

**School of Social Sciences,
Humanities and Arts**

**Department of Educational
and Social Policy**



2023-2024

STUDY GUIDE

Major

*Education of People
with Special Needs*

Major

Continuing Education

TABLE OF CONTENTS

THE HISTORY OF THE UNIVERSITY OF MACEDONIA	3
GENERAL INFORMATION ABOUT THE UNIVERSITY OF MACEDONIA	6
INFORMATION ON STUDENT ISSUES	8
GENERAL ENTRANCE REQUIREMENTS	8
PROGRAMMES OF STUDIES	8
DEGREES OFFERED	8
GRADING SYSTEM	8
ACADEMIC YEAR	9
EXAMINATIONS	9
SCHOLARSHIPS	9
STUDENT MOBILITY	9
THE PROFILE OF THE DEPARTMENT OF EDUCATIONAL AND SOCIAL POLICY	10
QUALITY POLICY OF THE UNDERGRADUATE STUDY PROGRAM	10
TEACHING STAFF OF THE DEPARTMENT	13
THE OBJECTIVES OF THE DEPARTMENT:	15
THE BACHELOR'S DEGREE AND THE MAJORS	16
PROSPECTS AND EMPLOYMENT OF THE GRADUATES OF THE DEPARTMENT	17
MAJOR "CONTINUING EDUCATION"	17
MAJOR "EDUCATION OF PEOPLE WITH SPECIAL NEEDS"	17
STRUCTURE OF THE COURSE OF STUDIES	18
PRACTICUM	19
THESIS	19
DEPARTMENT LABORATORIES OF THE DEPARTMENT OF EDUCATIONAL AND SOCIAL POLICY	19
BRIEF DESCRIPTION OF COURSES	37

THE HISTORY OF THE UNIVERSITY OF MACEDONIA

The University of Macedonia is the second and “youngest” University of the city of Thessaloniki and it specializes in economic and social sciences. It was founded by the Greek State under the Presidential Decree 147/10-4-1990. In the past it was widely known as Graduate School of Industrial Studies of Thessaloniki which was founded in 1948 and started its first operation during the academic year 1957-1958. In the academic year 2016-2017 the University of Macedonia completed 60 years of operation as an Institution of Higher Education in Greece.

Today, more than 12.000 students study at the University of Macedonia in economic, administration, social and political related fields. Our primary consideration is the maintenance of high standards in terms of the University’s operation. The high level of graduates and professors and their participation in the shaping of new knowledge with publications of international standing, the innovative teaching methods, the modern equipment and the qualified administrative staff constitute the factors which define the university’s quality. By developing new and updating the existing Undergraduate Study Programs, organizing high-standard Postgraduate Programs and giving emphasis on scientific research, the University of Macedonia aspires to become one of the leading Higher Education Institutions in its fields of specialization in the Balkan Peninsula and Europe. The University also aims at responding to the needs of society, working together with public organizations and private businesses, shaping partnerships with other Universities and Research Centers in ways that complement and enhance its activities. Through its diverse initiatives and events, the University also contributes to the cultural affairs of Thessaloniki and Macedonia by maintaining a continuous interaction with citizens.

University History & Milestones

1930 Evening Business School of Thessaloniki’s Chamber of Commerce and Industry

The evening Business School is founded by the Chamber of Commerce and Industry of Thessaloniki which can be considered the antecedent of the Graduate School of Industrial Studies of Thessaloniki.

1948 Founding of the Graduate School of Industrial Studies of Thessaloniki

The three-year Graduate School of Industrial Studies of Thessaloniki is founded in accordance with Emergency Law 800/1948 as a legal entity governed by private law under the authority of the Ministry of National Economy.

1954 Establishment of the first Council

The first Council of the Graduate School of Industrial Studies of Thessaloniki is established under the Ministerial Decree 70139/15-1-1954 of the minister Director- General of Northern Greece.

1956 Approval of Internal Rules of Procedure of the Graduate School of Industrial Studies of Thessaloniki

Approval of “Internal Rules of Procedure of the Graduate School of Industrial Studies of Thessaloniki”. The internal rules specify in detail all administrative and education matters for the organization of the School.

1957 Inauguration and first operation of the Graduate School of Industrial Studies of Thessaloniki

The operation of the School starts with the admission of the first students.

1958 Upgrading of the Graduate School of Industrial Studies of Thessaloniki

The school is renamed as “School of Higher Industrial Studies of Thessaloniki”, attendance is for four years, “the degree is equivalent to those provided by all four-year attendance Schools of Higher Education”, operation is under the auspices of the Ministry of Industry.

1962 New Rules of Procedure of the School of Higher Industrial Studies of Thessaloniki

The School is governed by a Council appointed by the Ministry of Education and Religious Affairs. Thus, the School operates under the auspices of the Ministry of Education. Specializations are introduced for the first time in the school’s curriculum (1. Management and Administration 2. Economics).

1966 Disclosure and renaming of the School (School of Higher Industrial Studies of Thessaloniki)

The school is renamed as “School of Higher Industrial Studies of Thessaloniki” and it operates as a legal entity governed by private law. Until the issuance of the Royal Decrees provided for by the relevant Decree-Law, the School is temporarily governed by a five-member Senate.

1973 First PhD Awards

The first PhDs are awarded.

1974 University’s Administration Bodies

Shortly before the collapse of the dictatorship, the administrative bodies are established within the School. The school’s administration is now carried out by the Rector and the Senate.

1985 Departments

The School is divided into two departments: the Department of Economics and the Department of Business Administration.

1990 University of Macedonia Economics & Social Sciences

The School of Higher Industrial Studies of Thessaloniki is renamed to “University of Macedonia Economics and Social Sciences” and three new departments are founded: Department of International and European Economic Studies, Department of Accounting and Finance, Department of Applied Informatics.

1993 Founding of the Department of Educational & Social Policy

The first Department of Educational & Social Policy is founded. The Department receives its first students in September 1997.

1996 Founding of 2 new departments

Two new departments are founded: the Department of Balkan, Slavic and Oriental Studies, and the Department of Music Science and Art. Those new departments received their first students in September 1998.

2004 Founding of decentralized departments (Edessa and Naousa campuses)

Two more departments are founded: The Department of Marketing and Operation Management based in the city of Edessa and the Department of Technology Management based in the city of Naousa.

2013 “Athena” project- Founding of Schools

With the “Athena” reform plan the designation “Economics & Social Studies” is removed from the University’s official title, the decentralized departments (in Naousa and Edessa) are merged with the departments based in Thessaloniki and for the first time Schools are founded. Today, the University of Macedonia has four Schools which consist of a total of eight Departments based in Thessaloniki (School of Economic and Regional Studies, School of Business Administration, School of Information Sciences and School of Social Sciences, Humanities and Arts). (<https://www.uom.gr/en/about/the-history-of-the-university-of-macedonia>)



GENERAL INFORMATION ABOUT THE UNIVERSITY OF MACEDONIA

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.

The University of Macedonia offers Postgraduate Study Programs in the following disciplines:

SCHOOL OF ECONOMIC AND REGIONAL STUDIES

- Department of Economics
 - [Master in Economics](#)
(Interdepartmental Program)
 - [MSc Law and Economics](#)
(Inter-university Program)
 - [Master in Applied Economics](#)
- Department of Balkan, Slavic & Oriental Studies
 - [Master's Degree in Politics and Economics of Contemporary Eastern and South-Eastern Europe \(in English\)](#)
 - [Master's Degree in History, Anthropology and Culture in Eastern and South-Eastern Europe](#)
 - [Master's Program in Human Rights and Migration Studies \(in English\)](#)
(Interdepartmental)
 - [MSc in Humanitarian Logistics and Crisis Management](#)

SCHOOL OF BUSINESS ADMINISTRATION

- Department of Business Administration
 - [Master in Business Administration](#)
(Interdepartmental Program)
 - [Master in Information Systems](#)
(Interdepartmental Program)
 - [Master in International Business](#)
 - [Master in Public Management](#)
 - [Master in Health Care Management](#)
 - [Master in Tourism Management](#)
 - [Master in Business Analytics and Data Science](#)
 - [Master in Taxation and Financial Management of Strategic Decisions](#)
 - [Master in Human Resource Management](#)
- Department of Accounting and Finance
 - [MSc in Accounting and Finance](#)
 - [MSc in Accounting Taxation and Financial Management](#)
 - [MSc in Applied Accounting and Auditing](#)

SCHOOL OF INFORMATION SCIENCES

- Department of Applied Informatics
 - [MSc in Applied Informatics](#)
 - [Master of Science in Law and Informatics](#)
(Inter-university Program)
 - [MSc in Artificial Intelligence and Data Analytics](#)

SCHOOL OF SOCIAL SCIENCES, HUMANITIES AND ARTS

- Department of International and European Studies
 - [Master's Degree in International Studies](#)
 - [Master's Degree in European Policies on Youth, Entrepreneurship, Education and Culture](#)
 - [Master's Degree in European Integration and Governance](#)
 - [Master's Degree in International Public Administration \(in English\)](#)
 - [Master's Degree in European Studies on International Services and Transactions](#)
 - [Master of Arts in International Relations and Security](#)
(Interdepartmental Program)
 - [Master in Shipping and Sea Transports: Economics and Politics](#)
(Interdepartmental Program)
- Department of Educational & Social Policy
 - [Master of Arts in Education: Adult Education, Special Education](#)
 - [Master of Science in Special Education and Rehabilitation](#)
 - [Educational Sciences: Information and Communications Technology \(ICT\) Implementation in Education and Lifelong Learning \(old title: Master of Science \(MSc\) in Sciences of Education and Lifelong Learning\)](#)
 - [Master of Science in Communication Disorders and Sciences](#)
(Inter-institutional Program)
 - [Master of Science in Neuroscience and Education](#)
 - [Master of Science in Sciences of Education and Lifelong Learning: Educational Administration and Leadership \(old title: Master of Science Administration and Leadership in Sciences of Education and Lifelong Learning\)](#)
- Department of Music Science & Art
 - [Master in Musical Arts](#)
 - [Master in Music & Society](#)
 - [Master in Music Sciences and Arts](#)

(Postgraduate Study Programs - University of Macedonia (uom.gr))

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, etc) 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" (8.50-10.00),

"Very Good" (6.50 - 8.49) and

"Good" (5.00 - 6.49).

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 October 2nd and ends on January 19th. The spring semester starts on February 19th and ends on June 7th.

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>

Panagiotis Varsamis, Assistant Professor, Academic coordinator of the Department of ERASMUS+ (tel.2310891360, e-mail: varsamis@uom.edu.gr)

Katerina Notaridou, Administrative coordinator of the Department for outgoing ERASMUS+ students, (tel. 2310-891388, e-mail katnot@uom.edu.gr).

Isavella Kotini, Administrative Coordinator of the Department for incoming ERASMUS+ students, (e-mail kotini@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.

(<https://www.uom.gr/en/esp/quality-policy>)



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: Nikolaos Fachantidis, Professor.

FACULTY MEMBERS					
TEACHING STAFF OF THE DEPARTMENT					
	Name and Faculty	Subject	Room	Tel.	E-mail address
1.	Ioannis Agaliotis Professor	Instructional Methodology for Students with Disabilities	301A	2310-891383	iagal@uom.gr
2.	Nikolaos Fachantidis Professor	Information Technology and Continuing Education	307	2310-891483	nfachantidis@uom.edu.gr
3.	Lefkothea Kartasidou Professor	Special Education	202	2310-891350	lefka@uom.edu.gr
4.	Anthony Jude Montgomery , Professor	Psychology of Work			antmont@uom.gr
5.	Areti Okalidou Professor	Speech – Language pathology	312	2310-891358	okalidou@uom.gr
6.	Konstantinos Papadopoulos Professor	Education of individuals with visual impairments	306	2310-891389	kpapado@uom.gr
7.	Ioanna Papavassiliou Professor	Career, Guidance and Counseling	311	2310-891524	ipapav@uom.edu.gr
8.	Maria Platsidou Professor <i>(educational leave for the academic year)</i>	Developmental Psychology	308	2310-891384	platsidu@uom.gr
9.	Hariklia Proios Professor <i>(educational leave for the academic year)</i>	Neurocognitive Disorders and Rehabilitation	208	2310-891630	hproios@uom.edu.gr
10.	Anastasia Psalti Professor	School Counseling Psychology	305	2310-891863	psalti.an@uom.edu.gr

FACULTY MEMBERS					
TEACHING STAFF OF THE DEPARTMENT					
	Name and Faculty	Subject	Room	Tel.	E-mail address
11.	Efthymios Valkanos Professor	Continuing Vocational Education and Training	303	2310-891385	evalkan@uom.gr
12.	Konstantinos Zafiroopoulos Professor	Quantitative Methods with emphasis on Economics of Political Science	321	2310891487	kz@uom.edu.gr
13.	Eirini Gouleta Associate Professor	Intercultural Special Education	ΓΔ,331	2310891848	egouleta@uom.edu.gr
14.	Eleni Koustriava Associate Professor	Education of individuals with disabilities with the use of Assistive Technology	316	2310-891333	elkous@uom.edu.gr
15.	Doxa Papakonstantinou Associate Professor	Working Relationships and Support for people with disabilities in the Workplace	315	2310 891403	klerip@uom.edu.gr
16.	Miltiadis Stampoulis Associate Professor <i>(educational leave for the spring semester)</i>	Labour Economics and Employment Policies	302	2310-891621	staboulis@uom.edu.gr
17.	Christine Syriopoulou Associate Professor	Education of People with Autistic Spectrum Disorders	310	2310-891381	csyriop@uom.edu.gr
18.	Vasiliki Giannouli Assistant Professor	School Psychology	301	2310-891335	giannouli@uom.edu.gr
19.	Anastasia Pampouri, Assistant Professor	Applied Pedagogy	313	2310891386	apamp@uom.edu.gr
20.	Maria Sytziouki, Assistant Professor	Lifelong Education and Skill Management	305	2310-891771	sytziouki@uom.edu.gr
21.	Panagiotis Varsamis Assistant Professor	Educating people with physical and movement disabilities	205	2310-891360	varsamis@uom.edu.gr

LABORATORY TEACHING STAFF			
Name	Room	Tel.	E-mail address
1. Pavlos Hatzigiannakoglou	Ground floor	2310 891355	pablo.hatzi@gmail.com
2. Marianthi Karatsiori			mkaratsiori@uom.edu.gr
3. Isavella Kotini			kotini@uom.edu.gr
4. Ioannis Lefkos	205	2310891353	lefkos@uom.edu.gr
5. Vasilios Neofotistos			vneof@uom.edu.gr
6. Athanasios Tsirikas	313	2310-891134	tsirikas@uom.gr
SPECIAL TECHNICAL LABORATORY STAFF			
Name	Room	Tel.	E-mail address
1. Katerina Notaridou	313	2310 891 388	katnot@uom.edu.gr
2. Theofania Tsampazi	314	2310 891 542	anita@uom.edu.gr
SECRETARIAT			
Name	Room	Tel.	E-mail address
1. Evdoxia Papanikolaou Head of Secretariat	Semi-floor	2310 891 258	evipap@uom.gr
2. Katerina Efstathiou	Semi-floor	2310 891 339	eustkat@uom.gr
3. Athanasios Papadopoulos	Semi-floor	2310 891 253	ppapa@uom.gr
4. Eleftheria Poirazi	Semi-floor	2310891146	epoira@uom.edu.gr
5. Georgios Valavanidis	Semi-floor	2310 891 122	geoval@uom.gr
E-mail address: espsecr@uom.gr			

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 2nd 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”

According to the Law 3699/2008 (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”.

1. 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 Social Sciences (78) of the article 29 of the law 4521/2018.

<https://www.uom.gr/en/esp/information>)

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 (EE)
- 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 (EE) 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 EE course can attend it again when it is offered, or replace it with another EE course.

- All courses are taught for 3 hours per week. The Compulsory (C) are worth 5 ECTS, the Compulsory elective (CE) are worth 4 ECTS, the Language courses worth 2 ECTS per semester, i.e. 8 ECTS in total for the four courses offered in the course of studies.

Practicum

According to the Course of Studies, students of 7th and 8th 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 and is worth 12 ECTS.

DEPARTMENT LABORATORIES OF THE DEPARTMENT OF EDUCATIONAL AND SOCIAL POLICY

<https://www.uom.gr/en/esp/department-laboratories>

Laboratory Title	Founding Government Gazette	Director
Laboratory of Theoretical and Applied Neurosciences Laboratory of Theoretical and Applied Neurosciences - University of Macedonia (uom.gr)	304/15.2.20 16 issue B' (Government Gazette)	Hariklia Proios
Laboratory of Accessibility and Support of Individuals with Disabilities Laboratory of Accessibility and Support to Individuals with Disabilities - University of Macedonia (uom.gr)	263/24-2- 2015 issue B' (Government Gazette)	Konstantinos Papadopoulos

Laboratory of Informatics and Robotics application in Education and Society Laboratory of Informatics and Robotics Applications in Education and Society -LIRES - University of Macedonia (uom.gr)	4630/28.12.2017 issue B' (Government Gazette)	Nikolaos Fachantidis
Laboratory of Autism Developmental Spectrum Disorders and Behaviour Difficulties of the Human https://labautism.uom.gr/en/	1882/11-5-2021 issue B' (Government Gazette)	Christine Syriopoulou-Delli
Laboratory of Studies, Applications and Interventions in Communication and Deafness Laboratory of Studies, Applications and Interventions in Communication and Deafness - University of Macedonia (uom.gr)	2043/19-5-2021 Issue B' (Government Gazette)	Areti Okalidou
Laboratory of Applications for the Educational and Social Inclusion of individuals with learning and adaptation difficulties (LAESI) Laboratory of Applications for the Educational and Social Inclusion of individuals with learning and adaptation difficulties (LAESI) - University of Macedonia (uom.gr)	2514/14-6-2021 Issue B' (Government Gazette)	Ioannis Agaliotis

Laboratory of Theoretical and Applied Neurosciences
Director: Hariklia Proios, Professor

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 4th 2003, by the Laboratory Head, Professor Lazaros Triarchou.

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 Τωνωτικά της Θέλησης και Μασορία 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.

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.

Laboratory Webpage: <https://asdlab.uom.gr>

Laboratory of Informatics and Robotics Applications in Education and Society – LIRES

Director: Nikolaos Fachantidis, Professor

The Laboratory of Informatics and Robotics Applications in Education and Society – **LIRES** (Government Gazette Issue B '4630 / 28.12.2017), of the Department of Educational and Social Policy, focuses on teaching, research and scientific needs related to state-of-the-art applications of Informatics and Robotics in Education and Society. The research areas of

the laboratory are: Human-robot interaction, design of robots, development prototypes of robotic entities for social support applications (Socially Assistive Robotics) based on stakeholders' needs, educational robotics, utilization of robotic technologies in the development of skills and strategies, digital transformation for Sustainable Development Education, etc.

LIRES members (members of PAMAK and other universities, PhD candidates and external researchers) implement national and European projects, with publications in scientific journals / conferences and awards in international competitions. It is a multidisciplinary group, consisting of Engineers, Psychologists, Teachers, Architects, Social Scientists and STEM experts. LIRES is well-equipped in infrastructure, software, and material for the development of robotic components, robotic systems, and robotic system technologies. In addition, with continuous participation in competitive research and development programs, funded by the EU, the G.G.E.T. and industrial partners, LIRES has an excellent know-how in a wide range of objects, from design and implementation of robotic systems, with social, pedagogical, and industrial character.

As part of the STIMEY program - Science Technology Innovation Mathematics Engineering for the Young (HORIZON2020 H2020-SEAC-2015-1, Grant Agreement number: 709515), the LIRES laboratory designed and developed two social interaction robots to support students in STEM objects. One of the LIRES robot prototypes, won third place in the IDA2018 (Los Angeles) international competition in the educational technology category. The Daisy robot, developed for educational applications for people on the Autism spectrum with the aim of acquiring social skills, has won the TELLUS 2015 award for innovative technologies in education (Paris 2015). The workshop, by invitation, participated in the exhibition "Tech for Social Good" held at the European Parliament (November 2018), the first national mission of Greece at CES Las Vegas (January 2019), at TIF 2018, etc.

The LIRES laboratory supports the Postgraduate Program "Sciences of Education and Lifelong Learning" in the implementation of research with the development of technological and software components:

- Development of an application in the NAO robot for the support of
- -patients in the outpatient clinics of a pediatric clinic,
- -adults in learning the Pontic dialect
- -COVID-19 distance learning applications with university students
- Development of an application to the Daisy robot to support students on the Autism spectrum for research in schools

The LIRES laboratory also supports social actions in collaboration with services and social organizations. At the same time, it collaborates with the Robotics Academy of UoM, whose courses are attended by students of all ages throughout Greece.

Available equipment / Infrastructure to be used in the project:

The laboratory has:

- 3 humanoid robots NAO Aldebaran, 2 Pepper Softbank Robots
- A student Social Support Robot in STEM: STIMEY robot

- Social Support Robots for people on the Autism spectrum: Margarita
- Social Interaction Robot: Pleo robot Dinosaur
- 2 state-of-the-art dual-head 3D printers for printing robotic mechanical parts: Sigma R19 BCN3D
- Industrial 6 degree freedom arm: Racer 3 COMAU.
- Training robotics set: EV3
- Arduino automation and training robotics set

Email lires.lab@uom.edu.gr

Laboratory Webpage: <http://lires.uom.gr/>

Laboratory of Autism

Director: Christine Syriopoulou, Associate Professor

The Laboratory of Autism -Developmental Spectrum Disorders and Behavior Difficulties of the Human of the Department of Educational and Social Policy of the School of Social Sciences, Humanities and Arts of the University of Macedonia, which serves educational and research needs in the field of Autism- Developmental Spectrum Disorders and Behavior Difficulties, was established with the Government Gazette No. Page 1882 / 11-5-2021 Issue Two.

The mission of the laboratory is:

1. The coverage at undergraduate and postgraduate level of the teaching needs of the Department of Educational and Social Policy of the University of Macedonia in the above subjects.
2. The development of research activities and the conduct of related studies in the above areas of activity (<https://www.researchgate.net/profile/Christine-Syriopoulou-Delli>).
3. The organization of scientific lectures, workshops, seminars, symposia, conferences and other scientific events, the realization of publications and publications and the invitation of Greek and foreign recognized scientists and other personalities.
4. The cooperation of any form with other academic institutions and research centers and institutes, Greek or foreign, as long as their scientific goals coincide or complement each other with those of the laboratory in a spirit of reciprocity and collectivity.
5. Cooperation with public sector bodies (such as the Ministry of Education), local government organizations, scientific and social bodies, as well as international organizations and organizations, to contribute to the submission of proposals for the study and development of alternative methods of solving problems belonging to research interests of the relevant laboratory.
6. The provision of services to individuals and to any legal form of organizations according to the provisions of p.d. 159/1984 (AD 53).

<https://ergasterio-autismou---diachyton-anaptyxiakon-diatarachon-kai-te.webnode.gr/>

<https://www.uom.gr/esp/ergasthria-tmhmato>

Laboratory of Studies, Applications and Interventions in Communication and Deafness

Director: Areti Okalidou, Professor

The Laboratory of Studies, Applications and Interventions in Communication and Deafness has been recently founded (Article 2043/19-5-2021), covering scientific topics, research interests and training needs in the fields of Communication Disorders and Sciences, and Deafness.

It consists of the following Units:

- A. Unit of Speech-Language Pathology
- B. Unit of Deafness and Psycho-Educational and Social Support and Empowerment of Individuals with Hearing Loss
- C. Unit of Career Skills and Professional Development

Scope and aims

- a. To foster research, training and scientific innovation in domains relevant to Communication Disorders and Deafness
- b. To design and implement programs for prevention, detection, assessment, intervention, educational support and counseling for individuals with communication disorders and/or hearing loss.
- c. To develop applications for information and communication technology for supporting students with hearing loss
- d. To design, develop, improve and assess technologies of diagnosis, assessment, support and (re)habilitation of individuals with communication impairments and/or hearing loss.
- e. To develop standardized tests for communication disorders, auditory assessment and speech/language norms for Greek-speaking populations.
- f. To disseminate information and raise public awareness in the fields of communication disorders, Deafness and hearing loss.
- g. To establish collaborations with local, national and international organizations, non-profit enterprises and innovative networks.
- h. To organize conferences, seminars and other events and implement expert mobility
- i. To deliver services relevant to communication disorders, Deafness and counseling.
- j. To create peer support systems at the University of Macedonia for students with hearing loss
- k. To launch a scientific dialogue via an online community for the educational support of students with hearing loss and the Deaf in higher education.
- l. To support professional and inter-professional development of specialties working with individuals with communication problems and/or hearing loss, and assist individuals with communication problems and/or hearing loss in transitioning from school to the job market and in developing life skills.

Email: slpcode@uom.edu.gr

Site: <http://slpcode.uom.gr>

Laboratory of Applications for the Educational and Social Inclusion of individuals with learning and adaptation difficulties (LAESI)

Director: Ioannis Agaliotis, Professor

The Laboratory of applications for the educational and social inclusion of individuals with learning and behavior difficulties (LAESI) pursues instructional, research, and scientific aims and objectives in the domains of educational and social inclusion of individuals presenting learning and adaptation difficulties. LAESI includes the following Research Units:

(a) Unit of Effective Instruction, Differentiated Programs, and Responsiveness to Intervention, which focuses on the: (1) production of tools and creation of procedures for the effective ecosystemic assessment of students, environments, and programs, in the context of combating learning and adaptation difficulties, (2) development of effective instructional programs for the promotion of educational and social inclusion, (3) specification of practices for the support of Responsiveness to Intervention, (4) evaluation and re-organization of general education programs of studies on the promises of Universal Design and Differentiated Instruction, (5) elaboration and implementation of Individualized Educational Programs for students with Mild Disabilities, and (6) elaboration and implementation of Individualized Educational Programs for Gifted and Talented students.

(b) Unit of Support of Self-determined Behavior and Learning, which focuses on the: (1) independent and autonomous living, (2) quality of life, (3) transition to adult life and use of public services, (4) systems of support for the enhancement of social capital, and (5) self-advocacy of teenagers and young adults presenting intellectual and developmental disabilities.

(c) Unit of Social Inclusion through Art, which has as main axis the Festival “Reflection of Disability in Art” (RoDiFestival), and includes the structural parts: (1) Art as means of expression, creation, and social inclusion, (2) volunteering as process of mutual acceptance between people with and without disabilities, and (3) leisure time activities as a field of activities for promoting social inclusion.

Social inclusion through Art Support Unit

- [RoDi - Reflection of Disability in Art Festival](#)
- [MUSES - Music-educational programme for children and youth with special educational needs and disabilities](#)

Collaborations of the Laboratory

- <https://syzoi.gr/>
- <https://keathe.gr/>
- <https://drasigiatokatiallo.gr/>
- <https://www.ergpanel.gr/>

Social Media

- <https://www.facebook.com/LAESInclusion>

CORE COURSES

1st SEMESTER

	COURSE	INSTRUCTOR	ECTS	CODE
1.	Information Technology I: Introduction to Computers	Lefkos Fachantidis	5	KE0110
2.	Introduction to Special Education	Kartasidou	5	KE0405-2
3.	Introduction to Pedagogy	Pampouri	5	KE0105-1
4.	Career Guidance and Counseling: Field, Theory, Methodology	Papavassiliou	5	KE0317-2
5.	Philosophy of Education	Alexiadou	4	KE0102-1
6.	Sociology of Education	Papaoikonomou	4	KE0206
7.	Foreign Language	English Language I: Academic Reading and Vocabulary	2	ΕΓ0101
		French Language I		ΕΓ0201
		German Language I		ΕΓ0301
		Italian Language I		ΕΓ0401

2nd SEMESTER

	COURSE	INSTRUCTOR	ECTS	CODE
1.	Statistics	Zafiropoulos	5	KE0201-3
2.	Introduction to Adult Education	Sytziouki	5	KE0404
3.	Educational Psychology	Giannouli	5	KE0116-1
4.	Introduction to multicultural education	Gouleta	5	ΣΕ0507-3
5.	Information Technology II: Fundamental Principles of I.T. (Information Technology)	Lefkos	4	KE0215
6.	Legislative framework and European employment policies for people with disabilities	Papakonstantinou	4	EA0404
7.	Foreign Language	English Language II: Academic Writing	2	ΕΓ0102
		French Language II		ΕΓ0202
		German Language II		ΕΓ0302
		Italian Language II		ΕΓ0402

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

3rd SEMESTER

COURSE	INSTRUCTOR	ECTS	CODE
1. Information Technology III: Educational Applications of informatics	Fachantidis Lefkos	5	KE0316
2. Applied Statistics for the Social Sciences	Zafiropoulos	5	KE0312
3. Education of individuals with visual impairments	Koustriava	5	EA0515-1
4. Developmental psychology	Daniilidou	5	KE0207-2
5. Education of Students with specific learning difficulties / learning disabilities in the general school and in special education units	Agaliotis	4	EA0302
6. Workshop in psychomotor education and learning	Varsamis	4	EA0303
7. Education of individuals with behaviour difficulties	Syriopoulou	4	KE0418-2
8. School Psychology	Giannouli	4	EA0403
9. Sign Language Practicum I	Martzos	4	EA0621-1
10. Counseling Psychology	Psalti	4	KE0419
11. Foreign Language	English Language III: Business English	2	ΕΓ0103
	French Language III		ΕΓ0203
	German Language III		ΕΓ0303
	Italian Language III		ΕΓ0403

4th SEMESTER

	COURSE	INSTRUCTOR	ECTS	CODE
1.	Education of People with Pervasive Developmental Disorders (PDD) / Autism	Syriopoulou	5	EA0703-1
2.	Introduction to speech and hearing Sciences	Okalidou	5	KE0408
3.	Educating people with physical and movement disabilities	Varsamis	5	EA0716-1
4.	Cognitive rehabilitation for people with disabilities <i>(not offered)</i>	Proios	5	EA0301
5.	Issues of Diversity and Social Justice in Education	Psalti	5	ΣΕ0521-3
6.	Career guidance for the disabled	Papavassiliou	4	EA0816-5
7.	Management of Educational Organizations - School Units	Valkanos	4	KE0409
8.	Developmental Psychopathology <i>(not offered)</i>		4	KE0514
9.	Music education workshop for people with disability	Kartasidou	4	EA0647
10.	Sign Language Practicum II	Martzos	4	EA0639
11.	Laboratory: Introduction to speech and hearing sciences	Hatzigianna-koglou	4	EA0405
11.	Research Methodology	Zafiropoulos & Neofotistos	4	KE0203-3
12.	Foreign Language	English Language IV: Oral Presentation Skills	Karagevreki	ΕΓ0104
		French Language IV	Tzanavari	ΕΓ0204
		German Language IV	Strantzou	ΕΓ0304
		Italian Language IV	Perri	ΕΓ0404

5th SEMESTER

COURSE	INSTRUCTOR	ECTS	CODE
1. Education of individuals with mental retardation /intellectual disability	Kartasidou	5	EA0601-3
2. Working relationships, integration and social support of people with disabilities in the workplace	Papakonstantinou	5	EA0819
3. Instructional methodology for the education of students with special needs /disabilities in the general school and in special education units	Agaliotis	5	EA0602-3
4. Introduction to Assistive Technology	Koustriava	5	EA0641
5. Education of the hearing - impaired	Okalidou	4	EA0704-1
6. Applications of School Psychology in Special Education	Giannouli	4	EA0507
7. Information Technology X: Educational and Social Application of Intelligent Technologies and Robotics	Fachantidis	4	EA0517
8. Sign Language Practicum III	Martzos	4	EA0810
9. Applications of Counseling Psychology in Education	Psalti	4	ΣE0513
10. Life and Career Management Skills	Papavassiliou	4	ΣE0514-1
11. Emotional intelligence in the education and the workplace	Daniilidou	4	ΣE0611

6th SEMESTER				
COURSE	INSTRUCTOR	ECTS	CODE	
1.	Speech, language and communication disorders	Okalidou	5	EA0605-3
2.	Teaching Mathematics to students with learning adaptation problems	Agaliotis	5	EA0608
3.	Systems for classifying and assessing motor and physical disabilities	Varsamis	5	EA0716-2
4.	Contemporary Teaching Models on Autism	Syriopoulou	5	EA0506
5.	Psychodiagnostic measures-tools	Giannouli	4	EA0604
6.	Information technology IV: Multimedia and distance learning	Fachantidis Lefkos	4	KE0616-1
7.	Emotional and Moral Development	Daniilidou	4	KE0417
8.	Bilingualism and Bilingual Education	Gouleta	4	ΣE0416
9.	Workplace Mobbing of People with Disabilities	Papakonstantinou	4	EA0645
10.	Braille Writing and Reading <i>(not offered)</i>		4	EA0719-1
11.	Supervision and organization of special education and rehabilitation programs <i>(not offered)</i>	Proios	4	EA0607
12.	Sign Language Practicum IV	Martzos	4	EA0813
13.	Applying career counseling to vulnerable social groups	Papavassiliou	4	ΣE0645
14.	Laboratory: Speech, Language and communication disorders	Hatzigiannakoglou	4	EA0623
15.	Assistive Technology Laboratory	Koustriava	4	EA0622
16.	Professional Ethics & Ethical Behavior	Psalti	4	ΣE0521-4

7th SEMESTER

	COURSE	INSTRUCTOR	ECTS	CODE
1.	Practicum I		12	EA0702
2.	Dissertation		12	EA0707
3.	Access to the Labor Market for NEETs (Youth Out of Employment, Education or Training)	Papakonstantinou	4	EA0646
4.	Theory and research of dynamical systems in movement disabilities	Varsamis	4	EA0716-3
5.	International Educational Development	Gouleta	4	ΣE0720
6.	Workshop on dealing with specific speech disorders <i>(not offered)</i>	Proios	4	EA0711
7.	Sign Language Practicum V	Martzos	4	EA0713
8.	Teaching interventions for autism in formal and non-formal learning environments	Syriopoulou	4	EA0506-4
9.	Exercise and quality of life	Lailoglou	2	EA0402

8th SEMESTER

	COURSE	INSTRUCTOR	ECTS	CODE
1.	Practicum II		12	EA0803
2.	Dissertation		12	EA0707
3.	Education of individuals with profound multiple disabilities	Kartasidou	4	EA0802-3
4.	Information Technology XII: Mobile and Cloud Technology Application in Education and Society	Fachantidis	4	ΣE0820
5.	Braille Training Courses	Papadopoulos & Barouti	4	EA0710
6.	Sign Language Practicum VI	Martzos	4	EA0814
7.	Social psychology	Tsounis	4	KE0305-1
8.	Phonological Development and Phonological Disorders <i>(not offered)</i>		4	EA0709

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

3 r d S E M E S T E R				
	COURSE	INSTRUCTOR	ECTS	CODE
1.	Developmental psychology	Daniilidou	5	KE0207-2
2.	Vocational Education and Training Systems	Stampoulis	5	ΣΕ0301
3.	Information Technology III: Educational applications of informatics	Fachantidis Lefkos	5	KE0316
4.	Applied statistics for the social sciences	Zafiropoulos	5	KE0312
5.	Adults education for vulnerable social groups	Karatsiori	4	ΣΕ0804-3
6.	Counseling Psychology	Psalti	4	KE0419
7.	Foreign Language	English Language III: Business English		ΕΓ0103
		French Language III	2	ΕΓ0203
		German Language III		ΕΓ0303
		Italian Language III		ΕΓ0403

4th SEMESTER				
	COURSE	INSTRUCTOR	ECTS	CODE
1.	Management of Educational Organizations - School Units	Valkanos	5	KE0409
2.	Psychological development in adult life	Daniilidou	5	ΣΕ0504-3
3.	Design and implementation of vocational training programmes <i>(not offered)</i>	Stampoulis	5	ΣΕ0503-1
4.	Issues of Diversity and Social Justice in Education	Psalti	5	ΣΕ0521-3
5.	Career guidance for the disabled	Papavassiliou	4	EA0816-5
6.	New Technologies in Adult Education	Karatsiori	4	ΣΕ0646
7.	Psychopathology of Adulthood <i>(not offered)</i>		4	ΣΕ0519
8.	Organisational behavior and Human Resources Management.	Sytziouki	4	ΣΕ0533-4
9.	Research Methodology	Zafiroopoulos & Neofotistos	4	KE0203-3
10.	Foreign Language	English Language IV: Oral Presentation Skills	Karagevrekki	ΕΓ0104
		French Language IV	Tzanavari	ΕΓ0204
		German Language IV	Strantzou	ΕΓ0304
		Italian Language IV	Perri	ΕΓ0404

5th SEMESTER				
	COURSE	INSTRUCTOR	ECTS	CODE
1.	Group dynamics in education: Theory and practice	Valkanos	5	ΣΕ0719-1
2.	Life and Career Management Skills	Papavassiliou	5	ΣΕ0514-1
3.	Lifelong Learning and Skills Management	Sytziouki	5	ΣΕ0533
4.	Applications of Counseling Psychology in Education	Psalti	5	ΣΕ0513
5.	Skills and qualification intelligent systems in workplace learning	Sytziouki	4	ΣΕ0533-5
6.	Educational and professional development of teachers and adult educators	Pampouri	4	KE0612
7.	New technologies in economy and human resources skills	Stampoulis	4	ΣΕ0512
8.	Information Technology X: Educational and Social Application of Intelligent Technologies and Robotics	Fachantidis	4	EA0517

9.	Emotional intelligence in the education and the workplace	Daniilidou	4	ΣΕ0611
----	---	------------	---	--------

6th SEMESTER

	COURSE	INSTRUCTOR	ECTS	CODE
1.	Information technology IV: Multimedia and distance learning	Fachantidis Lefkos	5	KE0616-1
2.	Labour and education economics	Tsirikas	5	ΣΕ0606
3.	Teaching Methodology in Adult Education and Micro-teaching	Pampouri	5	ΣΕ0701
4.	Talent Management in Enterprises and Organizations	Tsirikas	5	ΣΕ0316
5.	Vocational Training and Development for Executives	Valkanos	5	ΣΕ0804
6.	Emotional and Moral Development	Daniilidou	4	KE0417
7.	Bilingualism and Bilingual Education	Gouleta	4	ΣΕ0416
8.	Social Policy and Lifelong Learning	Boutsiouki	4	ΣΕ0501
9.	Applying Career Counseling to Vulnerable Social Groups	Papavassiliou	4	ΣΕ0645
10.	Professional Ethics & Ethical Behavior	Psalti	4	ΣΕ0521-4

7th SEMESTER

	COURSE	INSTRUCTOR	ECTS	CODE
1.	Practicum I		12	ΣΕ0703
2.	Dissertation		12	ΣΕ0706
3.	Human Resources Management and Development in Organizations and Enterprises	Valkanos	4	ΣΕ0805
4.	Access to the Labor Market for NEETs (Youth Out of Employment, Education or Training)	Papakonstantinou	4	EA0646
5.	Project Management in Education	Tsirikas	4	ΣΕ0721
6.	International Educational Development	Gouleta	4	ΣΕ0720
7.	Exercise and Quality of Life	Lailoglou	2	EA0402

8th SEMESTER

	COURSE	INSTRUCTOR	ECTS	CODE
1.	Practicum II		12	ΣE0803
2.	Dissertation		12	ΣE0706
3.	Information Technology IX: Enterprises 2.0 and the new entrepreneurship	Tsirikas	4	ΣE0819
4.	Information Technology XII: Mobile and Cloud Technology Application in Education and Society	Fachantidis	4	ΣE0820
5.	Science Education	Lefkos	4	ΣE0647
6.	Social Psychology	Tsounis	4	KE0305-1



BRIEF DESCRIPTION OF COURSES

CORE COURSES (1st and 2nd SEMESTER)

1st SEMESTER

Course: **Information technology I: Introduction to computers**

Instructors: **Nikolaos Fachantidis, 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, Professor**

The education of people with special educational needs and disabilities is based on a socio-political system that expresses values and prejudices in the context of globalisation. In order to understand the role of education of people with special educational needs and disabilities, a key element is the acceptance of the diversity of the other and the functioning of the state apparatus, which mostly reflects the constitution of the society it represents. Particular attention will be paid to the image of people with special educational needs and disabilities as it is represented in contemporary Greek society (e.g. media, cinema, literature), as it is the ultimate recipient of their inclusion. The aim of this course is to explore the field of special education from a social, legislative and educational perspective, both in the Greek and international arena. Terms and definitions of special education are studied and a historical review of society's attitudes towards people with special educational needs and disabilities is made. This is followed by a presentation of the different categories of people with special educational needs and disabilities (mental retardation/disability, deafness/hard of hearing, visual impairment, motor disabilities, etc.) and psycho-educational models.

The main modules of the course are

- Historical overview of special education
- The concept of diversity
- Medical, psychological, educational and social dimensions of disability
- The social and legal framework of special education
- Families of people with SEN and disabilities
- Early Intervention: Assessment and Diagnosis
- Education of people with sensory impairments, mental retardation/ intellectual disability, motor impairments, etc

Course: **Introduction to pedagogy**

Instructor: **Anastasia Pampouri, Assistant Professor**

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: **Career Guidance and Counseling: Field, Theory, Methodology**

Instructor : **Ioanna Papavassiliou, Professor**

Learning Objectives:

The general objective of the Course “Career Guidance and Counseling (CGC)” is acquiring knowledge, skills and attitudes/behaviors regarding the field of CGC, which are necessary for students to fulfill their Counseling 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 Counseling 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 Counseling 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 Counseling. Teaching methods include enriched lectures and participatory techniques so that students can acquire necessary knowledge, skills as well as attitudes and behaviors regarding their Counseling 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 Counseling
- Axes of Action in CGC: Self-awareness, Informing, Career Decision making, Transition
- Methodological approaches: Individual and Group Counseling Intervention
- CGC and IT
- CGC in Greece: over time development and current trend
- Career Education: importance, institutions, implementation, challenges
- Counseling network and its services
- The professional profile of the career counselor: education, employment, roles

Course: **Philosophy of education**

Instructor: **Anastasia Alexiadou, 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: **Sociology of education**

Instructor: **Antonios Papaoikonomou, non permanent teaching staff**

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: **Teoklia Rizouli & 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**

Course outline:

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 <https://openeclass.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: **Francesca Perri, non permanent teaching staff**

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.

2nd SEMESTER

Course: **Statistics**

Instructor: **Konstantinos Zafiropoulos, Professor**

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, X² and F distributions.

Course: **Introduction to adult education**

Instructor: **Maria Sytziouki, Assistant Professor**

The module focuses on the basic knowledge relating to Adult Education and encompasses the analysis of policies and practices of non-formal, informal learning and lifelong learning. National and EU legislation on lifelong learning, VET and Adult education are examined in order to provide insights for the role of educational institutions, the role of learners and trainers/educators. Theories of adult learning are thoroughly reviewed with reference to the fields of lifelong learning and special education in Greece. Education systems are approached in terms of their structure, levels and / or types related to initial and continuing education and adult education. The module then delves into learning methodologies, as well as learning models in the workplace (apprenticeships, internships, in-company training,

internships, bootcamps, hackathons) and their connection with formal and non-formal education.

Learning Outcomes:

Upon participation and successful completion of the module students will be able to:

Differentiate the forms and types of non-formal and informal learning.

Understand international systems of Initial and Continuing Education, as well as national and European policies.

Acknowledge international systems and policies for Adult Education.

Evaluate workplace learning programs in terms of developing employment skills.

Evaluate the role of adult educators in educational practice.

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.

- 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: **Introduction to multicultural education**

Instructor: **Eirini 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, Associate Professor**

The course explores 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:

(a) 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,

b) 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 apparent implications for the development of the labor costs for people with disabilities and of their labor relations,

c) 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, the positive and negative effects are pointed out. Finally, students are expected to make thorough proposals for improving the legislative background and the employment policies of people with disabilities.

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

Instructor: **Zoi Kantaridou, Language instructor**

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**

Course outline:

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 <https://openeclass.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: **Francesca Perri, 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**

3rd SEMESTER

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

Instructors: **Nikolaos Fachantidis, 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**

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, Associate 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: **Developmental psychology**

Instructor: **Athina Daniilidou, non permanent teaching staff**

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: **Education of students with specific learning difficulties /learning disabilities in the general school and in special education units**

Instructor: **Ioannis Agaliotis, Professor**

Expected results:

Upon successful completion of the course students are expected to be able to:

- differentiate the cognitive profiles of students with specific learning difficulties / learning disabilities (SLD / LD) from the profiles of students belonging to other categories of Mild Disabilities
- implement systematic educational assessment of students with SLD / LD
- organize effective instructional programs for students with SLD / LD in Reading, Writing and Social Skills
- interconnect individualized instructional programs for students with SLD / LD and the program of studies of the general school

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

Contents include also specialized issues referring to the educational inclusion of students with SLD / LD.

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

Instructor: **Panagiotis Varsamis, Assistant Professor**

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 and are used in this class.

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

Instructor: **Christine Syriopoulou, Associate 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: **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: **Sign Language Practicum I**

Instructor: **Theodoros Martzos, Academic Fellow**

Learning Outcomes:

The aim of the Sign Language Laboratory I is to put the students for the very first time on to the Greek Sign Language (GSL) concept, at beginners' level, as well as on to the Deaf community. The students, after taking the lesson series and its successful completion, will be able to:

- Know historical factors and facts concerning the Deaf people, the Deaf community, the Deaf culture and identity as well as sign language
- Know the fundamentals of sign language
- Know and comprehend the grammatical and syntactical elements of GSL
- Know and use words from the introductory vocabulary
- Compose simple sentences in GSL
- Perform known texts using the GSL

Course content:

- Introduction to “Deaf community”, “Deaf culture”, “Deaf identity” concepts
- Overview of the historical background of the Deaf community and of the sign language evolution
- Introduction of sign language’s linguistic and structural elements
- Introduction of sign language’s grammar and syntax
- Basic vocabulary instruction
- Simple sentences syntax
- Performance of small texts in GSL

Course: **Counseling Psychology**

Instructor: **Anastasia Psalti, Professor**

The aim of the course is to familiarize students with the scientific field of Counseling Psychology, to inform them about the various counseling techniques, to help them practise basic counseling skills and to discover the value of these skills for their future profession. The course will present the concept, content, basic principles and object of counseling, its cultural and historical roots and theoretical background, the importance of counseling relationship, the stages of the counseling process, and the ethical principles, values and rules of counseling. Finally, issues related to the counseling process in practice will be analyzed.

Upon successful completion of the course students will be able to know and understand:

- the basic concepts and principles concerning counseling by recognizing its possibilities and limitations
- the main theoretical approaches of counseling and their evolution over time under the influence of the socio-cultural background
- the basic principles of each theoretical approach by pointing out the similarities and differences between them
- the characteristics of the Counselor and their contribution to the development of an effective counseling relationship
- the stages of the counseling process and their individual objectives
- the ethical issues governing its implementation and
- the scope of counseling.

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 <https://openeclass.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 <https://openeclass.uom.gr/>.

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: **Francesca Perri, 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.

4th SEMESTER

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

Instructor: **Christine Syriopoulou, Associate 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: **Areti Okalidou, Professor**

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

Instructor: **Panagiotis Varsamis, Assistant Professor**

The present subject covers contemporary educational approaches to the most frequent forms of physical disabilities Counseling 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: **Cognitive rehabilitation for people with disabilities**
(not offered)

Instructor: **Hariklia Proios, 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: **Issues of Diversity and Social Justice in Education**

Instructor: **Anastasia Psalti, Professor**

The aim of the course is to introduce students to a unified, interdisciplinary approach within the broader field of School Psychology, that of Multicultural School Psychology, through the study of the ways in which social justice, privilege and diversity influence and are influenced by everyday experiences, research interests and involvement in academic and non-academic settings. During the course, students will discuss issues of diversity related to various dimensions of identity (gender, ethno-cultural background, social class, age, religion / spirituality, sexual orientation, gender identity, etc.) and will be informed about the role of experts/professionals in diversity management of diversity along with family and the community involvement through the critical study of scientific works, research programs and specific cases. In addition, students will understand the complex nature of the individual in his/her interaction with the environment taking into account the dynamics of social oppression, heterogeneity and social functionality and will explore their personal values, beliefs and behaviors that may limit their ability to provide effective services to people from a variety of backgrounds.

Upon successful completion of the course students will be able to:

- demonstrate awareness and understanding of how their personal values and prejudice affect their ability to work effectively with people with different values and beliefs
- know and discuss concepts and theories of cultural (in the broadest sense) development
- address issues of diversity and social justice at the individual, systemic, and community level
- elaborate on multicultural theories, knowledge, beliefs & techniques necessary to provide effective services to culturally diverse populations
- advocate for equality and social justice as they address issues of diversity in their work and non-work environment and
- demonstrate cultural competence and communication skills when providing services to culturally diverse populations.

Course: **Career guidance for the disabled**

Instructor: **Ioanna Papavassiliou, 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 Counseling 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 Counseling 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 Counseling concerning various groups of people with disabilities
- to create the educational and professional profile of a person with disabilities
- to simulate an individual Counseling meeting with a person with disabilities

III.

- to obtain a positive attitude towards the needs of people with disabilities for Counseling 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 Counseling 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 Counseling and the CGC Counselor for people with disabilities
- Vocational rehabilitation Counseling for people with disabilities
- Peer Group Counseling 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: **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 **Developmental psychopathology** (*not offered*)

Instructor:

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 **Music education workshop for people with disability**

Instructor: **Lefkothea Kartasidou, Professor**

This course will explore and analyse music as a whole, with particular emphasis on music as a process and as an outcome of education and art. It begins by analysing the difference between music therapy and music education as distinct but complementary disciplines in special education. Students will be introduced to the pedagogical design and implementation of music education programmes through case studies. Particular emphasis will be placed on the promotion of self-determination through music education and the adaptation and modification of musical activities in the context of educational inclusion. More specifically, the content of the course is structured as follows

- Music Education vs. Music Therapy
- Basic elements of music education: movement, language, sound
- Music education in school curricula
- Music education: teaching methodology, educational design and individualized educational programmes
- Accommodation and modification of musical activities
- Improving cognitive and social skills through music
- Self-determination and music education

Course: **Sign language practicum II**

Instructor: **Theodoros Martzos, non permanent teaching staff**

Learning Outcomes:

The aim of the Sign Language Laboratory II, which is the sequel to Sign Language Laboratory I, is to put the students on to the concepts of i) classifiers, their function and their role in denoting additional (salient) attributes of a sign, ii) non-manual elements (facial expressions, body movements, etc.) and the role they play in the sign formation, as well as to the techniques of the dialogue and placement of people and objects in space. The students, after taking the lesson series and its successful completion, will be able to:

- Distinguish the classifiers' types and utilize them properly
- Make proper use of the non manual elements of GSL
- Perform a dialogue correctly using the GSL
- Position people and objects in space correctly
- Compose complex sentences in GSL
- Describe known images using the GSL

Course content:

- Introduction to “classifiers”, “non-manual elements” concepts.
- Instruction of the techniques of dialogue and placement of people and objects in space.
- Thoroughly analysis of the sign language’s grammar and syntax.
- Basic vocabulary instruction
- Practicing on complex sentences composition
- Practicing on describing images in GSL

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: **Research Methodology**

Instructors: **Konstantinos Zafiropoulos, Professor & Vasilios Neofotistos,
Laboratory Teaching Staff**

This course is an introduction to quantitative and qualitative research methods.

Quantitative research with a structured questionnaire is initially reviewed. The stages of a typical structured questionnaire survey are presented, emphasizing the phases of designing and collecting questionnaires.

The course teaches students to select the appropriate data collection method, design appropriate questions, conduct the interviews, and prepare the collected data for analysis. It also provides them with information on selecting the survey sample and minimizing non-response.

Knowledge of the above will enable students to conduct their questionnaire survey and evaluate the quality of the findings of such surveys conducted by third parties, as well as assess the advantages and disadvantages of such surveys versus surveys using qualitative analysis methods.

The qualitative research part of the course involves in-depth interviewing, focus groups, participant observation, content analysis, and case studies. Particular reference is made to social experiments. The course also includes writing a scientific paper.

The course discusses the following topics:

Stages of research process. The problem of measurement. Conceptualization - operationalization, Design of questions. Scales for measuring attitudes, Reliability - Validity. Sampling methods. Data collection through the interview process. Qualitative research methods: unstructured interviews and focus groups, participatory observation, and case study. Data coding. Preparation of data for statistical analysis. Commenting on results and development techniques. Writing a research paper.

Learning outcomes:

- Familiarisation with basic field research techniques.
- Resolving issues related to the field of sampling and conducting surveys.
- Making informed decisions based on factual data.
- Conducting proper research and writing a research paper.
- Correctly conducting necessary questionnaire reviews.
- Critically analysing and evaluating findings.
- Develop self-improvement skills and enhance creativity.

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://openeclass.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 <https://openeclass.uom.gr/>

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: **Francesca Perri, 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.

5th SEMESTER

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

Instructor: **Lefkothea Kartasidou, Professor**

In this course, the specific characteristics of people with mental retardation/disability will be identified and analysed in order to design intervention programmes for their better educational and social inclusion. The terms: intelligence, mental age, learning, development (cognitive, linguistic, motor, etc.), functioning, functional abilities will be explored. The definition of mental retardation/intellectual disability will be given through a historical review of society's attitudes towards these individuals and through a comparative presentation of terms and definitions in the international literature related to mental retardation/intellectual disability. Levels of mental retardation/ intellectual disability (mild, moderate, severe mental retardation) are discussed, followed by a presentation of various syndromes (Down's, Williams, etc.) with emphasis on behavioural and cognitive characteristics. This approach will undoubtedly be taken in the context of the medical, social and ecosystemic model that has influenced

and shaped the education of these individuals, in order to follow the elaboration of contemporary trends and educational principles that govern their education, e.g. the theory of self-determination. One of the sub-objectives is to familiarise students with the design and implementation of educational programmes through case studies. Specifically, the content of the course is structured as follows

- Exploration of terms and definitions of mental retardation/ Intellectual Disability
- Basic Principles of Education for People with Mental Retardation/ Intellectual Disability
- Mild, moderate and severe mental retardation/ intellectual disability - therapeutic and educational approaches
- Curriculum and Mental Retardation/ Intellectual Disability
- Teaching Methodology, Educational Design and Individualized Educational Programmes
- Social and Cognitive Skills of People with Mental Retardation/ Intellectual Disability
- Self-identification of people with intellectual disability
- Life and Independence Skills of People with Mental Retardation/ Intellectual Disability

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

Instructor: **Doxa Papakonstantinou, Associate Professor**

Work is crucial in achieving the social inclusion of people with disabilities, which seems to be significantly affected by the still negative social stereotypes. The course aims to investigate the issue of the labor integration of people with disabilities. The main objective of the course is for the students to acquire a comprehensive picture of the current employment situation of people with disabilities, their capabilities/skills, the models for their labor integration, the problems in their working relationships, the necessary support, and the measures 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', and '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: **Instructional Methodology for the Education of Students with special needs / disabilities in the General School and in Special Education Units**

Instructor: **Ioannis Agaliotis, Professor**

Expected results:

Upon successful completion of the course students are expected to be able to:

- select appropriate assessment tools and procedures, according to student characteristics and the domain of assessment
- define the goals and objectives of instruction and organize them appropriately in order to produce a coherent IEP
- make informed decisions regarding the procedures, methods and techniques of program implementation, on the basis of findings from research on effective instruction
- evaluate the results of instruction and decide on program continuation, alteration or completion.

Contents of the course:

Main contents of the course include:

- Assessment procedures and tools for students with special needs / disabilities
- Fundamental principles of educational assessment of students with special needs / disabilities
- Principles and procedures for organizing instructional programs in special education units or in the general school
- Goal setting in Special Education
- Criteria for selecting instructional methods: 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.

Contents include also specialized issues referring to the educational inclusion of students with special needs / disabilities.

Course: **Introduction to Assistive Technology**

Instructor: **Helen Koustriava, Associate 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: **Education of the hearing – impaired**

Instructor: **Areti Okalidou, Professor**

The learning outcomes are:

- To acquire knowledge and skills in communication assessment of individuals with hearing loss
- To be acquainted with assistive technologies for hearing loss and also with assistive technologies that support the communication of individuals with hearing loss
- To gain knowledge and skills on the development, habilitation and rehabilitation of communication problems of individuals with hearing loss and be able to apply educational methods

- To gain knowledge and insights on Deaf Culture and Sign Language
- To develop strategies for the educational assessment and intervention of students with hearing loss
- To develop basic skills for interdisciplinary collaboration

Course contents:

- Definitions and terminology of hearing problems. Incidence and Etiology
- Audiological assessment
- Interpretation of audiograms
- Teaching methods for the deaf: a historical perspective
- Teaching methods for the deaf: current trends
- Hearing technology
- Speech and language characteristics
- Speech perception: channels
- Development of speech and language in children with hearing problems
- Social aspects of deafness and hearing loss
- Educational issues and issues of organization of education for children with hearing loss – future perspectives

Course: **Applications of School Psychology**

Instructor: **Vasiliki Giannouli, Assistant Professor**

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

- 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: **Information Technology X: Educational and Social Application of Intelligent Technologies and Robotics**

Instructor: **Nikolaos Fachantidis, Professor**

(description not available)

Course: **Sign Language Practicum III**

Instructor: **Theodoros Martzos, non permanent teaching staff**

(description not available)

Course: **Applications of Counseling Psychology in Education**

Instructor: **Anastasia Psalti, Professor**

The course addresses the applications of counseling psychology in the field of education and seeks to provide students with the knowledge and skills that will help them to effectively handle issues that may arise in various educational contexts. The content of the course will be co-formed with the students every semester based on their interests and needs, focusing on critical issues such as bullying, the impact of the use of digital media on the development of children and adolescents, grief and bereavement, collaboration practices with parents, teachers and other staff and specialists, crisis and conflict management, etc.

Upon successful completion of the course students will be able to:

- know and understand the basic concepts of Counseling Psychology and how to apply those in a variety of educational contexts taking into account the social, cultural, contextual and personal factors that may affect it
- identify the role and functions of the teacher as a counselor
- know and follow the stages of the counseling process in their interactions with the recipients of their services
- recognize and evaluate the issues / problems that arise in an educational context by understanding the central psychological and psychosocial mechanisms associated with them
- know and apply effective communication skills and basic counseling skills in their personal and professional life
- know and be able to apply models and practices of prevention and intervention in various educational structures aiming at promoting the mental health and well-being of learners and

- know and apply self-care skills.

Course: **Life and Career Management Skills**

Instructor: **Ioanna Papavassiliou, 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 Counseling in Europe and to become familiarized with the Counseling 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 Counseling in E.U.
- Career Chaos in Random Theories in Lifelong Career Guidance and Counseling
- Counseling 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: **Emotional Intelligence in the Education and the Workplace**
Instructor: **Athina Daniilidou, non permanent teaching staff**

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 (e.g., 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.

6th SEMESTER

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

Instructor: **Areti Okalidou, Professor**

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: **Teaching Mathematics to Students with learning and adaptation problems in the General School and in Special Education Units**

Instructor: **Ioannis Agaliotis, Professor**

Expected results:

Upon successful completion of the course students are expected to be able to:

- recognize the cognitive demands and the learning prerequisites of the mathematical tasks they assign to their students
- define the impact of students' cognitive and learning characteristics on specific mathematical tasks
- identify the environmental factors affecting learning in specific contexts of math instruction
- assess the difficulties of students with special needs in trying to acquire math knowledge and skills

- design and implementing math educational programs for students from the whole spectrum of special needs
- implement specific techniques for teaching Math to specific groups of students with special needs / disabilities in the general classroom and in special education units

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 and didactical 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 in the general school
- Teaching Math to students with complex special needs and severe developmental disorders

Contents include also specialized issues referring to the educational inclusion of students with special needs / disabilities in Math learning.

Course: **Systems of Classifying and Assessing motor and physical disabilities**

Instructor: **Panagiotis Varsamis, Assistant Professor**

Modern classification and assessment systems propose a comprehensive, unified, and dynamic approach, which promotes a deeper understanding of physical impairments, motor disabilities and chronic diseases. As a result of this expanded vision, new indicators, such as self-determination, well-being, social participation and quality of life, are constantly entering the definition of health and/or disability. Of course, modern classification systems extend to the environment of the students with physical disabilities, such as the quality of education provided. At the same time, new classification systems have been developed for evaluating educational and other related interventions aimed at individuals and students with physical disabilities. All recent models have influenced our thinking about supporting students' universal growth and building social valid interventions. Therefore, assessing students and their educational environment in order to build appropriate interventions is an important skill of teachers who will work with students presenting any physical disability. University students are expected to acquire all the needed knowledge, competencies and behaviors in order to use modern classification systems for people with physical disabilities. Simulations, scenarios, case studies, videos and discussions are widely used in our class.

Course: **Contemporary teaching models on autism**

Instructor: **Christine Syriopoulou, Associate 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: **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.

Course: **Information Technology IV: Multimedia and Distance Learning**

Instructor: **Nikolaos Fachantidis, 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: **Emotional and Moral Development**

Instructor: **Athina Daniilidou, non permanent teaching staff**

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 i 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 (e.g., 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: **Bilingualism and Bilingual Education**

Instructor: **Eirini Gouleta, Associate Professor**

Students will be exposed in the theories, processes, strategies, techniques, and educational models in teaching bilingual students whose mother tongue differs from the language of the school. They will examine bilingual and multilingual education policies and the preparedness of educators to address the issues and challenges their bilingual students and families face. They will question personal bias and stereotypes about bilingual immigrant and refugee children and children who come from native linguistic and cultural minorities. They will study how to prepare appropriate activities and lesson plans for linguistic minority students and contribute positively to their academic achievement not only about Greek language but on all subjects of the curriculum. They will examine the impact the language of power has on linguistic minorities and obtain knowledge and skills on how to mitigate and alleviate some of these challenges.

Learning outcomes:

At the end of the course students will be able to:

- Study the theories of learning the first and the second language and to distinguish between second and foreign language in education.
- Examine multilingual and bilingual societies, communities, countries, and school systems and curricula.
- Research the consequences of the language of power and the impact of linguistic minority communities.
- Examine the educational policy models both in developing and developed countries and the preparedness of teachers to teach in a language that children do not speak or understand.
- Examine the impact of colonial language mandates on African, Asian, and Latin American nations as well as on native communities such as the Native Americans in the Americas or the Maori population in New Zealand and other parts of the world.
- Study school models of bilingual education that can be applicable and appropriate to be implemented in Greece considering the lack of teacher

readiness and the influx of immigrants and refugees the country faces.

- Practice strategies and techniques on effectively teaching bilingual students and working with parents and families.

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

Instructor: **Doxa Papakonstantinou, Associate Professor**

Work, a critical factor in achieving full social integration of people with and without disabilities, is particularly affected during the economic crisis, resulting in systematic negative attitudes at the workplace. The purpose of this course is to investigate the mobbing phenomenon within the workplace against people with and without disabilities. The main objective of the course is for students to identify a hostile work environment and the problematic behaviors involved, the rights of mobbing victims, and 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', and '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 the 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 to prevent, identify and manage 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: **Braille Writing and Reading** *(not offered)*

Instructor:

The main aim of the course Braille Writing and Reading is the understanding of basic issues concerning the learning of Braille code 72 as well as the teaching of Braille in students with visual impairments. Specifically, the subjects to be taught in the context of this course are:

- Concepts of haptic perception
- Issues of emergent literacy and pre-braille intervention
- The English and the Greek Braille code, and other international codes
- Methods of Braille production
- Basic aspects of the reading behaviour of Braille users, and strategies of reading behaviour development.

Course: **Supervision and Organization of Special Education and Rehabilitation Programs** *(not offered)*

Instructor: **Hariklia Proios, 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: **Sign language practicum IV**

Instructor: **Theodoros Martzos, non permanent teaching staff**

(description not available)

Course: **Applying Career Counseling to vulnerable social groups**
Instructor: **Ioanna Papavassiliou, Professor**

Learning objectives:

The general objective of the Course “Applying career Counseling to people with disabilities and vulnerable social groups” is to learn about practical applications of Professional Counseling 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 Counseling 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 Counseling; they simulate professional Counseling 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 Counseling and their applications in people with disabilities and other vulnerable social groups
- Methodologies and techniques in Professional Counseling for people with disabilities
- Methodologies and techniques in Professional Counseling for vulnerable social groups
- Network of Career Counseling for people with disabilities and their services
- Network of Career Counseling 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 Counseling networks, observe the services provided on site and even participate into the practices.

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: **Assistive Technology Laboratory**

Instructor: **Helen Koustriava, Associate 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: **Professional Ethics & Ethical Behavior**

Instructor: **Anastasia Psalti, Professor**

The aim of the course is to explore the ethical rules and responsibilities underpinning the teaching profession in general. In addition, it aims to prepare the students by providing them with knowledge so that they can face potential problems in their workplace.

Upon successful completion of the course the students will be able to:

- recognize the principles of ethics and behavioral criteria underpinning their workplace
- distinguish the rights, obligations and duties related to the exercise of their profession
- recognize the professional situations that pose ethical dilemmas
- demonstrates the ability to reflect critically on their professional and pedagogical practices at community, national and global level
- use their knowledge and skills in order to achieve the formation of their professional identity through reflection and personal dialogue

- apply the knowledge acquired in professional situations which pose ethical dilemmas and
- prevent and solve problems that arise in their workplace by developing skills and abilities of communication and cooperation with all those involved.

7th SEMESTER

Course: **Practicum I**
Instructors:

The course includes the following topics:

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

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

Instructor: **Doxa Papakonstantinou, Associate Professor**

The course aims to provide knowledge and develop critical thinking on issues related to the workplace and the broader social problems NEETs face, 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' Programs in Group Collaboration.

Course: **Theory and Research of Dynamical systems in movement disabilities**

Instructor: **Panagiotis Varsamis, Assistant Professor**

The theory of dynamic and developmental systems is a modern alternative approach to comprehensively understanding and more effectively supporting the development of people with motor disabilities. According to this theory, development is considered as a continuous, fluid, non-linear and multi-factor process. This theory advocates that the multiple interconnections between subsystems and human skills are crucial for studying human growth. Therefore, the processes of motor, learning, psychological, etc. development are extremely dynamic. Developmental processes take place in everyday events as students interact with their environment. Thus, individual manifestations take place in real time and in real contexts, such as that of educational interventions. In such a dynamic environment, it is important for the university student to recognize the complexity of development and to work with his/her students towards an active and coordinated balance between variability and stability of skills. University students are expected to acquire all the needed knowledge, competencies and behaviors in order to use understand and apply modern dynamic systems theory when working with people presenting physical disabilities. Simulations, scenarios, case studies, videos and discussions are widely used in our class.

Course: **International Educational Development**

Instructor: **Eirini Gouleta, Associate Professor**

Students will be exposed to and be able to understand the history and the theories of international education development and international

comparative education. They will study the methods and processes of the international development organizations, bilateral, multilateral, Non Governmental, and private development funds in advancing the education for children in the developing world. They will examine international aptitude tests and how their results can give the international community data to act upon on improving education development. They will examine the challenges students face in conflict and crisis zones in places where natural disasters occur as well as the challenges minorities and girls face in education in countries that suffer from poverty, lack of democratic processes, and bias and stereotypes. They will analyze educational policies in developing and developed countries both in the Global North and the Global South.

Learning outcomes:

At the end of the course students will be able to:

- Understand and explain the routes and theories of international comparative education.
- Understand and explain the routes and theories of international education development.
- Examine the role and the activities in education development of bilateral and multilateral organizations.
- Examine the role and the activities in education development of governments and private development funds and sponsors.
- Examine the role and the activities in education development of Non Governmental Organizations. Examine the role and the activities in education development of the organizations of the United Nations such as UNICEF, UNESCO, UNRC, and others.
- Examine the education development and the international tests on aptitude given to students of developing and developed countries.
- Practice of education intervention in situations of conflict and crisis and natural disasters.
- Examine the challenges of illiteracy, minorities, and girls' education in the developing world.
- Compare the challenges that teachers, parents, and students face in developing countries with those in the developed world.

Course: **Workshop on dealing with specific speech disorders**
 (not offered)

Instructor: **Hariklia Proios, 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: **Sign Language Practicum V**

Instructor: **Theodoros Martzos, non permanent teaching staff**

(Description is not available)

Course: **Teaching Interventions for autism in formal and non –formal Learning Environments**

Instructor: **Christine Syriopoulou, Associate Professor**

Thematic Units included

Early intervention. Ecosystem Consulting Approach

Family and Inclusion of infants, children and adolescents with autism

Parent Education

Inclusive policy for people with pervasive developmental disorders, autism. Differentiated teaching Adaptations to subjects. "Friendly Environments" for people with ASD in preschool, primary, secondary and tertiary education.

Physical and virtual learning environments for people with (neuro)developmental disorders, autism. Formal, Non-formal and informal learning path in the various developmental stages. International Practice and alternative programs of various countries and cultural contexts

Art and Technology in Skill Development and Education for People with Autism and Other Developmental Disorders

Education of people with autism and other developmental disorders in alternative educational environments (such as Museums, Art Galleries, Cultural Centers, Sport Centers, Creative Employment Centers (CEDs)) etc. The role of Technology as an aid to the education of people with ASD in alternative environments

Cognitive and metacognitive abilities

Education, Training and Skills Development in professional settings for people with ASD and other developmental disorders with a range of abilities (from low-functioning to high-functioning). Training and support of these people at various ages

Various types of self-education activities, such as self-education with printed materials or through the Internet or using tools of Technology, The role of Artificial Intelligence (AI). Variety of educational infrastructure. Acquisition of Knowledge, skills and abilities through experiential, experiential learning (adapted to individual characteristics and intra-individual differences)

Utilization of Artificial Intelligence and Technological tools in the acquisition of skills and experience. Creating IT tools in education

Independent Living, Life Skills and Lifelong Learning for People with Pervasive Developmental Disorders, Autism

Awareness of Social Gender and equality. Addressing harassment and discrimination

Dealing with sexist language and gender stereotypes in the social environment (school, work, community, etc.)

Leisure Time, Creative Time and Quality of Life ((indoor, outdoor and remote activities) for the cultivation of Cognitive, Social and Self-Care Skills in People with Autism Spectrum Disorders and other (neuro)developmental disorders using assistive technology

The Role of Parents, Siblings and Other Family Members from Early Intervention, Lifelong Support and Inclusion of People with Autism and Other Developmental Disorders. Development of forms of creative collaboration (using the play, games, serious games, STEAM, STEM, SAR, AI etc).

Community Living for people with autism and other developmental disorders using assistive technology

Communication with the use of technological tools: Application of a Standardized Greek dictionary using tools of assistive technology to enhance the communication of children with Autism Spectrum Disorder

Enhancing Independent Living Skills, Creative Thinking and Vocational Inclusion of Youth and Adolescents with Autism Spectrum Disorder through the Use of Assistive Technology Media (using the Panda robot)

Learning results:

Upon successful completion of the course, the following outcomes are expected on the course descriptors:

Knowledge: Students are expected to have trained, studied and acquired knowledge on issues related to differentiated teaching and inclusive policy for people with pervasive developmental disorders, autism. Adaptations to subjects and accessibility in preschool, primary, secondary and tertiary education. Students are expected to have been trained in the methodology and techniques of education, training in physical and virtual learning environments for people with developmental disorders, autism. In the creation and management of formal, non-formal and informal learning pathways in the different developmental stages in International Practice and in alternative programs of different countries and cultural contexts, in the role of art and technology in the cultivation of skills and in the education of people with autism and other developmental disorders. Also trained in education, training and skill building in professional settings for people with Pervasive Developmental Disorders and other developmental disorders with a range of abilities (from low to high functioning individuals). In "friendly environments" for people with ASD at the various levels of education from pre-school to high school. In the training and support of these individuals at various ages. In the various types of self-education activities, such as self-education with printed material or via the Internet or using technology media, various educational infrastructures. Acquisition of knowledge, skills and abilities through experiential, experiential learning (adapted to individual characteristics and intra-individual differences). Utilization of Artificial Intelligence (AI) in the

acquisition of skills and experience, in independent living, life skills and lifelong learning of people with ASD, autism, Gender Awareness and equality. Dealing with harassment and discrimination Dealing with sexist language and gender stereotypes in the social environment (school, work, community etc). Students are expected to have been educated, studied and acquired knowledge in matters related to the utilization of free time, creative time and improving the quality of life, indoor, outdoor and remote creative activities for the cultivation of cognitive, social and self-care skills of people with ASD and other developmental disorders by utilizing tools of assistive technology. Also, to have been trained in issues about the role of parents, siblings and other family members from early intervention, lifelong to support and inclusion of people with autism and other developmental disorders, the development of forms of creative collaboration using play, serious games, STEAM, STEM, SAR, AI, etc. for, community life for people with autism and other developmental disorders with the use of assistive technology media, in communication with the use of technology media. The use of a standardized Lexikon with the use of assistive technology to strengthen the communication of children with ASD, finally, to strengthen the skills of independent living, creative thinking and professional inclusion of young people and teenagers with ASD through the use of assistive technology means (use of the Panda robot) (<https://labautism.uom.gr/>).

Skills: Students are expected to acquire skills, research the literature, current studies, interventions, programs developed and implemented (in their theoretical and practical dimensions) in formal, non-formal and informal learning environments, engage, collaborate . It is expected that they become familiar with the means of modern technology, the way they can utilize them to achieve differentiated teaching in the physical environment (e.g. in the classroom) but also in distance teaching methods. They will become familiar with the use of software in special education and in the education of people with autism and other (neuro)developmental and cognitive disorders. They are also expected to have visited agencies, come into contact with professionals and parents in the field of education and care for people with autism and other developmental disorders in order to learn, gain experience, to become familiar with the requirements of the future profession, the necessary knowledge and information of the work object and environment and to acquire skills for their future professional role, to acquire flexibility, the ability to manage extraordinary, unpredictable, demanding situations, and the possibilities for social contribution to sustainable development as well as being able to monitor social and technological developments and be able to offer in different fields (e.g. evaluation, intervention, rehabilitation, counseling and support etc.) but also to collaborate with the specialist scientists.

Competencies: Students will acquire knowledge, skills, abilities, experience. They will cultivate professional characteristics to meet the demands of the different work environments they will work in e.g. special school, integration department, as parallel support teachers, in KEDASY, in educational planning and management agencies. They will gain skills to guide parents of individuals with autism spectrum disorders and other developmental disorders. They will become familiar with technology tools suitable for the education and support of people with pervasive

developmental disorders, autism so that they can manage their special communicative, social, emotional, behavioral and cognitive characteristics.

Course Content

The aim of the course is to study teaching interventions in formal and non-formal environments for people with developmental disorders on the autism spectrum. To be able to make use of programs with differentiated teaching and to make adjustments to the subjects of pre-school, primary, secondary and tertiary education in order to address the individual needs of the learners, which manifest themselves in a spectrum and show intra-individual differences. Non-formal education is about learning that takes place through planned activities in relation to learning objectives and learning time and in which there is some form of learning support. It can cover work-related skills programmes, literacy for teenagers and/or adults with developmental disorders, autism and basic education for early school leavers. Informal learning is considered to be learning activities that take place outside of an organized educational context, throughout a person's life, in the context of free time or professional, social and cultural activities. It includes all kinds of self-education activities, such as self-education with printed material or via the Internet or using a computer or various educational infrastructures, as well as the knowledge, skills and abilities that the person acquires from professional experience. The aim of the course is for students to acquire skills and knowledge for differentiated teaching in formal, non-formal and informal environments for people with developmental disorders on the autism spectrum in order to increase their accessibility at different levels of education, different stages of age development up to social and their professional inclusion and their independent and creative living.

The Thematic modules included are:

Early intervention. Ecosystem Consulting Approach

Family and Inclusion of infants, children and adolescents with autism

Parent Education

Inclusive policy for people with pervasive developmental disorders, autism. Differentiated teaching Adaptations to subjects. "Friendly Environments" for people with ASD in preschool, primary, secondary and tertiary education.

Physical and virtual learning environments for people with (neuro)developmental disorders, autism. Formal, Non-formal and informal learning path in the various developmental stages. International Practice and alternative programs of various countries and cultural contexts

Art and Technology in Skill Development and Education for People with Autism and Other Developmental Disorders

Education of people with autism and other developmental disorders in alternative educational environments (such as Museums, Art Galleries, Cultural Centers, Sport Centers, Creative Employment Centers (CEDs)) etc. The role of Technology as an aid to the education of people with ASD in alternative environments

Cognitive and metacognitive abilities

Education, Training and Skills Development in professional settings for people with ASD and other developmental disorders with a range of abilities (from low-functioning to high-functioning). Training and support of these people at various ages

Various types of self-education activities, such as self-education with printed materials or through the Internet or using the means of Technology, The role of Artificial Intelligence (AI). Variety of educational infrastructure. Acquisition of Knowledge, skills and abilities through experiential, experiential learning (adapted to individual characteristics and intra-individual differences)

Utilization of Artificial Intelligence and Technology media in the acquisition of skills and experience. Creating IT tools in education

Independent Living, Life Skills and Lifelong Learning for People with Pervasive Developmental Disorders, Autism

Awareness of Social Gender and equality. Addressing harassment and discrimination

Dealing with sexist language and gender stereotypes in the social environment (school, work, community, etc.)

Leisure Time, Creative Time and Quality of Life ((indoor, outdoor and remote activities) for the cultivation of Cognitive, Social and Self-Care Skills in People with Autism Spectrum Disorders and other (neuro)developmental disorders using assistive technology

The Role of Parents, Siblings and Other Family Members from Early Intervention, Lifelong Support and Inclusion of People with Autism and Other Developmental Disorders. Development of forms of creative collaboration (using the play, game, serious games, STEAM, STEM, SAR, AI etc)

Community Living for people with autism and other developmental disorders using assistive technology

Communication with the use of technological tools: Application of a Standardized Greek dictionary using tools of assistive technology to enhance the communication of children with Autism Spectrum Disorder

Enhancing Independent Living Skills, Creative Thinking and Vocational Inclusion of Youth and Adolescents with Autism Spectrum Disorder through the Use of Assistive Technology Media (using the Panda robot)

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.).

8th SEMESTER

Course: **Practicum II**

Instructors:

The course includes the following topics:

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

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

Instructor: **Lefkothea Kartasidou, Professor**

The aim of the course is an interdisciplinary systematic analysis of theoretical approaches to profound and/or multiple disabilities. Terms and definitions at international and national level will be referred to and educational and therapeutic programmes that promote interdisciplinarity will be presented. Case studies will be used to illustrate the educational

design and implementation of programmes to teach functional academic and social skills. Emphasis will be placed on understanding the interdisciplinary approach to the curriculum and the appropriate use of support materials, as well as techniques for adapting and modifying the educational process. The main modules of the course are:

- Exploring terms and definitions of severe, profound and multiple disabilities
- Assessment of people with profound and/or multiple disabilities
- Improving communication skills of people with profound and/or multiple disabilities
- Multi-level learning and teaching strategies for people with profound and/or multiple disabilities
- Principles of education for people with profound and/or multiple disabilities
- Curriculum and profound and/or multiple disabilities
- Educational inclusion of people with severe and/or multiple disabilities

Course: **Information technology XII: Mobile and Cloud Technology
Application in Education and Society**

Instructor: **Nikolaos Fachantidis, Professor**

(Description not available)

Course: **Braille Training Courses**

Instructors: **Konstantinos Papadopoulos, Professor, &
Marialena Barouti, non permanent teaching staff**

(Description is not available)

Course: **Sign Language Practicum VI**

Instructor: **Theodoros Martzos, non permanent teaching staff**

(Description is not available)

Course: **Social psychology**

Instructor: **Andreas Tsounis, non permanent teaching staff**

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: **Phonological Development and Phonological Disorders**
(not offered)

Instructor:

The aims of the course are to facilitate the theoretical understanding of the development of articulation and phonology as well as the origins of different types of Speech Sound Disorders (SSD) and to familiarize students with the assessment and intervention of SSD in the field of Speech-Language Pathology. Theoretical and practical training will encompass the use of methodological tools for articulatory/ phonological analysis, differential diagnosis and assessment procedures used in SLP practice, via the transcription and analysis of articulatory and phonological profiles. The students will be familiarized with the phonological development of Greek-speaking children and will be encouraged to discuss cross-linguistic differences and similarities in phonological development guided by literature and experience from other languages. The different origins of speech sound disorders will be presented and discussed which may stem from structural or functional problems of the articulatory mechanism, including speech motor disorders, but also from cognitively-based difficulties with the phonological system of native language. Students will review and present papers regarding the assessment of atypical phonological development and discuss clinical case studies. They will also gain practical skills in transcription, test administration and scoring as well as training with objective tools of speech analysis of typical and disordered speech, such as Praat. Course grading will be based on class participation, student presentations and written assignments.

**AREAS OF SPECIALIZATION
MAJOR IN CONTINUING EDUCATION**

3rd SEMESTER

Course: **Developmental psychology**

Instructor: **Athina Daniilidou, non permanent teaching staff**

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: **Miltiadis Stampoulis, Associate Professor**

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, 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: **Konstantinos Zafiropoulos, Professor**

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: **Adults Education for vulnerable 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: **Counseling Psychology**

Instructor: **Anastasia Psalti, Professor**

The aim of the course is to familiarize students with the scientific field of Counseling Psychology, to inform them about the various counseling techniques, to help them practise basic counseling skills and to discover the value of these skills for their future profession. The course will present the concept, content, basic principles and object of counseling, its cultural and historical roots and theoretical background, the importance of counseling relationship, the stages of the counseling process, and the ethical principles, values and rules of counseling. Finally, issues related to the counseling process in practice will be analyzed.

Upon successful completion of the course students will be able to know and understand:

- the basic concepts and principles concerning counseling by recognizing its possibilities and limitations
- the main theoretical approaches of counseling and their evolution over time under the influence of the socio-cultural background
- the basic principles of each theoretical approach by pointing out the similarities and differences between them
- the characteristics of the Counselor and their contribution to the development of an effective counseling relationship
- the stages of the counseling process and their individual objectives
- the ethical issues governing its implementation and
- the scope of counseling.

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://openeclass.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 <https://openeclass.uom.gr/>

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: **Francesca Perri, 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.

4th 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: **Athina Daniilidou, non permanent teaching staff**

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: e.g., 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: **Design and Implementation of Vocational Training Programmes** (*not offered*)

Instructor: **Miltiadis Stampoulis, Associate 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: **Issues of Diversity and Social Justice in Education**

Instructor: **Anastasia Psalti, Professor**

The aim of the course is to introduce students to a unified, interdisciplinary approach within the broader field of School Psychology, that of Multicultural School Psychology, through the study of the ways in which social justice, privilege and diversity influence and are influenced by everyday experiences, research interests and involvement in academic and non-academic settings. During the course, students will discuss issues of diversity related to various dimensions of identity (gender, ethno-cultural background, social class, age, religion / spirituality, sexual orientation, gender identity, etc.) and will be informed about the role of experts/professionals in diversity management of diversity along with family and the community involvement through the critical study of scientific works, research programs and specific cases. In addition, students will understand the complex nature of the individual in his/her interaction with the environment taking into account the dynamics of social

oppression, heterogeneity and social functionality and will explore their personal values, beliefs and behaviors that may limit their ability to provide effective services to people from a variety of backgrounds.

Upon successful completion of the course students will be able to:

- demonstrate awareness and understanding of how their personal values and prejudice affect their ability to work effectively with people with different values and beliefs
- know and discuss concepts and theories of cultural (in the broadest sense) development
- address issues of diversity and social justice at the individual, systemic, and community level
- elaborate on multicultural theories, knowledge, beliefs & techniques necessary to provide effective services to culturally diverse populations
- advocate for equality and social justice as they address issues of diversity in their work and non-work environment and
- demonstrate cultural competence and communication skills when providing services to culturally diverse populations.

Course: **Career Guidance for the disabled**

Instructor: **Ioanna Papavassiliou, 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 Counseling 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 Counseling 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 Counseling concerning various groups of people with disabilities
- to create the educational and professional profile of a person with disabilities
- to simulate an individual Counseling meeting with a person with disabilities

III.

- to obtain a positive attitude towards the needs of people with disabilities for Counseling 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 Counseling 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 Counseling and the CGC Counselor for people with disabilities
- Vocational rehabilitation Counseling for people with disabilities
- Peer Group Counseling 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: **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. 108
- 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: **Psychopathology of Adulthood** (*not offered*)

Instructor:

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: **Organizational Behaviour and Human Resources Management**
 Instructor: **Maria Sytziouki, Assistant Professor**

(description is not available)

Course: **Research Methodology**
 Instructors: **Konstantinos Zafiropoulos, Professor & Vasilios Neofotistos, Laboratory Teaching Staff**

This course is an introduction to quantitative and qualitative research methods.

Quantitative research with a structured questionnaire is initially reviewed. The stages of a typical structured questionnaire survey are presented, emphasizing the phases of designing and collecting questionnaires.

The course teaches students to select the appropriate data collection method, design appropriate questions, conduct the interviews, and prepare the collected data for analysis. It also provides them with information on selecting the survey sample and minimizing non-response.

Knowledge of the above will enable students to conduct their questionnaire survey and evaluate the quality of the findings of such surveys conducted by third parties, as well as assess the advantages and disadvantages of such surveys versus surveys using qualitative analysis methods.

The qualitative research part of the course involves in-depth interviewing, focus groups, participant observation, content analysis, and case studies. Particular reference is made to social experiments. The course also includes writing a scientific paper.

The course discusses the following topics:

Stages of research process. The problem of measurement. Conceptualization - operationalization, Design of questions. Scales for measuring attitudes, Reliability - Validity. Sampling methods. Data collection through the interview process. Qualitative research methods: unstructured interviews and focus groups, participatory observation, and case study. Data coding. Preparation of data for statistical analysis. Commenting on results and development techniques. Writing a research paper.

Learning outcomes:

- Familiarisation with basic field research techniques.
- Resolving issues related to the field of sampling and conducting surveys.
- Making informed decisions based on factual data.
- Conducting proper research and writing a research paper.
- Correctly conducting necessary questionnaire reviews.
- Critically analysing and evaluating findings.
- Develop self-improvement skills and enhance creativity.

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://openeclass.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 <https://openeclass.uom.gr/>.

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

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

(Description is not available)

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

Instructor: **Francesca Perri, 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.

5th 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: **Life and career management skills**

Instructor: **Ioanna Papavassiliou, 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 Counseling in Europe and to become familiarized with the Counseling 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 Counseling in E.U.
- Career Chaos in Random Theories in Lifelong Career Guidance and Counseling
- Counseling 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: **Lifelong Learning and Skills Management**

Instructor: **Maria Sytziouki, Assistant Professor**

Module Description:

The course develops the basic and fundamental knowledge about competences and skills as tools for the development of educational organizations in the context of lifelong learning. Policies and priorities for linking education and training systems with employment and the intergenerational enhancement of social cohesion are the starting points for analyzing interdisciplinary approaches to competency-skills based education with interdisciplinary reference from psychology, economics and sociology. The course also analyzes international research and systematic approaches (ESCO, O * net) for skills classifications with main reference areas: occupations, sectoral approaches, skill typologies, workforce skills prediction models. International skills research is presented to familiarize students with both skills' identification approaches and decision-making models applicable to organisations development, esp. workforce recruitment and training. The last section of the course has a practical orientation and presents the basic techniques of designing skills and learning outcomes in formal education, as well as in initial and continuing education and training.

Learning Outcomes:

Upon participation and successful completion of the module students will be able to:

- To understand and differentiate concepts related to skills, such as ability, competence, performance, talent, skill.
- To evaluate the implementation of skills policies to enhance lifelong learning in educational organizations.
- To analyze theoretical approaches of competence and skills and be able to make decisions about key areas of lifelong learning.
- To evaluate different international approaches to skills with reference to education and employment.
- To plan key functions of lifelong learning, such as skills-based program design, staffing, training and performance appraisal.
- To adopt an attitude of acceptance and familiarity with the use of skills as tools for designing and developing educational organizations to enhance lifelong learning.

Course: **Applications of Counseling Psychology in Education**

Instructor: **Anastasia Psalti, Professor**

The course addresses the applications of counseling psychology in the field of education and seeks to provide students with the knowledge and skills that will help them to effectively handle issues that may arise in various educational contexts. The content of the course will be co-formed with the students every semester based on their interests and needs, focusing on critical issues such as bullying, the impact of the use of digital media on the development of children and adolescents, grief and bereavement, collaboration practices with parents, teachers and other staff and specialists, crisis and conflict management, etc.

Upon successful completion of the course students will be able to:

- know and understand the basic concepts of Counseling Psychology and how to apply those in a variety of educational contexts taking into account the social, cultural, contextual and personal factors that may affect it
- identify the role and functions of the teacher as a counselor
- know and follow the stages of the counseling process in their interactions with the recipients of their services
- recognize and evaluate the issues / problems that arise in an educational context by understanding the central psychological and psychosocial mechanisms associated with them
- know and apply effective communication skills and basic counseling skills in their personal and professional life
- know and be able to apply models and practices of prevention and intervention in various educational structures aiming at promoting the mental health and well-being of learners and
- know and apply self-care skills.

Course: **Skills and Qualification Intelligent Systems in Workplace Learning**

Instructor: **Maria Sytziouki, Assistant Professor**

(Description not available)

Course: **Educational and Professional Development of Teachers and Adult Educators**

Instructor: **Anastasia Pampouri, Assistant Professor**

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 94
- Design of an adult educators' or/and teachers' training program: criteria and conditions of implementation.
- Good practices in Greece and around the world

Course: **New Technologies in Economy and Human Resources Skills**

Instructor: **Miltiadis Stampoulis, Associate Professor**

After the course is completed, the students will be able

- to know and comprehend the:
 - current applications of new technologies in economy
 - effects of new technologies in economy in labor markets and educational systems
 - evolutionary concept of skill
 - new skills in demand in terms of new technologies
 - relation of new skills in demand in terms of new technologies
 - categories of the necessity of the new skills in demand
 - composition of specific indicators that measure the reliability of the new skills in demand
- to be skilled in:
 - applying and using new skills in demand in various levels of the new operating conditions of the world economy
 - organizing, implementing and evaluating mild behavioral skills in the current ways of production and labor
- to behave in a way that:

- consciously estimates the newly acquired knowledge and skills
- accepts and adopts the newly acquired knowledge and skills in personal and professional level
- applies a critical status between the new knowledge and skills in terms of the personal level of values

The present course links the development of New Technologies' applications in the fields of Economy in relation to the required new Skills of the human resources. Therefore, the need to complement digital skills in conjunction with a wider range of mild behavioral skills, currently of significant utility in the new mode of operation of the global economy, is thoroughly analyzed. In these new conditions of the production process, the important status of technology must go hand in hand with the ability of human resources in order to plan production process, make decisions and interpret data and results. Consequently, the course contains various modules related to current ICT applications in the economy, in the context of productive and social change together with their impact on labor markets and education systems, emphasizing the necessity to develop new skills that ensure the integration of human resources with the modern technocratic ally globalized level of production, consumption and living.

Course: **Information Technology X: Educational and Social Application of Intelligent Technologies and Robotics**
 Instructor: **Nikolaos Fachantidis, Professor**

(Description not available)

Course: **Emotional Intelligence in the Education and the Workplace**
 Instructor: **Athina Daniilidou, non permanent teaching staff**

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 (e.g. 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 (e.g., 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.

6th SEMESTER

Course: **Information Technology IV: Multimedia
and Distance Learning**

Instructors: **Nikolaos Fachantidis, 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: **Athanasios Tsirikas, Laboratory Teaching Staff**

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, Assistant Professor**

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: **Talent Management in Enterprises and Organizations**

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: **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: **Emotional and Moral Development**

Instructor: **Athina Daniilidou, non permanent teaching staff**

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 (e.g., 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: **Bilingualism and Bilingual Education**

Instructor: **Eirini Gouleta, Associate Professor**

Students will be exposed in the theories, processes, strategies, techniques, and educational models in teaching bilingual students whose mother tongue differs from the language of the school. They will examine bilingual and multilingual education policies and the preparedness of educators to address the issues and challenges their bilingual students and families face. They will question personal bias and stereotypes about bilingual immigrant and refugee children and children who come from native linguistic and cultural minorities. They will study how to prepare appropriate activities and lesson plans for linguistic minority students and contribute positively to their academic achievement not only about Greek language but on all subjects of the curriculum. They will examine the impact the language of power has on linguistic minorities and obtain knowledge and skills on how to mitigate and alleviate some of these challenges.

Learning outcomes:

At the end of the course students will be able to:

- Study the theories of learning the first and the second language and to distinguish between second and foreign language in education.
- Examine multilingual and bilingual societies, communities, countries, and school systems and curricula.
- Research the consequences of the language of power and the impact of linguistic minority communities.
- Examine the educational policy models both in developing and developed countries and the preparedness of teachers to teach in a language that children do not speak or understand.
- Examine the impact of colonial language mandates on African, Asian, and Latin American nations as well as on native communities such as the Native Americans in the Americas or the Maori population in New Zealand and other parts of the world.
- Study school models of bilingual education that can be applicable and appropriate to be implemented in Greece considering the lack of teacher readiness and the influx of immigrants and refugees the country faces.
- Practice strategies and techniques on effectively teaching bilingual students and working with parents and families.

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: **Applying Career Counseling to People with Disabilities to Vulnerable Social Groups**

Instructors: **Ioanna Papavassiliou, Professor**

Learning objectives:

The general objective of the Course “Applying career Counseling to people with disabilities and vulnerable social groups” is to learn about practical applications of Professional Counseling 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 Counseling 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 Counseling; they simulate professional Counseling 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 Counseling and their applications in people with disabilities and other vulnerable social groups
- Methodologies and techniques in Professional Counseling for people with disabilities
- Methodologies and techniques in Professional Counseling for vulnerable social groups
- Network of Career Counseling for people with disabilities and their services
- Network of Career Counseling 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 Counseling networks, observe the services provided on site and even participate into the practices.

Course: **Professional Ethics & Ethical Behaviour**

Instructors: **Anastasia Psalti, Professor**

The aim of the course is to explore the ethical rules and responsibilities underpinning the teaching profession in general. In addition, it aims to prepare the students by providing them with knowledge so that they can face potential problems in their workplace.

Upon successful completion of the course the students will be able to:

- recognize the principles of ethics and behavioral criteria underpinning their workplace
- distinguish the rights, obligations and duties related to the exercise of their profession
- recognize the professional situations that pose ethical dilemmas
- demonstrates the ability to reflect critically on their professional and pedagogical practices at community, national and global level
- use their knowledge and skills in order to achieve the formation of their professional identity through reflection and personal dialogue
- apply the knowledge acquired in professional situations which pose ethical dilemmas and
- prevent and solve problems that arise in their workplace by developing skills and abilities of communication and cooperation with all those involved.

7th 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: **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, Associate Professor**

The course aims to provide knowledge and develop critical thinking on issues related to the workplace and the broader social problems NEETs face, 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' 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: **International Educational Development**

Instructor: **Eirini Gouleta, Associate Professor**

Students will be exposed to and be able to understand the history and the theories of international education development and international comparative education. They will study the methods and processes of the international development organizations, bilateral, multilateral, Non Governmental, and private development funds in advancing the education for children in the developing world. They will examine international aptitude tests and how their results can give the international community data to act upon on improving education development. They will examine the challenges students face in conflict and crisis zones in places where natural disasters occur as well as the challenges minorities and girls face in education in countries that suffer from poverty, lack of democratic processes, and bias and stereotypes. They will analyze educational policies in developing and developed countries both in the Global North and the Global South.

Learning outcomes:

At the end of the course students will be able to:

- Understand and explain the routes and theories of international comparative education.
- Understand and explain the routes and theories of international education development.
- Examine the role and the activities in education development of bilateral and multilateral organizations.
- Examine the role and the activities in education development of governments and private development funds and sponsors.
- Examine the role and the activities in education development of Non Governmental Organizations. Examine the role and the activities in education development of the organizations of the United Nations such as UNICEF, UNESCO, UNRC, and others.
- Examine the education development and the international tests on aptitude given to students of developing and developed countries.
- Practice of education intervention in situations of conflict and crisis and natural disasters.
- Examine the challenges of illiteracy, minorities, and girls' education in the developing world.

- Compare the challenges that teachers, parents, and students face in developing countries with those in the developed world.

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.).

8th 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**

Instructors: **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 106 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: **Information Technology XII: Mobile and Cloud Technology Application in Education and Society**

Instructor: **Nikolaos Fachantidis, Professor**

(Description not available)

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.

Course: **Social psychology**

Instructor: **Andreas Tsounis, non permanent teaching staff**

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.

