or foreign agencies, provided that they share common, aligned, and complementary scientific goals with those of the laboratory.
- 4) Establishing any form of cooperation with public sector bodies, local governance organizations, scientific and social bodies, entrepreneurial agencies as well as international organizations or associations with a view to implementing actions which fall into the interests of the laboratory.
- 5) Establishing cooperation with other Universities and Research Centers/Institutes in order to initiate and exchange novel research and innovative ideas.
- 6) Developing and implementing research projects and carrying out of fundamental and applied research.
- 7) Organizing scientific workshops, lectures, seminars, symposiums, conferences and other scientific events as well as producing publications and editions and inviting distinguished Greek and international guest scientists.
- 8) Servicing various social and educational needs and matters related with the laboratory subject-specific scope and upon specific request.
- 9) Working with Special Needs and Disabilities Individuals’ associations and agencies to share material, equipment, experience and know-how.

- 10) Doing autonomous or collaborative research into societal attitudes, perceptions and convictions held towards people with disabilities and overall individuals belonging to any vulnerable population group whatsoever.
- 11) Developing and implementing educational programs and offering consultation services regarding accessibility, special training and rehabilitation of people with disabilities.
- 12) Providing scientific support to the Accessibility Unit at the University of Macedonia.
- 13) Disseminating research outcomes to the general public on subjects relatable the Laboratory's field of study.
- 14) Editing and publishing, printed or digital, subscription or non-subscription, scientific or informative journals within the Laboratory's field of study.
- 15) Ensuring provision of services to individual citizens and/or any organization and agency, as provided by relative legislation.



## CORE COURSES

1 <sup>st</sup> SEMESTER					
	COURSE		INSTRUCTOR	ECTS	CODE
1.	Information Technology I: Introduction to Computers		Fachantidis & Lefkos	5	KE0110
2.	Introduction to Special Education		Kartasidou	5	KE0405-2
3.	Career Guidance and Counseling: Field, Theory, Methodology		Papavassiliou	5	KE0317-2
4.	Introduction to Adult Education		Pampouri	5	KE0404
5.	Educational Psychology		Giannouli	5	KE0116-1
6.	Sociology of Education		Koutidou	5	KE0206
7.	Foreign Languages	English Language I: Academic Reading and Vocabulary	Stefanou & Kokkinou	3	ΕΓ0101
		French Language I	Donati		ΕΓ0201
		German Language I	Strantzou		ΕΓ0301
		Italian Language I	Vannini		ΕΓ0401

<b>2<sup>nd</sup> SEMESTER</b>					
	<b>COURSE</b>	<b>INSTRUCTOR</b>	<b>ECTS</b>	<b>CODE</b>	
<b>1.</b>	Fundamental Principles of Science and Research Methods	Tsirikas	5	KE0203-3	
<b>2.</b>	Statistics	Zafiropoulos	5	KE0201-3	
<b>3.</b>	Introduction to Pedagogy	Karatsiori & Pampouri	5	KE0105-1	
<b>4.</b>	Philosophy of Education	Papadima	5	KE0102-1	
<b>5.</b>	Introduction to multicultural education	Gouleta	5	ΣΕ0507-3	
<b>6.</b>	Information Technology II: Fundamental Principles of I.T. (Information Technology)	Lefkos	5	KE0215	
<b>7.</b>	Legislative framework and European employment policies for people with disabilities	Papakonstantinou	5	EA404	
<b>8.</b>	Foreign Languages	English Language II:	3	Stefanou & Kokkinou	ΕΓ0102
		French Language II		Donati	ΕΓ0202
		German Language II		Strantzou	ΕΓ0302
		Italian Language II		Vannini	ΕΓ0402

**AREAS OF SPECIALIZATION  
“MAJOR IN SPECIAL EDUCATION”**

<b>3<sup>rd</sup> SEMESTER</b>					
	<b>COURSE</b>		<b>INSTRUCTOR</b>	<b>ECTS</b>	<b>CODE</b>
<b>1.</b>	Basic Neuroscience		Koniari	5	KE0308-1
<b>2.</b>	Developmental Psychology		Platsidou	5	KE0207-2
<b>3.</b>	Information Technology III: Educational Applications of informatics		Fachantidis & Lefkos	5	KE0316
<b>4.</b>	Applied Statistics for the Social Sciences		Zafiropoulos	5	KE0312
<b>5.</b>	Education of individuals with visual impairments		Koustriava	5	EA0515-1
<b>6.</b>	Cognitive rehabilitation for people with disabilities		Proios	5	EA0301
<b>7.</b>	Education of Students with specific learning difficulties/ learning disabilities		Agaliotis	5	EA0302
<b>8.</b>	Workshop in psychomotor education and learning		Varsamis	3	EA0303
<b>9.</b>	Education of individuals with behavior difficulties		Siriopoulou	5	KE0418-2
<b>10.</b>	Foreign Languages	English Language III: Business English	Karagevreki	3	ΕΓ0103
		French Language III	Tzanavari		ΕΓ0203
		German Language III	Strantzou		ΕΓ0303
		Italian Language III	Vannini		ΕΓ0403

<b>4<sup>th</sup> SEMESTER</b>					
	<b>COURSE</b>		<b>INSTRUCTOR</b>	<b>ECTS</b>	<b>CODE</b>
<b>1.</b>	Mind and Cognition: Philosophical Approaches of the Cognitive Sciences		Neofotistos & Papachristou	5	ΕΣ0401
<b>2.</b>	Developmental Psychopathology		Zikopoulou	5	KE0514
<b>3.</b>	Education of People with Pervasive Developmental Disorders (PDD) / Autism		Siriopoulou	5	EA0703-1
<b>4.</b>	Introduction to speech and hearing Sciences		Talli	5	KE0408
<b>5.</b>	Laboratory: Introduction to speech and hearing Sciences		Hatzigiannakoglou	3	EA0405
<b>6.</b>	Career guidance for the disabled		Papavassiliou	5	EA0816-5
<b>7.</b>	Educating people with physical and movement disabilities		Varsamis	5	EA0716-1
<b>8.</b>	School Psychology		Giannouli	5	EA0403
<b>9.</b>	Management of Educational Organizations - School Units		Valkanos	5	KE0409
<b>10.</b>	Social Psychology		Montgomery	5	KE0305-1
<b>11.</b>	Music Education Workshop for people with disability		Kartasidou	3	EA0647
<b>12.</b>	Emotional and Moral Development		Platsidou	5	KE0417
<b>13.</b>	Sign Language Practicum I		Not offered	3	EA0621-1
<b>13.</b>	Foreign Languages	English Language IV: Oral Presentation Skills	Karagevreki	3	ΕΓ0104
		French Language IV	Tzanavari		ΕΓ0204
		German Language IV	Strantzou		ΕΓ0304
		Italian Language IV	Vannini		ΕΓ0404

<b>5<sup>th</sup> SEMESTER</b>				
	<b>COURSE</b>	<b>INSTRUCTOR</b>	<b>ECTS</b>	<b>CODE</b>
<b>1.</b>	Instructional methodology for the education of students with special needs /disabilities	Agaliotis	5	EA0602-3
<b>2.</b>	Education of individuals with mental retardation /intellectual disability	Kartasidou	5	EA0601-3
<b>3.</b>	Working relationships, integration and social support of people with disabilities in the workplace	Papakonstantinou	5	EA0819
<b>4.</b>	Introduction to assistive technology	Koustriava	5	EA0641
<b>5.</b>	Applications of school psychology	Giannouli	5	EA0507
<b>6.</b>	Lifelong guidance and career management skills	Papavassiliou	5	ΣΕ0514-1
<b>7.</b>	Contemporary teaching models on autism	Siriopoulou	5	EA0506
<b>8.</b>	Counseling Psychology	Zikopoulou	5	KE0419
<b>9.</b>	Teaching Greek as a second or foreign language	Gouleta	5	ΣΕ0416



<b>6<sup>th</sup> SEMESTER</b>				
	<b>COURSE</b>	<b>INSTRUCTOR</b>	<b>ECTS</b>	<b>CODE</b>
<b>1.</b>	Teaching mathematics to students with learning and adaptation problems	Agaliotis	5	EA0608
<b>2.</b>	Speech, language and communication disorders	Talli	5	EA0605-3
<b>3.</b>	Information technology IV: Multimedia and distance learning	Fachantidis & Lefkos	5	KE0616-1
<b>4.</b>	Psychodiagnostic measures – tools	Giannouli	5	EA0604
<b>5.</b>	Supervision and organization of special education and rehabilitation programs	Proios	5	EA0607
<b>6.</b>	Assistive technology laboratory	Koustriava	3	EA0622
<b>7.</b>	Emotional Intelligence in education and the workplace	Daniilidou	5	ΣΕ0611
<b>8.</b>	Workplace mobbing of people with disabilities	Papakonstantinou	5	EA0645
<b>9.</b>	Laboratory: Speech, language and communication disorders	Hatzigiannakoglou	3	EA0623
<b>10.</b>	Sing language practicum II	Not offered	3	EA0639
<b>11.</b>	Braille writing and reading	Not offered	5	EA0719-1

<b>7<sup>th</sup> SEMESTER</b>				
	<b>COURSE</b>	<b>INSTRUCTOR</b>	<b>ECTS</b>	<b>CODE</b>
<b>1.</b>	Practicum I		12	EA0702
<b>2.</b>	Exercise and quality of life	Lailoglou	5	EA0402
<b>3.</b>	Access to the labor market of NEETs (Youth Out of Employment, Education or Training)	Papakonstantinou	5	EA0646
<b>4.</b>	Dissertation		15	EA0707

<b>8<sup>th</sup> SEMESTER</b>				
	<b>COURSE</b>	<b>INSTRUCTOR</b>	<b>ECTS</b>	<b>CODE</b>
<b>1.</b>	Practicum II		12	EA0803
<b>2.</b>	Education of individuals with profound multiple disabilities	Kartasidou	5	EA0802-3
<b>3.</b>	Counseling for people with special needs	Siriopoulou	5	EA0610
<b>4.</b>	Educational inclusion of gifted and talented students	Agaliotis	5	EA0805-4
<b>5.</b>	Workshop on dealing with specific speech disorders	Proios	5	EA0711
<b>6.</b>	International comparative education	Gouleta	5	ΣE0720
<b>7.</b>	Practical course for Braille learning and writing	Not offered	3	EA0710
<b>8.</b>	Dissertation		15	EA0707

**AREAS OF SPECIALIZATION  
“MAJOR IN CONTINUING EDUCATION”**

<b>3<sup>rd</sup> SEMESTER</b>					
	<b>COURSE</b>		<b>INSTRUCTOR</b>	<b>ECTS</b>	<b>CODE</b>
<b>1.</b>	Basic Neuroscience		Koniari	5	KE0308-1
<b>2.</b>	Developmental psychology		Platsidou	5	KE0207-2
<b>3.</b>	Vocational education and training systems		Koutidou	5	ΣΕ0301
<b>4.</b>	Information Technology III: Educational applications of informatics		Lefkos & Fachantidis	5	KE0316
<b>5.</b>	Applied statistics for the social sciences		Zafiroopoulos	5	KE0312
<b>6.</b>	Talent management in organizations and enterprises.		Tsirikas	5	ΣΕ0316
<b>7.</b>	Positive psychology		Montgomery	5	ΣΕ0714
<b>8.</b>	Foreign Languages	English Language III: Business English	Karagevreki	3	ΕΓ0103
		French Language III	Tzanavari		ΕΓ0203
		German Language III	Strantzou		ΕΓ0303
		Italian Language III	Vannini		ΕΓ0403

<b>4<sup>th</sup> SEMESTER</b>					
	<b>COURSE</b>		<b>INSTRUCTOR</b>	<b>ECTS</b>	<b>CODE</b>
<b>1.</b>	Management of educational organizations – School units		Valkanos	5	KE0409
<b>2.</b>	Psychological development in adult life		Platsidou	5	ΣΕ0504-3
<b>3.</b>	Social psychology		Montgomery	5	KE0305-1
<b>4.</b>	Mind and cognition: Philosophical approaches of the cognitive sciences		Neofotistos & Papachristou	5	ΕΣ0401
<b>5.</b>	Design and implementation of vocational training programmes		Stampoulis	5	ΣΕ0503-1
<b>6.</b>	Emotional and moral development		Platsidou	5	KE0417
<b>7.</b>	Foreign Languages	English Language IV: Oral presentation skills	Karagevreki	3	ΕΓ0104
		French Language IV	Tzanavari		ΕΓ0204
		German Language IV	Strantzou		ΕΓ0304
		Italian Language IV	Vannini		ΕΓ0404

<b>5<sup>th</sup> SEMESTER</b>				
	<b>COURSE</b>	<b>INSTRUCTOR</b>	<b>ECTS</b>	<b>CODE</b>
<b>1.</b>	Group dynamics in education: Theory and practice	Valkanos	5	ΣΕ0719-1
<b>2.</b>	Lifelong guidance and career management skills	Papavassiliou	5	ΣΕ0514-1
<b>3.</b>	Elements and concepts of business administration and human resources skills	Bitzenis	5	ΣΕ0512
<b>4.</b>	Teaching Greek as a second or foreign language	Gouleta	5	ΣΕ0416
<b>5.</b>	Educational and professional development of teachers and adult educators	Pampouri	5	ΚΕ0612
<b>6.</b>	Counseling psychology	Zikopoulou	5	ΚΕ0419

<b>6<sup>th</sup> SEMESTER</b>				
	<b>COURSE</b>	<b>INSTRUCTOR</b>	<b>ECTS</b>	<b>CODE</b>
<b>1.</b>	Information technology IV: Multimedia and distance learning	Fachantidis & Lefkos	5	ΚΕ0616-1
<b>2.</b>	Labour and education economics	Stampoulis	5	ΣΕ0606
<b>3.</b>	Teaching methodology in adult education and micro-teaching	Pampouri	5	ΣΕ0701
<b>4.</b>	Social policy and lifelong learning	Boutsiouki	5	ΣΕ0501
<b>5.</b>	Emotional intelligence in education and the workplace	Daniilidou	5	ΣΕ0611
<b>6.</b>	Psychology of Work	Montgomery	5	ΣΕ0607
<b>7.</b>	Psychopathology of adulthood	Zikopoulou	5	ΣΕ0519
<b>8.</b>	Vocational training and development for executives	Valkanos	5	ΣΕ0804
<b>9.</b>	Applying career counseling to people with disabilities and vulnerable social groups	Papavassiliou	5	ΣΕ0645

<b>7<sup>th</sup> SEMESTER</b>				
	<b>COURSE</b>	<b>INSTRUCTOR</b>	<b>ECTS</b>	<b>CODE</b>
1.	Practicum I		12	ΣΕ0703
2.	Adults education for vulnerable social groups	Karatsiori	5	ΣΕ0804-3
3.	Human resources management and development in organizations and enterprises	Valkanos	5	ΣΕ0805
4.	Access to the labour market for NEETs (Youth Out of Employment, Education or Training)	Papakonstantinou	5	EA0646
5.	Project management in education	Tsirikas	5	ΣΕ0721
6.	Exercise and quality of life	Lailoglou	5	EA0402
7.	Dissertation		15	ΣΕ0706

<b>8<sup>th</sup> SEMESTER</b>				
	<b>COURSE</b>	<b>INSTRUCTOR</b>	<b>ECTS</b>	<b>CODE</b>
1.	Practicum II		12	ΣΕ0803
2.	Information technology IX: Enterprises 2.0 and the new entrepreneurship	Tsirikas	5	ΣΕ0819
3.	International comparative education	Gouleta	5	ΣΕ0720
4.	New Technologies in Adult Education	Karatsiori	5	ΣΕ0646
5.	Science education	Lefkos	5	ΣΕ0647
6.	Dissertation		15	ΣΕ0706

<b>COURSES IN ENGLISH LANGUAGE</b>				
<b>COURSE NAME</b>	<b>Name of Instructor</b>	<b>Course Type</b>	<b>ECTS</b>	<b>TERM</b>
Positive Psychology	Montgomery	CE	5	Fall
Psychology of Work	Montgomery	CE	5	Spring

## **BRIEF DESCRIPTION OF COURSES**

### **CORE COURSES (1<sup>st</sup> and 2<sup>nd</sup> SEMESTER)**

#### **1<sup>st</sup> SEMESTER**

Course: **Information technology I: Introduction to computers**  
Instructors: **Nikolaos Fachantidis, Associate Professor & Ioannis Lefkos, Laboratory Teaching Staff**

General purposes of the course:

- Introduction to New Technologies.
- Introduction of the fundamental principles of function and the use of computers and information systems.
- Working with Windows, Word processing and Spreadsheets.
- Searching Documents electronically, using the Internet (e-mail, e-lists, navigation etc.).

Course: **Introduction to special education**  
Instructor: **Lefkothea Kartasidou, Associate Professor**

This course introduces the field of Special Education according to the international and national legislation. Main aim is to present a historical retrospection of the social context towards the individuals with special needs and disabilities. The learning and behavioral characteristics of students with special needs and disabilities will be introduced and different case studies will be discussed (i.e. mental retardation, visual and hearing impairment, physical disability etc). In order to understand the role of special education it is of great interest to approach the meaning of differentiation and the functionality of the government mechanism that reflects the introduction of the community. Special attention will be given to the image of individuals with special needs and disabilities the way it is sketched out in the Greek society today. The course will focus on the following topics:

- Historical review of Special Education
- The medical, psychological, educational and social dimension of disability.

- Social and legislative of Special Education
- Diagnosis and Assessment
- Structure and function of Special Educational Settings in primary and secondary education
- Family of children with special needs and disabilities: support systems and counseling
- Basic principles of special education

Introduction to the education of individuals with mental retardation, visual disability, physical disability etc.

Course: **Career guidance and counseling: Field, theory, methodology**

Instructor : **Ioanna Papavassiliou, Associate Professor**

Learning Objectives:

The general objective of the Course “Career Guidance and Counselling (CGC)” is acquiring knowledge, skills and attitudes/behaviors regarding the field of CGC, which are necessary for students to fulfill their counselling role in both Adult and Special Education. More specifically, after the Course is completed, students will be able:

I. to know and comprehend:

- the inter-scientific field of CGC
- career development theories and explanatory models
- usual methodologies in guidance and counselling intervention
- the professional profile of a career counselor

II.

- to acknowledge and describe the basic elements of CGC theories
- to discern various methodological approaches
- to simulate various methods of guidance and counselling intervention

III.

- to accept the value, importance and necessity of CGC in both education and training as well as in employment
- to be assertive and enhance the use of CGC services for all target groups.

Course content:

This is an introductory Course to the inter-scientific field of Career Guidance and Counselling. Teaching methods include enriched lectures and participatory techniques so that students can acquire necessary knowledge, skills as well as attitudes and behaviors



regarding their counselling role in Education for adults and people with disabilities. The following subjects will be discussed:

- The CGC Field: Definition, Objectives, Forms, Principles
- Theoretical framework of Professional Development and Career Counselling
- Axes of Action in CGC: Self-awareness, Informing, Career Decision making, Transition
- Methodological approaches: Individual and Group Counselling Intervention
- CGC and IT
- CGC in Greece: over time development and current trend
- Career Education: importance, institutions, implementation, challenges
- Counselling network and its services
- The professional profile of the career counselor: education, employment, roles

Course: **Introduction to adult education**

Instructor: **Anastasia Pampouri, Laboratory Teaching Staff**

The purpose of this course is to understand the basic concepts of adult education.

Contents of the course:

- Conceptual approaches
- History of Adult Education
- Need and aims of Adult Education
- The role of international organizations in the development of lifelong learning
- Institutions of Continuing Education in Greece
- Second Chance Schools
- Teaching, motivations and learning
- The adult trainer: characteristics, training, certification

Course: **Educational psychology**

Instructor: **Vasiliki Giannouli, Assistant Professor**

Educational psychology is the branch that brings together two scientific fields -education and psychology. Educational psychology is interested mainly in the practical application and implementation of the psychological methods to the various processes of learning and teaching. The main objectives of the course are: the definition of the Educational Psychology, the description of its aims, the understanding of its main

concepts, issues and claims. By the end of the course the special educators should acknowledge the important issues that contemporary educational psychology is discussing.

Contents include:

- Organizational issues and enrichment of the knowledge about the field of the Educational Psychology
- The concept of cognitive and social development in infancy, in first and middle school age (special emphasis would be given on the programs existing and putting in practice in the education field)
- Differences 'between and within students' (how culture can influence the teaching methods and the learning process per se, how the social-economical status, the nationality, the sex, the life experiences, the second language can exert major influences in the process of learning)
- Behavioral theories of learning (what is their impact on our understanding of the learning process)
- Information processing theories and cognitive theories of learning
- What is considered as 'an effective lesson'
- Student-centered and constructive processes of teaching
- Accommodating the teaching methods in order to be more adjusting to students' individual needs
- Incentives - motives and how these can form an effective learning environment
- Evaluation of learning process with the use of typical and atypical methods

Course: **Sociology of education**

Instructor: **Evangelia Koutidou, Lecturer on contract**

The course is an introduction to Sociology of education. Its basic aim is to familiarize students with the fundamental principles and concepts of the field as well as with the various educational problems addressed by the field. In particular, the course aims to render students capable of

- understanding the conceptual field and recognize Sociology of education as a distinct educational science,
- becoming familiar with the theory and methodology of the field and
- recognizing the significance of the field for both school practice and the analysis of the wider educational reality.

Course description: The course consists of seven thematic parts:

- The historical development of the sociological study of education and the conditions that led to the creation of the field of Sociology of education.
- The subject matter and the basic concepts of Sociology of education.
- The sociological theories (structural functionalism, symbolic interaction, marxism, new sociology of education) which exerted great influence in the shaping and further development of the field.

- The structures and functions of the educational system.
- The functions of integration, the transmission of qualifications and the appointment to social positions.
- The educational inequality and social reproduction.
- Sociological theories of knowledge and their implications for the curriculum

Course: **Foreign Language I (English Language I: Academic reading and vocabulary)**

Instructors: **Polikseni Stefanou- Dimatati & Ourania Kokkinou, Language instructors**

The aim of the course English I is to familiarize students with academic vocabulary and reading comprehension skills as well as strategies. This is realized through texts which are based on education/ special education, communication, social problems or technology/ internet. Students are also trained to comprehend academic texts such as paper abstracts. Special focus is also given on familiarizing students with the vocabulary of their immediate environment, that is, Greece and the university, thus building their confidence in their receptive and productive ability in English.

The coursebook being used is English for Academic Purposes: Reading & Vocabulary, Kantaridou Z. (UOM, 2011). The learning approach is task-based and the level of knowledge of English which is required equals approximately the B2 one.

More specifically, the aims of the course are:

- the development of academic & specialized vocabulary
- the development of academic reading skills such as note-taking, finding the main points/main idea, enhancing memory skills
- the practice of the academic word families
- the ability to evaluate the internet resources
- the development of writing and speaking skills, which would enable students to speak about their studies and their country
- the development of study skills

Progress is assessed with final exam paper or a combination of continuous assessment during the term period and a final exam paper.

Course: **Foreign language I (French language I)**

Instructor: **Madeleine Donati, Language instructor**

The course is organized in two fields: developing skills of understanding and producing written texts, and skills of understanding and producing oral speech. For the course's needs, the instructor has developed a flexible teaching material adapted to the students' general needs.

The teaching material consists of:

- A *written corpus* structured in 9 thematic sections, referring to basic circumstances of everyday life and work. Texts, documents, dialogues, etc., which are accompanied by a typology of exercises that varies according to the text being processed.
- A relevant *bilingual vocabulary* that accompanies each module of the course.
- A *grammatical memento* consisting of rules and interactive exercises of various basic grammatical phenomena.
- A brief *indicative bibliography* (grammar books, bilingual dictionaries, etc.).
- A list of useful web sites (*webography*).
- An *oral corpus* consisting of several web pages with interactive exercises. This material accompanies the 9 thematic sections of the written corpus.

The above material is available in electronic form and can be accessed at <http://compus.uom.gr>

#### Learning objectives

At the end of the semester, a convergence of the various language levels of the participants will be achieved. After a systematic attendance of the course, the participants will:

- assimilate the basic structure of the French grammar (nouns, verbs, adjectives, tenses, etc.) - *Grammar objectives*
- be able to acquire spoken and written communication skills for everyday life and work. They will know how to introduce themselves, how to open a bank account, understand a route or classified ads, fill in various forms (registration, theft statement etc.) - *Communication and language objectives*
- enhance their autonomy in learning French by doing, among others, interactive web exercises - *Autonomy objectives*

Lecture hours: 3/week. Tutorial hours: 2/week.

Course: **Foreign language I (German language I)**

Instructor: **Elena Strantzou, non permanent teaching staff**

(Description not available)

Course: **Foreign language I (Italian language I)**

Instructor: **Simona Vannini, Language instructor**

Italian 1 course is suitable for beginners with no previous knowledge of Italian language. In the first semester students will become acquainted with daily life vocabulary presented within communicative contexts. The grammar points will be accompanied by a wide range of stimulating and enjoyable activities, enabling students to learn empirically and to practice, using Italian grammar rules: fill the gap; reading comprehension; true/false, etc. Students will also practice their oral skills through role-play and games. They will improve their listening skills by listening to the book CDs as well as to their mother tongue teacher, speaking Italian as much as possible.

## 2<sup>nd</sup> SEMESTER

Course: **Fundamental principles of science and research methods**

Instructor: **Athanasios Tsirikas, Laboratory Teaching Staff**

This course examines science as the ultimate achievement of the human mind and covers basic principles of scientific reason. Originality, perception and objectivity. Understanding variability in nature. The provability and rejectability of scientific questions. Observation of events, hypothesis testing, design of experiments, conception and formulation of theory. Discovery and interpretation in the life sciences. Scientific models and the verdict of facts. Science, borderline science pseudoscience and contemporary contradictions. Literature search engines and the writing of scientific papers. The confluence of natural sciences and the humanities. Interdisciplinarity and mutual enrichment of fields of scientific inquiry.

Course: **Statistics**

Instructor: **Konstantinos Zafiropoulos, Professor, Department of International and European Studies**

Learning outcomes:

- Familiarity with basic statistical techniques and their applications.
- Resolving issues related to statistics and probability.
- Make informed decisions based on facts.
- Performing proper statistical induction.
- Properly perform the necessary diagnostic tests.
- Critical analysis and evaluation of key statistical models.
- Developing self-improvement skills and enhancing creativity.

Course content:

This course aims to introduce the basic concepts and terms of statistics on samples or populations. It introduces to the basic concepts of descriptive statistics, ie creating tables and frequency distributions, clustering of data, build graphs, calculating measures of central tendency and variation. Also it provides an introduction to probability theory and combinatorial theory and studies discrete and continuous random variables. It introduces the concepts of distributions of discrete and continuous variables: Bernoulli, binomial, Poisson, Normal, Student, X<sup>2</sup> and F distributions.

Course: **Introduction to pedagogy**

Instructors: **Marianthi Karatsiori & Anastasia Pampouri, Laboratory Teaching Staff**

The course aims to familiarize students with the following themes which concern education in general:

- Milestones in the historical development of education in Greece
- The issue of literacy in modern times
- The teacher's role in the 21st century
- Basic principles and concepts of educational science
- Modern teaching methods
- School Pedagogy
- Management and leadership models in education
- Intercultural Communication in multicultural classes
- The educational project and the indicators quality
- The role of evaluation in the process of teaching and learning

Course: **Philosophy of education**

Instructor: **Genovefa Papadima, non permanent teaching staff**

The course is an Introduction to the Philosophy of Education and aims to achieve full understanding of the fundamental concepts, assumptions and problems on educational and cultural issues. In particular, the course aims to 1) introduce students to the main concepts of the field, 2) understand and critically evaluate various philosophical theories that bear an important relation to education, 3) make students familiar with the basic philosophical argumentative strategies and research methodology and 4) to increase awareness of important modern issues that require the application of philosophical concepts and methodology.

Course: **Introduction to multicultural education**

Instructor: **Irini Gouleta, Associate Professor**

Learning outcomes: Students, after attending the course, will be able to understand intercultural education by focusing on the historical, sociological and philosophical bases of education, the role of nationality, language, social class, equal educational opportunities for all pupils, social justice in teaching, learning and the education system. Furthermore, they will be able to refer to and explain the characteristics of multicultural societies, the dimensions of otherness, identity, the process of creating stereotypes, prejudices and racism in society and school, highlighting cultural differences and otherness in values, through experiential learning to emphasize tolerance and acceptance in what is foreign and unknown to them. The approach will discuss ways to overcome ethnocentrism in order to use creatively and strategically in the classroom the diverse students' identity concepts of culture, otherness and multiculturalism for the introduction of innovations and the improvement of their teaching work. This will help them successfully manage a multilingual/multicultural class by acquiring the necessary theoretical knowledge in the subjects of bilingualism and bilingual education and using the appropriate pedagogical and teaching strategies, to contribute in practice to the prevention and elimination of xenophobic and racist perceptions, and attitudes in the school and the broader social context. The students will be able to understand the issues that are emerging in the classroom due to the diverse characteristics of students and families who belong to national minorities and immigrant and refugee groups. They will study educational models of management of otherness in the school environment and good instructional practices of managing diversity in the classroom.

Course content: The content of the course is structured in the following

sections:

Section 1: Presentation of the problematic and individual thematic modules – students' expectations from the course

Section 2: Bilingualism, multilingualism, multicultural education

Section 3: Social Transformations: The dimensions of social heterogeneity with the introduction to the concepts of racial, cultural and national differences.

Section 4: Theories of otherness. The notion of 'identity' and 'difference'

Sections 5 and 6: National minorities in Greece

Section 7: The management of otherness

Sections 8 and 9: Intercultural communication in education

Sections 10 and 11: The intercultural competence of the teacher

Section 12: Good multicultural education practices in Greece and the world

Section 13: Course Overview-Course syllabus for exams – Suggestions for improving the course

Course: **Information technology II: Fundamental principles of I.T. (Information technology)**

Instructor: **Ioannis Lefkos, Laboratory Teaching Staff**

The principal objective of this course is the understanding of the fundamental principles of IT and its applications. The syllabus consists of:

- Basic concepts of Computer Science. Introduction to Computer Programming. Application of these concepts in a variety of different environments.
- Networks and their usage in relation to Education. Basic Internet services and the implementation of these services in research and employment (personal usage and registering in discussion groups, file transfer, collecting information through search engines and bibliography research).
- General consequences of the IT development (especially in employment and education/training).



Course: **Legislative framework and European employment policies for people with disabilities**

Instructor: **Doxa Papakonstantinou, Assistant Professor**

The aim of the course is to explore the access to employment and work for people with disabilities in the European Union. Starting from the assumption of the importance of the employment factor for the full social integration of people with disabilities, the main objective of the course is to provide students with a comprehensive picture of the characteristics and developments in the European labor market for people with disabilities focusing on the existing legislative framework and the applied employment policies.

In this direction, the content of the course is divided into the following main thematic sections, concerning:

- the presentation of the general picture of the labor market for people with disabilities in Greece and in the rest of the countries in the European Union, as well as the presentation of the participation of people with disabilities in the workforce, the characteristics of their employment (permanent, temporary and other flexible employment forms) and the characteristics of the unemployment by which they are plagued,
- the presentation of existing employment policies for people with disabilities in Greece and in the countries of the European Union, with particular emphasis on active employment policies, the analysis of strategies and good practices, the examination of the implementation of these programs as well as the examination of the formulation of the above in the period of the economic crisis with obvious implications for the development of the labor costs for people with disabilities and of their labor relations,
- the analysis of the legal framework of Greece and of other European Union countries regarding the “protection” of persons with disabilities for their labor market integration. Through the results of the implementation of the legislative framework and the comparison among the European countries, are pointed out the positive and negative effects. Finally, students are expected to make on their own thorough proposals for the improvement of the legislative background and the employment policies of people with disabilities.

Course: **Foreign language II (English language II)**

Instructors: **Ourania Kokkinou & Polikseni Stefanou – Dimatati,  
Language instructors**

The course aims at developing students’ academic writing skills through the reading of a wide range of texts and in connection with different types of writing such as paraphrasing, paragraph writing, summary writing, report writing, formulating conclusions from graphs, completion of

graphic organizers, reviewing and evaluating of arguments. A task-based approach is used while the focus is not only on writing as a product but also on the processes linked with the different types of writing mentioned above. Furthermore, to become more competent in dealing with the different reading and writing tasks, students will be taught how to trace their own learning strategies as well as develop and apply a range of additional strategies. These strategies include task-specific strategies, critical thinking strategies and strategies for managing and evaluating the learning process. Final course assessment will consist in a final exam or continuous assessment in combination with a final exam.

Course: **Foreign language II (French language II)**

Instructor: **Madeleine Donati, Language instructor**

The course aims at understanding and producing written texts. For the course's needs the instructor has developed a flexible teaching material adapted to the students' special needs, according to their scientific field.

The teaching material consists of:

- A *written corpus* structured in 3 large thematic sections that include introductory texts in French for Specific & Academic Purposes (F.O.S./F.O.U). These texts and documents are accompanied by a typology of exercises that varies according to the text being processed.
- A bilingual *specialized academic vocabulary* that accompanies each module of the course.
- A *grammatical memento* consisting of rules and interactive exercises of more complex grammatical phenomena.
- Web links related to the student's science (*webography*).

The above material is available in electronic form and can be at <http://compus.uom.gr>

#### Learning objectives

At the end of the semester, after having systematically attended the course, the participants will:

- expand their knowledge in french – language grammar and structure – *Grammar objectives*
- enrich their vocabulary with the special terminology of their discipline – *Language objectives*
- be able to identify, comprehend, and produce written or oral information about the subject of their scientific field – *Academic objectives*
- enhance their learning autonomy by doing advanced interactive exercises and seeking further information on the internet – *Autonomy objectives*

Lecture hours: 3/week. Tutorial hours: 2/week.

Course: **Foreign language II (German language II)**

Instructor: **Elena Strantzou, non permanent teaching staff**

(Description not available)

Course: **Foreign language II (Italian language II)**

Instructor: **Simona Vannini, non permanent teaching staff**

In the second semester students will expand their knowledge of vocabulary and will strengthen their understanding of grammar and syntax. They will also learn to apply their language competences to various real-like situations. Information about aspects of everyday life will be introduced through several exercises. Students will also practice their speaking and listening skills with their mother tongue teacher and among themselves thanks to a variety of activities. Finally students will be informed through several readings about Italian culture, habits, likes and dislikes and will be invited to express their opinions in simple Italian language. If available, Italian Erasmus students will be invited in class to interact with the students



**AREAS OF SPECIALIZATION  
MAJOR IN SPECIAL EDUCATION**

**3<sup>rd</sup> SEMESTER**

Course: **Basic neuroscience**

Instructor: **Dimitra Koniari, Specialized lab and teaching  
personnel in the Department of Music Science and Art**

The theory and applications of brain research are presented in conjunction with the biological basis of behavior, from the single neuron to the integrated nervous system. Structure and ultrastructure of the brain. Neurons and non-neuronal elements of nervous systems. Axoplasmic transport and intracellular traffic. Electrochemical conduction of nerve signals. Synaptic transmission; neurotransmitter and receptor systems. Organization of neurons into circuits. Genetic determination and epigenesis in the formation of neuronal networks. Sensory and motor components of behavior. Neurotrophism, plasticity, and regenerative events in the brain. Historical evolution of ideas in Neuroscience.

Course: **Developmental psychology**

Instructor: **Maria Platsidou, Professor**

The objective of this course is to provide a study and critique of the main theories of cognitive development, social and moral development and characteristic phenomena and behaviors of development in childhood and adolescence. A few of the major theories of human development are reviewed: Piaget's theory of cognitive development, information processing theory, Freud's theory of psychosexual development and Erikson's theory of psychosocial development. Specifically, emphasis is given on the following issues:

- Cognitive development: how reasoning and cognitive functions and abilities develop with increasing age, in childhood and adolescence, the cognitive capabilities and limitations in various phases of development, etc. Through the study of typical development, it is

expected to gain better understanding of the cognitive retardation of individuals with disabilities or special educational needs.

- Personal and sexual identity formation, development of psycho-social concepts such as perception of the self, self-control and self-esteem.

Course: **Information technology III: Educational applications of informatics**

Instructor: **Nikolaos Fachantidis, Associate Professor & Ioannis Lefkos, Laboratory Teaching Staff**

General purposes of the course:

- Using New Technologies and Information Systems to manage Educational Units.
- Theories of Knowledge.
- Pedagogy and Didactical analysis of the use of Information Systems in Education.
- Teaching Programming in different levels.
- Using Information Systems.
- Educational Software.
- Multimedia applications.
- Computer Mediated Communications end Education.

Course: **Applied statistics for the social sciences**

Instructor: **Kontantinos Zafiropoulos, Professor, Department of International and European Studies**

Learning outcomes:

- Familiarity with basic statistical techniques and their applications.
- Resolving issues related to statistics and probability.
- Make informed decisions based on facts.
- Performing proper statistical induction.
- Properly perform the necessary diagnostic tests.
- Critical analysis and evaluation of key statistical models.
- Developing self-improvement skills and enhancing creativity.

Course content:

The course is an introduction to statistical inference and statistical modeling. The course includes the calculation of confidence intervals and hypotheses testing. Also, correlation coefficients and linear regression models are described in detail.

Course: **Education of Individuals with visual impairments**

Instructor: **Helen Koustriava, Assistant Professor**

The aim of the course is the study of the specific education needs as well as the methods and the means of education of individuals with visual impairments. The content of the course is divided in three major thematic pillars: a) the presentation of basic characteristics of individuals with visual impairments, b) the fundamental principles throughout their education and c) the basic educational means. According to the first pillar, the issues under close examination in the course are the sense of sight, eye diseases and their impact on educational procedures as well as the impact of vision loss on the personal development of individuals. The sessions based on the second pillar concern the general characteristics and principles of education of individuals with visual impairments, relative historical clues, the necessary qualifications (knowledge, skills and abilities) of teachers of individuals with visual impairments, educational programs and assessment methods. The third pillar set the basis of sessions where the Braille code, tactile images and assistive technology are presented. Moreover, students are introduced to distance education and methods and technological means of distance education of individuals with visual impairments are analytically explained. The three pillars in combination structure both the theoretical and practical dimensions of the subject of education of individuals with visual impairments. For this reason, the students are expected to complete and present either relative bibliographical or research assignments.

Course: **Cognitive rehabilitation for people with disabilities**

Instructor: **Hariklia Proios, Associate Professor**

This course merges the area of cognitive rehabilitation with emphasis on higher level cognitive functions. The focus is on the understanding and interaction of human behavior as it related to brain function and evaluation, diagnosis and treatment of individuals from all age groups (infants to seniors) who have neurological, neurodevelopmental, cognitive and learning difficulties. Theoretical models are presented of information processing based on normal functioning but with emphasis on the integration of clinical observation from samples of populations with disabilities. The process of diagnosis and treatment should be a continuous, analytically grounded re-evaluation of all relevant factors.

Course: **Education of students with specific learning difficulties / learning disabilities**

Instructor: **Ioannis Agalotis, Professor**

Aims of the course

Successful completion of the course is expected to render students capable of:

- differentiating conceptually specific learning difficulties / learning disabilities (SLD / LD) from other mild disabilities and cases of low achievement
- using explanatory models of SLD / LD in daily school practice
- recognizing the main characteristics of students with SLD / LD and define their impact on learning process
- selecting appropriate assessment procedures and tools
- designing effective educational programs for students with SLD / LD
- applying suitable techniques for teaching academic and social knowledge and skills to students with SLD / LD

Contents of the course

Main contents of the course include:

- Terms and definitions in the study of SLD / LD
- Contemporary approaches to the nature of SLD / LD – Characteristics, subtypes, and correlations with other groups of mild disabilities
- Procedures and tools for the identification of SLD / LD
- Assessment of students with SLD / LD in the areas of academic knowledge and social learning
- Design and implementation of educational programs for students with SLD / LD
- Specific techniques for teaching academics and social skills to students with SLD / LD

Course: **Workshop in psychomotor education and learning**

Instructor: **Panagiotis Varsamis, Laboratory Teaching Staff**

The purpose of this subject is to introduce students into the contemporary theory of psychomotor education. Effective and applicable approaches for classrooms are thoroughly discussed. Special stress is laid on defining indicated contents and implementing principles of psychomotor learning. Furthermore, results of current psychomotor interventions are presented. Thus, supporting body awareness, perceptual competence, motor coordination, fine motor dexterity and self-regulation represent focal points of this seminar. Students are expected to acquire all the needed knowledge, competencies and behaviors in

order to design and to implement proper interventions. Experiential learning, micro-teaching, simulations, scenarios, and videos are used in this class.

Course: **Education of individuals with behaviour difficulties**

Instructor: **Christina Siriopoulou, Assistant Professor**

Aim of the course is to inform students on issues of behavior difficulties in order to be able as teachers to assess children's behavior and promote social relations among them as well as emotional and cognitive development. Also, aim is students to be introduced in techniques of managing behavior difficulties.

Contents include

- Introduction to behavior difficulties
- Criteria of definition of behavior problems
- Socio-cognitive development of children,
- Children's social relations and friendship
- Assessment, diagnostic tools
- Aggression
- School Bullying
- Disobedience , non compliance of rules
- Learning Difficulties and behavior problems
- ADHD and behavior problems
- Violence and mass media
- Social and emotional discipline
- Management of conflicts
- Cooperation between school and family
- Theoretical approaches
- Programs and Techniques of confrontation of behavior difficulties.

Course: **Foreign language III (English language III: Business English)**

Instructor: **Mersini Karagevreki, Language instructor**

This third semester English course is specially designed for the third semester students in the department of Educational and Social Policy, University of Macedonia, Thessaloniki, Greece. The aim of the course is to help students develop discipline specific skills that will enable them to communicate more effectively in the specialist field of their studies. The course material being used is from two sources: notes which are



available online at <https://compus.uom.gr> and a specialised textbook of English language.

All texts analysed are relevant to students' field of studies. They are authentic and are taken from a variety of sources (i.e. magazines, articles, newspapers, the Internet, etc.). In each unit there is a detailed text analysis, accompanied by a variety of exercises, which aims at enabling students to discuss specialised subjects fluently in English from a critical point of view and master the academic jargon they contain. Some of the topics analysed in this course relate to disorders and dyslexia, Aristotle and the art of persuasion, Montessori education, feminism, etc.

Assessment is based on a written exam that students take at the end of the course.

Course: **Foreign language III (French language III)**

Instructor: **Myrsini Tzanavari, Language instructor**

In the third semester teaching aims to develop skills in basic kinds of writing about science students. The course focuses on familiarizing students with the academic vocabulary and comprehension skills and strategies. It develops word processing skills and production of written language. Also, there is an emphasis on learning the basic rules of grammar (structure of the language). Finally, the teaching of the language is aimed at developing the following competences: communication in the French language, listening comprehension, reading comprehension and develop skills for the production of written language. The evaluation is based on a final written examination. More information and material for the course on Compus.

Course: **Foreign language III (German language III)**

Instructor: **Elena Strantzou, non permanent teaching staff**

*(Description not available)*

Course: **Foreign language III (Italian language III)**

Instructor: **Simona Vannini, non permanent teaching staff**

In the third semester students will acquire a more specific vocabulary and expand their understanding of semantic groups, while continuing to develop their knowledge of Italian grammar and syntax. Moreover,

students will practice on reading comprehension skills through a series of specific readings referring to Italian culture and society. Thanks to the texts provided, the students will acquire further information about Italian contemporary music, opera, art, cinema, sport etc. Finally, they will improve their speaking and listening skills by interacting among themselves, with their mother tongue teacher and with Erasmus students if available, as well as by listening to Italian dialogues and songs.

## **4<sup>th</sup> SEMESTER**

Course: **Mind and cognition: Philosophical approaches of the cognitive sciences**

Instructor: **Vasilios Neofotistos & Genovefa Papachristou, non permanent teaching staff**

This course is an Introduction to the Philosophy of Mind and focuses on the theory and research relevant to issues such as the nature of the mind and its cognitive operations, as these are studied in the modern context of cognitive studies. Cognitive studies refer to the interdisciplinary relationships and cooperation that have been developed amongst fields such as Philosophy, Neuroscience, Cognitive Psychology, Information Technology and Artificial Intelligence in order to study the mind and its cognitive operations. The course is interested to investigate the assumptions and the conclusions reached on the objects of this study.

The Aims of the Course: The course aims to enable students acquire full understanding of the following issues and develop their abilities to recognize, discern, use, assess and criticize themes of special interest on the following issues:

- The conceptual field of the Philosophy of Mind
- The modern conceptual and research field of Cognitive Studies and its relation to and cooperation with the Philosophy of Mind
- The basic traditional and modern theories on mind and cognition
- The relation of the feeling of subjectivity to selfhood
- The basic philosophical theories on personal identity
- The relation between subjectivity and self-consciousness
- The mind – body relation
- The relation between the mind, the brain, consciousness and artificial intelligence

- Artificial intelligence: challenges, unresolved issues and philosophical reservations
- Educational issues and cognitive studies

Course description: The course consists of eight main thematic parts:

- Cognitive studies and Philosophy: 1. Conceptual determination and clarification of terms. 2. History and important developments. 3. The interdisciplinary relation between the Philosophy of Mind and fields such as: Philosophy of language, Theory of knowledge (or Epistemology), Cognitive Psychology, Biology, Artificial Intelligence and Information Technology.
- Basic issues in the Philosophy of Mind: 1. The nature of the mind and its cognitive operations. 2. Knowledge and cognition. 3. Sense, perception, experience and rational thought. 4. Cognition, meta-cognition and consciousness. 5. Consciousness and subjectivity.
- Traditional and modern theories of the mind: 1. The architecture and the development of the mind. 2. Traditional and modern theories. 3. Mistakes, myths, misconceptions.
- Philosophical issues I: looking for the subject: 1. Subjectivity and personal identity: conceptual clarifications and important developments. 2. Identity, memory and experience. 3. Qualia. 4. Consciousness and intentionality. 5. Self-consciousness. Traditional and modern approaches. 6. Self-development, self-conception and inter-subjectivity.
- Philosophical issues II: looking for self-consciousness: 1. Mind, soul and brain. 2. Brain and self-consciousness. Traditional and modern approaches. 3. Perception and consciousness. 4. Brain and conscientious experience.
- The mind –body problem: 1. Traditional and modern approaches. 2. From dualism to phenomenology.
- Cognition, consciousness and artificial intelligence: 1. Man, mind and machines. 2. The use of computers in cognitive studies. 3. Machines and cognition. 4. Computation, symbolic representation and cognition. 5. Thinking, language and machines. 6. Consciousness and artificial intelligence: problems, challenges and prospects. 7. Embodied intelligence. 8. Unresolved issues and philosophical reservations.
- Mind, cognition and education: 1. The significance of cognitive studies for education. 2. Educational interventions and therapeutic approaches.

Teaching methods / Evaluation: Lectures, ppt presentations, group-work and case-studies. Invited speakers by other academic institutions. The students' performance is evaluated through: a) their active participation during the course, b) a written exam at the end of the semester and c) or an extended written essay (6.000-8.000 words) to be submitted after presentation on a voluntary basis.

Course      **Developmental psychopathology**

Instructor: **Olga Zikopoulou, Teaching fellow**

Aims of this course: Students will be able to

- Understand the stages of child development and define the term of psychopathology. Realise reflections about normal and deviant behaviour.
- Be familiar with the classification of mental disorders, the established systems of classification and their importance in clinical practice.
- Learn the etiological theories/models and theoretical approaches of childhood and adolescent mental disorders.
- Recognise the most prevalent mental disorders in children and adolescents and learn about their clinical symptoms.
- Learn different approaches of mental-health treatments.
- Understand the role of family and other environmental factors in development and treatment of mental disorders.
- Recognize the importance and implications of prevention in mental health care.
- Understand special issues in childhood and adolescent mental health.

A developmental psychopathology framework. Early developmental stages and the definition of psychopathology are discussed. Major developmental theories are briefly presented.

Causes of mental disorders. The unit focuses on causal factors of mental disorders.

Clinical picture of mental disorders. The unit focuses on the analysis of diagnostic features using clinical examples and case studies. Recent research data about epidemiology, co-morbidity, causes and treatment are presented. Emphasis will be given on disorders that are not included in other courses.

- Anxiety Disorders
- Mood Disorders
- Attention Deficit-Hyperactivity Disorder (in brief)
- Oppositional Defiant Disorder and Conduct Disorder
- Attachment Disorder
- Gender Identity Disorders
- Other Neurodevelopmental disorders (Autism spectrum disorder, Specific learning disorder, Intellectual disability)
- Schizophrenia spectrum
- Feeding and eating disorders
- Elimination Disorders

Special Issues and Prevention of mental health problems. The unit focuses on special issues that influence children's mental health, like divorce and bereavement. The importance of prevention and its applied disciplines are discussed. Recent research data from preventive interventions are presented.

Course        **Education of people with pervasive developmental disorders (PDD)/ autism**

Instructor: **Christine Syriopoulou, Assistant Professor**

Aim of the course is to teach characteristics of children with pervasive developmental disorders (PDD), methods of assessment and assessment process at school. Also, students learn about communication techniques, educational approaches, ways to manage behavior difficulties. Students are trained on curriculum and teaching methodology, on programs of educational, social, vocational integration of children with PDD. In addition, students are trained on parents' counseling.

The contents of the subject include:

- PDD syndromes, epidemiology
- Characteristics of people with PDD
- Causes of PDD
- Assessment of PDD, diagnostic criteria (DSM-IV)
- Diagnostic tools (tests)
- Techniques of Communication
- Educational programs and teaching approaches
- Management of behavior difficulties
- Curriculum, teaching methodology
- Educational integration of students with PDD
- Preschool programs and early intervention
- Counseling parents
- Programs of social and vocational integration of people with PDD

Course:        **Introduction to speech and hearing sciences**

Instructor: **Ioanna Talli, non permanent teaching staff**

The course's scope is to provide fundamental knowledge about speech and hearing which will foster a deeper understanding of the processes of human communication in the advanced courses of the specialized curriculum. Speech reception, speech perception, language understanding along with speech and language production comprise the basic functions of communication. Therefore, the special processes in the brain for speech and hearing, the peripheral speech and hearing systems, the ways and conditions of audition in the environment and the special features of the speaker's message constitute valuable knowledge for persons who intend to educate others via verbal or other communication modes. The topics discussed incorporate elements of linguistics and linguistic theory, acoustics and phonetics, anatomy and

physiology, language representation in the brain, psychoacoustics and speech perception, models of language processing and speech and language development.

Course: **Laboratory: Introduction to speech and hearing sciences**

Instructor: **Pavlos Hatzigiannakoglou, Laboratory Teaching Staff**

Students expected to acquire an analysis and resolve skills in completing laboratory exercises, such as Fourier analysis a complex sound, the calculation of the harmonics of the voice and speech sounds, sound-to-noise ratio, splitting the speech stream into individual pieces (words, syllables, phonemes).

Course: **Career guidance for the disabled**

Instructor: **Ioanna Papavassiliou, Associate Professor**

Learning objectives:

The general objective of the Course “Career guidance for the disabled” is acquiring knowledge, skills and attitudes/behaviors, necessary for students to efficiently manage professional development issues regarding people with disabilities and to provide counselling in their career paths (education, training and employment). More specifically, after the Course is completed, students will be able:

I. To know and comprehend:

- the institutional framework for professional training and employment for people with disabilities
- models of career guidance and counselling methodologies for people with disabilities
- the qualifications and responsibilities of the professional career counselor
- educational and vocational integration practices and models for people with various disabilities and vulnerabilities

II.

- to discern and identify the needs for career guidance and counselling concerning various groups of people with disabilities
- to create the educational and professional profile of a person with disabilities
- to simulate an individual counselling meeting with a person with disabilities

III.

- to obtain a positive attitude towards the needs of people with disabilities for counselling regarding their professional development

- to recognize the right of people with disabilities for equal participation in education and employment

Course Content:

This Course prepares students for their counselling role in career guidance of people with disabilities on education and employment issues. The following subjects will be discussed:

- Legislation and Institutional Framework for vocational education, training and employment of people with disabilities in Greece and Europe
- Educational transitions of people with disabilities
- Vocational Education and Training for people with disabilities: Network and Structures
- Career Guidance and Counselling and the CGC Counselor for people with disabilities
- Vocational rehabilitation counselling for people with disabilities
- Peer Group Counselling Model for people with disabilities
- Employment models for people with disabilities: a) Sheltered b) Supported and c) Customized Employment

Note: Teaching includes case studies of people with various levels and kinds of disabilities

Course: **Educating people with physical and movement disabilities**

Instructor: **Panagiotis Varsamis, Laboratory Teaching Staff**

The present subject covers contemporary educational approaches to the most frequent forms of physical disabilities counselling in childhood and adolescence. Furthermore, it focuses on factors forging significant aspects of cognitive, perceptual, motoric, learning and psycho-social growth. These factors form a huge heterogeneity of movement disorders, physical disabilities and chronic illnesses. Additionally, specialized methods for educational needs assessment are presented. Emphasis is laid on designing and implementing proper educational interventions. Students are expected to acquire all the needed knowledge, competencies and behaviors in order to cope with the complex educational needs of people with physical disabilities. Simulations, scenarios, case studies, videos and discussions are widely used in this class.

Course: **School psychology**

Instructor: **Vasiliki Giannouli, Assistant Professor**

Learning outcomes:

School psychology is a scientific field of psychology, with an increased interest and research in many countries the last decades. It's a branch of applied psychology being indissolubly connected with the school reality. One of its main concerns is the care – the provision of the appropriate services each time for all students, for their teachers, and for all the sectors involved in education. The main objective of the course is: the understanding that the school psychologist has to deal with difficulties in learning process, confront with deviations from the standard process of psychosocial development and adaptation, take care for the prevention and advancement of the psychic health and endurance of all the school community (students, teachers, parents) and finally reassure – and – ensure the good and healthy cooperation between parents and school community.

Course content:

- Definition of the role and the key issues of the School Psychology
- Education and constitution
- Legislative framework
- Psychodiagnostic assessment for children and adolescents
- Intervention programmes for supporting learning process
- Psychological interventions for children and adolescents
- Dealing with school crises
- Intervention programmes at various school environments
- Psychic health services and support for children and adolescents

Course: **Management of educational organizations – school units**

Instructor: **Efthymios Valkanos, Professor**

The purpose of the course is to help students understand the Greek education system, to learn how to more effectively organize and manage it – to bring about creative, organizational changes in their work environment in the future. The course focuses on the following issues :

- Introduction to Educational Management
- Planning in Education
- Decision Making in Education
- Organization and Organizational Design in Education
- Management – Leadership in Education
- Evaluation in Education
- Motivation in Education



Course: **Social psychology**

Instructor: **Anthony Jude Montgomery, Professor**

The course is an introduction to Social Psychology. Their aim course is the first introduction of students in basic concepts of Social Psychology, such as social cognition, social performance, attitudes, social influence, social groups (performance, leadership and decision making), prejudice and intergroup relations, conflicts, aggression, positive social behavior and interpersonal relationships. Students are asked to think about the significance of these phenomena, the way they experience them in everyday life as well as their application in educational practices.

Course: **Music education workshop for people with disability**

Instructor: **Lefkothea Kartasidou, Associate Professor**

The objective of this course is to provide a study of music education of people with disability. The students must be able to understand the difference between music education and music therapy as two different and complementary majors in special education. The students will be familiar with the educational design, organization and implementation of music educational programs. An emphasis will be given to the enhancement of self determination through music and to the modifications and adaptations of music activities in inclusive school settings. Specifically, emphasis is given on the following issues:

- Music education vs music therapy
- Basic elements of music education: sound, movement, speech
- Music curriculum
- Music education: didactic methodology, educational design and IEP
- Adaptations and modifications of music activities
- Enhancement of cognitive and social skills through music education
- Self determination and music education

Course: **Emotional and moral development**

Instructor: **Maria Platsidou, Professor**

Learning outcomes:

The course aims to provide students with the basic knowledge, skills and abilities regarding human emotional and moral development. In particular, students should be able to:

- understand and distinguish the different temperament and

personality types of children and adults

- examine and differentiate factors that are likely to affect (positively or negatively) human emotional and moral development
- propose ways to deal with difficulties in emotional and moral development
- understand the importance of play and use the different types of play in educational practice

Course contents:

The course includes the study of emotional and moral development in different stages of life. The major theories proposed to interpret this development are discussed and the factors (individual, social, cultural, etc.) that have a significant influence on the above are described.

Specifically, the topics discussed are:

- Emotional development: the nature, origin and development of emotions, the basic and complex emotions (eg, feelings of joy, anxiety and fear), how emotions interact with other psychological dimensions, such as thinking, personality, behavior.
- Moral development: Piaget and Kohlberg's theories on the stages of moral development, ways of studying moral development, empathy, development of pro-social and altruistic behavior.

Course: **Sign language practicum I**

Instructor:

*(Not offered)*

Course: **Foreign language IV (English language IV: Oral Presentation Skills)**

Instructor: **Mersini Karagevreki, Language instructor**

This fourth semester English course is specially designed for the fourth semester students in the department of Educational and Social Policy, University of Macedonia, Thessaloniki, Greece. The course is also available online at <https://compus.uom.gr>. The aim of the course is to help students develop discipline specific skills that will enable them to communicate more effectively in the specialist field of their studies. In addition selected units from a specialized coursebook on oral presentations are used to introduce students to the basic principles of speaking in public and help them develop the appropriate oral presentation skills in academic situations.

All texts analysed are relevant to students' field of studies. They are authentic and are taken from a variety of sources (i.e. magazines, articles, newspapers, the Internet, etc.). In each unit (six in total and an

introductory unit) there is a detailed text analysis, accompanied by a variety of exercises, which aims at enabling students to discuss specialised subjects fluently in English from a critical point of view and master the academic jargon they contain. Some of the topics analysed in this course relate to lifelong learning and schools, autism, international education, Piaget's and Vygotsky's theories of development, etc.

Assessment is based on a written exam that students take at the end of the course.

Course: **Foreign language IV (French language IV)**

Instructor: **Myrsini Tzanavari, Language instructor**

In the fourth semester, the course aims to develop skills for the production of written and spoken language is necessary for the academic environment. The course focuses on familiarizing students with the vocabulary of professional environment. Students are invited to produce writing articles about their science and to develop production and processing skills listening comprehension. Also, it perfects the learning of grammar rules (structure of the language). Finally, the teaching of the language is aimed at developing the following competences: communication in the French language, listening comprehension, reading comprehension and develop skills for the production of spoken language. The evaluation is based on a final written examination.

More information and material for the course on Compus.

Course: **Foreign language IV (German language IV)**

Instructor: **Elena Stranzou, non-permanent teaching staff**

*(Description not available).*

Course: **Foreign language IV (Italian language IV)**

Instructor: **Simona Vannini, non-permanent teaching staff**

In the fourth semester students will complete their essential knowledge of Italian grammar and syntax up to B2 level. Throughout IV semester students will continue to practice their reading comprehension skills. In so doing they will acquire further academic and technical vocabulary to be able to understand texts on Italian cultural, social and environmental matters. Students will also be led to improve their oral skills on more challenging topics, by interacting in Italian with their mother tongue

teacher, among each other and with Italian Erasmus students, when available.

## **5<sup>th</sup> SEMESTER**

Course: **Instructional methodology for the education of students with special needs / disabilities**

Instructor: **Ioannis Agaliotis, Professor**

Aims of the course

Successful completion of the course is expected to render students capable of:

- selecting appropriate assessment tools and procedures, according to student characteristics and the domain of assessment
- defining the goals and objectives of instruction and organize them appropriately in order to produce a coherent IEP
- making informed decisions regarding the procedures, methods and techniques of program implementation, on the basis of findings from research on effective instruction
- taking into consideration the characteristics of the learning environment in implementing the IEP
- evaluating the results of instruction and decide on program continuation

Contents of the course

Main contents of the course include:

- Fundamental principles of educational assessment of students with special needs / disabilities
- Types of assessment procedures for students with special needs / disabilities
- Principles and procedures for organizing instructional programs in special education units
- Criteria for selecting instructional methods in special education – Advantages and disadvantages of various instructional paradigms
- Processes of instructional management and environmental factors in teaching students with special needs / disabilities
- Evaluation procedures of instructional programs and decisions on program completion and continuation.

Course: **Education of individuals with mental retardation/ intellectual disability**

Instructor: **Lefkothea Kartasidou, Associate Professor**

This course aims to present and analyze the special characteristics of individuals with mental retardation/ intellectual disability and the educational programs that will provide a better educational and social inclusion. The following issues related to this area are to be discussed: intelligence, learning, cognition, language and motor development, self determination, social skills, independent living etc. The definition of mental retardation and intellectual disability will be given through a historical retrospection of the definition and the social attitude towards the individuals with mental retardation/ intellectual disability in the international literature and research. This course will also refer to the different categories and syndromes of mental retardation/ intellectual disability so as the developmental issues of these syndromes: Down, Williams etc. The course will focus on the medical, psychological and educational dimension that has affected the structure and the function of the education of students with mental retardation/ intellectual disability. The main points of the educational and therapeutic programs will be discussed according to the basic educational principles in the different levels of education: primary, secondary and postsecondary education. The course will focus on the following topics:

- Introduction to the terms and definitions on MR/ ID
- Learning profile and characteristics of individuals with MR/ ID
- Syndromes of MR/ ID: physical, cognitive and behavioral characteristics
- Basic principles of the education of individuals with MR/ ID
- Curriculum and Mental retardation/ Intellectual Disability
- Educational design and implementation of programs for individuals with MR/ ID
- Social and cognitive skills of individuals with MR/ ID
- Self-determination of individuals with MR/ ID
- Life skills and of individuals with MR/ ID
- Transition to adult life

Course: **Working relationships, integration and social support of people with disabilities in the workplace**

Instructor: **Doxa Papakonstantinou, Assistant Professor**

The aim of the course is to investigate the issue of the labor integration of

people with disabilities. Work is a crucial factor in achieving the social inclusion of people with disabilities, which seems to be significantly affected by the still negative social stereotypes. The main objective of the course is the students to acquire a comprehensive picture of the current employment situation of people with disabilities, their capabilities / skills, the ways in which they enter the labor market, the problems they face in their working relationships, the required support and the measures to be taken to achieve their equal labor market participation.

The content of the course is divided into the following main thematic sections, concerning:

- the existing employment situation of people with disabilities. This section analyzes the forms of employment exclusion suffered by people with disabilities and provides statistics on their employment and unemployment rates in Greece and other EU countries.
- the legislative framework of our country for: a) the integration of people with disabilities into the public and private sector, with specific references to the field of law protection, the incentives of the law to employers for the recruitment of people with disabilities, regulation of their working relationships and ways of ending their employment relationship; (b) the prohibition of discrimination against people with disabilities due to their disability or other protected characteristics such as sex or nationality; and (c) the sheltered employment of people with disabilities. This section identifies the missing / problematic legislative points and makes suggestions accordingly.
- the employers' attitudes regarding the employment of people with disabilities and the ways to improve them/ benefits from the employment of people with disabilities and the impact of their recruitment on the market.
- the concepts of 'social work support', 'access', 'accessibility', 'reasonable adjustments', 'special adjustments', 'universal design' and their importance in the daily routine of people with disabilities.
- the vocational skills required for people with disabilities to successfully integrate into work/ the valuation of the abilities and the vocational interests of people with disabilities/ ways to succeed at interviews and in their job.

Course:       **Introduction to assistive technology**

Instructor:   **Helen Koustriava, Assistant Professor**

The class aims at presenting analytically the assistive technology that can be used in the context of education and rehabilitation of individuals with disabilities. Specifically, the assistive technology is presented according to the following axes:

- Low, middle and high assistive technology for individuals with disabilities – theoretical approach and indicative use.

- Software and hardware equipping the working station for individuals with visual impairments (presentation and in vivo use).
- Digital accessible books – guidelines for the conversion of printed material into a digital accessible book.
- Guidelines for the web accessibility under the prism of W3C.
- Easy to Read & Understand standards.
- Universal Design for Learning – basic principles and practical implications.
- Augmentative and Alternative Communication.
- Software and hardware per disability and special education need.
- Educational material – adapted digital books and educational software – per disability and special education need.

Course:       **Applications of school psychology**

Instructor:   **Vasiliki Giannouli, Assistant Professor**

Learning outcomes:

As a course –Applications of School Psychology- seeks to offer a better understanding to the students (through clinical examples) of the various issues that the School psychologist deals with, and attempts to treat as an everyday challenge within the educational system –school

Course contents:

- Education- school progress –family
- School psychology –and- its responsibilities within the contemporary educational systems –discussion about the various models of psychological health and care of children and adolescents –a combination of the theory, practice and intervention in the school community
- Psychosocial adaptation –confronting the children’s psychosocial problems/ difficulties –psychosocial intervention
- Projection techniques –their use in the school environment – paradigms of children’s emotional assessment
- Applications of the emotional theory to the school environment – confronting school phobia
- Intervention programs for children dealing with grief
- Ill-treatment –intervention within the family environment –the role of school and school psychologist
- Social/emotional learning –prevention and treatment- of social/emotional problems of children at school
- Intervention programs at school community

Course: **Lifelong guidance and career management skills**

Instructor: **Ioanna Papavassiliou, Associate Professor**

Learning objectives:

The general objectives of the Course “Lifelong guidance and career management skills” are: a) to approach the context and necessity of Lifelong Career Counselling in Europe and to become familiarized with the counselling skills needed and b) to approach the concepts *skills*, *key-skills* and *career skills* and to realize their importance for a successful career path. More specifically, after the Course is completed, students will be able:

I. To know and comprehend:

- the framework, goals, principles and service networks of Lifelong Career Guidance as defined by the European Union
- counseling skills: active listening, attentive monitoring, empathy, focusing, emotion reflection, self-disclosure
- key-skills, their categorization and their connection to career paths and labour market

II.

- to discern and apply various counseling skills in simulations and role playing
- to recognize and classify career skills into categories (personal and/or social)
- to realize which of these skills they have got sufficiently or not

III.

- to respect the diversity of various target groups in Lifelong Guidance
- to be open in constantly developing career skills

Course content:

This course enhances the students’ active participation into practicing and developing two kinds of skills: a) counseling skills, necessary in their educational and counseling roles in Adult and Special Education and b) career management skills, necessary to everyone nowadays in order to successfully plan one’s career path. The following subjects will be discussed:

- Theoretical Framework of Lifelong Career Counselling in E.U.
- Career Chaos in Random Theories in Lifelong Career Guidance and Counselling
- Counselling skills and Counselor’s skills
- Career management skills, key-skills, and Cross skills
- Emotional intelligence and Career skills
- Personal and social skills and their role in employment

Note: Students will be trained in skills development through group micro-teaching about each skill.



Course: **Contemporary teaching models on autism**

Instructor: **Christine Syriopoulou, Assistant Professor**

Aim of the subject is students to be trained and study students with ASD characteristics necessary for their education (e.g. memory, attention, language, communication, play, mobility, motivations etc.), they will study issues on educational and social inclusion of people with autism, they will be trained on planning and construction of individual programs of education, on the design of teaching material, they will dive deeply in the teaching of subjects of the Curriculum of Special Education on Autism. They will also study special issues like Theory of Mind and epilepsy.

#### Topics

- Introduction in the education of people with autism spectrum disorders – Learning and Thinking skills
- Inter-subject – Flexible zone – The meaning of teaching target – Individual programs – Group programs
- Development of communication skills – Planning the program
- Development of self-coping skills
- Curriculum on Environmental studies – Indicative plans of practical implementation, material, individual and group activities
- Teaching models and educational inclusion of students with ASD
- Teaching of Mathematics for students with Autism and High functioning Autism
- Teaching of Greek language for children with autism
- Theory of Mind for children with autism spectrum disorders
- Epilepsy in people with autism spectrum disorders

Course: **Counselling Psychology**

Instructor: **Olga Zikopoulou, Teaching fellow**

Aims of this course: Students will be able to:

- Learn the basic concepts and principles of counselling, identifying its possibilities and limitations.
- Learn the theoretical approaches in counselling, review their development and understand the role of the social context.
- Understand the principles of each theoretical approach and mark their similarities and differences.
- Understand the skills of an effective counsellor and their role in the development of a strong therapeutic alliance.
- Understand the stages of the counselling process and the goals of each stage.

- Understand the different fields of counselling and become aware of ethical and legal considerations in counselling practice.

Introduction to Counselling, Definition, Content, Aim and Objectives. Definition, content, principles and objectives of counseling are discussed. The importance of counselling is explained. Differences between counseling, psychotherapy and clinical psychology are highlighted.

The Social and Historical context of counselling. The history of counseling and the philosophical foundations are analysed.

Theoretical background of counselling. The definition of theory and its utility in practice are discussed. The most common counseling approaches are explained: 1. Psychodynamic, 2. Person-Centered, 3. Existential, 4. Systemic, 5. Cognitive-Behaviour, 6. Narratives, 7. Feminist.

The importance of the relationship in counselling. Issues about the relationship between the counsellor and the client, the establishment and the setting of boundaries are analysed.

The stages of the counselling process.

Code of ethics and values in counselling. Representation of professional qualifications and ethical codes in counselling.

Disciplines, context and types of counselling psychology and counselling. The counselling process in practice.

Course: **Teaching Greek as a second or foreign language**

Instructor: **Irini Gouleta, Associate Professor**

Learning outcomes:

Students, after attending the course, will be able to understand the processes for learning the first and second languages, including the interaction between the two languages – the first and the second-and the consequences of this interaction in the classroom. They will study international research in developed and developing countries on the topic of bilingual education and schooling and the educational, psychological and social implications for children’s learning and the wider contexts of regions and countries. Moreover, the educational policies of language in school and the selection or rejection of specific languages as languages of instruction will be discussed and analyzed so that students are able to understand the reasons behind the development of specific programs. They will also be able to know the different models of bilingual education as well as the school models of learning the second language without the use of the first in intercultural schools where migrant and refugee children attend. Students will consider various teaching techniques and strategies for teaching Greek as a second or foreign language and will be able to use them in the classroom so that they can contribute positively and actively to the academic development of bilingual children, their linguistic processing and their school performance not only in the language but in all the courses of the curriculum.

Course content:

The content of the course is structured in the following sections:

Section 1: Theories of learning the first language

Section 2: Theories of learning the second language

Section 3: Multi –language societies in developed countries and school curricula

Section 4: Multi –language societies in developing countries and school curricula

Sections 5, 6 and 7: International Research on the issue of bilingualism and its implications for school performance (Parts one, two and three)

Section 8: Educational policies of language at school

Section 9: Models of bilingual education

Section 10: School models for learning the second language without the use of the first

Section 11: Techniques and strategies for teaching Greek as a second or foreign language

Section 12: Planning courses for bilingual students at school

Section 13: Course Overview, testing, and improvement of course content and practices.



## 6<sup>th</sup> SEMESTER

Course: **Teaching mathematics to students with learning and adaptation problems**

Instructor: **Ioannis Agaliotis, Professor**

Aims of the course

Successful completion of the course is expected to render students capable of:

- recognizing the cognitive demands and the learning prerequisites of the mathematical tasks they assign to their students
- defining the impact of student's cognitive and learning characteristics on specific mathematical tasks
- identifying the environmental factors affecting learning in specific contexts of instruction
- assessing the difficulties of students with special needs in trying to acquire math knowledge and skills
- designing and implementing math educational programs for students from the whole spectrum of special needs
- implementing specific techniques for teaching Math to specific groups of students with special needs / disabilities

Contents of the course

Main contents of the course include:

- Structural elements and cognitive demands of mathematics learning
- Math contents with specific instructional demands
- Environmental causes of failure in Math learning
- Intra-individual causes of failure in Math learning
- Assessment of learning problems in Mathematics
- Principles of program organization for students with mathematical difficulties / disabilities
- Teaching Math to students with mild disabilities
- Teaching Math to students with complex special needs and severe developmental disorders

Course: **Speech, language and communication disorders**

Instructor: **Ioanna Talli, non permanent teaching staff**

The students will acquire basic knowledge in the communication profiles

of children with developmental and neurological disorders and become acquainted with their nature and particular characteristics. The communication profiles addressed refer to Specific Language Impairment (SLI), Speech Sound Disorders, SSD, Central Auditory Processing Disorders (CAPD), mental retardation, autism and pervasive developmental disorders, sensory disabilities, craniofacial anomalies, selective mutism, dysarthria, apraxia, stuttering, Traumatic Brain Injury (TBI), childhood aphasia, etc. Additionally, students will review scientific reports and/or case studies that will provide knowledge and skills regarding the intervention principles and the particular strategies employed in educational and habilitation programs. This knowledge will guide students a) to detect the occurrence of communication problems in children, b) to evaluate their educational needs and develop approaches c) to collaborate with speech-language pathologists effectively in interdisciplinary intervention programs that are based on educational settings or habilitation centers.

Course: **Information technology IV: Multimedia and distance learning**

Instructor: **Nikolaos Fachantidis, Associate Professor & Ioannis Lefkos, Laboratory Teaching Staff**

The principal objectives of this course are to introduce and familiarize students with the application of new technologies in Distant Learning and training, and generally in Continuing Education, as well as to provide in-depth knowledge of the principles upon which these systems are based.

The syllabus consists of:

- Advanced Internet services and their applications for educational purposes.
- Continuing Education and New Technologies: classification and characteristics of the implemented systems, criteria on system choice.
- Analysis, design, implementation and assessment of integrated systems for use in Distant Learning and education/training.

Course: **Psychodiagnostic measures – tools**

Instructor: **Vasiliki Giannouli, Assistant Professor**

The last decade the work and the cooperation of psychologists – educators has been grown wider besides the pure administration of tests which consists only one side of the whole process of evaluation-assessment. The whole process of assessment today comprises of

techniques such as the interview (a way of collecting information about a person's background and functioning in a variety of areas including medical, social, educational employment, and family, and a way of observing and exploring the patient's current mental state, including their thinking and emotions), the psychoeducational assessment (a comprehensive battery of individually administered subtests that each measure

an aspect of cognitive ability and scholastic achievement, where comparisons can be made between capability and attainment in order to determine if an individual has reached full academic potential while the interpreting the pattern of scores contributes to further understanding the difficulties which a patient experiences in mastering certain learning experiences), methods of administration and assessment of behaviour, assessment of personality disorders (evaluating-measuring of non-intellectual factors such as emotional adjustment, functioning in interpersonal relationships, motivation, interests, attitudes, and ways of coping), evaluation of the possible influences and interactions of the family factors, while is interested in the psychic health and in the new cultural values and their interaction with the individuals, their environment, and their cognitive processes of the self-control.

Contents include:

- Psychometry –Psychodiagnostic measures (standardized measures which contribute to the diagnosis of psychological, intellectual and learning problems)
- Assessment and use of tests
- Reliability and validity of the tests. Standardization and structure of a test.
- Wechsler Intelligence Scale for Children.
- Raven's Coloured Progressive Matrices. Test of Non-Verbal Intelligence.
- Psychological assessment and special education.
- Embedded Figures Test.
- Neuropsychological testing for children.
- Personality tests.
- Psychoeducational assessment of infants and young children.
- Psychoeducational testing and the role of the special needs teacher.
- Ethics and psychological assessment.

Course: **Supervision and organization of special education and rehabilitation programs**

Instructor: **Hariklia Proios, Associate Professor**

This course deals with students in the area of Special Education who are interested in understanding the roles and dyadic interactions in schools, special education classes, special schools, mainstreaming classrooms and rehabilitation centers, etc. Special focus on organization and supervision of programs and in the interactions between supervisor –

student trainee, school principal – teacher, teacher – parent (e.g. how to handle communication with parents, principals and teachers on issues related to persons with disabilities) to improve effectiveness of special education goals. Supervision aims at preparing student trainees to become independent Special Education professionals. The course covers topics such as organization and supervision of personnel and clinical practice, research in supervision, understanding roles and expectations, self-supervision and others.

Course: **Assistive technology laboratory**

Instructor: **Helen Koustriava, Assistant Professor**

The focus of the classroom is on the use of Assistive Technology means and educational software on a practical level. More specifically, the students will be trained on the development of audio-tactile pictures, the video subtitling, the use of augmentative and alternative communication applications, as well as the use of educational applications. Moreover, the students will practice basic programs and applications used in the education of individuals with impairments.

The most significant leverage of the classroom is the fact that the practice on the use of Assistive Technology means and educational software is evolved on the main axis of the special educational needs connected to each category of impairment, and under the prism of the most appropriate educational context in each case.

Course: **Emotional intelligence in education and the workplace**

Instructor: **Athina Daniilidou, postdoctoral researcher**

The course aims to provide students with basic theoretical knowledge of emotional intelligence and skills for implementing programs aimed at its development. In particular, they should be able to:

- 6. Describe modern models for the interpretation of emotional intelligence (e.g., models of Goleman, Bar-On, Mayer, Salovey, & Caruso, Petrides, etc.)
- 7. Choose the appropriate psychometric tools for measuring emotional intelligence
- 8. Combine theoretical approaches and psychometric tools to design, implement and / or evaluate programs for the development of emotional intelligence.
- synthesize and organize emotional intelligence skills to propose new applications of the concept to education or work (eg emotional and social skills training programs)
- consider and differentiate factors that are likely to affect (positively or

negatively) the success of programs or applications of emotional intelligence

The course offers theoretical knowledge and opportunities for practicing the applications of emotional intelligence on education and work. In particular, the theoretical part describes the contemporary models for the interpretation of emotional intelligence (eg, the models of Goleman, Bar-On, Mayer, Salovey, & Caruso, Petrides, etc.) and the psychometric tools that have been developed to measure it. It discusses the critique of the concept of emotional intelligence as well as its relationships with factors of individual differences (such as age and gender), with other psychological concepts (such as cognitive intelligence and personality), with various aspects of human behavior (such as academic performance and interpersonal relationships), etc.

In the practical part, students have the opportunity to study and apply some programs aiming at developing emotional intelligence skills in the context of child or/and adult education and the workplace. The principles, conditions, and steps of designing and implementing such programs are taught and examples of programs implemented internationally but also in our country are given. Finally, the students practice themselves in implementing such programs.

Course: **Workplace mobbing of people with disabilities**

Instructor: **Doxa Papakonstantinou, Assistant Professor**

The purpose of this course is to investigate the mobbing phenomenon within the workplace against people with disabilities. Work, a key factor in achieving full social integration of people with disabilities, is particularly affected during the period of economic crisis, resulting in systematic negative attitudes at the workplace. The main objective of the course is students to be able to identify a hostile work environment and the problematic behaviors involved, the rights of mobbing victims, as well as the ways of preventing it.

The course content is divided into the following main thematic sections:

- analysis of international terms ‘mobbing’, ‘workplace bullying’, ‘workplace harassment’, ‘sexual harassment’, ‘emotional abuse’, highlighting their essential similarities or differences.
- the causes that motivate the phenomenon at the workplace.
- the categories of workplace mobbing, the stages of the phenomenon, but also the impact on the victims and on the businesses / organizations.
- sexual harassment, which, depending on its duration, may be included in the forms of mobbing or may be differentiated as a related concept.
- answers to the questions: What are the victims and their individual characteristics? What is the role of viewers? Students are invited through experiential exercises to experience, understand, judge, take initiative, identify problems, and look for solutions.



- the European Union's institutional framework for tackling mobbing. The EU's interest in this phenomenon, the relevant Directives, Agreements and Resolutions with a view to preventing, identifying and managing the phenomenon are discussed. The existence of a non-specific protective framework for disability from mobbing at work within the EU is analyzed and examples of political and institutional frameworks in individual EU countries are given.
- Greece's legislative framework for tackling mobbing in the workplace. This section assesses the effectiveness of the existing system, highlighting gaps / problematic legislative issues and submitting proposals. A special section is devoted to prevention methods.

Course: **Laboratory: Speech, language and communication disorders**

Instructor: **Pavlos Hatzigiannakoglou, Laboratory Teaching Staff**

Students will learn to use augmented and alternative software communication (AAC). These software products will target people who do not have verbal communication capability.

Course: **Sign language practicum II**

Instructor:

(Not offered)

Course: **Braille writing and reading**

Instructor:

(Not offered)

## 7<sup>th</sup> SEMESTER

Course: **Practicum I**

Instructors:

The course includes the following topics:

- Assessment of a child with special needs
- Organization and implementation of an individualized program
- Evaluation of the program

Course: **Exercise and quality of life**

Instructor: **Alexandra Lailoglou, Special educational personnel**

The aim of the course is the obtainment of general knowledge of physical education and the planning, organizing and implementation of programs in team sports for all ages and also for people with disabilities. Programs of team sports aim at improving the biological level of athletes, the use of leisure time and pleasure of the participants. In addition, the course provides basic knowledge about the concept of exercise and its benefits, team sports and lifelong exercise. In particular emphasis is given to exercise with systematic guidance, as it is an essential social investment, due to the improvement of quality of life, the development of interpersonal relationships and the better relationship between man and nature.

Specifically, the issues mentioned in the course are:

- Concept of Exercise - Benefits of exercise - Lifelong exercise.
- Leisure time and team sports - Utilization of leisure time with physical activities.
- Contribution of exercise and physical activity to quality of life.
- Stretching
- Exercise in childhood and adolescence.
- Exercise for adults.
- Exercise for the elderly.
- Exercise for people with disabilities.
- Basic principles for creating exercise programs.
- Motives to participate in exercise programs.

Design and implement of exercise programs to entities (institutions, local authorities, organizations, etc.).

Course: **Access to the labour market for NEETs (Youth out of employment, education or training)**

Instructor: **Doxa Papakonstantinou, Assistant Professor**

The aim of the course is to provide knowledge and develop critical thinking on issues related to the workplace and the wider social problems faced by NEETs, namely young people aged 15-29, who are currently not in employment, education or training.

The course content is divided into the following main thematic sections:

- Identification of the NEETs concept. The characteristics and needs of young people, aged 15-29, who are out of employment, education or training are analyzed. In particular, the main subgroups of NEETs, which will be highlighted in the course, are:
  - short-term and long-term unemployed youth,
  - discouraged young people,
  - young people with disabilities and chronic diseases,
  - young people with low qualifications and level of education,
  - young people with family responsibilities that do not allow them to work; mainly women,
  - young people with family problems,
  - young people who belong to the most vulnerable social groups;
  - young people choosing alternative career paths, such as artistic careers,
  - the most privileged
- Presentation of statistics and reports on the position of NEETs in Greece, in member states of the European Union and the Organization for Economic Cooperation and Development. It should be noted that according to OECD data, forty million young people in its member countries belong to the NEET group, with Greece having one of the highest rates.
- Analysis of: (a) the common risk factors for becoming NEETs, (b) the problems - difficulties faced, and (c) the long and short-term consequences of NEETs.
- Present targeted programs, policies and best practices for integrating / reintegrating NEETs into the labor market, education or vocational training. Critical Approach to EU Member States Programs and Policies. Designing Students' Own Programs in Group Collaboration.

## **8<sup>th</sup> SEMESTER**

Course: **Practicum II**

Instructors:

The course includes the following topics:

- Assessment of a student with special needs
- Organization and implementation of an individualized program
- Evaluation of the program

Course: **Education of individuals with profound multiple disabilities**

Instructor: **Lefkothea Kartasidou, Associate Professor**

The main goal of this course is to analyze the theoretical and research approaches that refer to severe and profound and/ or multiple disabilities. The term and definition of severe and profound and/ or multiple disabilities and their differentiation in the Greek and international literature will be presented. One of the goals is to understand the basic principles of the educational design and implementation of the programs for individuals with profound and/ or multiple disabilities. The course will focus on the medical, psychological and educational dimension that has affected the structure and the function of the education of students with profound and/ or multiple disabilities. The main points of the educational and therapeutic programs will be discussed according to the basic educational principles in the different levels of education: primary, secondary and postsecondary education. The course will focus on the following topics:

- Introduction to the terms and definitions on profound multiple and/ or disabilities
- Learning profile and characteristics of individuals with profound and/ or multiple disabilities
- Syndromes of multiple disabilities (deafblindness): physical, cognitive and behavioral characteristics
- Basic principles of the education of individuals with profound and/ or multiple disabilities
- Curriculum and Profound and/ or Multiple Disabilities
- Educational design and implementation of programs for individuals with profound and/ or multiple disabilities

- Social and cognitive skills of individuals with profound and/ or multiple disabilities
- Life skills and of individuals with profound and/ or multiple disabilities

Course: **Counseling for people with special needs**

Instructor: **Christine Syriopoulou, Assistant Professor**

Aim of the course is students to know the meaning, content and aims of counseling. Students get trained on counseling theories, the role of counselor and how the theory can be applied in special education practically. Lessons contribute to the upgrading of the professional role of students as special education teachers, the educational process, the cooperation between school and families as well as to the educational, social and vocational integration of people with special needs.

Contents include:

- The meaning of Counseling Psychology
- The role of counselor and the counseling relation
- Aim and content of counseling in special education
- The counseled with special needs
- -Factors that led to the development of counseling
- -Counseling Psychology in special education
- -Theories and techniques of counseling,
- -Technical applications for the facilitation of counseling relation with people with special needs
- -Formation of identity of people with special needs and Counseling Psychology
- -Counseling Psychology at preschool age. Programs of counseling and education for children of preschool age.

Course: **Educational inclusion of gifted and talented students**

Instructor: **Ioannis Agaliotis, Professor**

Successful completion of the course is expected to render students capable of:

- Stating the main characteristics of gifted or talented individuals
- Describing the special educational needs of gifted or talented students
- Explaining the phenomenon of underachievement in gifted students
- Recognizing the most successful methods for educating gifted students
- Arguing for the educational inclusion of students with special

educational needs

- Mentioning the main methodological adaptations required for the educational inclusion of gifted students
- Explaining the relationship between educational inclusion and differentiated instruction

Main contents of the course are:

- Conceptual clarification, types, and characteristics of giftedness and talent
- High learning potential, creativity, school failure, and underachievement of gifted students
- Models and methods for the education of gifted and talented students
- Educational inclusion and education of gifted students
- Main principles of educational inclusion
- Similarities and differences between inclusionary programs meant for gifted students and those meant for students presenting other kinds of special educational needs
- Educational inclusion and differentiated instruction for the effective instruction of all students

Course: **Workshop on dealing with specific speech disorders**

Instructor: **Hariklia Proios, Associate Professor**

This course deals with methods of clinical practice which are necessary for specialists to diagnose/treat and help in problems in speech with co-existing difficulties in swallowing, including voice disorders, dysarthria, stuttering etc. which are either acquired or developmental in nature.

Course: **International comparative education**

Instructor: **Irini Gouleta, Associate Professor**

Learning outcomes:

Students, after attending the course, will be able to understand the history and the theories of International Comparative Education. They will study the surveys of Transnational comparative analysis and will examine their results with a focus on the influences of the teaching of Comparative Education in the creation and development of the Greek educational System. In addition, they will consider the role of bilateral and multilateral development organizations -such as the United Nations Organizations (UNICEF, UNESCO, etc.) ) and the World Bank- in global educational development through subsidized programs and lending as well as the participation of State and transnational non-profit organizations with a series of teaching and training programs. Students will study the Global Educational indicators of student progress, educational transfer and lending, as well as the relationship between

culture and education. They will explore the modern theoretical approaches in the study of the educational development approaches and interventions for reform in order to understand modern issues that concern Greece and other countries for the improvement of their educational systems. They will consider educational interventions and teaching models in countries in crisis or emergency situations due to war, civil conflict, refugee problem, political unrest, diseases, epidemics and extreme poverty. They will also analyze the educational policies of developed and developing countries as well as concerning teacher employability, recruitment and retention, and students and parents as active actors in the education system. Education reform efforts that lead to good school performance for all students -including those belonging to vulnerable groups- and the professional rehabilitation and economic and socio-political development of societies and nations in general

Course content:

The content of the course is structured in the following sections

Section 1: History of International Comparative Education (Part One)

Section 2: History of International Comparative Education (Part Two)

Section 3: Theories of international Comparative Education (Part One)

Section 4: Theories of international Comparative Education (Part Two)

Section 5: The role and activities of bilateral and multilateral international organisations in educational Development (Part One)

Section 6: The role and activities of bilateral and multilateral international organisations in educational Development (Part two)

Section 7: The role and activities of non-profit organisations in international educational Development

Section 8: Global educational Indicators of student progress and the participation of Greece in international student competitions

Section 9: International problems educators, students and parents facing

Section 10: Student progress and performance of children belonging to vulnerable social groups

Section 11: Educational programs and interventions in times and regions of crisis and conflict

Sections 12 and 13: Materials, sources, scientific and school aid from international development organizations and foundations available on websites and online databases and course overview.

Course: **Practical course for Braille learning and writing**

Instructor:

*(Not offered)*

**AREAS OF SPECIALIZATION  
MAJOR IN CONTINUING EDUCATION**

**3<sup>rd</sup> SEMESTER**

Course: **Basic neuroscience**

Instructor: **Dimitra Koniari, Specialized lab and teaching  
Personnel, Department of Music Science and Art**

The theory and applications of brain research are presented in conjunction with the biological basis of behavior, from the single neuron to the integrated nervous system. Structure and ultra structure of the brain. Neurons and non-neuronal elements of nervous systems. Axoplasmic transport and intracellular traffic. Electrochemical conduction of nerve signals. Synaptic transmission; neurotransmitter and receptor systems. Organization of neurons into circuits. Genetic determination and epigenesis in the formation of neuronal networks. Sensory and motor components of behavior. Neurotrophism, plasticity, and regenerative events in the brain. Historical evolution of ideas in Neuroscience.

Course: **Developmental psychology**

Instructor: **Maria Platsidou, Professor**

The objective of this course is to provide a study and critique of the main theories of cognitive development, social and moral development and characteristic phenomena and behaviors of development in childhood and adolescence. A few of the major theories of human development are reviewed: Piaget's theory of cognitive development, information processing theory, Freud's theory of psychosexual development and Erikson's theory of psychosocial development. Specifically, emphasis is given on the following issues:

- Cognitive development: how reasoning and cognitive functions and abilities develop with increasing age, in childhood and adolescence, the cognitive capabilities and limitations in various phases of development, etc. Through the study of typical development, it is



expected to gain better understanding of the cognitive retardation of individuals with disabilities or special educational needs.

- Personal and sexual identity formation, development of psycho-social concepts such as perception of the self, self-control and self-esteem.

Course: **Vocational education and training systems**

Instructor: **Evangelia Koutidou, Lecturer on contract**

The course addresses in principle, the conceptual and theoretical approaches and modern concepts of Continuing Vocational Training, and the operation of CVET as a tool of active employment policies in the functional framework of labour markets. Moreover, it examines the theory linking professional qualifications with the requirements of the labour market in terms of skills and competencies - knowledge within the European Qualifications Framework and the respective National Framework, on the CVET systems basis. According to the aforementioned theoretical background, the European Strategy for Employment and Training, which is influencing the directions and operation of CVET systems, is presented.

Moreover, the course analyzes in details the CVET system in Greece, both in relation to the developments in the national economy and labor market, and in relation to the institutional - legal framework for CVET. Finally, a comparative approach of the CVET systems in EU countries is presented, with the purpose to feature and highlight similarities and differences.

Course: **Information technology III: Educational applications of informatics**

Instructor: **Nikolaos Fachantidis, Associate Professor & Ioannis Lefkos, Laboratory Teaching Staff**

General purposes of the course:

- Using New Technologies and Information Systems to manage Educational Units.
- Theories of Knowledge.
- Pedagogy and Didactical analysis of the use of Information Systems in Education.
- Teaching Programming in different levels.
- Using Information Systems.
- Educational Software.
- Multimedia applications.

- Computer Mediated Communications and Education.

Course: **Applied statistics for the social sciences**

Instructor: **Konstantinos Zafiropoulos, Professor, Department of International and European Studies**

Learning outcomes:

- Familiarity with basic statistical techniques and their applications.
- Resolving issues related to statistics and probability.
- Make informed decisions based on facts.
- Performing proper statistical induction.
- Properly perform the necessary diagnostic tests.
- Critical analysis and evaluation of key statistical models.
- Developing self-improvement skills and enhancing creativity

Course content:

The course is an introduction to statistical inference and statistical modeling. The course includes the calculation of confidence intervals and hypotheses testing. Also, correlation coefficients and linear regression models are described in detail.

Course: **Talent management in organizations and enterprises**

Instructor: **Athanasios Tsirikas, Laboratory Teaching Staff**

Learning Outcomes

Upon completion of the course students will be able to:

- Understand key concepts about talent and skills
- Use tools to detect “inclinations” in a particular direction
- Use tools to select the right employee in the right position
- Evaluate key soft skills and identify areas for improvement
- Develop soft skills development programs
- To be able to train and train their partners according to the logic of practicing outside their comfort zone in order to be able to develop specific skills in combination with other tools to be presented.
- Get into the philosophy of the talent hotbed.

Course Content

The course focuses on the concept of talent and how it evolves, with what kind of mechanisms and ultimately the well-known stereotype that talent exists or is inherited is discussed in detail. The concept of talent hotbed is also widely discussed. Talent hotbeds are mysterious places and the most mysterious thing about them is that they bloom

without warning. The media tends to treat every talent hotbed as a single phenomenon, but in reality it's all part of a bigger, older one pattern. See for example the 19th-century Vienna composers, the writers of Shakespearian England, or the artists of the Italian Renaissance, in which the “little” Florence, with a population of 70,000, suddenly created an explosion of genius artists never seen before in human history. Think of ancient Greece. Greece of philosophy and science. In any case, the echo of the same question is repeated: Where does this extraordinary talent come from? How does it develop?

This Course is about a simple idea: All talent greenhouses do exactly the same thing. They have unconsciously discovered a neurological mechanism which, although not modeled or molded, is able to create some skill-building patterns based on accelerated learning, provided the trainee follows a specific exercise pattern.

In short, some have broken the talent code and the purpose of the seminar is to share it with you. How can we be good at what we do? How is it possible to be talented in what we love? Why are the stereotypes we used so far completely outdated? How can we help our partners evolve into talented performers? What steps should we take? The concept of talent is multidimensional and we aim to decipher it.

Course: **Positive psychology**

Instructor: **Anthony Montgomery Jude, Professor**

Positive psychology is the scientific study of the strengths and virtues that make people and communities able to prosper. This scientific field is based on the belief that people want to have a constructive and acclaimed life, to cultivate the best feature and enrich related experiences with love, work and play. Positive Psychology has three central themes: positive emotions, positive personality traits and positive institutions. The course presents an introduction to the field of Positive Psychology and focus on applications regarding Employment and Training.

Objectives of the course:

- To present students the Positive Psychology as a discipline
- To reflect on professional applications in the areas of work and education
- To strengthen the understanding of how the theories and interventions of Positive Psychology can promote our understanding of education and continuing education.

Learning outcomes:

Upon successful completion of this module, with full participation and self-regulated learning, students will be able to:

- *Describe* the nature of Positive Psychology as a discipline and as a profession.
- Analyze, synthesize and evaluate material sources related to Positive

## Psychology

- Work *in* groups and to successfully complete group exercises
- *Recognize* the way in which the issues of positive psychology affect work and education.
- To *recognize* the ethical challenges in its implementation

Course: **Foreing language III (English language III: Business english)**

Instructor: **Mersini Karagevreki, Language instructor**

This third semester English course is specially designed for the third semester students in the department of Educational and Social Policy, University of Macedonia, Thessaloniki, Greece. The aim of the course is to help students develop discipline specific skills that will enable them to communicate more effectively in the specialist field of their studies. The course material being used is from two sources: notes which are available online at <https://compus.uom.gr> and a specialised textbook of English language.

All texts analysed are relevant to students' field of studies. They are authentic and are taken from a variety of sources (i.e. magazines, articles, newspapers, the Internet, etc.). In each unit there is a detailed text analysis, accompanied by a variety of exercises, which aims at enabling students to discuss specialised subjects fluently in English from a critical point of view and master the academic jargon they contain. Some of the topics analysed in this course relate to disorders and dyslexia, Aristotle and the art of persuasion, Montessori education, feminism, etc.

Assessment is based on a written exam that students take at the end of the course.

Course: **Foreign language III (French language III)**

Instructor: **Myrsini Tzanavari, Language instructor**

In the third semester teaching aims to develop skills in basic kinds of writing about science students. The course focuses on familiarizing students with the academic vocabulary and comprehension skills and strategies. It develops word processing skills and production of written language. Also, there is an emphasis on learning the basic rules of grammar (structure of the language). Finally, the teaching of the language is aimed at developing the following competences: communication in the French language, listening comprehension, reading comprehension and develop skills for the production of written

language. The evaluation is based on a final written examination. More information and material for the course on Compus.

Course: **Foreign language III (German language III)**

Instructor: **Elena Strantzou, non permanent teaching staff**

*(Description not available)*

Course: **Foreign language III (Italian language III)**

Instructor: **Simona Vannini, non permanent teaching staff**

In the third semester students will acquire a more specific vocabulary and expand their understanding of semantic groups, while continuing to develop their knowledge of Italian grammar and syntax. Moreover, students will practice on reading comprehension skills through a series of specific readings referring to Italian culture and society. Thanks to the texts provided, the students will acquire further information about Italian contemporary music, opera, art, cinema, sport etc. Finally, they will improve their speaking and listening skills by interacting among themselves, with their mother tongue teacher and with Erasmus students if available, as well as by listening to Italian dialogues and songs.

#### 4<sup>th</sup> SEMESTER

Course: **Management of educational organizations – School units**

Instructor: **Efthymios Valkanos, Professor**

The purpose of the course is to help students understand the Greek education system, to learn how to more effectively organize and manage it - to bring about creative, organizational changes in their work environment in the future. The course focuses on the following issues :

- Introduction to Educational Management
- Planning in Education

- Decision Making in Education
- Organization and Organizational Design in Education
- Management - Leadership in Education
- Evaluation in Education
- Motivation in Education

Course:           **Psychological development in adult life**  
 Instructor:       **Maria Platsidou, Professor**

The course aims to provide students with the basic knowledge, skills and competences in specific areas of a person's psychological development from the beginning of adulthood to the end of his / her life: cognitive development, social & moral development and development of personality. In particular, students should be able to:

- describe the development of the typically developing adult in the aforementioned fields, selecting and combining elements from the different theoretical approaches taught.
- identify, evaluate and explain the stage / level of development of a particular adult.
- examine and differentiate the factors that are likely to affect (positively or negatively) human development
- propose ways of dealing with difficulties such as: changes in personal life, the crisis of middle age, the impact of unemployment and retirement, mourning and dementia

The course concerns the study of the human psychological development from early adulthood to the end of life. The major psychological theories of lifelong development and personality theories are presented. In particular, the following are discussed:

- Myths and realities in the development of adult intelligence: cognitive abilities that decline, remain stable, or continue to develop in middle and early adulthood.
- Cognitive strategies and ways of learning
- Difficulties and challenges encountered regarding the social, cultural, biological and personal circumstances at each stage of life: eg, changes in family life, middle age crisis, the impact of work, unemployment, and retirement on wellbeing, stress and ways of coping, subjective well-being, etc.
- Difficulties faced by the persons while their sensory, motor, etc. abilities are reducing and ways of psychological support.
- How to deal with old age, dementia and mourning

Course: **Social psychology**  
Instructor: **Anthony Jude Montgomery, Professor**

The course is an introduction to Social Psychology. Their aim course is the first introduction of students in basic concepts of Social Psychology, such as social cognition, social performance, attitudes, social influence, social groups (performance, leadership and decision making), prejudice and intergroup relations, conflicts, aggression, positive social behavior and interpersonal relationships. Students are asked to think about the significance of these phenomena, the way they experience them in everyday life as well as their application in educational practices.

Course: **Mind and cognition: Philosophical approaches of the cognitive sciences**  
Instructors: **Genovefa Papachristou & Vasilios Neofotistos, non permanent teaching staff**

This course is an Introduction to the Philosophy of Mind and focuses on the theory and research relevant to issues such as the nature of the mind and its cognitive operations, as these are studied in the modern context of cognitive studies. Cognitive studies refer to the interdisciplinary relationships and cooperation that have been developed amongst fields such as Philosophy, Neuroscience, Cognitive Psychology, Information Technology and Artificial Intelligence in order to study the mind and its cognitive operations. The course is interested to investigate the assumptions and the conclusions reached on the objects of this study.

#### The Aims of the Course

The course aims to enable students acquire full understanding of the following issues and develop their abilities to recognise, discern, use, assess and criticize themes of special interest on the following issues:

- The conceptual field of the Philosophy of Mind
- The modern conceptual and research field of Cognitive Studies and its relation to and cooperation with the Philosophy of Mind
- The basic traditional and modern theories on mind and cognition
- The relation of the feeling of subjectivity to selfhood
- The basic philosophical theories on personal identity
- The relation between subjectivity and self-consciousness
- The mind – body relation
- The relation between the mind, the brain, consciousness and artificial

intelligence

- Artificial intelligence: challenges, unresolved issues and philosophical reservations
- Educational issues and cognitive studies

#### Course description:

The course consists of eight main thematic parts:

- *Cognitive studies and Philosophy*
  1. Conceptual determination and clarification of terms. 2. History and important developments. 3. The interdisciplinary relation between the Philosophy of Mind and fields such as: Philosophy of language, Theory of knowledge (or Epistemology), Cognitive Psychology, Biology, Artificial Intelligence and Information Technology.
- *Basic issues in the Philosophy of Mind*
  1. The nature of the mind and its cognitive operations. 2. Knowledge and cognition. 3. Sense, perception, experience and rational thought. 4. Cognition, meta-cognition and consciousness. 5. Consciousness and subjectivity.
- *Traditional and modern theories of the mind*
  1. The architecture and the development of the mind. 2. Traditional and modern theories. 3. Mistakes, myths, misconceptions.
- *Philosophical issues I: looking for the subject*
  1. Subjectivity and personal identity: conceptual clarifications and important developments. 2. Identity, memory and experience. 3. Qualia. 4. Consciousness and intentionality. 5. Self-consciousness. Traditional and modern approaches. 6. Self-development, self-conception and inter-subjectivity.
- *Philosophical issues II: looking for self-consciousness*
  1. Mind, soul and brain. 2. Brain and self-consciousness. Traditional and modern approaches. 3. Perception and consciousness. 4. Brain and conscientious experience.
- *The mind – body problem*
  1. Traditional and modern approaches. 2. From dualism to phenomenology.
- *Cognition, consciousness and artificial intelligence*
  1. Man, mind and machines. 2. The use of computers in cognitive studies. 3. Machines and cognition. 4. Computation, symbolic representation and cognition. 5. Thinking, language and machines. 6. Consciousness and artificial intelligence: problems, challenges and prospects. 7. Embodied intelligence. 8. Unresolved issues and philosophical reservations.
- *Mind, cognition and education*
  1. The significance of cognitive studies for education. 2. Educational interventions and therapeutic approaches.

#### Teaching methods / Evaluation

Lectures, ppt presentations, group-work and case-studies. Invited speakers by other academic institutions.

The students' performance is evaluated through: a) their active



participation during the course, b) a written exam at the end of the semester and c) or an extended written essay (6.000-8.000 words) to be submitted after presentation on a voluntary basis.

Course: **Design and implementation of vocational training programmes**

Instructor: **Miltiadis Stampoulis, Assistant Professor**

As an introduction to the course, elements of Continuing Vocational Training (CVT) economics are presented which set the background for the development of CVT programmes. Subsequently, the methodological framework for analysis and planning activities for the development training programs is described, placing particular emphasis on the presentation of CVT programme design models.

The main body of the course addresses all phases of design and development of continuing education programmes: diagnosis and documentation of educational needs, preparation and organization of the training program, implementation, monitoring trainees after the programme, assessment and evaluation activities of the training programme. Moreover, the content of the evaluation of CVT is presented in detail and specific concepts are analysed, namely the objectives and scope of evaluation, evaluation typology and models and the evaluation process.

In addition, the Single Management Training Projects System, which is the general regulatory framework for the implementation of co-funded continuing vocational training programmes in Greece, is described. Finally, the application of Marketing principles in CVT to attract candidates trainees, is presented.

The course is concluded with the design and implementing simulation of one training programme from each student and its public presentation.

Course: **Emotional and moral development**

Instructor: **Maria Platsidou, Professor**

Learning outcomes:

The course aims to provide students with the basic knowledge, skills and abilities regarding human emotional and moral development. In particular, students should be able to:

- understand and distinguish the different temperament and personality types of children and adults
- examine and differentiate factors that are likely to affect (positively or negatively) human emotional and moral development

- propose ways to deal with difficulties in emotional and moral development
- understand the importance of play and use the different types of play in educational practice

Course contents:

The course includes the study of emotional and moral development in different stages of life. The major theories proposed to interpret this development are discussed and the factors (individual, social, cultural, etc.) that have a significant influence on the above are described.

Specifically, the topics discussed are:

- Emotional development: the nature, origin and development of emotions, the basic and complex emotions (eg, feelings of joy, anxiety and fear), how emotions interact with other psychological dimensions, such as thinking, personality, behavior.

Moral development: Piaget and Kohlberg's theories on the stages of moral development, ways of studying moral development, empathy, development of pro-social and altruistic behavior.

Course: **Foreign language IV (English language IV: Oral presentation skills)**

Instructor: **Mersini Karagevreki, Language instructor**

This fourth semester English course is specially designed for the fourth semester students in the department of Educational and Social Policy, University of Macedonia, Thessaloniki, Greece. The course is also available online at <https://compus.uom.gr>. The aim of the course is to help students develop discipline specific skills that will enable them to communicate more effectively in the specialist field of their studies. In addition selected units from a specialized coursebook on oral presentations are used to introduce students to the basic principles of speaking in public and help them develop the appropriate oral presentation skills in academic situations.

All texts analysed are relevant to students' field of studies. They are authentic and are taken from a variety of sources (i.e. magazines, articles, newspapers, the Internet, etc.). In each unit (six in total and an introductory unit) there is a detailed text analysis, accompanied by a variety of exercises, which aims at enabling students to discuss specialised subjects fluently in English from a critical point of view and master the academic jargon they contain. Some of the topics analysed in this course relate to lifelong learning and schools, autism, international education, Piaget's and Vygotsky's theories of development, etc.

Assessment is based on a written exam that students take at the end of the course.

Course: **Foreign language IV (French language IV)**

Instructor: **Myrsini Tzanavari, Language instructor**

In the fourth semester, the course aims to develop skills for the production of written and spoken language is necessary for the academic environment. The course focuses on familiarizing students with the vocabulary of professional environment. Students are invited to produce writing articles about their science and to develop production and processing skills listening comprehension. Also, it perfects the learning of grammar rules (structure of the language). Finally, the teaching of the language is aimed at developing the following competences: communication in the French language, listening comprehension, reading comprehension and develop skills for the production of spoken language. The evaluation is based on a final written examination.

More information and material for the course on Compus.

Course: **Foreign language IV (German language IV)**

Instructor: **Elena Strantzou, non permanent teaching staff**

*(Description not available)*

Course: **Foreign language IV (Italian language IV)**

Instructor: **Simona Vannini, non permanent teaching staff**

In the fourth semester students will complete their essential knowledge of Italian grammar and syntax up to B2 level. Throughout IV semester students will continue to practice their reading comprehension skills. In so doing they will acquire further academic and technical vocabulary to be able to understand texts on Italian cultural, social and environmental matters. Students will also be led to improve their oral skills on more challenging topics, by interacting in Italian with their mother tongue teacher, among each other and with Italian Erasmus students, when available.

## 5<sup>th</sup> SEMESTER

Course: **Group dynamics in education: Theory and practice**

Instructor: **Efthymios Valkanos, Professor**

The content areas examined are:

Theories related to Group Behavior, Research related to Group Behavior, Research and Theories related to Learning, Group Communication, Targets of Group Trainees, Structured Learning Activities, The Educator's Work, The Environment of Group Trainees, Group Assessment, Training and Development.

The students plan, analyze and implement microteaching.

Course: **Lifelong guidance and career management skills**

Instructor: **Ioanna Papavassiliou, Associate Professor**

Learning objectives:

The general objectives of the Course “Lifelong guidance and career management skills” are: a) to approach the context and necessity of Lifelong Career Counselling in Europe and to become familiarized with the counselling skills needed and b) to approach the concepts *skills*, *key-skills* and *career skills* and to realize their importance for a successful career path. More specifically, after the Course is completed, students will be able:

I. to know and comprehend:

- the framework, goals, principles and service networks of Lifelong Career Guidance as defined by the European Union
- counseling skills: active listening, attentive monitoring, empathy, focusing, emotion reflection, self-disclosure
- key-skills, their categorization and their connection to career paths and labour market

II.

- to discern and apply various counseling skills in simulations and role playing
- to recognize and classify career skills into categories (personal and/or social)
- to realize which of these skills they have got sufficiently or not

III.

- to respect the diversity of various target groups in Lifelong Guidance

- to be open in constantly developing career skills

Course content:

This course enhances the students' active participation into practicing and developing two kinds of skills: a) counseling skills, necessary in their educational and counseling roles in Adult and Special Education and b) career management skills, necessary to everyone nowadays in order to successfully plan one's career path. The following subjects will be discussed:

- Theoretical Framework of Lifelong Career Counselling in E.U.
- Career Chaos in Random Theories in Lifelong Career Guidance and Counselling
- Counselling skills and Counselor's skills
- Career management skills, key-skills, and Cross skills
- Emotional intelligence and Career skills
- Personal and social skills and their role in employment

Note: Students will be trained in skills development through group micro-teaching about each skill.

Course: **Elements and concepts of business administration and human resources skills**

Instructor: **Aristidis Bitzenis, Professor, Department of International and European Studies**

The course offers targeted knowledge allowing students to develop a structured conceptual framework that will enable them to understand the management and administration of businesses and organizations. More specifically, through the course the students will be able to understand:

- The reasons for the establishment of businesses and organizations, their structural elements and their relationship with the external environment
- The main business - administration - management functions
- The importance and scope of the management and administration of organizations and enterprises
- The distinction between SMEs and big enterprises and the concept of business coalitions
- The content of professions and specializations in business administration field
- The concept of Corporate Social Responsibility and Total Quality Management
- The concept of entrepreneurship in private and public education.

Moreover, within the course and based on the above provision of knowledge on Business Administration, related issues will be presented regarding:

- Mismatched skill supply and demand and human resources management
- Development of horizontal skills and their use in diversified work environments
- Organization of in-company training in business management

Course: **Teaching Greek as a second or foreign language**

Instructor: **Irini Gouleta, Associate Professor**

Learning outcomes:

Students, after attending the course, will be able to understand the processes for learning the first and second languages, including the interaction between the two languages – the first and the second-and the consequences of this interaction in the classroom. They will study international research in developed and developing countries on the topic of bilingual education and schooling and the educational, psychological and social implications for children’s learning and the wider contexts of regions and countries. Moreover, the educational policies of language in school and the selection or rejection of specific languages as languages of instruction will be discussed and analyzed so that students are able to understand the reasons behind the development of specific programs. They will also be able to know the different models of bilingual education as well as the school models of learning the second language without the use of the first in intercultural schools where migrant and refugee children attend. Students will consider various teaching techniques and strategies for teaching Greek as a second or foreign language and will be able to use them in the classroom so that they can contribute positively and actively to the academic development of bilingual children, their linguistic processing and their school performance not only in the language but in all the courses of the curriculum.

Course content:

The content of the course is structured in the following sections:

Section 1: Theories of learning the first language

Section 2: Theories of learning the second language

Section 3: Multi -language societies in developed countries and school curricula

Section 4: Multi -language societies in developing countries and school curricula

Sections 5, 6 and 7: International Research on the issue of bilingualism and its implications for school performance (Parts one, two and three)

Section 8: Educational policies of language at school

Section 9: Models of bilingual education

Section 10: School models for learning the second language without the use of the first

Section 11: Techniques and strategies for teaching Greek as a second or foreign language

Section 12: Planning courses for bilingual students at school

Section 13: Course Overview, testing, and improvement of course content and practices.

Course: **Educational and professional development of teachers and adult educators**

Instructor: **Anastasia Pampouri, Laboratory Teaching Staff**

The purpose of this course is to understand the role and position of the adult trainer in modern society.

Contents of the course

- History of education of adult educators in Greece: historical review
- The role of National Organisation for the Certification of Qualifications & Vocational Guidance (EOPPEP) in adult trainers' training – Professional profile of lifelong learning adult trainer
- Theories in Adult Education (M. Knowles, J.Dewey, D. Schön, J. Mezirow κ.ά.): consequences for the adult trainer
- Evaluation and self-evaluation of adult trainers
- Professionalism and adult trainer's professional development
- Design of an adult educators' or/and teachers' training program: criteria and conditions of implementation.
- Good practices in Greece and around the world

Course: **Counseling psychology**

Instructor: **Olga Zikopoulou, Teaching fellow**

Aims of this course: Students will be able to:

- Learn the basic concepts and principles of counselling, identifying its possibilities and limitations.
- Learn the theoretical approaches in counselling, review their development and understand the role of the social context.
- Understand the principles of each theoretical approach and mark their similarities and differences.
- Understand the skills of an effective counsellor and their role in the development of a strong therapeutic alliance.
- Understand the stages of the counselling process and the goals of each stage.
- Understand the different fields of counselling and become aware of ethical and legal considerations in counselling practice.

Introduction to counselling. Definition, Content, Aim and Objectives. Definition, content, principles and objectives of counselling are

discussed. The importance of counselling is explained. Differences between counselling, psychotherapy and clinical psychology are highlighted.

The Social and Historical context of counselling. The history of counselling and the philosophical foundations are analysed.

Theoretical background of counselling. The definition of theory and its utility in practice are discussed. The most common counselling approaches are explained: 1. Psychodynamic, 2. Person-Centred, 3. Existential, 4. Systemic, 5. Cognitive-Behaviour, 6. Narratives, 7. Feminist.

The importance of the relationship in counselling. Issues about the relationship between the counsellor and the client, the establishment and the setting of boundaries are analysed.

The stages of the counselling process.

Code of ethics and values in counselling. Representation of professional qualifications and ethical codes in counselling.

Disciplines, context and types of counselling psychology and counselling. The counselling process in practice.

## **6<sup>th</sup> SEMESTER**

Course: **Information technology IV: Multimedia and distance learning**

Instructor: **Nikolaos Fachantidis, Associate Professor & Ioannis Lefkos, Laboratory Teaching Staff**

The principal objectives of this course are to introduce and familiarize students with the application of new technologies in Distant Learning and training, and generally in Continuing Education, as well as to provide in-depth knowledge of the principles upon which these systems are based.

The syllabus consists of:

- Advanced Internet services and their applications for educational purposes.
- Continuing Education and New Technologies: classification and characteristics of the implemented systems, criteria on system choice.
- Analysis, design, implementation and assessment of integrated systems for use in Distant Learning and education/training.



Course: **Labour and education economics**

Instructor: **Miltiadis Stampoulis, Assistant Professor**

The content of the course refers the theoretical analysis of the relationship of education and employment in the functioning framework of labour markets. The analysis incorporates the concepts of remuneration from employment in relation to the educational level, the rearrangement of the organization of the labour market in terms of “flexicurity”, the analysis of the active ageing phenomenon and the interpretation of unemployment levels in relation to the educational level.

The second section examines several introductory concepts of Education and Continuing Vocational Training Economics. The theory of human capital is examined, a comparative analysis of vocational education and training models in EU countries is conducted, the cost of funding of Education and Continuing Education is approached, and finally the microeconomic and macroeconomic perspectives of Educational Economics are presented.

Course: **Teaching methodology in adult education and micro-teaching**

Instructor: **Anastasia Pampouri, Laboratory Teaching Staff**

The course has been designed to initiate students into the field of continuing education, as well promote the acquisition of knowledge and skills related to the learning and teaching of adults. As an integral part of the course the following issues will be critically addressed:

- What does "adulthood" mean? What are the characteristics of an adult?
- What is the nature of adult learning? How do adults learn?
- How does learners' "adulthood" impact upon the role of the educator?
- What is "group dynamics"? How it may affect the learning process?
- Are there barriers to learning? Which are they and how can they be tackled by educators?
- What are the teaching techniques used in continuing education?
- How can an adult education programme become more effective?

In addition, the course aims to develop students' critical reflection on issues of teaching methodology in Continuing Education, attempting to combine theoretical knowledge with active and experiential learning. In this context, students will be involved in designing and conducting micro-teaching exercises.

In detail, specific objectives of the course aim at enabling students to:

- become familiar with the basic concepts in the field of Continuing Education: adulthood, education, learning contract, assessment of learning needs, training, formal education, non-formal and informal education, continuing education.
- get an insight into the philosophical influences of the field, as well as ideological assumptions and epistemological inquiries.
- learn about the basic theories of adult learning: behavioural theories, humanistic theories (Rogers), socio-transformational theories (Freire), experiential theories (Dewey, Kolb), transformational theories (Mezirow), as well as combined approaches (Jarvis).
- enrich knowledge and skills regarding teaching techniques in the context of continuing education, including group-work, role-play, etc.
- experience the role of an adult educator during micro-teaching.

Course: **Social policy and lifelong learning**

Instructor: **Sofia Boutsiouki, Assistant Professor, Department of International and European Studies**

The fields of social policy and lifelong learning are in close interaction with the contemporary socioeconomic challenges at national (state) and supranational (EU, international system) level. The course aims at helping students to develop a deep insight into these challenges. It analyses the main theoretical and the conceptual framework of social policy and of lifelong learning. It explores the relevant policies of the EU and of the international organisations and presents their development in relation to the arising challenges in the global environment at legislative and operational level. It includes the study of education policies with a special focus on lifelong learning, of employment and unemployment, of social security and health policies, as well as of issues regarding the civil society and social responsibility. Such dimensions are considered important because they are closely connected not only to the contemporary socioeconomic conditions, but also to the necessity of preparing students to confront the challenges of their transition to the labour market.

Course: **Emotional intelligence in education and the workplace**

Instructor: **Athina Daniilidou, postdoctoral researcher**

The course aims to provide students with basic theoretical knowledge of emotional intelligence and skills for implementing programs aimed at its development. In particular, they should be able to:

- describe modern models for the interpretation of emotional intelligence (e.g., models of Goleman, Bar-On, Mayer, Salovey, &

Caruso, Petrides, etc.)

- choose the appropriate psychometric tools for measuring emotional intelligence
- combine theoretical approaches and psychometric tools to design, implement and / or evaluate programs for the development of emotional intelligence.
- synthesize and organize emotional intelligence skills to propose new applications of the concept to education or work (eg emotional and social skills training programs)
- consider and differentiate factors that are likely to affect (positively or negatively) the success of programs or applications of emotional intelligence

The course offers theoretical knowledge and opportunities for practicing the applications of emotional intelligence on education and work. In particular, the theoretical part describes the contemporary models for the interpretation of emotional intelligence (eg, the models of Goleman, Bar-On, Mayer, Salovey, & Caruso, Petrides, etc.) and the psychometric tools that have been developed to measure it. It discusses the critique of the concept of emotional intelligence as well as its relationships with factors of individual differences (such as age and gender), with other psychological concepts (such as cognitive intelligence and personality), with various aspects of human behavior (such as academic performance and interpersonal relationships), etc.

In the practical part, students have the opportunity to study and apply some programs aiming at developing emotional intelligence skills in the context of child or/and adult education and the workplace. The principles, conditions, and steps of designing and implementing such programs are taught and examples of programs implemented internationally but also in our country are given. Finally, the students practice themselves in implementing such programs

Course: **Psychology of work**

Instructor: **Anthony Jude Montgomery, Professor**

This course is an introduction in Psychology of Work and Organizational Behavior. The course aims to introduce students to the psychological dimensions of working life, the relationship between work and personal life, and the Psychology of Work as scientific and professional field. The following topics are discussed during the lessons: motivation, stress, selection and evaluation of personnel organizational culture, the learning organization, leadership, performance, health and safety in the workplace and teamwork.

Upon successful completion of the course, students will:

- Know the Psychology of Work as a scientific and professional field
- Be able to analyze, synthesize and evaluate sources and material related to the topic.

- Develop the ability to work in groups and complete team projects
- Have knowledge of how the job interferes with personal life and vice versa.
- Be aware of ethical issues in the field of Work Psychology

Course: **Psychopathology of adulthood**

Instructor: **Olga Zikopoulou, Teaching fellow**

Aims of this course:

- Understand the stages of child development and define the term of psychopathology. Realize reflections about normal and deviant behaviour.
- Be familiar with the classification of mental disorders, the established systems of classification and their importance in clinical practice.
- Learn the etiological theories /models and theoretical approaches of childhood and adolescent mental disorders.
- Recognize the most prevalent mental disorders in children and adolescents and learn about their clinical symptoms.
- Learn different approaches of mental – health treatments.
- Understand the role of family and other environmental factors in development and treatment of mental disorders.
- Recognize the importance and implications of prevention in mental health care.
- Understand special issues in childhood and adolescent mental health.

A developmental psychology framework. Early developmental stages and the definition of psychopathology are discussed. Major developmental theories are briefly presented.

Causes of mental disorders. The unit focuses on casual factors of mental disorders.

Clinical picture of mental disorders. The unit focuses on the analysis of diagnostic features using clinical examples and caser studies. Recent research data about epidemiology, co-morbidity, causes and treatment are presented. Emphasis will be given on disorders that are not included in other courses.

- Anxiety Disorders
- Mood Disorders
- Attention Deficit – Hyperactivity Disorder (in brief)
- Oppositional Defiant Disorders and Conduct Disorder
- Attachment Disorder
- Gender Identity Disorders
- Other Neurodevelopmental disorders (Autism spectrum disorder, Specific learning disorder, Intellectual disability)

- Schizophrenia spectrum
- Feeding and eating disorders
- Elimination disorders

Special Issues and Prevention of mental health problems. The unit focuses on special issues that influence children's mental health, like divorce and bereavement. The importance of prevention and its applied disciplines are discussed. Recent research data from preventive interventions are presented.

Course: **Vocational training and development for executives**

Instructors: **Efthymios Valkanos, Professor**

The course will focus on the study of theoretical and practical issues referring to vocational training and development for executives in organizations. The content areas examined are:

The Role of Vocational Education and Training in Social and Economic Development, Theories and Models for the Relationship between Education and Vocational Success, The Benefits of Training and Development – Benefits to the Task– to the Group – to the Individual, Organizational Training Needs, Job Training Needs, The Training Cycle, Teaching Methods, Management Games and Case Studies, Individual and Group Learning, Self-managed Learning, Computer-based Learning, On-line Education and Development, Neuro-linguistic Programming, The Use of Training Aids, The Use of Evaluation Techniques, The Development of Effective Trainers, The Trainer as Manager.

Course: **Applying career counselling to people with disabilities and vulnerable social groups**

Instructors: **Ioanna Papavassiliou, Associate Professor**

Learning objectives:

The general objective of the Course “Applying career counselling to people with disabilities and vulnerable social groups” is to learn about practical applications of Professional Counselling Services. Getting to know the methods and tools used by professional counselors in their everyday practice in Greece and abroad in the cases of people with disabilities and/or other vulnerable social groups will help students obtain important and necessary equipment for their own career as counselors.

More specifically, after the Course is completed, students will be able:

- to discern and apply various psychometric tools appropriate for each vulnerability
- to use counselling techniques according to the target group

- to deliver and evaluate the appropriate tool unto the relevant population

Course content:

This Course is totally experiential. Students apply in practice the acquired knowledge in all three previous Courses on Career Guidance and Counselling; they simulate professional counselling services in various cases of disabilities – such as mental disability, autism spectrum disorders, motor disabilities – and vulnerabilities – such as unemployed over 50, homeless, NEETs, former drug addicts etc. The following subjects will be studied:

- Psychometric tools in Professional Counselling and their applications in people with disabilities and other vulnerable social groups
- Methodologies and techniques in Professional Counselling for people with disabilities
- Methodologies and techniques in Professional Counselling for vulnerable social groups
- Network of Career Counselling for people with disabilities and their services
- Network of Career Counselling for vulnerable social groups and their services

Note: Within the context of this Course: a) professional counselors for people with disabilities and other vulnerable groups participate in class by offering their professional real-life experience; b) the students visit counselling networks, observe the services provided on site and even participate into the practices.

## 7<sup>th</sup> SEMESTER

Course: **Practicum I**

Instructors:

Occupation of the students in the co-operating organizations regularly twice a week during October, November and December- organization of a program of educational interference to adults or participation in the plan, application and evaluation of a relative program- weekly feedback meetings- composition of a final report.

Course: **Adults education for vulnerable social groups**

Instructor: **Marianthi Karatsiori, Laboratory Teaching Staff**

The course 'Adult Education for Vulnerable Social Groups' aims to provide students with the knowledge and skills that will make them competent to train and counsel vulnerable adults. The course intends to familiarize students with the principles and the methodology of continuing education and enforces the development of critical thinking on the above mentioned topics.

Specific objectives are the students:

- To know and comprehend the basic concepts: adult education, adulthood, social groups, vulnerable social groups, vulnerable and special social groups, social exclusion, social inclusion, equal educational opportunities, mediator role of the trainer, personalized learning and motivation for learning.
- To know the factors that lead to the categorization of different social groups of people into vulnerable social groups.
- To comprehend the characteristics, the special educational needs and the difficulties of education of basic vulnerable social groups, such as people belonging to different cultural groups (repatriates, refugees, immigrants, people with cultural specificities), people with disabilities, the elderly, women, prisoners/ex prisoners, drug users/straightedge, low-educated people, rural residents and the unemployed.
- To comprehend the way to develop education programs for vulnerable social groups as well as the important role of these groups' teacher.
- To acquire knowledge for effective adult teaching techniques in order to meet the challenges faced by vulnerable social groups.

Course: **Human resources management and development in organizations and enterprises**

Instructor: **Efthymios Valkanos, Professor**

The content areas examined are: Personnel and Human Resource Management, Planning and Staffing, Employee Selection and Training, Employee Performance, Appraisal and Compensation, Health and Safety at Workplace, Syndicalism and Labor Relations.

Course: **Access to the labour market for NEETs (Youth out of employment, education or training)**

Instructor: **Doxa Papakonstantinou, Assistant Professor**

The aim of the course is to provide knowledge and develop critical thinking on issues related to the workplace and the wider social problems faced by NEETs, namely young people aged 15-29, who are currently not in employment, education or training. The course content is divided into the following main thematic sections:

- Identification of the NEETs concept. The characteristics and needs of young people, aged 15-29, who are out of employment, education or training are analyzed. In particular, the main subgroups of NEETs, which will be highlighted in the course, are:
  - short-term and long-term unemployed youth,
  - discouraged young people,
  - young people with disabilities and chronic diseases,
  - young people with low qualifications and level of education,
  - young people with family responsibilities that do not allow them to work; mainly women,
  - young people with family problems,
  - young people who belong to the most vulnerable social groups;
  - young people choosing alternative career paths, such as artistic careers,
  - the most privileged
- Presentation of statistics and reports on the position of NEETs in Greece, in member states of the European Union and the Organization for Economic Cooperation and Development. It should be noted that according to OECD data, forty million young people in its member countries belong to the NEET group, with Greece having one of the highest rates.
- Analysis of: (a) the common risk factors for becoming NEETs, (b) the problems - difficulties faced, and (c) the long and short-term consequences of NEETs.
- Present targeted programs, policies and best practices for integrating / reintegrating NEETs into the labor market, education or vocational training. Critical Approach to EU Member States Programs and Policies. Designing Students' Own Programs in Group Collaboration.



Course: **Project management in education**

Instructor: **Athanasios Tsirikas, Laboratory Teaching Staff**

### Learning Objectives

Upon completion of the course students will be able to:

- Understand the key features of projects and distinguish them from normal production systems.
- Analyze the project in activities and create the Work Breakdown Structure and Activity Networks
- Distinguish between the different organizational structures of project implementing organizations and their impact on project management
- Match resources to project activities and estimate project costs
- Systematically address project uncertainties and risks.
- Create the project Schedule using project networks
- Understand the concept of project cost and evaluate its performance based on specific key performance indicators (KPIs).
- Create the project team based on scientific criteria
- Manage the quality of the project and all stakeholders

### Course Content

The Project Management course in Education aims to deepen knowledge that is particularly useful in the management of any form of education related project, but not only. Specifically, it aims to provide the necessary tools to individuals who wish to upgrade their professional prospects by developing skills related to modern project design, monitoring and project management methods, project selection and evaluation methodology, project budgeting. Students will focus also on learning the bureaucratic practice of project management, the principles of management and the tools used in its implementation, the management of business human resources, and formulating an effective policy control, so that the participants are able to effectively use the entire range of tools, techniques and methods that make up the main body of project management.

Course: **Exercise and quality of life**

Instructors: **Alexandra Lailoglou, Special educational personnel**

The aim of the course is the obtainment of general knowledge of physical education and the planning, organizing and implementation of programs in team sports for all ages and also for people with disabilities. Programs of team sports aim at improving the biological level of athletes, the use of leisure time and pleasure of the participants. In addition, the course provides basic knowledge about the concept of exercise and its benefits, team sports and lifelong exercise. In particular emphasis is given to exercise with systematic guidance, as it is an essential social investment,

due to the improvement of quality of life, the development of interpersonal relationships and the better relationship between man and nature.

Specifically, the issues mentioned in the course are:

- Concept of Exercise - Benefits of exercise - Lifelong exercise.
- Leisure time and team sports - Utilization of leisure time with physical activities.
- Contribution of exercise and physical activity to quality of life.
- Stretching
- Exercise in childhood and adolescence.
- Exercise for adults.
- Exercise for the elderly.
- Exercise for people with disabilities.
- Basic principles for creating exercise programs.
- Motives to participate in exercise programs.

Design and implement of exercise programs to entities (institutions, local authorities, organizations, etc.).

## **8<sup>th</sup> SEMESTER**

Course: **Practicum II**

Instructors:

Occupation of the students in the co-operating organizations regularly twice a week during February, March, April and May- organization of a program of educational interference to adults or participation in the plan, application and evaluation of a relative program - weekly feedback meetings- composition of a final report.

Course: **Information technology IX: Enterprises 2.0 and the new entrepreneurship**

Instructor: **Athanasios Tsirikas, Laboratory Teaching Staff**

Learning Outcomes

The course analyzes the components of modern e-Business with an emphasis on e-Commerce in order to enable students to select,

implement and evaluate e-business models.

Upon successful completion of the course the student should be able to:

- Present and analyze e-Business models
- Analyze the components of a modern eCommerce business such as: eCommerce Platform, User Experience, Payments, CRM & ERP, Digital Marketing, Branding, Digital Advertising (Digital Advertisement), SEO, Social Media, Affiliate Marketing, Web Analytics.
- Create business proposals using tools that will be presented in the course
- Use business simulation tools to avoid risks
- Design and develop a prototype online store with online tools & services

### Course Content

The purpose of the course is to familiarize students with the concepts, methods and techniques of modern e-Business, Entrepreneurship 2.0 as we call it, to demonstrate the analogy with web 2.0, 3.0 & 4.0.

Specifically, students attending the course acquire basic knowledge of modern digital businesses: development of techniques and methods, case studies, modern funding processes, development processes, their ethical dimensions. They also get familiar with some forms of modern business such as social enterprises and "green" businesses within a context of reference to the profession that they may pursue after graduation.

Entrepreneurship, moreover, is considered as a broader concept, not necessarily related to economic activities, but more to the concept of innovation and design in all areas of life.

Students, as part of the course, are encouraged to design and evaluate small or individual businesses (always within a broader version of entrepreneurship) and in general to complete actions, in order to highlight their abilities and skills.

Course: **International comparative education**

Instructor: **Irini Gouleta, Associate Professor**

### Learning outcomes:

Students, after attending the course, will be able to understand the history and the theories of International Comparative Education. They will study the surveys of Transnational comparative analysis and will examine their results with a focus on the influences of the teaching of Comparative Education in the creation and development of the Greek educational System. In addition, they will consider the role of bilateral and multilateral development organizations -such as the United Nations Organizations (UNICEF, UNESCO, etc.) ) and the World Bank- in global educational development through subsidized

programs and lending as well as the participation of State and transnational non-profit organizations with a series of teaching and training programs. Students will study the Global Educational indicators of student progress, educational transfer and lending, as well as the relationship between culture and education. They will explore the modern theoretical approaches in the study of the educational development approaches and interventions for reform in order to understand modern issues that concern Greece and other countries for the improvement of their educational systems. They will consider educational interventions and teaching models in countries in crisis or emergency situations due to war, civil conflict, refugee problem, political unrest, diseases, epidemics and extreme poverty. They will also analyze the educational policies of developed and developing countries as well as concerning teacher employability, recruitment and retention, and students and parents as active actors in the education system. Education reform efforts that lead to good school performance for all students -including those belonging to vulnerable groups- and the professional rehabilitation and economic and socio-political development of societies and nations in general.

The content of the course is structured in the following sections

Section 1: History of International Comparative Education (Part One)

Section 2: History of International Comparative Education (Part Two)

Section 3: Theories of international Comparative Education (Part One)

Section 4: Theories of international Comparative Education (Part Two)

Section 5: The role and activities of bilateral and multilateral international organisations in educational Development (Part One)

Section 6: The role and activities of bilateral and multilateral international organisations in educational Development (Part two)

Section 7: The role and activities of non-profit organisations in international educational Development

Section 8: Global educational Indicators of student progress and the participation of Greece in international student competitions

Section 9: International problems educators, students and parents facing

Section 10: Student progress and performance of children belonging to vulnerable social groups

Section 11: Educational programs and interventions in times and regions of crisis and conflict

Sections 12 and 13: Materials, sources, scientific and school aid from international development organizations and foundations available on websites and online databases and course overview.

Course: **New technologies in adult education**

Instructor: **Marianthi Karatsiori, Laboratory Teaching Staff**

The dynamic integration of new technologies allows for diverse ways of communication, learning and working. Digital Media - that is, digital content (websites, video, 3D graphics, e-books) available mainly through the World Wide Web - is used to deliver educational innovations in both formal and non-formal education. In this context, the aim of the course is to develop appropriate competences for planning, developing and implementing educational and training innovations with the support of Digital Media.

Specific teaching objectives:

To develop a full understanding and ability to distinguish, use, critically judge, create and evaluate New Technologies in Adult education. The following will be studied:

- Pedagogical views of the media-mediated educational process.
- Environments of distance learning and educational design.
- Design and creation of learning material in LMS (Moodle) environment.
- Design and development of evaluation tools.
- Educational use of Digital Media
- Educational innovations.

Teaching Methods & Instruments / Assessment:

Enriched lectures, group work, case studies, PC, video projector.

Students are assessed by: 1) written examination at the end of the semester, 2) attendance and participation in the course, and 3) preparation and presentation of an assignment.

Course: **Science education**

Instructor: **Ioannis Lefkos, Laboratory Teaching Staff**

Learning outcomes: After successfully completing this course, the students will develop a better understanding about basic scientific concepts and will also be able to design and implement teaching / learning activities on topics related to science, aiming at fostering knowledge, attitude and abilities of their future students.

Course content: Initially, the current situation will be presented, concerning Science Education in national, European and international level and also the trend for a holistic approach, under the scope of STEM education.

Moreover, there will be a discussion about the learning theories in accordance with Science Education. Emphasis will be given to the inquiry-based approaches and the way these can be used to foster not only the understanding of concepts, but also aspects of scientific methodology.

Finally, during this course, students will be asked to evaluate, design and implement teaching / learning activities, using simple everyday life or digital materials and media to support inquiry-based approaches.

