

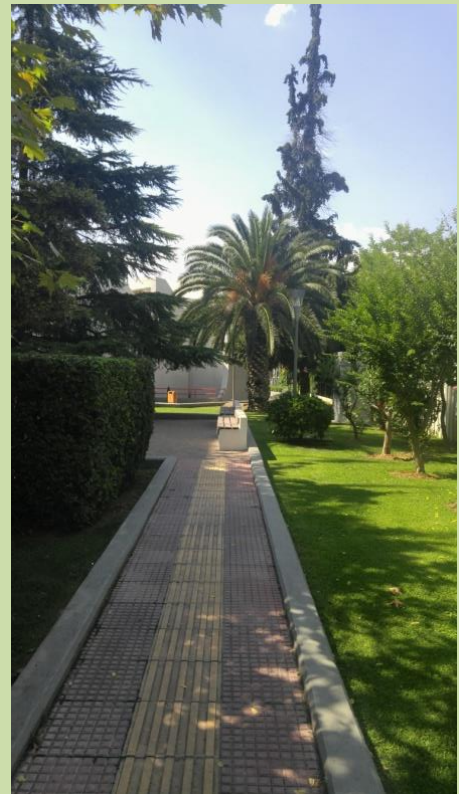


STUDY GUIDE

ACADEMIC YEAR 2024-2025

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

**Department of
Educational
and Social Policy**



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	5
POST GRADUATE STUDY PROGRAMS	5
INFORMATION ON STUDENT ISSUES	6
GENERAL ENTRANCE REQUIREMENTS	6
PROGRAMMES OF STUDIES	7
DEGREES OFFERED	7
GRADING SYSTEM	7
ACADEMIC YEAR	7
EXAMINATIONS	7
SCHOLARSHIPS	7
STUDENT MOBILITY	8
THE PROFILE OF THE DEPARTMENT OF EDUCATIONAL AND SOCIAL POLICY	8
QUALITY POLICY OF THE UNDERGRADUATE STUDY PROGRAM	8
TEACHING STAFF OF THE DEPARTMENT	11
THE OBJECTIVES OF THE DEPARTMENT ARE:	13
ACADEMIC ADVISORS FOR STUDENTS WITH DISABILITIES	16
STRUCTURE OF THE COURSE OF STUDIES	16
PRACTICUM	16
THESIS	16
DEPARTMENT LABORATORIES OF THE DEPARTMENT OF EDUCATIONAL AND SOCIAL POLICY	17
BRIEF DESCRIPTION OF COURSES	33

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

Post Graduate Study Programs

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 and Finance](#)
- Department of Balkan, Slavic & Oriental Studies
 - [Master's Degree in History, Anthropology and Culture in Eastern and South-Eastern Europe](#)
 - [Master's Programme 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 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](#)
 - Master in International Business (The postgraduate courses were completed in the academic year 2021-2022)
- Department of Accounting and Finance
 - [MSc in Accounting and Finance](#)
 - [MSc in Accounting Taxation and Financial Management](#)
 - [MSc in Applied Accounting and Auditing](#)
 - [Msc Financial Technology](#)

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](#)
 - [Enterprise Software Systems Development \(MSc\)](#)

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 International Public Administration \(in English\)](#)
 - [Master in Shipping and Sea Transports: Economics and Politics \(Interdepartmental Program\)](#)
 - [International Administration Policies in Human Resources, Communication and Leadership](#)
 - Master's Degree in European Integration and Governance (The postgraduate courses were completed in the academic year 2018-2019)
 - Master's Degree in European Studies on International Services and Transactions (The postgraduate courses were completed in the academic year 2017-2018)
 - Master of Arts in International Relations and Security (The postgraduate courses have been completed)
- 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 \(Inter-university Program\)](#)
 - [Master of Science in Sciences of Education and Lifelong Learning: Educational Administration and Leadership \(old title: Master of Science Administration and Leadership in Sciences of Education and Lifelong Learning\)](#)
 - Master of Science in Neuroscience and Education (The postgraduate courses were completed in the academic year 2021-2022)
- Department of Music Science & Art
 - [Master in Musical Arts](#)
 - [Master in Music & Society](#)
 - [Master in Music Science 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" (8.50-1.00,

"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	KZ301A	2310-891383	iagal@uom.gr
2.	Nikolaos Fachantidis Professor	Information Technology and Continuing Education	KZ307	2310-891483	nfachantidis@uom.edu.gr
3.	Lefkothea Kartasidou Professor	Special Education	KZ202	2310-891350	lefka@uom.edu.gr
4.	Anthony Jude Montgomery, Professor	Psychology of Work			antmont@uom.gr
5.	Areti Okalidou Professor	Speech – Language pathology	KZ312	2310-891358	okalidou@uom.gr
6.	Konstantinos Papadopoulos Professor	Education of individuals with visual impairments	KZ306	2310-891389	kpapado@uom.gr
7.	Ioanna Papavassiliou Professor	Career, Guidance and Counseling	KZ311	2310-891524	ipapav@uom.edu.gr
8.	Maria Platsidou Professor	Developmental Psychology	KZ308	2310-891384	platsidu@uom.edu.gr
9.	Hariklia Proios Professor	Neurocognitive Disorders and Rehabilitation	KZ208	2310-891630	hproios@uom.edu.gr
10.	Anastasia Psalti Professor	School Counseling Psychology	KZ305	2310-891863	psalti.an@uom.edu.gr

FACULTY MEMBERS					
TEACHING STAFF OF THE DEPARTMENT					
	Name and Faculty	Subject	Room	Tel.	E-mail address
11.	Konstantinos Zafiropoulos Professor	Quantitative Methods with emphasis on Economics of Political Science	KZ321A	2310891487	kz@uom.edu.gr
12.	Eirini Gouleta Associate Professor	Intercultural Special Education	ΓΔ,331	2310891848	egouleta@uom.edu.gr
13.	Eleni Koustriava Associate Professor	Education of individuals with disabilities with the use of Assistive Technology	KZ316	2310-891333	elkous@uom.edu.gr
14.	Doxa Papakonstantinou Associate Professor	Working Relationships and Support for people with disabilities in the Workplace	KZ315	2310 891403	klerip@uom.edu.gr
15.	Miltiadis Stampoulis Associate Professor	Labour Economics and Employment Policies	KZ302	2310-891621	staboulis@uom.edu.gr
16.	Christine Syriopoulou Associate Professor	Education of People with Autistic Spectrum Disorders	KZ310	2310-891381	csyriop@uom.edu.gr
17.	Vasiliki Giannouli Assistant Professor	School Psychology	KZ301	2310-891335	giannouli@uom.edu.gr
18.	Anastasia Pampouri, Assistant Professor	Applied Pedagogy	KZ303	2310891386	apamp@uom.edu.gr
19.	Maria Sytziouki, Assistant Professor	Lifelong Education and Skill Management	KZ305	2310-891771	sytziouki@uom.edu.gr
20.	Panagiotis Varsamis Assistant Professor	Educating people with physical and movement disabilities	KZ205	2310-891360	varsamis@uom.edu.gr

LABORATORY TEACHING STAFF			
Name	Room	Tel.	E-mail address
1. Pavlos Hatzigiannakoglou	ΘΗ, 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	KZ205	2310891353	lefkos@uom.edu.gr
5. Vasilios Neofotistos	KZ321A	2310 891487	vneof@uom.edu.gr
6. Athanasios Tsirikas	KZ313	2310-891134	tsirikas@uom.gr
SPECIAL TECHNICAL LABORATORY STAFF			
Name	Room	Tel.	E-mail address
1. Katerina Notaridou	KZ313	2310 891 388	katnot@uom.edu.gr
2. Theofania Tsampazi	KZ314	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. Angeliki Psarra	Semi-floor	2310891217	angpsarra@uom.edu.gr
E-mail address: espsecr@uom.gr			

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 in the Department in September 1997.

The Objectives of the Department are:

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

1. **A. Major "Continuing Education"**
2. 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

B. 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>)

Academic Advisors for Students with Disabilities

According to paragraph 4, Article 23 of the Institution's Internal Regulations, **the provision** of Advisors for Students with Disabilities (SwD) forms part of a broader set of actions implemented under the auspices of the "Accessibility and Support Services for Students and Staff with Disabilities." These actions aim to support students with disabilities and/or special educational needs (SwD) as well as staff with disabilities (SwD), addressing their needs effectively while fostering the acquisition of knowledge and skills in order to highlight their abilities.

Specifically, as stated in paragraph 4, subparagraph (i) of the same Article 23 of the Internal Regulations, Faculty Advisors are appointed by the Departmental Assemblies and contribute to establishing appropriate and effective communication between and among SwD, the teaching staff of the Department, and specialized personnel tasked with accessibility matters.

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)	304/15.2.2016 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 Τονωτικά της Θέλησης και Μασεστρία 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/>

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: [Home - Laboratory of Studies, Applications and Interventions in Communication and Deafness](#)

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](#)
- [MUSES - Music-educational programme for children and youth with special educational needs and disabilities](#)

Collaborations of the Laboratory

- <https://syzoi.gr/>
- <https://keathe.gr/>
- [Home - Movement for Change](#)
- ["Panagia Eleousa" - WORKSHOP SPECIAL EDUCATION & OCCUPATIONAL REHABILITATION](#)

Social Media

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

CORE COURSES

1 st SEMESTER					
	COURSE	INSTRUCTOR	ECTS	CODE	
1.	Information Technology I: Introduction to Computers	Fachantidis, Lefkos & Neofotistos	5	KE0110	
2.	Introduction to Special Education	Kartasidou	5	KE0405-2	
3.	Introduction to Pedagogy	Pampouri	5	KE0105-1	
4.	Introduction to Adult Education	Sytziouki	5	KE0404	
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	Rizouli Kokkinou	ΞΓ0101
		French Language I		Tsigara	ΞΓ0201
		German Language I		Strantzou	ΞΓ0301
		Italian Language I		Perri	ΞΓ0401

2 nd SEMESTER					
	COURSE	INSTRUCTOR	ECTS	CODE.	
1.	Statistics	Zafiropoulos	5	KE0201-3	
2.	Career Guidance and Counseling: Field, Theory, Methods	Papavassiliou	5	KE0317-2	
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)	Fachantidis & Neofotistos	4	KE0215	
6.	Legislative Framework and European Employment Policies for Individuals with Disabilities	Papakonstantinou	4	EA0404	
7.	Foreign Language	English Language II: Academic Writing	2	Rizouli	ΞΓ0102
		French Language II		Tsigara	ΞΓ0202
		German Language II		Strantzou	ΞΓ0302
		Italian Language II		Perri	ΞΓ0402

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

3rd SEMESTER					
	COURSE	INSTRUCTOR	ECTS	CODE	
1.	Information Technology III: Educational Applications of Informatics	Fachantidis & Lefkos & Neofotistos	5	KE0316	
2.	Applications of Statistics in Social Sciences	Zafiroopoulos	5	KE0312	
3.	Introduction to Assistive Technology	Koustriava	5	EA0641	
4.	Psychological Development in Adult Life	Platsidou	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 People with Behaviour Difficulties	Syriopoulou	4	KE0418-2	
8.	School Psychology	Giannouli	4	EA0403	
9.	Sign Language Laboratory I	Martzos	4	EA0621-1	
10.	Counselling Psychology	Psalti	4	KE0419	
11.	Foreign Language	English Language III: Business English		ΕΓ0103	
		French Language III	Tzanavari	2	ΕΓ0203
		German Language III	Strantzou		ΕΓ0303
		Italian Language III	Perri		ΕΓ0403

4 th 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.	Education of People with Physical/Motor Disabilities	Varsamis	5	EA0716-1	
4.	Issues of Diversity and Social Justice in Education	Psalti	5	ΣΕ0521-3	
5.	Career Guidance for the Disabled	Papavassiliou	4	EA0816-5	
6.	Management and Administration in Education	Neofotistos	4	KE0409	
7.	Workshop in Music Education of People with Disability	Kartasidou	4	EA0647	
8.	Sign Language Laboratory II	Martzos	4	EA0639	
9.	Assistive Technology Laboratory	Koustriava	4	EA0622	
10.	Laboratory: Introduction to Speech and Hearing Sciences	Hatzigiannakoglou	4	EA0405	
11.	Research Methodology	Zafiropoulos	4	KE0203-3	
12.	Developmental Psychopathology	Flora	4	KE0514	
13.	Foreign Language	English Language IV: Oral Presentation Skills		ΞΓ0104	
		French Language IV	Tzanavari	2	ΞΓ0204
		German Language IV	Strantzou		ΞΓ0304
		Italian Language IV	Perri		ΞΓ0404

5th SEMESTER				
	COURSE	INSTRUCTOR	ECTS	CODE
1.	Education of Persons with Intellectual Disability /Mental Retardation	Kartasidou	5	EA0601-3
2.	Employment Relationships, Integration and Social Support for Individuals 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.	Education of Individuals with Visual Impairments	Koustriava	5	EA0515-1
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 Laboratory III	Martzos	4	EA0810
9.	Applications of Counseling Psychology in Education	Psalti	4	ΣΕ0513
10.	Emotional Intelligence in Education and Work	Daniilidou	4	ΣΕ0611

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 in the General School and in Special Education Units	Agaliotis	5	EA0608
3.	Systems of Classifying and Assessing Motor and Physical Disabilities	Varsamis	5	EA0716-2
4.	Contemporary Teaching Models in Autism	Syriopoulou	5	EA0506
5.	Psychodiagnostic Tools	Giannouli	4	EA0604
6.	Information Technology IV: Multimedia and Distance Learning	Fachantidis & Neofotistos	4	KE0616-1
7.	Emotional and Moral Development	Platsidou	4	KE0417
8.	Bilingualism and Bilingual Education	Gouleta	4	ΣΕ0416
9.	Workplace-Sexual Harassment (Mobbing) with Emphasis on People with Disabilities	Papakonstantinou	4	EA0645
10.	Supervision and Organisation of Special Education and Rehabilitation Programs	Proios	4	EA0607
11.	Sign Language Laboratory IV	Martzos	4	EA0813
12.	Laboratory: Speech, Language and Communication Disorders	Hatzigiannakoglou	4	EA0623
13.	Professional Ethics & Ethical Behavior	Psalti	4	ΣΕ0521-4

7 th SEMESTER				
	COURSE	INSTRUCTOR	ECTS	CODE
1.	Practicum I		12	EA0702
2.	Dissertation		12	EA0707
3.	Access to the Labor Market for NEETs (Youth not in Employment, Education or Training)	Papakonstantinou	4	EA0646
4.	Applications of Dynamic Systems in Physical Disabilities	Varsamis	4	EA0716-3
5.	International Education Development	Gouleta	4	ΣΕ0720
6.	Workshop on Dealing with Specific Speech Disorders	Proios	4	EA0711
7.	Sign Language Laboratory V	Martzos	4	EA0713
8.	Teaching Interventions in Autism in Formal and non-Formal Learning Environments	Syriopoulou	4	EA0506-4
9.	Exercise and Quality of Life	Λαϊλόγλου	2	EA0402

8 th SEMESTER				
	COURSE	INSTRUCTOR	ECTS	CODE
1.	Practicum II		12	EA0803
2.	Dissertation		12	EA0707
3.	Education of Persons with Profound and /or Multiple Disabilities	Kartasidou	4	EA0802-3
4.	Information Technology XII: Mobile and Cloud Technology Application in Education and Society	Fachantidis	4	ΣΕ0820
5.	Braille Training Courses	Papadopoulos & Koustriava	4	EA0710
6.	Sign Language Laboratory VI	Martzos	4	EA0814
7.	Social Psychology	Tsounis	4	KE0305-1

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

3rd SEMESTER

COURSE	INSTRUCTOR	ECTS	CODE
1. Developmental Psychology	Platsidou	5	KE0207-2
2. Vocational Education and Training Systems	Stampoulis	5	ΣΕ0301
3. Information Technology III: Educational Applications of Informatics	Fachantidis & Lefkos & Neofotistos	5	KE0316
4. Applications of Statistics in Social Sciences	Zafiroopoulos	5	KE0312
5. Counseling Psychology	Psalti	4	KE0419
6. School Psychology	Giannouli	4	EA0403
7. Foreign Language	English Language III: Business English	2	ΞΓ0103
	French Language III		ΞΓ0203
	German Language III		ΞΓ0303
	Italian Language III		ΞΓ0403

4th SEMESTER

COURSE	INSTRUCTOR	ECTS	CODE
1. Management and Administration in Education	Neofotistos	5	KE0409
2. Psychological Development in Adult Life	Platsidou	5	ΣΕ0504-3
3. Planning and Development of Continuing Training Programmes	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. Psychopathology of Adulthood	Flora	4	ΣΕ0519
7. Research Methodology	Zafiroopoulos	4	KE0203-3
8. Foreign Language	English Language IV: Oral Presentation Skills	2	ΞΓ0104
	French Language IV		ΞΓ0204
	German Language IV		ΞΓ0304
	Italian Language IV		ΞΓ0404

5th SEMESTER

	COURSE	INSTRUCTOR	ECTS	CODE
1.	Group Dynamics in Education: Theory and Practice	Tsirikas	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.	Education and Training of Teachers and Adult Educators	Pampouri	4	ΚΕ0612
6.	New Technologies in the Economy and Human Resources Skills	Stampoulis	4	ΣΕ0512
7.	Information Technology X: Educational and Social Application of Intelligent Technologies and Robotics	Fachantidis	4	ΕΑ0517
8.	Emotional Intelligence in the Education and Work	Daniilidou	4	ΣΕ0611

6th SEMESTER

	COURSE	INSTRUCTOR	ECTS	CODE
1.	Information Technology IV: Multimedia and Distance Learning	Fachantidis & Neofotistos	5	ΚΕ0616-1
2.	Labour and Education Economics	Stampoulis	5	ΣΕ0606
3.	Teaching Methodology in Adult Education and Microteaching	Pampouri	5	ΣΕ0701
4.	Talent Management in Enterprises and Organizations	Tsirikas	5	ΣΕ0316
5.	Emotional and Moral Development	Platsidou	4	ΚΕ0417
6.	Bilingualism and Bilingual Education	Gouleta	4	ΣΕ0416
7.	Workplace-Sexual Harassment (Mobbing) with Emphasis on People with Disabilities	Papakonstantinou	4	ΕΑ0645
8.	Professional Ethics & Ethical Behavior	Psalti	4	ΣΕ0521-4

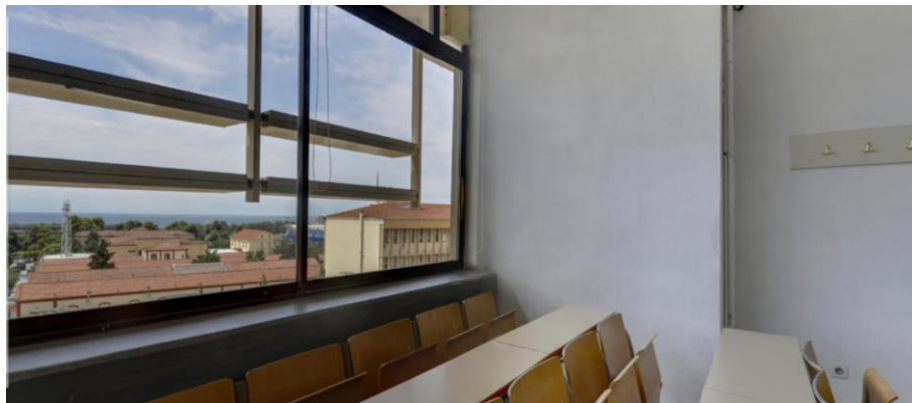
7th SEMESTER

	COURSE	INSTRUCTOR	ECTS	CODE
1.	Practicum I		12	ΣΕ0703
2.	Dissertation		12	ΣΕ0706
3.	Human Resources Management and Development in Organizations and Business	Papakonstantinou Marianna	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 Education Development	Gouleta	4	ΣΕ0720
7.	Exercise and Quality of Life	Lailoglou	2	EA0402

8th SEMESTER

	COURSE	INSTRUCTOR	ECTS	CODE
1.	Practicum II		12	ΣΕ0803
2.	Dissertation		12	ΣΕ0706
3.	Information Technology IX: Enterprises 2.0 and the New Entrepreneurship	Tsirikas	4	ΣΕ0819
4.	Information Technology XII: Mobile and Cloud Technology Application in Education and Society	Fachantidis	4	ΣΕ0820
5.	Social Policy and Lifelong Learning	Boutsiouki	4	ΣΕ0501
6.	Social Psychology	Tsounis	4	ΚΕ0305-1

COURSES IN ENGLISH LANGUAGE					
COURSE NAME	NAME OF INSTRUCTOR	COURSE TYPE	ECTS	LANGUAGE	TERM
Applications of Counseling Psychology in Education	Anastasia Psalti	Non-compulsory	4	Greek/English	Fall
Counseling Psychology	Anastasia Psalti	Non-compulsory	4	Greek/English	Fall
International Education Development	Eirini Gouleta	Non-compulsory	4	Greek/English	Fall
Bilingualism and Bilingual Education	Eirini Gouleta	Non-compulsory	4	Greek/English	Spring
Education of People with Pervasive Developmental Disorders - Autism	Christine Syriopoulou	Compulsory	5	Greek/English	Spring
Professional Ethics & Ethical Behavior	Anastasia Psalti	Non-compulsory	4	Greek/English	Spring



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 & Neofotistos Vasilios, Laboratory Teaching Staff**

(1) GENERAL

COURSE CODE	KE0110	SEMESTER	1st
COURSE TITLE	Information Technology I: Introduction to Computers		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	General background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP166/		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

The expected learning outcomes are:

1. Basic knowledge of the history of digital systems, so that students can understand their evolution and the role they play in modern societies.

2. Acquire a basic knowledge of how digital systems work as string processing machines
3. Ability to work fluently in environments with modern graphical user interfaces
4. Knowledge about the encoding of digitized information and skills in converting information from one numerical system to another
5. Knowledge of the basic architecture of IT systems and the flow of information within them
6. Skills in managing modern operating systems and environments - compression issues, software installation, etc.
7. Skills to work in word processing, spreadsheet and presentation applications - collaborative working applications
8. Knowledge of topics related to Open Source/Open Source Software
9. Knowledge and skills related to the Internet: (but not limited to) search strategies, checking the reliability of information, netiquette, safe navigation, privacy and ethics issues, web 2.0, cloud.
10. Knowledge of digital/information literacy: its meaning for special education and lifelong learning. The meaning of digital literacy and adult education.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management Respect for difference and multiculturalism
Adapting to new situations	Respect for the natural environment
Decision – making	Showing social, professional and ethical responsibility and sensitivity to gender issues
Working independently	Criticism and self-criticism
Team work	Production of free, creative and inductive thinking
Working in an international environment	.....
Working in an interdisciplinary environment	Others...
Production of new research ideas	.....

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Digital literacy
- ICT skills

(3) SYLLABUS (200-300 words)

Familiarization with new technologies and understanding of the basic principles of operation and use of computers and IT systems in general. Impact of ICT and digital systems on the personal and social life of citizens.

Elements of computer architecture: basic elements of the structure of a computer and the flow of information.

The coding of information, its processing, storage and transfer.

Working in a windows-based environment, basic settings. Alternative environments.

Software installation and software protection. Elements of information compression and information encoding.

Word processing, presentations and electronic spreadsheets. Collaborative environments (such as Google Docs), Open Source environments.

Electronic document search in libraries, elementary uses of the Internet (e-mail, use of browsers): topics related to the Internet. Examples include: search strategies, checking the reliability of information, safe navigation, privacy and ethics issues. Introduction to web 2.0 environments

Introduction to digital/information literacy: its relevance for special education and lifelong learning. Information Literacy and Adult Education.

Course: **Introduction to Special Education**
 Instructor: **Lefkothea Kartasidou, Professor**

(1) GENERAL

COURSE CODE	KE0405-2	SEMESTER	1st
COURSE TITLE	Introduction to Special Education		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	5	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Special background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP114/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words) The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes 											
<p>Students will acquire basic knowledge, skills and competences for special education and training both at international level and for the Greek reality. In particular, they should be able to</p> <ul style="list-style-type: none"> ▪ describe the system of services provided in special education and the legal framework, ▪ distinguish between the different types of disabilities and special educational needs, ▪ evaluate and explain the education system ▪ examine and differentiate the factors that are likely to influence (positively or negatively) the education of a person with disability, ▪ suggest ways of dealing with difficulties and finding solutions within the education/school context; and ▪ assess the abilities and limitations of a person with disability. 											
<p>General Competences Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</p> <table border="0"> <tr> <td>Search for, analysis and synthesis of data and information, with the use of the necessary technology</td> <td>Project planning and management</td> </tr> <tr> <td>Adapting to new situations</td> <td>Respect for difference and multiculturalism</td> </tr> <tr> <td>Decision – making</td> <td>Respect for the natural environment</td> </tr> <tr> <td>Working independently</td> <td>Showing social, professional and ethical responsibility and sensitivity to gender issues</td> </tr> <tr> <td>Team work</td> <td>Criticism and self-criticism</td> </tr> </table>		Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management	Adapting to new situations	Respect for difference and multiculturalism	Decision – making	Respect for the natural environment	Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues	Team work	Criticism and self-criticism
Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management										
Adapting to new situations	Respect for difference and multiculturalism										
Decision – making	Respect for the natural environment										
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues										
Team work	Criticism and self-criticism										

Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Production of free, creative and inductive thinking Others...
<ul style="list-style-type: none"> ▪ Decision – making ▪ Working independently ▪ Team work ▪ Respect for difference and multiculturalism ▪ Adaptations and modifications of instruction ▪ Showing social, professional and ethical responsibility and sensitivity to gender issues ▪ Criticism and self-criticism 	

(3) SYLLABUS (200-300 words)

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**

(1) GENERAL

COURSE CODE	KE0105-1	SEMESTER	1st
COURSE TITLE	Introduction to Pedagogy		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	3	5	
Add rows if necessary. The organization of teaching and the teaching methods used are described in			

detail at (d).		
COURSE TYPE general background, special background, specialized general knowledge, skills development	General Background	
PREREQUISITE COURSES:	No	
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No	
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP192/	

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

After successfully completing this course, students will be able to define the field of Pedagogy and identify its basic concepts, such as education, teaching, learning, socialization, cultural education, Curriculum, etc., to describe the structural features, basic conditions, and objectives of the educational process, to understand and discuss the social dynamics that led to the establishment of educational and pedagogical institutions and follow the evolution of pedagogical thought through the study of major educators. Students will critically focus on issues related to teaching methodology, the characteristics of contemporary teacher, they will recognize the importance of the pedagogical relationship and interpersonal communication in the classroom together with teacher's critical reflection, mention the main epistemological directions and methods of educational research, become familiar with the key competences for lifelong learning and recognize the importance of evaluation in the teaching and learning process.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

The course aims to enhance students' general abilities related to data search, analysis, and synthesis with technological support, and both independent and collaborative work. Additionally, it encourages decision-making, adaptation to new situations, the generation of new research ideas, and project management. Ultimately, it promotes social, professional, and ethical responsibility with sensitivity to gender and diversity issues.

(3) SYLLABUS (200-300 words)

The course content is structured into the following sections:

- Introduction to Pedagogy: Subject, structural features, and prerequisites of the pedagogical process

<ul style="list-style-type: none"> ▪ Aims, goals, and content of education - Relationships and Roles ▪ Curricula in Education: Theory and practical applications ▪ Great Educators (J.J. Rousseau, J.H. Pestalozzi, J. Dewey, A.S.Neill, O. Decroly, M. Montessori, C. Rogers) ▪ Research methods and methodological problems in Pedagogy ▪ Action Research in educational research: theory and practical application ▪ Contemporary teaching methods and techniques ▪ Teachers' critical reflection as a factor for teaching effectiveness and professional development ▪ The eight (8) key competences for Lifelong Learning: A European Framework of Reference ▪ The role of evaluation in the teaching and learning process
--

Course: **Introduction to Adult Education**

Instructor: **Maria Sytziouki, Assistant Professor**

(1) GENERAL

COURSE CODE	KE0404	SEMESTER	1st
COURSE TITLE	Introduction to Adult Education		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
Lectures, case studies, group exercises		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	General Background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words)</p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes
<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> ▪ Understand the core concepts, principles, and theories of adult education. ▪ Identify the unique characteristics, motivations, and learning barriers of adult learners. ▪ Analyze major theoretical approaches such as andragogy, transformative learning, and critical pedagogy. ▪ Apply basic teaching methods and techniques suitable for adult learning contexts.

- Evaluate adult education programs using quality and effectiveness criteria.
- Appreciate the significance of lifelong learning and adult education in contemporary social and professional settings.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

(3) SYLLABUS (200-300 words)

This course introduces students to the field of adult education, providing a comprehensive overview of its theoretical foundations and practical applications. It begins by defining key concepts such as adult education, lifelong learning, and continuing education, and explores the distinct features of adult learners, including autonomy, experience-based learning, and goal orientation.

Students examine central theoretical frameworks such as Knowles' andragogy, Mezirow's transformative learning, and Freire's critical pedagogy. The course also explores how these theories inform the planning and delivery of effective adult education programs in formal and non-formal contexts.

A wide range of instructional methods is presented, including experiential learning, participatory techniques, and group work, alongside fundamental assessment tools for evaluating learning outcomes. Emphasis is placed on the practical aspects of adult learning design, the role of the educator as facilitator, and the development of inclusive learning environments.

The course underscores the role of adult education in addressing social inequalities, supporting professional development, and fostering active citizenship. Through discussion, reflection, and applied activities, students gain the foundational knowledge and skills needed to engage meaningfully in the field of adult learning and lifelong education.

Course: **Philosophy of education**

Instructor: **Anastasia Alexiadou, non permanent teaching staff**

(Description not available)

Course: **Sociology of education**

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

(Description not available)

Course: **Foreign Language I (English Language I: Academic Reading and Vocabulary)**
 Instructors: **Ourania Kokkinou & Theoklia Rizouli, Language Instructors**

(1) GENERAL

COURSE CODE	ΞΓ0101	SEMESTER	1st
COURSE TITLE	English I: Academic Reading		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	2
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Skills development		
PREREQUISITE COURSES:	No (Required Language Proficiency Level B2)		
LANGUAGE OF INSTITUTION and EXAMINATIONS	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/LANG175/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words) The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes <ul style="list-style-type: none"> ▪ Development of academic literacy in the English language ▪ Acquisition, advancement, and utilization of academic and discipline-specific vocabulary in academic contexts ▪ Development of critical reading and processing skills of different textual genres in academic discourse ▪ Basic knowledge of the conventions of academic discourse and their role in the substantial understanding of English as an international academic and scientific language of specialized communication. ▪ Development of critical synthesis skills of content from multiple multimodal sources. ▪ Identification of the types of scholarly articles and knowledge of the structure of the scholarly article ▪ Knowledge of the structure of the academic reflective text and awareness of its role in the pedagogical and research process. ▪ Acquisition of specialized scientific and interdisciplinary knowledge in the English language
--

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision – making
- Working independently
- Team work
- Working in an interdisciplinary environment
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Critical recognition and adoption of academic conventions in the research scientific environment

(3) SYLLABUS (200-300 words)

The content of the course is formed by two parallel, overlapping, and complementary dimensions, through an integrated teaching approach to English as an Autonomous Academic Goal and English as a Medium of Instruction in Scientific Subjects:

Dimension 1: English Language of Academic Content and Purpose

Dimension 2: English Language of Specialized Scientific Content and Purpose

Dimension 1: English Language of Academic Content and Purpose

The course content aims at the development of academic literacy through critical reading and processing of different textual genres of academic discourse and the initiation of students into the conventions of academic discourse for a substantial understanding of the English academic and scientific language. Authentic types of academic texts of specialized scientific content are utilized and enriched with multimodal sources and teaching activities.

The course syllabus

- Introduces the rules and conventions governing written academic discourse.
- Practices strategies for creative reading of academic texts, critical reader-text interaction, and synthesis of multiple sources.
- Familiarizes students with the structure and rhetorical function of texts and paragraphs in written academic discourse.
- Emphasizes creative comprehension and acquisition of academic and specialized scientific vocabulary.
- Familiarizes students with the functional role and use of grammar/syntax in academic discourse.
- Develops the socio-linguistic understanding of the communication particular to the academic community and the 'dialogue' through written academic discourse.

Dimension 2: English Language of Specialized Scientific Content and Purpose

The specialized scientific content of the course aims at the development of the literacy of the disciplinary discourse in the English language. The syllabus includes succinctly the following thematic units drawn from topics within the scientific field of study:

- Learning & Learning Theories

- The Neuroscience of Learning
- Learning Disabilities
- Autism, ADHD
- The Brain
- The Emotional Brain
- Education & Educational Theories
- Special Education

Course: **Foreign language I (French language I)**
 Instructor: **Panagiota Tsigara, Language Instructor**

(1) GENERAL

COURSE CODE	ΞΓ0201	SEMESTER	1st
COURSE TITLE	French I		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	2
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Skills development		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	French		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/UNI195/		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

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**

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Skills development (understand and produce written and spoken language)
- Self-learning language using ICT
- Respect for difference and multiculturalism

(3) SYLLABUS (200-300 words)

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.

- A bilingual French-Greek Syllabus
- A bilingual French-Greek questionnaire given at the beginning of the semester to assess the level of students in French.

The teaching material consists of:

- A written corpus (corpus écrit) structured in 9 thematic units, 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 (lexique) that accompanies each unit of the course.
- A grammatical memento (memento grammatical) consisting of rules and various basic grammatical phenomena.
- Online interactive exercises (activités en ligne). Follows the units of the grammar memo.
- An oral corpus (corpus oral) consisting of several web pages with interactive exercises. This material accompanies the 9 thematic units of the written corpus.
- A brief *indicative bibliography* (grammar books, bilingual dictionaries, etc.).
- Revisions-corrections folder (*Révisions-corrections*) that includes recap exercises with solutions.
- An exams file (Examens) containing the material of the final exams.

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**

(1) GENERAL

COURSE CODE	ΞΓ0401	SEMESTER	1st
COURSE TITLE	Italian Language I		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	2	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE	Skill development courses		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Italian (English is used to help explanations during teaching)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	Open eClass		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words) The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A	
<ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B 	
Guidelines for writing Learning Outcomes	
By the end of the session students will be able to:	
<ul style="list-style-type: none"> ▪ Promote free and inductive thinking ▪ Understand the main points of familiar matters regularly encountered. ▪ Eloquence with the terminology contained in the analyzed texts ▪ Deal with situations likely to arise while travelling in Italy. ▪ Describe experiences and events, dreams, hopes and ambitions and briefly ▪ give reasons and explanations for opinions and plans. 	
General Competences	
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?	
Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Work in an international environment.
- Decision making
- Autonomous work
- Team Work
- Production of correct and structured expressions in Italian.
- Adapt to new situations
- Respect for difference and multiculturalism

(3) SYLLABUS

GRAMMAR: L'alfabeto italiano, le regole di pronuncia e ortografia, Pronomi personali, Verbi: Essere e Avere, Genere e numero di sostantivi e aggettivi (masch/femm; sing/plur), numeri cardinali e ordinal, Plurali irregolari, Il verbo chiamarsi e i verbi riflessivi, Le tre coniugazioni (are, ere, ire), Forma negative, Verbi irregolari, Gli articoli, Uso del Lei formale, Avverbi di frequenza, I verbi irregolari al presente, preposizioni semplici e articolate

FUNCTIONS: Presentarsi (dire nome, cognome, nazionalità, età, professione...), Salutare, Chiedere come sta una persona e saper rispondere, Descrivere il carattere e l'aspetto, Descrivere le attività del tempo libero, Descrivere l'abitazione, Saper dire l'ora e il giorno, Localizzare oggetti nello spazio, Esprimere possesso, Chiedere il prezzo, Indicare il giorno, il mese e l'anno

VOCABULARY: nazionalità, gli oggetti nella classe, le parti del giorno, i mesi, le stagioni, i mestieri aggettivi che descrivono aspetto fisico e il carattere, i colori, le parti del corpo, tipologie di alloggi, le stanze della casa, gli oggetti più comuni in casa o in classe, nome dei negozi, i mezzi di comunicazione

2nd SEMESTER

Course: **Statistics**

Instructor: **Konstantinos Zafiroopoulos, Professor**

(1) GENERAL

COURSE CODE	KE0201-3	SEMESTER	2nd
COURSE TITLE	Statistics		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
lectures		3	5
COURSE TYPE general background, special background, specialized general knowledge, skills development	general background		
PREREQUISITE COURSES:	No		
LANGUAGE OF	Greek		

INSTITUTION and EXAMINATIONS		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No	
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP178/	

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

- Familiarization with basic statistical techniques and their application.
- Solve problems related to statistics and probability.
- Make informed decisions based on actual data.
- Perform proper statistical inference.
- Properly perform the necessary diagnostic tests.
- Critically analyze and evaluate basic statistical models.
- - Develop self-improvement skills and enhance creativity.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

Decision – making

Working independently

Searching, analysing data and information, using the appropriate technologies

(3) SYLLABUS (200-300 words)

The objective of the course is to introduce the basic concepts and terminology of statistics related to samples or populations and the basic concepts of descriptive statistics, i.e., creating frequency and distribution tables, organizing data, constructing graphs, and calculating location and dispersion measures.

There is also an introduction to probability theory and combinatorics and the study of random discrete and continuous variables. The concepts of mean and variance of random variables are introduced.

Basic distributions studied: Bernoulli, Binomial, Poisson, and normal distribution. The normal distribution is also studied to approximate the Binomial and Poisson distributions.

The course covers the following topics:

Basic statistical concepts: samples and populations, descriptive statistics, creating frequency and distribution tables, organizing data, constructing graphs, calculating measures of location and dispersion. Combinatorics. Introduction to probability. Conditional probability. Total probability theorem. Study of random discrete and continuous variables; mean and variance of random

variables. Bernoulli, Binomial, Poisson and Normal distribution. Other distributions of continuous variables. Normal distribution as an approximation of the binomial and Poisson distributions.

Course: **Career Guidance and Counseling: Field, Theory, Methods**
 Instructor: **Ioanna Papavassiliou, Professor**

(1) GENERAL

COURSE CODE	KE0317-2	SEMESTER	2nd
COURSE TITLE	Career Guidance and Counseling: Field, Theory, Methods		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Special background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (assignment & oral exam)		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP148/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words) The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes <p>The present course aims to equip students with essential knowledge, skills, and attitudes related to the field of Career Guidance and Counseling (CGC). Emphasis is placed on the development of a counseling identity and role in the contexts of Adult Education and Special Education. Students will explore the interdisciplinary foundations of the field, engage with theoretical frameworks and intervention methodologies, and reflect on the practical and ethical dimensions of CGC practice.</p> <p>Upon successful completion of the course, students will be able to:</p> <p>I. Knowledge and Understanding</p> <ul style="list-style-type: none"> ▪ Demonstrate a comprehensive understanding of the interdisciplinary nature of CGC ▪ Describe and critically reflect on key theories and models of career development
--

- Understand the methodological frameworks used in career counseling interventions
 - Identify the core competencies and professional profile of the career counselor
- II. Skills
- Analyze and summarize the central principles of CGC theories
 - Distinguish among various methodological approaches in counseling practice
 - Simulate both individual and group counseling interventions through practical exercises
- III. Attitudes and Professional Behaviors
- Recognize and value the significance and necessity of CGC within both educational/training and employment contexts
 - Demonstrate a positive orientation toward promoting and supporting inclusive CGC services and initiatives for all target groups

General Competences	
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?	
Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Students are expected to develop the following general competencies:
- Personal and career development
 - Adaptability to new situations
 - Decision-making skills
 - Teamwork and collaboration
 - Respect for diversity and multiculturalism
 - Demonstration of social, professional, and ethical responsibility and sensitivity to gender issues
 - Ability to exercise critical thinking and self-reflection

(3) SYLLABUS (200-300 words)

- Based on contemporary theoretical and research literature, the course covers and examines the following thematic units:
- The Field of Career Guidance and Counseling and Vocational Guidance (CCVG): Definition, objectives, forms, and guiding principles
 - Theoretical Framework:
 - (a) Theories of career development and career choice
 - (b) Contemporary theoretical approaches in CGC
 - Core Dimensions of CGC Practice: Self-awareness, career information, decision-making, and transition
 - Methodological Approaches:
 - Individual career counseling
 - Group career counseling
 - CGC and digital career services
 - The Institution of CGC in Greece: Historical and contemporary perspectives
 - School-based Vocational Guidance: Institutionalization, implementation, significance, and current challenges
 - CGC Providers: Service provision and institutional structures
 - The Career Counselor’s Profile: Knowledge, skills, attitudes, responsibilities, and professional training

Course: **Educational Psychology**
 Instructor: **Vasiliki Giannouli, Assistant Professor**

(1) GENERAL

COURSE CODE	KE0116-1	SEMESTER	2nd
COURSE TITLE	Educational Psychology		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Special background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/UNI203/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words) The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes
<p>The course attempts to introduce students to the subjects that are the subject of study in Educational Psychology. In particular, they are presented psychological and psychosocial factors associated with effective learning, teaching and adaptation of students in the modern school as a framework for promoting their development and mental health.</p> <p>Also discussed are learning theories and their use in the classroom, issues of learning motivation, diversity in the classroom, as well as factors of the learning context.</p> <p>The course aims to (a) highlight the importance of psychological and psychosocial processes that influence students' learning and adaptation to school and familiarize students with contemporary approaches to learning, (b) highlight how the principles and methods of Psychology to facilitate and improve learning and teaching, and (c) help students apply the knowledge, principles and methods of Educational Psychology in the classroom to promote student learning and their own teaching.</p>

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

Upon successful completion of the course, students are expected to:

Be able to compare and critically evaluate learning theories

Have an understanding of the key psychological and psychosocial factors associated with learning and use the knowledge gained to deal with student cases

Be able to search for and evaluate relevant research data

Search, analyze and synthesize information using the necessary technologies Exercise criticism and self-criticism

Respect for diversity and multiculturalism

(3) SYLLABUS (200-300 words)

Delimitation and object of Educational Psychology. Key concepts and important topics in Educational Psychology. Elements and conditions of effective learning and teaching.

The school as a framework for promoting learning, all-round development and mental health of all students.

Learning theories in the educational context: Classical dependent learning – Operative learning. Watson and Skinner's views on the development of behavior and learning. Learning theories in the educational context: A. Bandura's social learning theory.

Diversity in the classroom. The role of cultural context and social class in learning, the role of gender. Special educational needs.

Cognitive functions and school learning. Higher mental functions

The concept of intelligence: Nature and development of intelligence. Relationships of intelligence with academic performance.

Contemporary approaches to learning: The self-regulation of learning. From thought to action. The role of motivation in education: Theory of the hierarchy of needs, Achievement motivation, Internal and external motivation, Behavioral theories of motivation, Social-cognitive theories of motivation.

Motivation in Education: Performance Theories of Attributions, Achievement Goal Orientation, Self-Concept, Self-Efficacy, and Academic Achievement. What affects children's motivation.

The context of learning. Learning environment. Social interactions in the classroom and social skills. Effects of the teacher.

Course: **Introduction to Multicultural Education**

Instructor: **Eirini Gouleta, Assistant Professor**

(1) GENERAL

COURSE CODE	ΣEO507-3	SEMESTER	2nd
COURSE TITLE	Introduction to Multicultural Education		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	General background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/UNI187/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words)</p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes
<p>At the end of the class students will be able to:</p> <p>Know about bilingualism, multilingualism, multicultural education</p> <p>Apply critical thinking in social transformations and the dimensions of social heterogeneity with the introduction to the concepts of racial, cultural and national differences.</p> <p>Apply in practice the theories of otherness and the notion of 'identity' and 'difference'</p> <p>In the classroom</p> <p>Have knowledge about the national minorities in Greece</p> <p>Manage otherness and cultural identity in the classroom</p> <p>Practice intercultural communication in education</p> <p>Obtain the intercultural competence of the teacher</p> <p>Compare and contrast good multicultural education practices in Greece and the world</p>

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

Adapting to new situations

Decision – making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Respect for difference and multiculturalism

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

(3) SYLLABUS (200-300 words)

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: **Information Technology II: Fundamental Principles of I.T.
(Information Technology)**

Instructors: **Nikolaos Fachantidis, Professor & Vasilios Neofotistos, Laboratory Teaching Personnel**

(1) GENERAL

COURSE CODE	KE0215	SEMESTER	2nd
COURSE TITLE	Information Technology II: Fundamental Principles of I.T. (Information Technology)		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	4
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	General background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP123/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words) The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes
<p>The course aims to help students At the knowledge level to:</p> <ul style="list-style-type: none"> ▪ Learn basic principles of Computer Science ▪ Become familiar with basic programming concepts. ▪ Understand programming as a cognitive tool for developing problem-solving, analytical and computational thinking skills ▪ Comprehend the concept of educational software and its usefulness in educational practice ▪ Comprehend the importance of designing educational software that meets the needs of students <p>At the skill level to:</p> <ul style="list-style-type: none"> ▪ Be able to create and solve algorithms

- Be able to code and transform algorithms into instructions and programs.

At the level of competence to:

- Can create educational applications using programming environments.
- Have the ability to design appropriate teaching activities for the teaching of subjects using programming environments

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision – making
- Working independently
- Team work
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS (200-300 words)

The aim of the course is to introduce the basic concepts of Computer Science and to build knowledge, skills and competences on the basic principles of educational programming. The main focus of the course is the use of programming as a cognitive tool for the development of students, as well as the exploration of ways to integrate it into the curricular subjects of primary school, in order to support students' learning.

During the course, students are introduced to educational programming environments (e.g. Logo, Scratch) in a way that no prior knowledge of programming is required.

In more detail, the course content is:

- Basic principles of Computer Science. Introduction to programming. Applications of these concepts in various environments with an orientation towards their educational use.
- General implications of the development of information technology (particularly in work and education/training).
- Educational approach to basic programming concepts/structures
- Visual programming (Logo, Scratch)
- Design of activities to address teaching/learning problems with appropriate use of programming environments

Course: **Legislative Framework and European Employment Policies for Individuals with Disabilities**

Instructor: **Papakonstantinou Doxa, Assistant Professor**

(1) GENERAL

COURSE CODE	EA0404	SEMESTER	2nd
COURSE TITLE	Legislative Framework and European Employment Policies for Individuals with Disabilities		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Special background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP141/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words) The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes
<p>Upon successful completion of the course, the following outcomes are expected with respect to the following descriptive indicators of learning results:</p> <p>Knowledge: Students assimilate, through learning, information concerning the employment rights of persons with disabilities, employment policies, and developments in the labor market for individuals with disabilities across the European Union countries.</p> <p>Skills: Students develop the ability to apply the above knowledge to solve issues related to the employment of persons with disabilities at a European level. Emphasis is placed on the critical and creative thinking of students. In this context, students are capable of utilizing their creative thinking to submit proposals for improving the legislative framework in EU member countries regarding the employment of persons with disabilities, the implementation of modern employment policies, and the safeguarding of their fundamental rights.</p>

Competencies: Students demonstrate proficiency in using the above knowledge and develop skills that will help them effectively respond to real-life work situations for individuals with disabilities in the European Union. They are also capable of providing guidance on ways to advocate for the employment rights of persons with disabilities in European institutional bodies.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management Respect for difference and multiculturalism
Adapting to new situations	Respect for the natural environment
Decision – making	Showing social, professional and ethical responsibility and sensitivity to gender issues
Working independently	Criticism and self-criticism
Team work	Production of free, creative and inductive thinking
Working in an international environment	.....
Working in an interdisciplinary environment	Others...
Production of new research ideas	.....

- Methods of searching, analyzing, and synthesizing research data and information.
- Promotion of free, creative, and inductive thinking.
- Demonstration of social, professional, and ethical responsibility and awareness in matters related to disabilities and chronic illnesses.
- Respect for diversity and multiculturalism.
- Decision-making.
- Autonomous work.
- Teamwork.
- Generation of new research ideas.
- Problem-solving.
- Working in an international environment.
- Working in an interdisciplinary environment.

(3) SYLLABUS (200-300 words)

The aim of the course is to explore the topic of the employment of persons with disabilities in the European Union. Starting with the acknowledgment of the significance of employment for the full social integration of individuals with disabilities, the primary objective of the course is for students to gain a comprehensive understanding of how the fundamental rights, particularly the employment rights, of persons with disabilities are ensured. This encompasses developments in the labor market and employment policies for individuals with disabilities across all member states of the European Union.

To achieve this goal, the course content is distributed across the following key thematic units:

- Presentation of the general overview of the labor market in the European Union countries, with a focus on the percentages of persons with disabilities in the workforce of member states.
- Introduction of the institutional bodies of the European Union and their contribution to shaping and implementing employment policies for persons with disabilities.
- Discussion and interpretation of legislative texts and milestones for the protection of fundamental human rights at the European and global levels, including the right to work, such as the European Convention on Human Rights, the European Social Charter, and the United Nations Convention on the Rights of Persons with Disabilities.
- Detailed presentation of the European Strategy for the Rights of Persons with Disabilities 2021-2030. e) Learning ways to advocate for the employment rights of persons with disabilities at the European level, such as filing appeals to the European Court of Human Rights for violations of the fundamental right of persons with disabilities in the workplace, and submitting complaints to the European Committee of Social Rights.

- Analysis of existing employment policies in European Union countries for persons with disabilities, with a particular emphasis on active employment policies, analysis of strategies and best practices, and programs promoting their labor market integration.
- Examination of the impact of extraordinary conditions, such as economic crises, climate change, migration, and pandemics (such as Covid-19), on shaping employment policies and labor rights for persons with disabilities within the European Union.
- h) Critical assessment of the legislative framework of European Union countries promoting employment for persons with disabilities, aiming to encourage students to reflect on and propose measures for better safeguarding the fundamental right to work for persons with disabilities.

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

Instructor: **Theoklia Rizouli, Language instructor**

(1) GENERAL

COURSE CODE	EF0102	SEMESTER	2nd
COURSE TITLE	English Language II: Academic Writing		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	2
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Skills development		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/LANG159/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words) The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes
KNOWLEDGE

Upon the successful completion of the course, the students will have acquired knowledge as well as learnt how to continue developing their knowledge in relation to the following areas:

- the textual and linguistic characteristics of scientific abstracts, academic articles and other types of academic resources
- the special features of academic language
- a wide range of key comprehension strategies and writing strategies for processing academic texts
- basic terminology in the fields of Special Education and Lifelong learning.

SKILLS

Upon the successful completion of the course, the students will:

- have developed academic writing skills for the production of a wide range of texts that are representative of the academic context, such as summary writing, completion of graphic organizers, synthesis writing based on sources, annotated bibliography, etc.
- have developed appropriate skills and strategies that enhance critical thinking and focus on writing as both process and product
- be able to use strategies for assessing and evaluating their own learning
- have become proficient in applying specific vocabulary building strategies for comprehending and enhancing the vocabulary in their respective field

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

Search for, analysis and synthesis of data and information, with the use of the necessary technology

- Working independently
- Team work
- Production of free, creative and inductive thinking
- Development of critical thinking, problem-solving and metacognitive skills

(3) SYLLABUS (200-300 words)

The principal aim of the course is the comprehension of academic and scientific texts and the production of different types of academic writing. Research articles, textbooks, reports, etc., are some of the genres of academic writing used while apart from the processing of articles in the field of educational and social policy, some of the other topics examined are: higher education, economic crisis, free market, demographic trends, employment conditions, globalization.

ICT in the form of Open e-class is used in order that students study the course material and upload their assignments.

The methods of course evaluation include optional assignments, involving the processing and production of academic written discourse and the comprehension of terminology while the final written exam comprises comprehension questions, summary writing and paraphrasing and vocabulary exercises (multiple choice, short answers, etc.)

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

Instructor: **Panagiota Tsigara, Language Instructor**

(1) GENERAL

COURSE CODE	ΕΓ0202	SEMESTER	2nd
COURSE TITLE	French Language II		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	2
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Skills development		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	French		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP125/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words) The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes 						
<p>At the end of the semester, after having systematically attended the course, the participants will:</p> <ul style="list-style-type: none"> ▪ expand their knowledge in French grammar and in the language's structure - <i>Grammar objectives</i> ▪ enrich their vocabulary with special terminology relevant to their scientific field - <i>Language objectives</i> ▪ be able to identify, comprehend, and produce written or oral information about the subject of their scientific field - <i>Academic objectives</i> ▪ enhance their learning autonomy by doing advanced interactive exercises and seeking further information on the internet - <i>Autonomy objectives</i> 						
<p>General Competences Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</p> <table border="0"> <tr> <td>Search for, analysis and synthesis of data and information, with the use of the necessary technology</td> <td>Project planning and management</td> </tr> <tr> <td>Adapting to new situations</td> <td>Respect for difference and multiculturalism</td> </tr> <tr> <td></td> <td>Respect for the natural environment</td> </tr> </table>	Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management	Adapting to new situations	Respect for difference and multiculturalism		Respect for the natural environment
Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management					
Adapting to new situations	Respect for difference and multiculturalism					
	Respect for the natural environment					

Decision – making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking Others...
<ul style="list-style-type: none"> ▪ Skills development (understand and produce written in specific vocabulary) ▪ Self-learning language using ICT ▪ Respect for difference and multiculturalism 	

(3) SYLLABUS (200-300 words)

<p>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.</p> <p>The teaching material consists of:</p> <ul style="list-style-type: none"> ▪ A bilingual French-Greek Syllabus ▪ A written corpus (corpus écrit) structured in 3 large thematic units that include introductory texts in French for Specific & Academic Purposes. These texts and documents are accompanied by a typology of exercises that varies according to the text being processed. A bilingual specialized academic vocabulary (lexique spécifique) that accompanies each unit of the course. <ul style="list-style-type: none"> ○ A grammatical memento (memento grammatical) consisting of rules and more complex grammatical phenomena. ○ Online interactive exercises (activités en ligne) follow the units of the grammar memo. ▪ An oral corpus (corpus oral) consisting of several web pages with interactive exercises. Web links related to the student's science. ▪ Revisions- corrections folder (<i>Révisions-corrrections</i>) that includes recap exercises with solutions. ▪ An exams file (Examens) containing the material of the final exams.

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

(1) GENERAL

COURSE CODE	ΞΓ0402	SEMESTER	2nd
COURSE TITLE	Italian Language II		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	3	2	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			

COURSE TYPE general background, special background, specialized general knowledge, skills development	General background, General knowledge, Skills development
PREREQUISITE COURSES:	No
LANGUAGE OF INSTITUTION and EXAMINATIONS	Italian (English is used to help explanations during teaching)
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	Open eClass

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words) The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B <p>Guidelines for writing Learning Outcomes</p>																			
<p>By the end of the session students will be able to:</p> <ul style="list-style-type: none"> ▪ Communicate in simple and routine tasks requiring a simple and direct exchange of information on everyday matters. ▪ Read and understand frequently used expressions and answer questions of understanding. ▪ Manage the written language in Italian, drafting sentences and paragraphs. 																			
<p>General Competences Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</p> <table border="0"> <tr> <td>Search for, analysis and synthesis of data and information, with the use of the necessary technology</td> <td>Project planning and management</td> </tr> <tr> <td>Adapting to new situations</td> <td>Respect for difference and multiculturalism</td> </tr> <tr> <td>Decision – making</td> <td>Respect for the natural environment</td> </tr> <tr> <td>Working independently</td> <td>Showing social, professional and ethical responsibility and sensitivity to gender issues</td> </tr> <tr> <td>Team work</td> <td>Criticism and self-criticism</td> </tr> <tr> <td>Working in an international environment</td> <td>Production of free, creative and inductive thinking</td> </tr> <tr> <td>Working in an interdisciplinary environment</td> <td>.....</td> </tr> <tr> <td>Production of new research ideas</td> <td>Others...</td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>		Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management	Adapting to new situations	Respect for difference and multiculturalism	Decision – making	Respect for the natural environment	Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues	Team work	Criticism and self-criticism	Working in an international environment	Production of free, creative and inductive thinking	Working in an interdisciplinary environment	Production of new research ideas	Others...	
Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management																		
Adapting to new situations	Respect for difference and multiculturalism																		
Decision – making	Respect for the natural environment																		
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues																		
Team work	Criticism and self-criticism																		
Working in an international environment	Production of free, creative and inductive thinking																		
Working in an interdisciplinary environment																		
Production of new research ideas	Others...																		
																		
<ul style="list-style-type: none"> ▪ Work in an international environment. ▪ Decision making ▪ Autonomous work ▪ Production of correct and structured expressions in Italian. Adapt to new situations ▪ Respect for multiculturalism 																			

(3) SYLLABUS

<p>GRAMMAR: participio passato dei verbi regolari e irregolari, Passato Prossimo, avverbio CI, avverbi di tempo col passato prossimo, passato prossimo dei verbi modali, Futuro Semplice, Futuro Composto, Imperfetto, aggettivi e pronomi possessive, Volerci/Metterci: significato del tempo</p> <p>FUNCTIONS: Parlare del proprio fine settimana, Ordinare al bar, esprimere una preferenza, fare progetti, fare previsioni, fare ipotesi, esprimere possesso, parlare di ricordi, esprimere accordo/disaccordo, parlare di cinema</p> <p>VOCABULARY: attività quotidiane, vocaboli utili per viaggiare, parlare del tempo meteorologico, festività, nomi di parentela, cibo e piatti italiani, luoghi di ristorazione, le posate, generi cinematografici</p>

**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 & Vasilios Neofotistos, Laboratory Teaching Staff**

(1) GENERAL

COURSE CODE	KE0316	SEMESTER	3rd
COURSE TITLE	Information technology III: Educational applications of informatics		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	General background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP173/		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B

● Guidelines for writing Learning Outcomes

The expected learning outcomes are:

- Basic knowledge of the theories about the use of ICT in Education
- Basic concepts from learning theories and their applications in teaching
- Knowledge of basic teaching and assessment methods
- Knowledge of the basic categories of educational software and environments
- Skills in categorizing educational software and their evaluation
- Ability and skills in designing educational software and especially multimedia applications

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision – making
- Working independently
- Team work
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS (200-300 words)

Within the framework of the course, students will learn about the most important theories and the general discussion concerning the use of ICT (Information and Communication Technologies) in Education. They will also get to know the basic categories of educational software with their specific characteristics as well as the basic ways of using educational software in Education (administration and teaching), the special role played by the interface in the use of educational software and the basic principles and phases of designing educational software and especially multimedia applications.

They will be able to organise the creation of educational software. Finally, they will be able to classify software (or a software component) into a specific category. In addition, students will be introduced to multimedia application development platforms and will be able to create a basic application of this type.

Course: **Applications of Statistics in Social Sciences**

Instructor: **Kontantinos Zafiropoulos, Professor**

(1) GENERAL

COURSE CODE	KE0312	SEMESTER	3 rd
COURSE TITLE	Applications of Statistics in Social Sciences		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
lectures		3	5
COURSE TYPE general background, special background, specialized general knowledge, skills development	General background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP179/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words)</p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes <ul style="list-style-type: none"> ▪ Familiarization with basic statistical techniques and their application. ▪ Solve problems related to statistics and probability. ▪ Make informed decisions based on actual data. ▪ Perform proper statistical inference. ▪ Properly perform the necessary diagnostic tests. ▪ Critically analyze and evaluate basic statistical models. ▪ Develop self-improvement skills and enhance creativity. <p>General Competences</p> <p>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</p> <table> <tr> <td>Search for, analysis and synthesis of data and information, with the use of the necessary technology</td> <td>Project planning and management</td> </tr> <tr> <td>Adapting to new situations</td> <td>Respect for difference and multiculturalism</td> </tr> <tr> <td></td> <td>Respect for the natural environment</td> </tr> </table>	Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management	Adapting to new situations	Respect for difference and multiculturalism		Respect for the natural environment
Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management					
Adapting to new situations	Respect for difference and multiculturalism					
	Respect for the natural environment					

Decision – making	Showing social, professional and ethical responsibility and sensitivity to gender issues
Working independently	Criticism and self-criticism
Team work	Production of free, creative and inductive thinking
Working in an international environment	.....
Working in an interdisciplinary environment	Others...
Production of new research ideas	.....
Decision – making	
Working independently	
Searching, analysing data and information, using the appropriate technologies	

(3) SYLLABUS (200-300 words)

<p>The goal of this course is to introduce students to statistical inference. This consists of learning methods for drawing inferences about the population from the data analysis of an appropriate sample. The course includes the calculation of confidence intervals and estimation. The concepts of correlation coefficient and linear regression are also introduced. The course covers the following topics:</p> <ul style="list-style-type: none"> ▪ Central limit theorem, introduction and interpretation of confidence intervals (CI) ▪ CI for the difference between two means (small and large samples), CI for the difference between two proportions ▪ Paired observations, CI for dispersion ratio ▪ Hypothesis Testing, Significance Level ▪ Hypothesis Testing for Means and for the Difference between Two Means (Small and Large Samples) ▪ Hypothesis testing for variance ▪ Hypothesis Testing for Ratios and Differences of Ratios, Hypothesis Testing for Paired Observations ▪ x2 test ▪ Correlation coefficients, scatter plots, simple linear regression modeling ▪ Multiple linear regression ▪ Coefficients of determination, residuals exploration

Course:	Introduction to Assistive Technology
Instructor:	Helen Koustriava, Associate Professor

(Description not available)

Course:	Developmental Psychology
Instructor:	Maria Platsidou, Profesor

(1) GENERAL

COURSE CODE	KE0207-2	SEMESTER	3rd
COURSE TITLE	Developmental Psychology		

INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).		3	5
COURSE TYPE general background, special background, specialized general knowledge, skills development	General background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP171/		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

The course aims to provide students with the basic knowledge, skills and competences in specific areas of child and adolescent development: cognitive development, social and moral development and personality development. In particular, students should be able to:

- describe the development of the typically developing child and adolescent in the above domains, selecting and combining elements from the different theoretical approaches taught (mainly from the theories of Piaget, Freud, Erickson, information processing and social learning).
- Understand, evaluate and explain the stage/level of development of a particular child and adolescent.
- Assess and differentiate the factors likely to influence (positively or negatively) their development
- suggest ways of coping with difficulties and finding solutions in the context of education/school
- assess the level of a non-typically developing child or adolescent (e.g., with an intellectual disability) in relation to typically developing individuals.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- | | |
|--|---|
| Search for, analysis and synthesis of data and information, with the use of the necessary technology | Project planning and management |
| Adapting to new situations | Respect for difference and multiculturalism |
| Decision – making | Respect for the natural environment |
| | Showing social, professional and ethical responsibility and |

Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas	sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking Others...
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Adapting to new situations</p> <p>Working independently</p> <p>Respect for difference and multiculturalism</p> <p>Showing social, professional and ethical responsibility and sensitivity to gender issues</p> <p>Criticism and self-criticism</p> <p>Production of free, creative and inductive thinking</p>	

(3) SYLLABUS (200-300 words)

Systematic description and critical discussion of the main theories of cognitive and socio-ethical development and personality development in childhood and adolescence: e.g., J. Piaget's theory of the development of cognition and moral thinking; information processing approach to cognitive development; S. Freud's theory of psychosexual development; E. Erikson's theory of psychosocial development; L. Kohlberg's theory of moral development; the theory of social learning. Practical applications of the above theories for understanding behaviors of the typically developing individual as well as the individual with special educational needs and/or disabilities are discussed: e.g., interpreting childhood drawings, understanding the concept of death, and educational interventions.

Course: **Education of Students with Specific Learning Difficulties /Learning Disabilities in the General School and in Special Education Units**

Instructor: **Ioannis Agaliotis, Professor**

(1) GENERAL

COURSE CODE	EA0302	SEMESTER	3 rd
COURSE TITLE	Education of students with specific learning difficulties / learning disabilities in the general school and in special education units		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	3	4	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialized general knowledge		
PREREQUISITE	No		

COURSES:	
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://openececlass.uom.gr/courses/ESP153/

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

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

- distinguish clearly 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

Special emphasis is laid on rendering the students capable of designing and implementing differentiated instructional programs for students with specific learning difficulties / learning disabilities.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Search for, analysis and synthesis of data and information
- Adapting to new situations
- Decision – making
- Working independently
- Project planning and management
- Respect for difference and multiculturalism

(3) SYLLABUS (200-300 words)

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 of SLD / LD with other Mild Disabilities groups
 - 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.

Contents include also specialized issues referring to the Educational Inclusion and the Differentiated Instruction of students with SLD / LD.

Course: **Workshop in Psychomotor Education and Learning**

Instructor: **Panagiotis Varsamis, Assistant Professor**

(1) GENERAL

COURSE CODE	EA0303	SEMESTER	3rd
COURSE TITLE	Workshop in psychomotor education and learning		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	4	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialized general knowledge		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP156/		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

Learning about psychomotor education and embodied learning, Awareness for methods of detection, evaluation and support, Issues of special psychomotor equipment, Experiential learning of selected forms of psychomotor education/learning, Planning and goal setting in microteachings, Critical reflection on selected issues of teachers' behavior, Acquisition of reasoning skills and responding to vignettes.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

In addition to what was mentioned in the previous field, the course aims at the following general skills: Search for, analysis and synthesis of data and information, with the use of the necessary technology, Adapting to new situations, Decision – making, Working independently, Team work, Working in an interdisciplinary environment, Production of new research ideas, Project planning and management, Respect for difference and multiculturalism, Showing social, professional and ethical responsibility and sensitivity to gender issues, Criticism and self-criticism, Production of free, creative and inductive thinking, Solving dilemmas through vignettes and case studies, Clinical reasoning, Epistemological skills.

(3) SYLLABUS (200-300 words)

The purpose of this course is first of all to introduce students to the concept and benefits of modern psychomotor therapy. Then it is deepened into the modern practical forms of psychomotor education and learning that are particularly effective and applicable in the classrooms. Emphasis is placed on appropriate content and didactic principles of applying psychokinetic and embodied learning. Therefore, students will get hands-on practice in drawing up relevant lesson plans. In addition, the results of the most current psychomotor interventions to support early childhood students are presented. An important place in the course material is the support of body awareness, perceptual skills, sensory integration, motor learning, coordination of movements, fine motor skills, graphomotor skill and self-regulation. Also, the applications of psychomotor education in the field of preventing learning difficulties and adapting to school are studied. Where appropriate, connections are made to certain categories of special educational needs, such as developmental coordination disorder. More specifically, contents include: Specialization and application of the learning outcomes to selected special educational needs and/or disabilities, as well as to forms of activities concerning classroom teachers; Linking the contents and activities to the school curricula of general and special education; Studying the relevant teaching principles; Investigation of individual and combined interventions of psychomotor education and embodied learning; Awareness of the psychosocial

applications of psychomotor therapy, e.g. in the areas of role theory, basic psychological needs and social-emotional learning.

Course: **Education of People with Behaviour Difficulties**

Instructor: **Christine Syriopoulou, Associate Professor**

(1) GENERAL

COURSE CODE	KE0418-2	SEMESTER	3rd
COURSE TITLE	Education of People with Behaviour Difficulties		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	4
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialized general knowledge		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP156/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words)</p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes <p>Knowledge: Students are expected to have trained, studied and mastered knowledge in subjects related to the education of people with behavioral problems, the terminology and meaning of having various behavioral and adjustment problems over time, assessment and diagnostic tools and criteria, social, emotional and cognitive development of people, the promotion of identity, social relations and friendships of children, issues of gender, equality and discrimination, issues of gender and disability. In addition, students are expected to be trained on topics related to aggression, school bullying, learning difficulties and behavioral problems, social and emotional</p>
--

programs and the role of the teacher as a mentor, conflict management, school and family cooperation theories, techniques and programs for managing and dealing with behavioral problems, the role of Counseling Psychology in the education and special education of people with behavioral problems, Interculturality, Multiculturalism and adaptation to social educational environments. (<https://labautism.uom.gr/>).

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

Skills: Students are expected to acquire skills, research literature, contemporary studies and research, interventions, programs designed and implemented (in their theoretical and practical dimensions) in relation to behavioral problems, intrapersonal and interpersonal adaptation to social and educational environments, the assessment, criteria and tools of behavioral problems, theoretical approaches (such as ecosystemic, behavioral, cognitive, etc.) related to behavioral problems and intervention programs. They are expected to acquire skills in implementing social and emotional education programs and about the teacher's role as a mentor. Also, students are expected to acquire knowledge and skills for managing behavioral problems such as aggression, school bullying, learning difficulties, conflict management, Counseling psychology and professional guidance, interculturality and multiculturalism.

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 social, emotional, mental difficulties, behavioral and adaptation problems in order to learn, gain experience, and become familiar with the requirements of the future profession, to acquire the necessary knowledge and information of the work and environment, to acquire skills for their future professional role, flexibility, ability to manage extraordinary, unpredictable, demanding situations, and the possibilities for social contribution and 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 Centers of Diagnosis Counseling and Support (KEDASY), in educational planning and management agencies. They will acquire skills to guide parents of people with social, emotional difficulties and behavioral and adaptation problems. They will become familiar with technological tools suitable for training people with social, emotional difficulties and behavioral and adjustment problems so that they can manage their special communicative, social, emotional, behavioral and cognitive characteristics.

(3) SYLLABUS (200-300 words)

Course Content

The aim of the course is the study of behavioral problems and difficulties in the educational and social environment. The ability to be able to design interventions to facilitate adaptation, individual progress and team collaboration. The creation of a climate of solidarity, the prevention of more difficulties, the creation of a vicious cycle of behavioral problems and learning difficulties that will lead to early school leaving. The aim of the course is for students to acquire skills and knowledge about systematic observation, individualized intervention and inclusion of people with behavioral problems, cooperation with parents and specialized scientific staff in behavioral and adjustment problems.

The Thematic modules included are:

Emotional Difficulties and Behavioral Problems: concepts, definitions, terminology

Criteria for defining problem behavior

Statistical criteria, Systemic approach, Operational criteria Assessment -

Diagnostic criteria, Assessment and diagnosis tools Systematic

Observation and recording

The concept of adaptive behavior

Social frameworks and Comparative approaches Social,

Emotional and Cognitive development of people Identity

The concept of personality

Shaping of social self

Self esteem

Self -perception

Social relationships and friendships of children

Gender, equality and issues of discrimination, gender and disability, social roles

Social and cultural factors

The Postmodern society, The society of information and IT Social

and learning environments

The role of the school, the family

Aggression

School bullying

Victimization

Cyber bullying

Learning Difficulties, ADHD and behavioral problems

Detailed Program, Inclusion and Adaptation

Social and Emotional education

The role of the Educator as a mentor

Conflict management

School - family cooperation

Theories, Techniques and Programs for Management and Treatment of Behavioral Problems

Supportive Technology and

The role of Artificial Intelligence in facilitating the advisory relationship

Counseling Psychology in Education and Special Education

School Orientation - Educational Counseling

Counseling and Career Orientation Programs at different ages

Interculturality, Multiculturalism, management of behavioral problems and adaptation to educational and social environments

Course: **School psychology**
 Instructor: **Vasiliki Giannouli, Assistant Professor**

(1) GENERAL

COURSE CODE	EA0403	SEMESTER	3rd
COURSE TITLE	School Psychology		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	4
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	General background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP134/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words)</p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes <p>Students of the specialization should understand that school psychology is a branch of applied psychology and is connected to everyday school reality. It concerns the provision of services to all members of the wider school community, i.e. students of all ages, their families, teachers and other agencies and services involved in the education system. The specific teaching objective is: their understanding that the school psychologist in an interdisciplinary context and in collaboration with the teacher is called upon to face difficulties in learning, development and psychosocial adaptation at school and in the family, with the prevention and promotion of</p>

mental health and the resilience of the student population and the entire school community, while it should take care of the promotion of school-family-community cooperation.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

The general skills that the student must acquire are the analysis, synthesis of data and information, adaptation to new situations, work in an interdisciplinary environment, planning, project management, projects with a demonstration of professional and ethical responsibility to the needs of students in a school for everyone, the school of the future.

(3) SYLLABUS (200-300 words)

Defining the role and specialty of School Psychology, education - training - institutional framework - professional associations.

Psychodiagnostic Assessment of Children and Adolescents (Assessment-measurement, reliability and validity of tests, assessment of mental abilities, assessment of personality, assessment of behavior and learning ability)

Brief introduction to the counseling process, stages, skills and counseling relationship (providing psychological help by non-specialists)

Brief Reference to Psychological Dialectic in the School

Crisis Management in the School Environment (classification of crises, phases, stages of crises, general principles of counseling Crisis Management, general principles of intervention for Crisis Management at school)

Psychological interventions for Children and Adolescents

Learning Support Interventions

Intervention programs in the School Environment (models for the provision of mental health services and the implementation of intervention programs at school, intervention programs for 1st, 2nd prevention, mental health production programs, learning support, support for children in transitional stages, programs for parental involvement and promoting the relationship between the family and the school)

Child and Adolescent Mental Health Services (school psychological services in school, community mental health services, models of effective delivery of psychological services in schools)

Interfacing theory, education research, and school counseling interventions

Course: **Sign Language Laboratory I**
 Instructor: **Theodoros Martzos, non-permanent teaching staff**

(1) GENERAL

COURSE CODE	EA0621-1	SEMESTER	3rd
--------------------	----------	-----------------	-----

COURSE TITLE	Sign Language Laboratory I		
INDEPENDENT TEACHING ACTIVITIES	If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS
		3	4
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialized general knowledge		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Language of institution: Greek and Greek Sign Language Language of examinations: Greek Sign Language		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://www.youtube.com/watch?v=mAPhaxhpJb4&list=PL_qgFY-HR3XdxM3juHg2JYnAl7THC_abT (Lessons 1 - 7)		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words)</p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes 										
<p>The purpose of the course is to introduce students to the Greek Sign Language, helping them understand its structure and function, which is different from spoken language, with an emphasis on both grammar and syntax.</p> <p>Upon successful completion of the course, students will:</p> <ul style="list-style-type: none"> ▪ Have acquired basic knowledge regarding the structure and function of Greek Sign Language ▪ Have been taught the first part of the basic vocabulary ▪ Be able to construct simple sentences 										
<p>General Competences</p> <p>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</p> <table border="0"> <tr> <td>Search for, analysis and synthesis of data and information, with the use of the necessary technology</td> <td>Project planning and management</td> </tr> <tr> <td>Adapting to new situations</td> <td>Respect for difference and multiculturalism</td> </tr> <tr> <td>Decision – making</td> <td>Respect for the natural environment</td> </tr> <tr> <td>Working independently</td> <td>Showing social, professional and ethical responsibility and sensitivity to gender issues</td> </tr> <tr> <td>Team work</td> <td>Criticism and self-criticism</td> </tr> </table>	Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management	Adapting to new situations	Respect for difference and multiculturalism	Decision – making	Respect for the natural environment	Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues	Team work	Criticism and self-criticism
Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management									
Adapting to new situations	Respect for difference and multiculturalism									
Decision – making	Respect for the natural environment									
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues									
Team work	Criticism and self-criticism									

Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Adapting to new situations
- Working independently
- Respect for difference and multiculturalism

(3) SYLLABUS (200-300 words)

The structure of the lessons follows the sequence below:

- Introduction to: Deaf community, Deaf culture, and language of the Deaf concepts; distinction between Deaf and deaf; definition of hearing children of Deaf parents - C.O.D.A. (Children of Deaf Adults)

Vocabulary:

- Family, Special Education terminology, basic verbs
- Numbers, time, days, months
- Objects and types of household items and their corresponding verbs
- Clothing, colors, and temporal adverbs
- Professions and their corresponding verbs
- Public Transportation and their corresponding verbs, adjectives
- Food and their corresponding verbs

After the vocabulary teaching is completed, students are given a text divided into five parts (paragraphs) suitably adapted to include a large portion of the taught vocabulary, as well as an introduction to the grammar and syntax of Greek Sign Language.

- Preparation of the 1st and 2nd part of the text
- Preparation of the 3rd and 4th part of the text
- Preparation of the 5th part of the text
- Review of vocabulary
- Review of the text

Course: **Counseling Psychology**
 Instructor: **Anastasia Psalti, Professor**

(1) GENERAL

COURSE CODE	KE0419	SEMESTER	3rd
COURSE TITLE	Counselling psychology		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	3	4	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			

COURSE TYPE general background, special background, specialized general knowledge, skills development	General background	
PREREQUISITE COURSES:	No	
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes	
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP253/	

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

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

(a) at the knowledge level:

- know and understand the basic concepts and principles related to counseling, recognizing its potential and limitations
- familiarise with the main theoretical approaches to counselling and their evolution over time under the influence of the socio-cultural context
- identify the basic principles of each theoretical approach, pointing out the similarities and differences between them
- describe the characteristics of the counsellor and their contribution to the establishment of an effective counselling relationship
- understand the stages of the counselling process and their individual objectives; and
- discuss the ethical issues governing the implementation of counselling

(b) at the skills level:

- develop basic counselling skills (active listening, questioning, basic encouragement, reflection & summarising)
- practice techniques for effective communication and relationship building with helpes
- apply basic counseling skills; and
- develop self-awareness and reflection in order to identify their strengths and weaknesses; and

(c) at the competence level:

- apply theoretical concepts and techniques to real counselling situations through role-playing and simulations
- demonstrate cultural sensitivity
- engage in reflective practice to continuously evaluate and improve their counselling skills.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
	Respect for difference and multiculturalism

Adapting to new situations	Respect for the natural environment
Decision – making	Showing social, professional and ethical responsibility and sensitivity to gender issues
Working independently	Criticism and self-criticism
Team work	Production of free, creative and inductive thinking
Working in an international environment	.....
Working in an interdisciplinary environment	Others...
Production of new research ideas	.....

Adapting to new situations
Decision – making
Working independently
Team work
Working in an interdisciplinary environment
Production of new research ideas
Respect for difference and multiculturalism
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking

(3) SYLLABUS (200-300 words)

The objective of the course is to familiarize students with the scientific field of Counseling Psychology, to introduce them to the various techniques of counseling, to train them in basic counseling skills (active listening, questioning, minimal encouragement, reflection, summarizing) and to determine the applicability of these skills in their future profession. The course will introduce the concept, content, basic principles and scope of counseling, its cultural and historical roots and theoretical background through a comparison of the main theoretical approaches, and will discuss the importance of the counseling relationship, the individuals involved in the counseling process (counselor and counselee), the stages of the counseling process as well as the ethical principles and values of counseling.

The topics discussed are the following:

- What is Counseling & Counseling Psychology-Introduction
- A brief history of Counseling & Counseling Psychology
- Types & Means of Practice of Counseling Psychology
- The Counseling Relationship
- The persons involved in the counseling process: the counselor & the counselee
- Counseling Psychological Theories: a comparative review
- Stages & Skills: First stage-the first meeting
- Stages & Skills: Second stage-the counseling relationship
 - Active Listening
 - Empathic listening
- Stages & Skills: Second stage-the counseling relationship
 - Encouragers
 - Questions
- Stages & Skills: Second stage-the counseling relationship
 - Reflections
- Stages & Skills: Second Stage-The counseling relationship
 - Summarizing

- Stages & Skills: Third stage-identifying & setting goals
- Stages & Skills: Fourth stage-selection of counseling technique
- Stages & Skills: Stage Five - Termination
- Ethical issues

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

Instructor: **Mersini Karagevreki, Language Instructor**

(1) GENERAL

COURSE CODE	ΞΓ0103	SEMESTER	3rd
COURSE TITLE	English III: Business English		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	2	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Core course, skills development		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP164/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words)</p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes
<ul style="list-style-type: none"> ▪ development of discipline specific skills for more effective communication in the students' specialist field through the analysis of authentic texts ▪ familiarization with the specialist jargon contained in the texts ▪ development of all 4 skills (reading writing, listening, speaking) through text analysis ▪ development of critical thinking rather than a mere content text analysis
<p>General Competences</p> <p>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</p> <p>Search for, analysis and synthesis of data and information, with Project planning and management</p>

the use of the necessary technology Adapting to new situations Decision – making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking Others...
<ul style="list-style-type: none"> ▪ team work ▪ working independently ▪ search for analysis, synthesis of information ▪ development of critical thinking ▪ development of time management and work load skills 	

(3) SYLLABUS (200-300 words)

The principal aim of the module is to help students develop discipline specific skills that will enable them to communicate more effectively in the specialist field of their studies. To this end all texts analysed are relevant to students' field of studies. They are authentic as they are taken from a variety of sources (i.e. magazines, articles, newspapers, the Internet, etc) thus helping students familiarize themselves with the academic jargon contained in them.

The syllabus is organised as follows:

1st week: Development of appropriate reading strategies that that can increase students' understanding of a text in a more effective way.

2nd to 13th weeks: Detailed analysis of discipline specific texts 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.

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

Instructor: **Myrsini Tzanavari, Language Instructor**

(1) GENERAL

COURSE CODE	ΕΓ0203	SEMESTER	3rd
COURSE TITLE	French language III		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	3	2	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Skills development		
PREREQUISITE COURSES:	French II		
LANGUAGE OF INSTITUTION and	Language of institution: French and Greek		

EXAMINATIONS	Examinations: French	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No	
COURSE WEBSITE (URL)	openeclass@uom.edu.gr	

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

Upon successful completion of the course, the student will be able to:

- Improving students' linguistic and communication skills (written and oral production, written and oral comprehension)
- Comprehension and commentary on authentic written and oral documents
- Comprehension of the main information in a text
- Comprehension specialized vocabulary of a text
- Development of skills for the correct use of specialised vocabulary in writing
- Development of skills for the correct use of specialised vocabulary in professional or university communication
- Learning or reinforcing the basic grammar rules (structure of language)
- Development of the necessary linguistic and communication skills so that the student can continue his/her studies or work in a French-speaking country

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Search for analysis and synthesis of data and information with the use of the necessary technology
- Autonomous work
- Team work

(3) SYLLABUS (200-300 words)

The teaching material of the French Language in the 3rd semester is adapted to the needs of the students of the Department in the form of university deliveries available in electronic form at the site openeclass@uom.edu.gr

The level of students in French Language in the third semester is between B1 and B2 on the scale of the “Common European Framework of Reference for Languages” of the Council of Europe, specifically:

- B2 for specialized vocabulary and grammar
- B2 for reading comprehension and the production of writing
- B1 for listening comprehension and the oral production
- B1 to interact in oral and written language

Teaching in this semester focuses on skills development in basic types of written and oral word on student science. That is, the lesson emphasizes the familiarization of students with the terminology of Education and Special Education. The aim of the course is also to develop skills in word processing and writing, skills for word processing and speech production. That is why we use authentic documents issued from periodicals, newspapers, interviews, broadcasts, written documents and videos on the internet. In this way we allow students to come into direct contact with their field of specialization.

Finally, emphasis is placed on learning or reinforcing basic grammar rules and syntactic phenomena. The aim is to help students understand and produce sentences useful in their university or professional communication.

Assessment of the course is done through examinations or with a combination of final examinations and continuous progress assessment.

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**

(1) GENERAL

COURSE CODE	ΞΓ0403	SEMESTER	3rd
COURSE TITLE	Italian language III		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	3	2	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Skills development		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Italian (English is used to help explanations during teaching)		

IS THE COURSE OFFERED TO ERASMUS STUDENTS		
COURSE WEBSITE (URL)		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

By the end of the session students will be able to:

- Promote free and inductive thinking
- Understand the main points of familiar matters regularly encountered.
- Eloquence with the terminology contained in the analyzed texts
- Deal with situations likely to arise while travelling in Italy.
- Describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

By the end of the session students will be able to:

- Promote free and inductive thinking
- Understand the main points of familiar matters regularly encountered.
- Eloquence with the terminology contained in the analyzed texts
- Deal with situations likely to arise while travelling in Italy.
- Describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

(3) SYLLABUS (200-300 words)

GRAMMAR: pronomi diretti, pronome partitivo NE, verbi riflessivi e reciproci, forma impersonale, pronomi indiretti, Imperativo, Condizionale Semplice, Condizionale composto, pronomi combinati, aggettivi, pronomi e avverbi interrogativi pronomi relativi: (chi, il quale, cui), Pronomi interrogative, Pronomi doppi (CHI), stare per vs stare + gerundio

FUNCTIONS: Saper fare la spesa, motivare la scelta di un prodotto, esprimere gioia/ disappunto, parlare di abbigliamento, chiedere qualcosa in prestito, esprimere dispiacere, fare un invito, chiedere un favore, chiedere e dare informazioni stradali, parlare di TV, parlare di Musica, dare consigli, fare ipotesi, scrivere mail

VOCABULARY: negozi, lavoro, il sistema scolastico, tipi di contenitori, abbigliamento, musica,

luoghi della città

4th SEMESTER

Course **Education of People with Pervasive Developmental Disorders (PDD)/ Autism**

Instructor: **Christine Syriopoulou, Associate Professor**

(1) GENERAL

COURSE CODE	EA0703-1	SEMESTER	4th
COURSE TITLE	Education of People with Pervasive Developmental Disorders (PDD)/ Autism		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	5	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialization or direction courses		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://www.uom.gr/csyriop#undefined1 https://www.uom.gr/assets/site/public/nodes/1775/18549-pps20232024last.pdf		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

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

Knowledge: Students are expected to have trained, studied and mastered knowledge on issues related to the education of people with pervasive developmental disorders - autism and other developmental disorders and syndromes, the characteristics of people with autism spectrum disorders, causes, diagnostic criteria, tools, comorbidity, assessment process, the role of the teacher, special scientific staff and parent in assessment and differential diagnosis, techniques and alternative communication systems with and without the use of assistive technology, techniques, programs, alternative interventions, the management of behavior problems (self-injury, aggression, outbursts), the detailed curriculum, teaching methodology, teaching principles and strategies, individualized approaches and the inclusion of students with ASD, Current trends in inclusion policy in Greece and internationally, Issues of gender equality and suppression of discrimination, sexual orientation, issues related to school, family cooperation (<https://labautism.uom.gr/>).

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

Skills: Students are expected to acquire skills to research literature, current trends through literature and sources, the interventions, the programs developed and implemented (in their theoretical and practical dimensions) in formal, non-formal and informal learning environments, to delve into research and databases, to collaborate. They are expected to familiarize themselves 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, e-learning. They will become familiar with the use of software in special education and the education of individuals with autism and other 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, familiarize themselves with the requirements of the future profession, the necessary knowledge, information of the work subject and environment and acquire skills for their future professional role, necessary flexibility, ability to manage extraordinary, unpredictable, demanding situations, the potential for social contribution and sustainable development as well as being able to monitor social and technological developments and be able to offer in different fields (e.g. assessment, intervention, rehabilitation , consulting and support etc) but also to cooperate with the specialist scientists.

Students will be familiar with analysis and synthesis of data and information, with the use of the necessary technology, adapting to new situations, in decision – making, in working independently, team work, working in an international environment, working in an interdisciplinary environment, production of new research ideas, in project planning and management. Students will get respect for difference and multiculturalism, respect for the natural environment, they will be showing social, professional and ethical responsibility and sensitivity to gender issues, criticism and self-criticism, production of free, creative and inductive thinking

Competencies: Students will acquire knowledge, skills, abilities, experience. They will cultivate the characteristics of a professional in order to meet the demands of the different work environments in which they will work e.g. in a special school, integration department, as teachers of parallel support, in centers of Diagnosis, Counseling and Support (KEDASY), in organizations of educational planning, management of the educational practice and creation of educational, teaching material. They will gain skills to guide parents of individuals with autism spectrum disorders and other developmental disorders. They will become familiar with technological tools suitable for training people with pervasive developmental disorders to manage their special communication, social, emotional, behavioral and cognitive characteristics.

(3) SYLLABUS (200-300 words)

Course Content

The aim of the course is to study the characteristics of people with autism spectrum disorders, the different scientific approaches to the causes of autism, the process and means for the evaluation and differential diagnosis of the characteristics, alternative communication systems,

technology devices and software, other interventions, behavior problem management, curriculum, teaching goals, individual education programs and inclusion, counseling and parent education programs, early intervention, professional inclusion. The aim of the course is also the familiarization with the Greek and international literature, the research standards and methodology, the acquisition of interdisciplinary knowledge and terminology.

The Thematic modules included are:

Autism spectrum disorders, Syndromes, Characteristics of people with ASD

Sensory sensitivities, nutrition, sleep, physical exercise

Causes of ASDs (interdisciplinary approach)

Assessment of ADHD (purpose, stages), Diagnostic criteria (DSM IV, 5),

The differential diagnosis,

The role of the teacher, the parent, the specialist scientific staff in the assessment and differential diagnosis

Diagnostic tools and means (tests, scales, systematic observation, developmental milestones, early detection, etc.)

Communication Techniques, alternative communication systems, devices, software. Standardized Greek Dictionary using Assistive Technology tools

Semantic and Pragmatic development

Techniques, programs, interventions,

Teaching principles, teaching methodology, pedagogical approaches for people with autism

Management of behavioral problems (self-injury, anger outbursts, aggression, stereotyping, etc.). Adaptations that favor adaptability

Analytical Curriculum, Pedagogical principles, Teaching objectives, Cognitive objects, creation of an intervention program

Teaching subjects such as Language, Mathematics, Play, Social Skills, Communication, Self-Service,

Visual arts, IT, customized Physical Education and more

Educational inclusion of students with SEN (from theory to practice)

Inclusive Policy, Contemporary trends in Greece and internationally

Early intervention and preschool education programs, Counseling and parent training

Social and professional inclusion programs for adolescents and adults with autism

Issues of gender equality and anti-discrimination, sexual orientation

Individual interventions and programs, the role of the teacher

School and family cooperation

Theory of Mind and Social Skills:

Targeted interventions

The role of Technology in the cultivation of skills of people with developmental disorders, autism

The role of Technology in differentiated teaching and in the adaptation of teaching objectives and teaching material to different academic subjects of the curriculum.

Course: **Introduction to Speech and Hearing Sciences**

Instructor: **Areti Okalidou, Professor**

(Description not available)

Course: **Education of People with Physical / Motor disabilities**

Instructor: **Panagiotis Varsamis, Assistant Professor**

(1) GENERAL

COURSE CODE	EA0716-1	SEMESTER	4th
COURSE TITLE	Education of People with Physical / Motor disabilities		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialization or Direction Courses		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP158/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words)</p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes
<p>Learning and understanding the modern models, Recognition, classification and basic evaluation of the most frequent types of physical/motor disabilities, Comparative evaluation of educational support methods and assistive equipment or ergonomic arrangements, Analysis of case studies and training scenarios, Critical reflection on teachers' behavior, Acquisition of clinical reasoning and decision-making skills.</p>
<p>General Competences</p> <p>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</p> <p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Project planning and management</p> <p>Respect for difference and multiculturalism</p>

Adapting to new situations	Respect for the natural environment
Decision – making	Showing social, professional and ethical responsibility and sensitivity to gender issues
Working independently	Criticism and self-criticism
Team work	Production of free, creative and inductive thinking
Working in an international environment	.....
Working in an interdisciplinary environment	Others...
Production of new research ideas	.....

In addition to what was mentioned in the previous field, the course aims at the following general skills: Search for, analysis and synthesis of data and information, with the use of the necessary technology, Adapting to new situations, Decision – making, Working independently, Team work, Working in an interdisciplinary environment, Production of new research ideas, Project planning and management, Respect for difference and multiculturalism, Showing social, professional and ethical responsibility and sensitivity to gender issues, Criticism and self-criticism, Production of free, creative and inductive thinking, Solving dilemmas through vignettes and case studies, Clinical reasoning, Epistemological skills.

(3) SYLLABUS (200-300 words)

The main purpose of the course is to present the most frequent physical disabilities (physical injuries, motor disabilities and chronic diseases) of childhood and adolescence according to the current biopsychosocial model of the World Health Organization. This model ensures a fundamental understanding of the great heterogeneity of cases and factors influencing development. Therefore, the factors that significantly shape the perceptual, motor, cognitive, learning and psychosocial development of people with physical disabilities are thoroughly studied. Certainly, one of the main objectives of the course is to determine the educational needs of students with physical disabilities both at the level of school learning and at the level of overall school functioning. Evidence is therefore provided for the evaluation of the most frequent difficulties that appear during the activity and participation of students with physical disabilities in the school community. Finally, basic instructions are provided for the application of modern techniques for adaptation, modification and personalization of learning contents. More specifically, contents include: Contemporary models and definitions of motor and physical disabilities. Basic categorization / evaluation of motor and physical disabilities. Presentation - study of disabilities: Cerebral Palsy I, Cerebral Palsy II, Spina Bifida, Hydrocephalus. Muscular Dystrophies, Epilepsies. Auxiliary equipment, ergonomic arrangements and modifications. Methods of training people with motor disabilities. Methods of training people with physical disabilities. Methods of training people with chronic diseases. Teaching principles and teacher behavior. Specialization and application of the learning outcomes to selected special educational needs and/or disabilities, as well as to forms of activities concerning classroom teachers; Linking the contents and activities to the school curricula of general and special education; Studying the teaching principles; Investigation of individual and combination interventions; Awareness of the current Greek educational and social system.

Course: **Issues of Diversity and Social Justice in Education**

Instructor: **Anastasia Psalti, Professor**

(1) GENERAL

COURSE CODE	ΣΕ0521-3	SEMESTER	4th
COURSE TITLE	Issues of Diversity and Social Justice in Education		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	5	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Special background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP232/		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words) The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A <ul style="list-style-type: none">• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area• Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B• Guidelines for writing Learning Outcomes
Upon successful completion of the course, students will be able to: (a) at the knowledge level: <ul style="list-style-type: none">▪ demonstrate awareness and understanding of how their personal values and biases affect their ability to work effectively with people who have different values and beliefs▪ know and discuss concepts and theories of cultural (in the broad sense) development▪ consider issues of diversity and social justice at the individual, systemic and community levels, and▪ elaborate multicultural theories, knowledge, beliefs & techniques necessary to provide effective services to culturally diverse populations (b) at the skills level: <ul style="list-style-type: none">▪ evaluate the issues/problems presented in an educational context within a social justice framework, and

- apply effective communication and service delivery techniques in their interactions with culturally diverse populations in their personal and professional lives

(c) at the competence level:

- advocate for issues of equity and social justice as they address issues of diversity in their work and non-work environments
- demonstrate cultural competence and communication skills when providing services to culturally diverse populations, and
- engage in reflective practice to continuously evaluate and improve the management of diversity and social justice issues.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

Adapting to new situations

Decision – making

Working independently

Team work

Working in an interdisciplinary environment

Production of new research ideas

Respect for difference and multiculturalism

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

(3) SYLLABUS (200-300 words)

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.

The following topics will be discussed:

- Basic concepts & terms
 - The Greek reality

- Identity development
 - Dimensions
 - Influence of factors
 - Models
- Provision of culturally sensitive services
 - Barriers
 - Cultural empathy
 - Cultural competence
- Gender
- LGBTI+
- Ethnicity - Race
- Disability - Physical appearance
- Age
- Religion - Spirituality
- Social class
- Privilege & Power
- Intersectionality

Course: **Career Guidance & Counseling for the Disabled**

Instructor: **Ioanna Papavassiliou, Professor**

(1) GENERAL

COURSE CODE	EA0816-5	SEMESTER	4th
COURSE TITLE	Career Guidance & Counseling for the Disabled		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.			
		3	4
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Special background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (assignment & oral exam)		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/UNI157/		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

The overall aim of the course is to equip students with the necessary knowledge, skills, and attitudes to effectively address issues related to the career development, educational pathways, and career choices of Persons with Disabilities (PwDs).

I. Knowledge

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

- Understand the legislative and institutional framework governing vocational education and employment for Persons with Disabilities
- Become familiar with models and methods of vocational counseling and career guidance tailored to the needs of PwDs
- Identify the qualifications and professional responsibilities of a vocational counselor for individuals with disabilities

II. Skills

Students will develop the ability to:

- Recognize the diverse career guidance and counseling needs of different groups within the PwD population
- Simulate a career guidance session designed for a person with a disability
- Collaborate with and provide support to PwDs in making informed career decisions

III. Attitudes and Professional Behaviors

The course aims to foster:

- A positive and respectful attitude toward persons with disabilities
- Acceptance and appreciation of diversity
- A strong commitment to the right of every person with a disability to equal access to education and employment opportunities.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Respect for diversity and multiculturalism
- Decision-making skills
- Teamwork and collaboration
- Generation of original research ideas

- Promotion of free, creative, and inductive thinking
- Development of critical and creative thinking
- Research, analysis, and synthesis of data and information, including the use of appropriate technologies.

(3) SYLLABUS (200-300 words)

Based on contemporary theoretical and empirical literature, the course includes and explores the following thematic units:

- Theoretical Foundations of Career Counseling and Guidance for Persons with Disabilities (PwDs)
- Vocational Education and Training for PwDs
- Career Counseling and Guidance for PwDs: Defining the Field
- The Counseling Session and the Role of the Counselor
- Vocational Rehabilitation Counseling for PwDs
- European Institutional Framework for the Employment of PwDs
- Employment Models and Good Practices for PwDs
- Social and Solidarity Economy and the Employment of PwDs

Course: **Management and Administration in Education**

Instructor: **Vasilios Neofotistos, Laboratory Teaching Personnel**

(1) GENERAL

COURSE CODE	KE0409	SEMESTER	4th
COURSE TITLE	Management and Administration in Education		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	4	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	General Background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE	https://openeclass.uom.gr/courses/ESP279/		

(URL)

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

After completing the specific course of the undergraduate study program-level 6 (1st study cycle) the participating students will be able:

- To understand the basic elements of Educational Administration
- To understand the function of Planning in Education
- To understand the function of Decision Making in Education
- To understand the function of the Organization in Education
- To understand the function of Leadership in Education
- To understand the function of Control in Education
- To understand the process of Motivating Teaching Staff in Education
- To understand the role of the application of New Technologies in Educational Administration
- To understand the challenges of applying AI in Educational Administration

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Case studies
- Teamwork
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS (200-300 words)

The purpose of this course is to help students to 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 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
- Teacher as a Public Servant
- Communication and School
- Conflicts in the School
- Crisis Management in Schools
- The School Principal and his/her Work
- Application of New Technologies in Administration

Course **Workshop in Music Education of People with Disability**

Instructor: **Lefkothea Kartasidou, Professor**

(1) GENERAL

COURSE CODE	EA0647	SEMESTER	4th
COURSE TITLE	Workshop in Music Education of people with disability		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	4	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialization or Direction Courses		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	-		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP118/		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

Students will acquire **basic knowledge, skills and abilities** for planning, organising and implementing music education programmes. In particular, they should be able to

- explain the difference between music education and music therapy,

- distinguish, assess and explain the musical skills and abilities of children and young people with disabilities,
- know the instruments of music education assessment,
- examine and differentiate the factors that may influence (positively or negatively) the musical education of children and young people with disabilities,
- propose techniques for modifying and adapting musical activities for different disabilities in the context of inclusion; and
- know the basic principles of designing and implementing intervention programmes in music education for children and young people with disabilities.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Working independently
- Team work
- Respect for difference and multiculturalism
- Adaptations and modifications of music instruction
- Creativity

(3) SYLLABUS (200-300 words)

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 Laboratory II**
 Instructor: **Theodoros Martzos, non- permanent teaching staff**

(1) GENERAL

COURSE CODE	EA0639	SEMESTER	4th
COURSE TITLE	Sign Language Laboratory II		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	4
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).		3	3
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialization or Direction Courses		
PREREQUISITE COURSES:	Sign Language Laboratory I		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Language of institution: Greek and Greek Sign Language Language of examinations: Greek Sign Language		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://www.youtube.com/watch?v=mAPhaxhpJb4&list=PL_ggFY-HR3XdxM3juHg2JYnAl7THC_abI (Lessons 8 - 15)		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words)</p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes <p>In Sign Language Laboratory II, classifiers—linguistic elements that do not exist in the Greek language—will be taught, as well as dialogue techniques. Within the framework of teaching classifiers, the techniques of positioning people and objects in space, rendering sizes such as volume, length, etc., and facial expressions will be taught.</p> <p>Upon successful completion of the course, students will:</p> <ul style="list-style-type: none"> ▪ Be able to understand the function of classifiers and use them correctly ▪ Be able to convey short dialogues in Greek Sign Language

- Have been taught the second part of the basic vocabulary

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Adapting to new situations
- Working independently
- Respect for difference and multiculturalism

(3) SYLLABUS (200-300 words)

The structure of the lessons follows this sequence:

- Introduction to classifiers (theory – practical application).
- Introduction to dialogue techniques in Greek Sign Language (theory – practical application).

Vocabulary:

- Adjectives
- Weather phenomena - Animals
- Countries – Greek cities
- Sports
- State – Government – Institutions
- Emotions – Values – Religions
- Temporal Determiners
- Short phrases
- Review of theory
- Review of vocabulary
- Review of exam material

In lessons 3 - 6, after teaching the vocabulary, students are given texts from the first and second grades of elementary school, which must be translated into Greek Sign Language (after discussion and guidance), using dialogue techniques and the taught vocabulary.

Similarly, in lessons 7 - 10, students are given photos and illustrated images, which must be described into Greek Sign Language (after discussion and guidance), using classifiers and the taught vocabulary.

Course: **Assistive Technology Laboratory**
 Instructor: **Eleni Koustriava, Associate Professor**

(Description not available)

Course: **Laboratory: Introduction to Speech and Hearing Sciences**
 Instructor: **Pavlos Hatzigiannakoglou, Laboratory Teaching Personnel**

(1) GENERAL

COURSE CODE	EA 0405	SEMESTER	4th
COURSE TITLE	Laboratory: Introduction to Speech and Hearing Sciences		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	4
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Skills development		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/UNI393/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words)</p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes <p>Upon successful completion of the course, students will acquire fundamental knowledge and practical skills in the analysis of acoustic and phonetic data. They will be able to understand the</p>
--

basic principles of acoustics and speech, as well as apply specialized techniques for sound and speech analysis using modern tools and methods.

Students will become familiar with:

Analyzing the characteristics of sound and speech, including intensity, duration, fundamental frequency, and harmonic components.

Applying Fourier Analysis to understand the spectral composition of a complex sound.

Calculating the signal-to-noise ratio and segmenting speech flow into distinct units (words, syllables, phonemes).

Determining formants F1 and F2 using the Linear Predictive Coding (LPC) technique, which is used in phonetic production analysis.

Using the PRAAT software for processing and analyzing acoustic data, as well as extracting spectral and articulatory information from speech signals.

Connecting theoretical concepts with practical applications, developing skills that are valuable in both research and clinical settings.

Additionally, students will develop critical thinking and problem-solving skills through the analysis of real-world data and the completion of laboratory exercises. Mastering these knowledge areas and skills will enable them to evaluate and analyze speech data with greater precision, thus enhancing their understanding of the mechanisms of speech and hearing.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

The course enhances the search, analysis, and synthesis of data and information through the use of specialized tools and technologies for acoustic signal analysis, such as the PRAAT software. Students learn to process audio data, extract, and interpret phonetic characteristics, developing skills in speech analysis and its spectral structure.

At the same time, the course promotes autonomous work, as students are required to conduct laboratory analyses, interpret data, and solve problems related to acoustic and phonetic analysis, relying on their acquired knowledge and skills.

(3) SYLLABUS (200-300 words)

The course focuses on voice and speech analysis, providing students with theoretical knowledge and practical skills in processing acoustic data.

Initially, it introduces basic principles of acoustic analysis, including spectral analysis of sounds, intensity, duration, and fundamental frequency. Students are introduced to Fourier analysis theory, learning how to analyze complex sounds and calculate harmonic components.

Subsequently, the course delves into speech and voice analysis, emphasizing the calculation of the signal-to-noise ratio and the segmentation of speech flow into distinct phonetic units (words, syllables, phonemes).

Particular emphasis is placed on hands-on practice with the PRAAT software, which is used for processing and analyzing audio data, as well as for calculating formants F1 and F2 using the Linear Predictive Coding (LPC) technique.

The course includes laboratory exercises, where students apply analysis methods to real-world data, developing skills that are useful in both research and clinical applications in speech therapy

and audiology.

Course: **Research Methodology**
 Instructors: **Konstantinos Zafirooulos, Professor**

(1) GENERAL

COURSE CODE	KE0203-3	SEMESTER	4th
COURSE TITLE	Research Methodology		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.			
lectures		3	4
COURSE TYPE general background, special background, specialized general knowledge, skills development	General background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP266/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words)</p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes <ul style="list-style-type: none"> ▪ 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. <p>General Competences</p> <p>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</p> <p>Search for, analysis and synthesis of data and information, with Project planning and management</p>
--

the use of the necessary technology Adapting to new situations Decision – making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking Others...
Decision – making Working independently Searching, analysing data and information, using the necessary technologies	

(3) SYLLABUS (200-300 words)

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.

Course: **Developmental Psychopathology**
 Instructors: **Aikaterini Flora, non-permanent teaching staff**

(Description not available)

Course: **Foreign language IV (English language IV: Oral Presentation Skills)**
 Instructor: **Mersini Karagevreki, Language Instructor**

(1) GENERAL

COURSE CODE	ΞΓ0104	SEMESTER	4th
COURSE TITLE	English IV: Oral Presentation Skills		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY	CREDITS

If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		TEACHING HOURS	
Lectures		3	2
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Skills development		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/LANG104/		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

- development of discipline specific skills for more effective communication in the students' specialist field through the analysis of authentic texts
- familiarization with the specialist jargon contained in the texts
- development of all 4 skills (reading writing, listening, speaking) through text analysis
- development of appropriate oral presentation skills in academic situations
- development of critical thinking rather than a mere content text analysis

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- team work
- working independently
- search for analysis, synthesis of information

- development of critical thinking
- development of time management and work load skills

(3) SYLLABUS (200-300 words)

The principal aim of the module is to help students develop discipline specific skills that will enable them to communicate more effectively in the specialist field of their studies. To this end all texts analysed are relevant to students' field of studies. They are authentic as they are taken from a variety of sources (i.e. magazines, articles, newspapers, the Internet, etc) thus helping students familiarize themselves with the academic jargon contained in them. 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.

The syllabus is organised as follows:

1st week: Familiarization with the use of discourse markers in written and oral discourse that enhances students' understanding of a text in a more effective way.

2nd to 13th weeks: Detailed analysis of discipline specific texts 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. At the same time there is systematic analysis of oral presentation strategies that can foster students' oral presentation skills in academic contexts. 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.

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

Instructor: **Myrsini Tzanavari, Language Instructor**

(1) GENERAL

COURSE CODE	ΕΓ0204	SEMESTER	4th
COURSE TITLE	French language IV		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	3	2	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE	Skills development		
general background, special background, specialized general knowledge, skills development			
PREREQUISITE COURSES:	French III		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Language of institution: French and Greek Examinations: French		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	openeclass@uom.edu.gr		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

Upon successful completion of the course, the student will be able to:

- Improving or perfecting the rules of grammar (structure of language)
- Improving students' linguistic and communication skills (written and oral production, written and oral comprehension)
- Comprehension and commentary on authentic written and oral documents
- Comprehension of the main information in a text
- Comprehension specialized vocabulary of a text
- Development of skills for the correct use of specialised vocabulary in writing
- Development of skills for the correct use of specialised vocabulary in professional or university communication
- Development of the necessary linguistic and communication skills so that the student can continue his/her studies or work in a French-speaking country

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Search for analysis and synthesis of data and information with the use of the necessary technology
- Autonomous work
- Team work

(3) SYLLABUS (200-300 words)

The teaching material of the French Language in the 4th semester is adapted to the needs of the students of the Department in the form of university deliveries available in electronic form at the site openecclass.uom.edu.gr

The level of students in French Language in the fourth semester is between B2 and C1 on the scale of the “Common European Framework of Reference for Languages” of the Council of Europe, specifically:

- C1 for specialized vocabulary and grammar
- C1 for reading comprehension and the production of writing
- B2 for listening comprehension and the oral production
- B2 to interact in oral and written language

The aim of the course is to develop activities which will allow the following skills to be reinforced: communication in French, listening comprehension, comprehension of written text and the

development of production of written and oral. More specifically:

The course aims at improving and perfecting the language. In this semester, students are invited to develop text and writing skills, skills for word processing and oral production necessary for the academic environment. The course emphasizes the deepening of students' knowledge with the terminology of Education and Special Education. That is why we use authentic documents issued from periodicals, newspapers, interviews, broadcasts, written documents and vidéos on the internet. In this way we allow students to come into direct contact with their field of specialization. Finally, emphasis is placed on the improvement and perfection of all grammatical and syntactic phenomena.

Assessment of the course is done through examinations or with a combination of final examinations and continuous progress assessment.

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**

(1) GENERAL

COURSE CODE	ΕΓ0404	SEMESTER	4th
COURSE TITLE	French language IV		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	2	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Skills development		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Italian (English is used to help explanations during teaching)		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	Open eClass		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

By the end of the session students will be able to:

- Promote free, creative and inductive thinking
- Examining the terminology contained in the analyzed texts and further training with appropriate exercises
- Familiarizing skills in presentations
- Develop self-improvement skills and enhance creativity

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Work in an international environment.
- Decision making
- Autonomous work
- Team work
- Production of correct and structured expressions in Italian.
- Adapt to new situations
- Respect for diversity and multiculturalism
- Production of free, creative and inductive thinking
- Exercise of criticism and self-criticism
- Development of critical thinking
- Developing time and workload management

(3) SYLLABUS (200-300 words)

GRAMMAR: I comparativi, I superlativi, verbi pronominali, passato remoto, avverbi di modo, congiuntivo

Imperativo, aggettivi e pronomi indefiniti

FUNCTIONS: Saper fare confronti, descrivere come ci si sente fisicamente, sintomi di malattie, saper parlare di attività fisica, fare ipotesi, leggere e scrivere una favola, esporre avvenimenti storici, saper leggere i numeri romani

VOCABULARY: alberghi, monumenti, informazioni turistiche, Opera, storia, malattie, campagna /città, attività fisica

5th SEMESTER

Course: **Education of Persons with Intellectual Disability / Mental Retardation**

Instructor: **Lefkothea Kartasidou, Professor**

(1) GENERAL

COURSE CODE	EA0601-3	SEMESTER	5th
COURSE TITLE	Education of persons with intellectual disability/ mental retardation		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	5	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialization or Direction Courses		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP117/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words)</p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes
<p>Students will acquire basic knowledge, skills and competences for the education of people with intellectual disabilities/mental retardation. In particular, they should be able to</p> <ul style="list-style-type: none"> ▪ describe the criteria for mental retardation (MR)/intellectual disability (ID) and the cognitive difficulties of people with MR/ID, ▪ distinguish, evaluate and explain the potential and limitations (cognitive and behavioural) of syndromes with higher incidence, ▪ know the diagnostic and educational assessment tools for people with MR/ID,

- examine and differentiate the factors likely to influence (positively or negatively) the education of a person with MR/ID,
- suggest ways of addressing difficulties and finding solutions in the context of education/school, and
- know the basic principles of designing and implementing educational intervention programmes for people with MR/ID.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Decision – making
- Working independently
- Team work
- Respect for difference and multiculturalism
- Adaptations and modifications of instruction
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism

(3) SYLLABUS (200-300 words)

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: **Employment Relationships, Integration and Social Support for Individuals with Disabilities in the Workplace**

Instructor: **Doxa Papakonstantinou, Associate Professor**

(1) GENERAL

COURSE CODE	EA0819	SEMESTER	5th
COURSE TITLE	Employment Relationships, Integration and Social Support of Individuals with Disabilities in the Workplace		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	5	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialization or Direction Courses		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP142/		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

With the successful completion of the course, the following outcomes are anticipated regarding the descriptive indicators of learning outcomes:

Knowledge:

- Students assimilate information related to the integration of individuals with disabilities into the job market, various forms and models of their employment, legislation prohibiting

discriminatory employment practices, their workplace issues, the attitudes of employers and colleagues, and fundamental terminology related to their employment issues.

Skills:

- Students develop the ability to apply the aforementioned knowledge to solve relevant workplace issues faced by individuals with disabilities. Emphasis is placed on the cognitive skills of students, particularly their critical and creative thinking. Within this framework, students can collaborate with their peers, utilizing their creative thinking to solve problems related to the employment of individuals with disabilities in the workplace, identify the causes and problematic points leading to their workplace exclusion, and propose solutions for smoother and uninterrupted workplace integration.

Abilities:

- Students demonstrate proficiency in using the above knowledge and develop skills that will enable them to effectively respond to real-life employment situations of individuals with disabilities in the future. They responsibly identify the role they can play in the smoother and broader social integration of individuals with disabilities.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Methods of searching, analyzing, and synthesizing research data and information.
- Promotion of free, creative, and inductive thinking.
- Demonstration of social, professional, and ethical responsibility and empathy regarding issues of disabilities and chronic illnesses.
- Respect for diversity.
- Decision-making.
- Autonomous work.
- Teamwork.
- Generation of new research ideas.
- Problem-solving.
- Self-criticism regarding one's role in shaping the social reality of individuals with disabilities.

(3) SYLLABUS (200-300 words)

Employment is a crucial factor for achieving the social integration of individuals with disabilities. The primary goal of the course is for the student to gain a comprehensive understanding of the existing employment reality for individuals with disabilities, their abilities, the ways in which they enter the labor market, the forms and models of their employment, the challenges they face in their workplace relationships, the support they need in their work environment, and the measures that must be taken to achieve their equal employment participation.

In pursuit of this goal, the course content is distributed across the following core thematic units, which include:

- **The Employment Reality of Individuals with Disabilities:** This section analyzes the forms of workplace exclusion that individuals with disabilities may experience and presents statistical

data on the labor force in Greece and the European Union.

- **Employers' Attitudes Towards Hiring Individuals with Disabilities:** This section explores employer attitudes regarding the recruitment and employment of individuals with disabilities, ways to improve these attitudes, the benefits of employing individuals with disabilities, and the reception of such hires in the consumer market.
- **Forms and Models of Employment for Individuals with Disabilities:** This section covers various aspects, including obligatory hiring in the public and private sectors, supported/supported employment, flexible forms of employment (such as telecommuting, part-time contracts, and job rotation), and entrepreneurship and self-employment for individuals with disabilities.
- **Analysis of Concepts:** This unit delves into key concepts such as 'work,' 'employment relationships,' 'employment policies,' 'workplace social support,' as well as 'access,' 'accessibility,' 'reasonable accommodations,' 'special accommodations,' 'universal design,' 'personal assistant,' and their specific roles in the employment integration of individuals with disabilities.
- **The Role of Individuals with Disabilities in their Successful Employment Integration:** This section focuses on the workplace skills that individuals with disabilities need to acquire, effective responses to the demands of a job interview to secure employment, and the management and presentation of their disabilities in the workplace.
- **Equal Access and Participation of Individuals with Disabilities in the Workplace:** With an emphasis on the rights-based protection model and the prohibition of workplace discriminatory treatment based on their disabilities or other protected characteristics, such as gender or nationality, this unit explains forms of workplace discrimination and analyzes ways to protect individuals with disabilities.

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**

(1) GENERAL

COURSE CODE	EA0602-3	SEMESTER	5th
COURSE TITLE	Instructional methodology for the education of students with special needs / disabilities in the general school and in special education units		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	3	5	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialization or Direction Courses		
PREREQUISITE	No		

COURSES:	
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://openececlass.uom.gr/courses/ESP151/

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

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

Special emphasis is laid on rendering the students capable of designing and implementing differentiated instructional programs for students with Mild Disabilities.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Search for, analysis and synthesis of data and information
- Adapting to new situations
- Decision – making
- Working independently
- Project planning and management
- Respect for difference and multiculturalism

(3) SYLLABUS (200-300 words)

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 and the Differentiated Instruction of students with special needs / disabilities.

Course: **Education of Individuals with Visual Impairments**

Instructor: **Helen Koustriava, Associate Professor**

(Description not available)

Course: **Education of the Hearing – Impaired**

Instructor: **Areti Okalidou, Professor**

(Description not available)

Course: **Applications of School Psychology in Special Education**

Instructor: **Vasiliki Giannouli, Assistant Professor**

(1) GENERAL

COURSE CODE	EA0507	SEMESTER	5th
COURSE TITLE	Applications of School Psychology in Special Education		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	4	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE	Speciaization or Direction Courses		

general background, special background, specialized general knowledge, skills development	
PREREQUISITE COURSES:	No
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP160/

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

In the course 'Applications of School Psychology', a better understanding - training through clinical experiences of the issues dealt with by school psychology within the educational system-school is sought. Students will better understand the main factors why a school psychologist can be useful in dealing with the problems that occur every day in the school.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

After completing the course, students will be able to search, analyze and synthesize data, using the necessary technologies. Also, students will be able to adapt to new situations, make decisions, work autonomously in an interdisciplinary environment and apply new research ideas. Finally, the exercise of criticism and self-criticism and the promotion of creative and inductive thinking are expected

(3) SYLLABUS (200-300 words)

Introduction to what school psychology is (definitions, goals of the field, historical background, usefulness of school psychology)

Quick review of what 'classroom climate & learning' means, 'classroom management' 'student behavior management', 'using strategies for effective management', 'teaching style, effective teacher, student-teacher & peer relationships'

'Concept of school performance - school failure/success, results of school failure, assessment, forms of assessment, construction & application of assessment criteria'

'Family - functioning - types of parental behavior - connection with school performance - counseling of parents', 'projective techniques and their use in psychodiagnostic diagnosis & adolescents in the context of the school community'

Applied examples of the use of projective tests in the evaluation of the emotional state of children & adolescents.

Psychosocial adjustment - dimensions of interpersonal behavior, resilience - vulnerability, social behavior, behavior problems, strategies used to deal with them, aggression, bullying-school violence, self-concept, its formation, relationship between self-concept & achievement, self-esteem, anxiety, depression, coping strategies of stressful situations, childhood depression, prevention programs' (diagnostic assessment of interpersonal & intrapersonal adjustment, child behavior questionnaire, behavior problem inventory, Rutter's questionnaire, Conner's self-description questionnaire, anxiety, & depression

"Application of rational-emotional theory in the school environment - dealing with school phobia"

'Abuse-neglect in the family environment'

'social-emotional education programs at school' (conceptual framework, modern theoretical approaches, communication skills, recognition, expression, management of emotions, dimensions of self-perception, self-esteem, dealing with stressful situations, conflict resolution process, school culture, students with special SEN, school family , study skills, community crisis management.

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

Instructor: **Nikolaos Fachantidis, Professor**

(1) GENERAL

COURSE CODE	EA0517	SEMESTER	5th
COURSE TITLE	Information Technology X: Educational and Social Application of Intelligent Technologies and Robotics		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	4
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Special background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP172/		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

At the knowledge level, students, after attending the course, will be able to understand basic concepts related to the use of Intelligent Technologies and Robotics in Education, basic pedagogical views for the creation of appropriate learning environments and activity design methodologies. Furthermore, they will be introduced to issues of teaching methodology that appropriately exploits the potential of these technologies, teaching models with theoretical approaches and understand the connection with relevant Cognitive Learning Theories.

At the skills level, students will practice educational design of learning content and implementation of educational interventions. They will master the manipulation of modern available Educational Robotics technologies and the synthesis/creation of interactive constructions suitable for supporting a variety of cognitive subjects and objectives.

At the competency level, students will practice evaluating the quality of educational content and improving educational intervention.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

(3) SYLLABUS (200-300 words)

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

1st module: What are Robots, where are they utilized, what is and where is Educational Robotics utilized

2nd module: Educational robotics technologies to support learning in schools (theory and practice)

3rd module: Educational robotics technologies for the development of skills and competencies (theory and practice)

4th module: Educational Robotics Technologies in Special Education (theory and practice)

5th module: Educational robotics technologies for support in adult education (theory and practice)

6th and 7th module: Design and development of an activity utilizing Educational Robotics technologies. Presentation of work

8th, 9th, 10th modules: Technologies and educational material of tangible constructions. Presentation of work

11th-12th module: Utilization of artificial intelligence in modern learning environments

13th module: Course overview - course materials for the exams

Course: **Sign Language Laboratory III**
 Instructor: **Theodoros Martzos, non permanent teaching staff**

(1) GENERAL

COURSE CODE	EA0810	SEMESTER	5th
COURSE TITLE	Sign Language Laboratory III		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	4	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).	3	3	
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialization or Direction Courses		
PREREQUISITE COURSES:	Sign Language Laboratory II		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Language of institution: Greek and Greek Sign Language Language of examinations: Greek Sign Language		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://www.youtube.com/watch?v=mAPhaxhpJb4&list=PL_qgFY-HR3XdxM3juHg2JYnAl7THC_abT (Lessons 1 - 15)		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words) The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes <p>The purpose of the course is the further analysis of the grammatical rules and syntactic structures of Greek Sign Language, a more detailed explanation of the techniques for positioning people and objects in space, and an in-depth teaching of complex cases of using both classifiers and dialogue techniques.</p> <p>Upon successful completion of the course, students will:</p> <ul style="list-style-type: none"> ▪ Know the grammatical and syntactic rules and identify the similarities and differences with spoken language ▪ Correctly position people and objects in signing space
--

- Distinguish and use facial expressions, comparing them with the intonation of spoken language and punctuation marks

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Adapting to new situations
- Working independently
- Respect for difference and multiculturalism

(3) SYLLABUS (200-300 words)

Students will ascribe texts of various thematic content into Greek Sign Language, as well as short video stories, practicing the correct use of grammar and syntax, classifiers, dialogue techniques, techniques for positioning people and objects in space, and facial expressions.

The structure of the lessons follows this sequence:

- Analysis of techniques for positioning people and objects in signing space
- Grammatical rules and syntactic analysis; analysis of facial expressions
- Complex dialogue techniques – Complex cases of classifier use
- Video story
- Text
- Video story
- Text
- Video story
- Text
- Video story
- Text
- Review of texts
- 13. Review of video stories

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

Instructor: **Anastasia Psalti, Professor**

(1) GENERAL

COURSE CODE	ΣΕ0513	SEMESTER	5th
COURSE TITLE	Applications of Counselling Psychology in Education		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	3	4	

Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).		
COURSE TYPE general background, special background, specialized general knowledge, skills development	Special background	
PREREQUISITE COURSES:	None	
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES	
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP249/	

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

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

(a) at the knowledge level:

- comprehend and grasp the fundamental concepts of Counseling Psychology and its application in diverse educational contexts. This understanding will encompass the consideration of social, cultural, contextual, and personal factors that may influence it
- recognize the role and responsibilities of a teacher or adult educator when acting as a counselor
- familiarize themselves with the stages of the counseling process when working with the helpees
- identify the issues and challenges encountered in an educational setting while comprehending the central psychological and psychosocial mechanisms associated with these challenges
- acquire the knowledge of effective communication and basic counseling skills for use in their personal and professional interactions
- gain insight into models and practices for prevention and intervention in various educational settings, with the aim of promoting the mental health and well-being of learners.; and
- acquire the knowledge and skills necessary for self-care

(b) at the skills level:

- follow the stages of the counselling process when interacting with the helpees
- assess the issues and challenges encountered in an educational setting while comprehending the central psychological and psychosocial mechanisms associated with these challenges
- practice effective communication and basic counselling skills for use in their personal and professional interactions
- be capable of applying models and practices of prevention and intervention in the different educational structures with the aim of promoting the mental health and well-being of learners; and

- apply self-care skills and
- (c) at the competence level:**
- apply theoretical concepts and techniques to real-life situations requiring counselling through role-playing and simulations
 - demonstrate cultural sensitivity
 - engage in reflective practice to continuously evaluate and improve the management of issues requiring counselling.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Adapting to new situations
- Decision – making
- Working independently
- Team work
- Working in an interdisciplinary environment
- Production of new research ideas
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS (200-300 words)

This course focuses on the practical applications of counseling psychology within the field of education. Its primary objective is to equip students with the knowledge and skills required to adeptly address challenges that may arise in diverse educational settings. The course content will be collaboratively developed with students each semester, tailoring it to their specific interests and requirements. The course will emphasize critical topics, including but not limited to bullying, the influence of digital media on child and adolescent development, coping with bereavement, effective communication with parents, teachers, and other school personnel, as well as strategies for crisis and conflict management.

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

(1) GENERAL

COURSE CODE	ΣΕ0611	SEMESTER	6th
COURSE TITLE	Emotional Intelligence in Education and Work		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	4
		3	4
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Special background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP163/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words) The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes
<p>The course aims to provide students with the basic knowledge of emotional intelligence and skills to implement programmes aimed at its development. In particular, they should be able to:</p> <ul style="list-style-type: none"> ▪ describe current models for interpreting emotional intelligence (e.g., the models of Goleman, Bar-On, Mayer, Salovey, & Caruso, Petrides, etc.) ▪ select appropriate psychometric instruments to measure it ▪ combine theoretical approaches and psychometric tools to design, implement and/or evaluate programmes for the development of emotional intelligence ▪ combine and organise emotional intelligence skills in order to propose new applications of the concept in education or work (e.g. emotional and social skills training programmes) ▪ examine and differentiate the factors that are likely to influence (positively or negatively) the

success of any programmes or applications of emotional intelligence

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Working independently
- Team work
- Production of new research ideas
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS (200-300 words)

The course offers theoretical knowledge and practical experience of the applications of the emotional concept in education and work. In particular, the theoretical part describes the current models for the interpretation of emotional intelligence (e.g., the models of Goleman, Bar-On, Mayer, Salovey, & Caruso, Petrides, etc.) and the psychometric instruments that have been developed to measure it. Criticisms of the concept of emotional intelligence are discussed, 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 achievement and interpersonal relationships), etc.

In the practical part, students have the opportunity to study and implement themselves some indicative programmes for the development of emotional intelligence skills in the field of education of children and adults and in the workplace. The principles, conditions and steps for the design and implementation of a programme are taught and examples of programmes implemented internationally and in our country are given. Finally, the students are trained in the procedures mentioned above.

6th SEMESTER

Course: **Speech, Language and Communication Disorders**

Instructor: **Areti Okalidou, Professor**

(Description not available)

Course: **Teaching Mathematics to Students with Learning and Adaptation Problems in the General School and in Special Education Units**

Instructor: **Ioannis Agaliotis, Professor**

(1) GENERAL

COURSE CODE	EA0608	SEMESTER	6th
COURSE TITLE	Teaching mathematics to students with learning and adaptation problems in the general school and in special education units		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	General background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP152/		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

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

Special emphasis is laid on rendering the students capable of designing and implementing differentiated programs of Mathematics for students with Mild Disabilities.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Search for, analysis and synthesis of data and information
- Adapting to new situations
- Decision – making
- Working independently
- Project planning and management
- Respect for difference and multiculturalism

(3) SYLLABUS (200-300 words)

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 lessons implemented in the general classroom.

Course: **Systems of Classifying and Assessing Motor and Physical Disabilities**

Instructor: **Panagiotis Varsamis, Assistant Professor**

(1) GENERAL

COURSE CODE	EA0716-2	SEMESTER	5th
COURSE TITLE	Systems of classifying and assessing motor and physical disabilities		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialization or Direction Courses		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP159/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words)</p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes 										
<p>Introduction to theories of disability/health, modern models of classification, Knowledge of modern classification and assessment systems around physical disabilities, expected educational needs profiles (coresets), Understanding macro-analytical and micro-analytical levels of classification, Learning about classification and evaluation of interventions, Practice in intervention planning, Acquisition of clinical reasoning and decision making skills.</p>										
<p>General Competences</p> <p>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</p> <table> <tr> <td>Search for, analysis and synthesis of data and information, with the use of the necessary technology</td> <td>Project planning and management</td> </tr> <tr> <td>Adapting to new situations</td> <td>Respect for difference and multiculturalism</td> </tr> <tr> <td>Decision – making</td> <td>Respect for the natural environment</td> </tr> <tr> <td>Working independently</td> <td>Showing social, professional and ethical responsibility and sensitivity to gender issues</td> </tr> <tr> <td>Team work</td> <td>Criticism and self-criticism</td> </tr> </table>	Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management	Adapting to new situations	Respect for difference and multiculturalism	Decision – making	Respect for the natural environment	Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues	Team work	Criticism and self-criticism
Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management									
Adapting to new situations	Respect for difference and multiculturalism									
Decision – making	Respect for the natural environment									
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues									
Team work	Criticism and self-criticism									

Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

In addition to what was mentioned in the previous field, the course aims at the following general skills: Search for, analysis and synthesis of data and information, with the use of the necessary technology, Adapting to new situations, Decision – making, Working independently, Team work, Working in an international environment, Working in an interdisciplinary environment, Production of new research ideas, Project planning and management, Respect for difference and multiculturalism, Showing social, professional and ethical responsibility and sensitivity to gender issues, Criticism and self-criticism, Production of free, creative and inductive thinking, Solving dilemmas through vignettes and case studies, Clinical reasoning, Epistemological skills.

(3) SYLLABUS (200-300 words)

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. More specifically, contents include: Specialization and application of the learning outcomes to selected special educational needs and/or disabilities, as well as to forms of activities concerning classroom teachers; Linking the contents and activities to the school curricula of general and special education; Awareness of the current Greek educational and social system.

Course: **Contemporary Teaching Models in Autism**
 Instructor: **Christine Syriopoulou, Associate Professor**

(Description not available)

Course: **Psychodiagnostic Tools**
 Instructor: **Vasiliki Giannouli, Assistant Professor**

(1) GENERAL

COURSE CODE	EA0604	SEMESTER	6th
COURSE TITLE	Psychodiagnostic Tools		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY	CREDITS

If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		TEACHING HOURS	
		3	4
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialization or direction courses		
PREREQUISITE COURSES:			
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Do not offered		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP135/		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

In recent years, the cooperation of psychologists and teachers within the school framework has expanded, while the administration of tests by both specialties is only one part of the process called evaluation. Upon completion of the course, students will have understood what it means: clinical interview (a way of gathering information about the person about their functioning at various levels such as medical, social, educational, work, family), psychoeducational assessment (includes administration of individual sub-tests that assess/measure cognitive ability and academic performance, comparisons between skill/ability and attainment to determine the degree to which the individual has attained maximum academic achievement, and interpretation of scores to better understand the difficulties the individual faces in mastering specific learning experiences), assessment of undesirable behavior.

They will also have understood that during the assessment of personality disorders (the measurement of non-mental factors such as emotional adjustment, functioning at the level of intrapersonal relationships, motivations, interests, opinions and mode of operation is assessed), while weight should be given to the assessment of family system interactions, with the aim of dealing with the mental health of students, their adaptation to new cultural values, as well as the relationship of the person-student with his environment, without, however, ignoring his cognitive processes and his self-control.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
	Showing social, professional and ethical responsibility and

Working independently	sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

The course aims to enable students to synthesize and analyze data and information using the necessary technologies, make decisions, adapt to new situations, respect the diversity and multiculturalism of students as well as demonstrate social, professional and ethical responsibility and gender sensitivity

(3) SYLLABUS (200-300 words)

The topics covered here are:

What is psychometrics – psychodiagnostic tests (weighted techniques for measuring the variety of behavior that contribute to the diagnosis of psychological, mental learning problems – the purpose of diagnosis is to help identify the most appropriate intervention, it does not explain the problematic behavior it recognizes and gives it a name)

Evaluation and uses of tests

Weighting and construction of a test, measurement of test reliability and validity (the reliability of psychodiagnostic tests, error variability, reliability coefficient, face validity, content validity)

Analysis of questions

Psychological Assessment with reference to individual and group intelligence tests (eg WISC-III, V, WAIS IV, WIPPSI IV, Raven)

Skill test & achievement test

Personality and interest test

Test for infants and preschool children

Evaluation of people with special educational needs – psycho-educational evaluation, reference to the 12 tools of ΣΗΗΘ-2008 such as learning, cognitive, perceptual deficiency tests, reading tests, spelling, mathematics, memory tests

School readiness test

Reference to Neurological Assessment and Questionnaires that may be used

Contemporary developments in the field of psychological assessment

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

Instructor: **Nikolaos Fachantidis, Professor & Vasilios Neofotistos, Laboratory Teaching Personnel**

(1) GENERAL

COURSE CODE	KE0616-1	SEMESTER	6th
COURSE TITLE	Information Technology IV – Multimedia and Distance Learning		
INDEPENDENT TEACHING ACTIVITIES	If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS
		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE	Special background		
general background, special			

background, specialized general knowledge, skills development	
PREREQUISITE COURSES:	No
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP112/

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

The main purpose of the course is to familiarize students with the use of new technologies in distance education and training, and in Continuing Education in general, as well as to acquire a thorough knowledge of the principles on which the relevant systems are based.

The contents of the course are specified as follows:

- Advanced Internet services and their use for educational purposes.
- Modern and asynchronous distant education. The Mixed Model: technical, institutional, economic, pedagogical and teaching dimensions.
- Continuing education and New Technologies: categories and characteristics of the systems used, system selection criteria.
- Analysis, design, construction and evaluation of integrated systems for distance teaching and training

At the knowledge level, students will be able to understand basic concepts related to the use of new technologies in distance education and training, and in Continuing Education in general, as well as a thorough knowledge of the principles underlying the relevant systems.

At the skills and manipulation level, students will practice the instructional design of learning content in distance education and training in relation to the support of desired learning objectives. In addition, they will become familiar with various applications and services for the management of the learning process and learning content, with the help of which distance learning activities are implemented.

At the competence level, students will practice the evaluation of learning content and the formulation of proposals for its improvement

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision – making
- Working independently
- Team work
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS (200-300 words)

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

1st - 2nd module: what is e-portfolio, which are used, examples of online services; implementation of educational activity with the use of online e-portfolio (theory and practice)

3rd - 4th - 5th module: Introduction to different online distance learning platforms - How they are used in education. Design and implementation of educational activity (theory and practice)

Module 6: MOOCs - Massive Online Open Courses, introduction and features (theory and practice)

7th -8th module: WIKIs and collaborative learning environments - introduction and features. How they are used in education. Design & implementation of educational activity (theory and practice)

9th and 10th module: Design and development of an educational activity utilizing instructional video and accompanying technologies: design, development and implementation. (theory and practice)

11th-12th module: Presentation of projects.

13th module: Course overview - Course material for the examination

Course: **Emotional and Moral Development**

Instructor: **Maria Platsidou, Professor**

(1) GENERAL

COURSE CODE	KE0417	SEMESTER	6th
COURSE TITLE	Emotional and Moral Development		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	4	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	General background		
PREREQUISITE	No		

COURSES:	
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP136/

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

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

- Understand and distinguish the different types of temperament and personality of children and adults
- examine and differentiate the factors likely to influence (positively or negatively) the emotional and moral development of human beings
- suggest ways of dealing with difficulties in emotional and moral development
- understand the importance of play and use different types of play in educational practice

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Team work

Respect for difference and multiculturalism

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

(3) SYLLABUS (200-300 words)

The subject of the course is the study of emotional and moral development in the various phases of life. The most important theories explaining this development are discussed and the factors (personal, social, cultural, etc.) that have a significant influence on human development are described. In particular, the topics discussed are the following:

- Emotional development: the nature, genesis and development of emotions; basic and

complex emotions (e.g., the emotions of joy, anxiety and fear); how emotions interact with other psychological dimensions such as thinking, personality, and behavior.

- Moral development: Piaget's and Kohlberg's theories of the stages of moral development and thinking, ways of examining moral development, empathy theory, development of pro-social and altruistic behaviour.

Course: **Bilingualism and Bilingual Education**

Instructor: **Eirini Gouleta, Associate Professor**

(1) GENERAL

COURSE CODE	ΣEO416	SEMESTER	6th
COURSE TITLE	Bilingualism and Bilingual Education		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	4	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Special background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP150/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words)</p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes
<p>At the end of the course students will be able to:</p> <p>Study the theories of learning the first and the second language and to distinguish between second and foreign language in education.</p> <p>Examine multilingual and bilingual societies, communities, countries, and school systems and curricula.</p>

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.

General Competences	
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?	
Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

Adapting to new situations

Decision – making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Respect for difference and multiculturalism

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

(3) SYLLABUS (200-300 words)

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.

Course: **Workplace – Sexual Harassment (Mobbing) with Emphasis on people with disabilities**

Instructor: **Doxa Papakonstantinou, Associate Professor**

(1) GENERAL

COURSE CODE	EA0645	SEMESTER	6th
COURSE TITLE	Workplace - Sexual Harassment (Mobbing) with Emphasis on People with Disabilities		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
LECTURES	3	4	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialization or Direction Courses		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP140/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words)</p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes
<p>Upon successful completion of the course, the following outcomes are expected regarding the descriptive indicators of learning results:</p> <p>Knowledge: Students assimilate information through learning related to the causes that trigger the phenomenon of mobbing in workplace settings, the stages of escalation of the phenomenon, its manifestations, the consequences it has on victims, and on the organizations themselves. Furthermore, they delve into the institutional protective framework and methods for prevention and addressing mobbing.</p> <p>Skills: Students develop the ability to apply the above knowledge to solve issues of mobbing for individuals with and without disabilities. Emphasis is placed on the cognitive skills of students,</p>

particularly in their critical and creative thinking. In this context, students are able to collaborate with their peers and leverage their creative thinking to resolve mobbing issues, identify the root causes leading to the emergence of the phenomenon, and propose measures to ensure a healthy daily work environment for all employees.

Abilities: Students demonstrate proficiency in using the aforementioned knowledge and develop skills that will help them effectively respond to real workplace situations for individuals with and without disabilities in the future. They identify, with empathy and responsibility, the role they can play in the smoother workplace integration, especially of individuals with disabilities, as potential employers and colleagues.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

Demonstration of social, professional, and ethical responsibility and empathy towards issues of disabilities, chronic illnesses, and gender. • Respect for diversity. • Promotion of free, creative, and inductive thinking. • Empathy. • Decision-making, active participation. • Critical thinking, problem recognition. • Taking initiatives, problem-solving. • Generation of new research ideas.

(3) SYLLABUS (200-300 words)

The objective of the course is to explore the phenomenon of mobbing in the workplace, affecting individuals with and without disabilities. Work, a crucial factor for achieving the full social integration of individuals, becomes particularly challenging during economic and social crises, resulting in the escalation of systematic negative behaviors and attitudes in the workplace. The main aim of the course is for the student to be able to recognize a bullying work environment, problematic behaviors that constitute it, ways to react, the rights of mobbing victims, and methods of prevention at institutional and individual levels. The analysis revolves specifically around disability as a potential differentiating factor in relationships, behaviors, and attitudes in a workplace.

Towards this direction, the course content is distributed among the following key thematic units:

- Analysis of international terms such as 'mobbing', 'workplace bullying,' 'workplace harassment,' 'sexual harassment,' highlighting essential similarities or differences. Additionally, global statistics are presented to highlight the escalation of mobbing against employees with and without disabilities.
- Examination of the causes that fuel the phenomenon in the workplace. This section analyzes the reasons that lead the aggressor, whether an individual or a legal entity (organization), to adopt mobbing as a strategy of psychological terrorism. Emphasis is placed on the specific role of disability in provoking or preventing the phenomenon.
- Exploration of categories and expressions of mobbing in the workplace, including sexual harassment, stages of escalation, and consequences on victims and organizations.
- Addressing questions like who the aggressor and their personality are, what the characteristics of the victim are, how they react, the role of bystanders, and the attitude of

hierarchical authorities. Students engage in experiential exercises to experience, understand, take initiatives, identify problems, and seek solutions in a mobbing scenario.

- Examination of the legislative framework in Greece for addressing mobbing in the workplace. The effectiveness of the existing system is evaluated, and examples of political and institutional frameworks from EU countries are provided. A dedicated section focuses on the procedures for dealing with the phenomenon, emphasizing prevention methods.

Course: **Supervision and Organization of Special Education and Rehabilitation Programs**

Instructor: **Hariklia Proios, Professor**

(1) GENERAL

COURSE CODE	EA0607	SEMESTER	6th
COURSE TITLE	Supervision and organization of special education and rehabilitation programs		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	4
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialization or direction courses		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/UNI191/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words)</p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes <p>Upon successful completion of the course, students will acquire fundamental knowledge of</p>

supervision, its significance in shaping professional skills, and its application in various fields, such as mental health and education. An essential learning outcome is the ability to design and structure supervisory sessions, setting clear objectives, defining session content, and applying effective communication techniques.

The course aims to increase the quality of supervision provided in special education, rehabilitation and care and to strengthen collaboration with other education and health specialists as proper supervision contributes positively to the role of the school or rehabilitation center.

After successfully completing the course, students will have acquired basic knowledge about the institution of supervision, its importance in the formation of professional skills and its application in various fields, such as mental health and education.

In addition, they will be able to know and compare different models of supervision, such as the psychodynamic, cognitive-behavioral, developmental and consultative models, choosing the appropriate one in each case.

An important learning outcome is the ability of students to plan and structure supervisory sessions, setting clear objectives, determining the content of the meetings and applying effective communication techniques.

At the same time, they will become familiar with methods for evaluating supervision, as particular emphasis is placed on the analysis of dialogues between supervisors and supervisees, through the investigation of linguistic and paralinguistic elements that influence the dynamics of the supervisory relationship.

Through this, they will be able to practice criticism and self-criticism in the supervisory relationship, identifying areas for improvement in communication, feedback and the dynamic between supervisor and supervisee.

Finally, they will develop teamwork skills with their fellow students, participating in simulated sessions and analyzing real supervision cases.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

The skills developed in this course focus on both autonomous and collaborative work, as students engage in simulated supervisory sessions and case analysis, enhancing their decision-making abilities by learning how to manage supervisory meetings and address emerging challenges.

The course emphasizes interdisciplinary collaboration, as supervision is applied across various professional fields, including education, mental health, and social sciences.

Special attention is given to respect for diversity, multiculturalism, and gender sensitivity, through exposure to ethical and deontological issues related to supervision.

Furthermore, the course promotes free, creative, and inductive thinking, as students analyze real-life dialogues using specific techniques to develop a deeper understanding of supervisory dynamics.

(3) SYLLABUS (200-300 words)

The course provides an in-depth exploration of supervision and its role in professional development, with a focus on fields such as mental health, education, and related professions. Students will examine the theoretical foundations of supervision, its importance in supporting professionals, and the skills required to conduct effective supervisory sessions.

Initially, the course presents the core supervision models, with emphasis on the developmental and consultative models, analyzing their theoretical principles, advantages, and challenges. Additionally, modern approaches that integrate different models for more flexible and individualized applications will be explored.

The course then focuses on the design and structure of supervisory sessions, covering goal-setting methods, the development of a collaborative framework between supervisor and supervisee, and the management of critical issues that may arise during the sessions.

Throughout the course, special emphasis is placed on supervision assessment techniques and dialogue analysis using specific methods. Real-life examples of dialogues between supervisors and supervisees will be examined to analyze relationship dynamics, verbal and non-verbal elements, and their impact on the effectiveness of the supervisory process.

The course includes a variety of practical exercises and case studies, allowing students to apply theoretical knowledge in simulated supervisory sessions, enhancing their critical thinking and ability to manage the supervisory process in real professional settings.

Course: **Sign Language Laboratory IV**

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

(1) GENERAL

COURSE CODE	EA0813	SEMESTER	6th
COURSE TITLE	Sign Language Laboratory IV		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	4	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).	3	3	
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialization or direction courses		
PREREQUISITE COURSES:	Sign Language Laboratory III		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Language of institution: Greek and Greek Sign Language Language of examinations: Greek Sign Language		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

Sign Language Laboratory IV is a continuation of Sign Language Laboratory III. Students will be engaged in exercises similar to those of the previous semester but having a higher degree of difficulty. Additionally, for the first time, they will be required to understand short stories presented in Greek Sign Language by a Deaf native signer.

The purpose of the course is to enable students to handle more complex linguistic situations, understand short stories in Greek Sign Language, and translate them into Greek. By watching the short stories narrated in sign language, students will:

- Become more familiar with Greek Sign Language
- Be able to understand information and details about the characters involved in the story and the setting
- Enrich their vocabulary in Greek Sign Language

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Adapting to new situations
- Working independently
- Respect for difference and multiculturalism

(3) SYLLABUS (200-300 words)

Students will need to translate texts and short video stories of various thematic content into Greek Sign Language, which will have more and more complex linguistic requirements. They will also be required to understand short video stories in sign language.

The structure of the lessons follows this sequence:

- Analysis of techniques for positioning people and objects in signing space
- Grammatical rules and syntactic analysis; analysis of facial expressions
- Complex dialogue techniques – Complex cases of classifier use
- Video stories
- Texts
- Video stories
- Texts
- Video stories
- Video stories in sign language
- Video stories in sign language
- Video stories in sign language
- Review of texts
- 13. Review of video stories

Course: **Laboratory: Speech, Language and Communication Disorders**

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

(1) GENERAL

COURSE CODE	EA 0623	SEMESTER	6th
COURSE TITLE	Laboratory: Speech, Language, and Communication Disorders		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	4
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialization or direction courses		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclasse.uom.gr/courses/UNI393/		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

Upon successful completion of the course, students will have acquired specialized knowledge, skills, and competencies in the field of speech, language, and communication disorders, as well as in the use of assistive technologies that support communication for individuals with such difficulties.

Knowledge

- Understanding the fundamental principles of Augmentative and Alternative Communication (AAC).
- Identifying and categorizing speech and communication disorders.
- Familiarity with available assistive communication technologies, with a special focus on Grid 3 software.
- Understanding the application of assistive technology in various educational and therapeutic

environments, such as schools, inclusion units, special education settings, and rehabilitation centers.

Skills

- Operating and adapting AAC software, such as Grid 3, to facilitate communication for individuals with different needs.
- Analyzing and selecting appropriate assistive communication tools based on the specific requirements of each user.
- Designing and implementing individualized interventions using technology to support communication.
- Assessing the effectiveness of AAC software and modifying it to meet specific educational and therapeutic goals.

Competencies

- Collaborating with multidisciplinary teams (speech therapists, special educators, occupational therapists) for the effective application of assistive communication tools.
- Critical thinking and decision-making regarding the selection and adaptation of AAC technology.
- Developing a sensitive and ethical approach to supporting individuals with speech and communication disorders.

The course bridges theory and practice, offering students the opportunity to apply their knowledge and skills in real-life or simulated environments. Through practical training, students will be able to support individuals with communication disorders, enhancing their social inclusion and overall quality of life.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

Research, analysis, and synthesis of data and information, using assistive communication technology tools.

Adaptation to new situations, through the application of individualized solutions in different environments.

Decision-making, regarding the selection and customization of AAC technological tools.

Autonomous work, in the design and evaluation of interventions.

Teamwork, in collaboration with special educators, speech therapists, and healthcare professionals.

Working in an interdisciplinary environment, by cooperating with specialists from various scientific fields.

Respect for diversity and multiculturalism, enhancing communication for individuals with different needs.

Critical thinking and self-reflection, aiming at the continuous improvement of interventions.

Promotion of free, creative, and inductive thinking, developing new approaches in special education and assistive technology.

(3) SYLLABUS (200-300 words)

The course focuses on speech, language, and communication disorders, as well as technological solutions that support communication for individuals with related difficulties. Special emphasis is placed on the use of Augmentative and Alternative Communication (AAC) and the application of Grid 3 software in educational and therapeutic settings.

Course Topics:

- Introduction to Speech, Language, and Communication Disorders
 - Definitions, classification, and characteristics of disorders.
 - Impact on daily life and learning.
- Assistive Technology and Augmentative & Alternative Communication (AAC)
 - Basic principles and applications.
 - Categories of AAC systems (low-tech and high-tech).
- Grid 3 Software: Features and Functions
 - Presentation and analysis of the software.
 - Configuring communication environments.
 - Creating customized communication grids.
- Application of Grid 3 in Educational and Therapeutic Settings
 - Adapting the software to individual needs.
 - Use in schools, inclusion units, special education schools, and rehabilitation centers.
- Assessment and Intervention Design Using Grid 3
 - Case studies and application analysis.
 - Educational and therapeutic approaches.

The course includes theoretical lectures, practical exercises, and laboratory training, allowing students to acquire applied knowledge and skills in the use of assistive technology to enhance communication.

Course: **Professional Ethics & Ethical Behavior**

Instructor: **Anastasia Psalti, Professor**

(1) GENERAL

COURSE CODE	ΣΕ0521-4	SEMESTER	6th
COURSE TITLE	Professional Ethics & Ethical Behavior		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	4	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	General knowledge		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and	Greek		

EXAMINATIONS		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No	
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP233/	

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

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

(a) at the knowledge level:

- identify the ethical principles and standards of conduct that govern their workplace
- distinguish the rights, obligations and duties associated with the exercise of their profession
- recognise professional situations which pose ethical dilemmas

(b) at skill level:

- demonstrate an ability to reflect critically on their professional and pedagogical practices at community, national and global levels
- use their knowledge and skills in order to achieve the development of their professional identity through reflection and personal dialogue

(c) at competence level:

- apply the knowledge they have acquired to professional situations that pose ethical dilemmas
- demonstrate cultural sensitivity
- prevent and solve problems arising in the workplace by developing communication and cooperation skills and competences with all those involved.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

Adapting to new situations

Decision – making

Working independently

Team work

Working in an interdisciplinary environment

Production of new research ideas

Respect for difference and multiculturalism

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

(3) SYLLABUS (200-300 words)

The aim of the course is to explore the ethical guidelines and the responsibilities that govern the role of the teacher/trainer. In addition, it aims to equip students with the knowledge to deal with potential problems in the workplace.

The course consists of 2 modules:

A. THEORETICAL BACKGROUND - KEY CONCEPTS

This module covers the following topics:

- Introduction-Basic concepts and terms
- Ethics in education
- Ethical dilemmas & ethical obligations
- Professionalism
- Codes of Ethics
- General ethical principles in teaching
- Personal, professional and workplace values

B. ETHICAL ISSUES - CASES

This module includes the following topics:

- Ethical issues - Students-Trainees
- Ethical issues - Colleagues
- Ethical issues - Administration
- Ethical issues - Community & Society
- Ethical Issues -Cyberspace
- Personal & Professional Development

7th SEMESTER

Course: **Practicum I**

Instructors:

(1) GENERAL

COURSE CODE	EA0702	SEMESTER	7th
COURSE TITLE	Practicum I		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	10	12	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development			
PREREQUISITE COURSES:	Yes		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words)</p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes <p>The core objective of the Teaching Practicum is to immerse pre-service teachers in the pedagogical processes implemented exclusively within Special Education Units at the Primary and Secondary levels, as well as within institutional structures under the auspices of the Hellenic Ministry of Education (in accordance with Law 4559/03-08-2018, Government Gazette No. 142, Article 22, paragraphs 1 and 2). These settings provide educational services and support to students and adults with disabilities and special educational needs.</p> <p>Through this structured engagement, students are expected to attain specific learning outcomes. These include the establishment of a professional relationship with the supervising educator, acclimatization to the operational dynamics of the host institution, and the systematic observation of the cognitive, behavioral, and psychosocial profiles of learners enrolled in corresponding classrooms or Inclusion Units (I.U.). Such observation, conducted over predetermined timeframes and during targeted educational activities, is designed to equip students with a repertoire of applied pedagogical skills, strategies, methodologies, and instructional materials that are essential for the design and implementation of individualized</p>
--

educational intervention programs tailored to the unique needs of each learner.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

The practicum is intended to foster the development of students' transversal competencies including decision-making, adaptability to novel educational environments, project management and the formulation of original research ideas. Furthermore, it cultivates a sense of social, professional, and ethical responsibility, while emphasizing awareness and sensitivity to issues of gender and diversity within educational contexts.

(3) SYLLABUS (200-300 words)

Throughout the duration of 13 academic weeks — encompassing a total of 26 site visits — students enrolled in the Education of Individuals with Special Needs specialization engage in a series of structured activities designed to integrate theory with practice. Specifically, they are expected to:

- Establish rapport with the teaching personnel and acquire a comprehensive understanding of the pedagogical, organizational, and administrative framework of the host educational institution.
- Conduct systematic observation of students within the school unit, particularly those receiving support services through special education classrooms or Inclusion Units (I.U.).

Based on the empirical data gathered in collaboration with the assigned special education teacher, students will select one individual learner or a group of learners as the focus of an intervention project. Subsequently, they will design and implement an Individualized Educational Program (IEP) or Group Educational Intervention Program (GEIP), which will be grounded in evidence-based practices and tailored to the learners' unique educational profiles.

The course encompasses the following core thematic areas:

- Assessment of a child with special educational needs or disability, including the identification of strengths, challenges, and specific learning needs by appropriate diagnostic tools and observational strategies.
- Organization and implementation of an individualized program, comprising pedagogical planning, the application of specialized teaching strategies, the adaptation of instructional materials, and the ongoing monitoring of student progress.
- Evaluation of the program, both formative and summative, to determine the effectiveness of the intervention in achieving the desired learning outcomes and to assess whether the short- and long-term educational goals set by the student-practitioner have been met.

This pedagogical intervention is structured around five interconnected phases:

- Initial diagnostic assessment of the learner.
- Planning and execution of the individualized instructional program.
- Formative (interim or corrective) evaluation of the learner's progress.
- Final (summative) evaluation of the learner.
- Critical evaluation of the intervention program itself, including goal attainment and overall effectiveness.

- The critical reflection of educators as a factor in teaching effectiveness and professional development.
- The eight (8) key competences for Lifelong Learning: A European Framework of Reference.
- Contemporary issues in Pedagogical Science.
- The role of evaluation in the teaching and learning process.
- Characteristics of the modern educator and their role in education during the Covid-19 pandemic conditions.
- The role of evaluation in the teaching and learning process.

Course: **Access to the Labour Market for NEETs (Youth not in employment, education or training)**

Instructor: **Doxa Papakonstantinou, Associate Professor**

(1) GENERAL

COURSE CODE	EA 0646	SEMESTER	7th
COURSE TITLE	Access to the Labour Market for NEETs (Youth out of employment, education or training)		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	4
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Special Background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://openeclasse.uom.gr/courses/ESP143/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words)</p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes <p>Upon the successful completion of the course, the following outcomes are anticipated regarding</p>

the descriptive indicators of learning results:

Knowledge: Students assimilate information through learning related to a) defining the terminology of NEETs (No Employment, Education, or Training), b) the specific challenges faced by young individuals referred to as NEETs, and c) the policies, practices, and targeted programs deemed optimal for approaching them to reintegrate into work, education, and society.

Skills: Emphasis is placed on the cognitive skills of students, particularly in their critical and creative thinking. In this context, students are capable of collaborating with their peers to identify the reasons leading to the classification of individuals into NEETs, solving problems of NEETs, and proposing suggestions for their vocational and broader social integration.

Abilities: Students demonstrate proficiency in utilizing the above knowledge and develop skills that will enable them to effectively respond to real-life situations in the future, whether in work, education, or training of young individuals. They responsibly identify the roles they can play as potential trainers, colleagues, and employers in the more effective inclusion/reintegration of NEETs. They understand that all approaches must be based on the urgent need to support individuals navigating this particularly productive age period.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

Methods of searching, analyzing, and synthesizing research data and information. • Promotion of free, creative, and inductive thinking. • Demonstration of social, professional, and ethical responsibility and empathy towards issues concerning young individuals who are not employed or undergoing education (NEETs). • Respect for diversity and multiculturalism. • Decision-making. • Autonomous work. • Teamwork. • Generation of new research ideas. • Problem-solving. • Self-critique regarding individual contributions to shaping the social reality of NEETs.

(3) SYLLABUS (200-300 words)

The objective of the course is to acquire knowledge and cultivate critical thinking regarding issues related to both employment and broader social problems faced by NEETs. NEETs refer to individuals aged 15-29 who are currently not employed, not undergoing education, and not in training.

Towards this direction, the course content is distributed among the following main thematic units:

1. Definition of the NEETs concept (No Employment, Education, or Training) and the subgroups of young people who fall into or are at greater risk of falling into the NEETs category. These include:
 - Short-term and long-term unemployed youth.
 - Disheartened youth not seeking employment.
 - Youth with disabilities and chronic illnesses.
 - LGBTQI+ individuals.
 - Youth with low qualifications and education levels.
 - Youth facing poverty.
 - Youth residing in remote areas.
 - Youth with family obligations preventing them from working, especially women.

- Youth with family problems.
 - Youth belonging to socially vulnerable groups such as prisoners, former prisoners, substance-dependent individuals, abused women, immigrants-refugees, individuals opting for alternative careers like artistic professions, and those from more privileged social classes.
2. Presentation of statistical data and reports on the position of NEETs in Greece and EU member countries. Indicatively, according to the Organization for Economic Cooperation and Development (OECD) data, forty million young people in its member countries fall into the NEETs category, with Greece having one of the highest rates.
 3. Analysis of the reasons leading to the classification of young people into NEETs, the problems-difficulties they face, and the consequences on both individual and state levels, with severe psychological impacts and potential social exclusion at the individual level, and a risk of social cohesion breakdown and a significant economic burden for national economies at the state level.
 4. Analysis of the impact of extraordinary conditions such as economic crises, migration, pandemics (e.g., Covid-19) on the increase in the NEETs' percentage and the decrease in their prospects for integration/reintegration into employment/education/training.
 5. Presentation of targeted programs, policies, and best practices for the integration/reintegration of NEETs into the labor market, education, or training, and their broader social participation. A critical approach to programs and policies of EU member states. Designing programs by students themselves in collaboration within groups.

Course: **Applications of Dynamic Systems in Physical Disabilities**

Instructor: **Panagiotis Varsamis, Assistant Professor**

(1) GENERAL

COURSE CODE	EA0716-3	SEMESTER	7th
COURSE TITLE	Applications of Dynamic Systems in Physical Disabilities		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	4
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Special Background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS	No		

STUDENTS		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP157/	

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

Search, analysis and synthesis of data and information by using technologies, Adaptation to new situations, Decision-making, Autonomous work, Teamwork, Planning and management of interventions, Demonstration of social, professional and ethical responsibility and sensitivity, Exercise of critical and self-critical thinking, Promotion of free, creative and systemic thinking, Dilemma solving through vignettes and case studies, Scientific skills.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

In addition to what was mentioned in the previous field, the course aims at the following general skills: Search for, analysis and synthesis of data and information, with the use of the necessary technology, Adapting to new situations, Decision – making, Working independently, Team work, Working in an international environment, Working in an interdisciplinary environment, Production of new research ideas, Project planning and management, Respect for difference and multiculturalism, Showing social, professional and ethical responsibility and sensitivity to gender issues, Criticism and self-criticism, Production of free, creative and inductive thinking, Solving dilemmas through vignettes and case studies, Clinical reasoning, Epistemological skills.

(3) SYLLABUS (200-300 words)

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. More specifically, contents include: Specialization and application of the learning outcomes to selected special educational needs and/or disabilities, as well as to forms of activities concerning classroom teachers; Studying the relevant teaching principles; Investigation

of individual and combination interventions; Awareness of educational and psychosocial applications based on the theories being studied.

Course: **International Educational Development**

Instructor: **Eirini Gouleta, Associate Professor**

(1) GENERAL

COURSE CODE	ΣΕ0720	SEMESTER	7th
COURSE TITLE	International Education Development		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	4
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	General background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/UNI188/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words) The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes
<p>At the end of the course students will be able to:</p> <p>Understand and explain the routes and theories of international comparative education.</p> <p>Understand and explain the routes and theories of international education development.</p> <p>Examine the role and the activities in education development of bilateral and multilateral organizations.</p> <p>Examine the role and the activities in education development of governments and private development funds and sponsors.</p> <p>Examine the role and the activities in education development of Non Governmental Organizations.</p>

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.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

Adapting to new situations

Decision – making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment and the consequences of climate change on education

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

(3) SYLLABUS (200-300 words)

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.

Course: **Workshop on Dealing with Specific Speech Disorders**
 Instructor: **Hariklia Proios, Professor**

(1) GENERAL

COURSE CODE	EA0711	SEMESTER	7th
COURSE TITLE	Workshop on dealing with specific speech disorders		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	4
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialized general knowledge		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/UNI190/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words) The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes <p>The “Workshop on dealing with specific speech disorders” offers a combination of theory and practice, emphasizing on an experiential approach for the effective understanding and management of special speech disorders. Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> ▪ Identify and understand the key characteristics of special speech disorders, such as dysarthria, stuttering, and voice disorders. ▪ Analyze the underlying causes of speech difficulties and correlate disorders with neurological, developmental, or environmental factors. ▪ Address practical challenges, differentiate diagnoses, and apply therapeutic techniques to case studies presented and discussed in class. ▪ Implement experiential techniques to enhance communication for individuals with speech difficulties, utilizing strategies tailored to their specific needs. ▪ Design interventions adapted to the individual needs of people with speech disorders,

incorporating modern pedagogical and therapeutic approaches.

- Develop collaboration skills with specialists such as speech therapists and special education teachers, fostering an interdisciplinary approach to speech disorder treatment.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

Through this course, students will cultivate empathy and awareness regarding the communication difficulties faced by individuals with speech disorders, contributing to the creation of a supportive environment.

The course enhances collaboration in an interdisciplinary setting, fosters critical thinking and respect for diversity, and promotes creative and inductive reasoning in the management of speech disorders.

(3) SYLLABUS (200-300 words)

The course focuses on addressing speech problems resulting from acquired brain injuries, developmental causes, or neurodegenerative diseases. Lectures cover topics such as neuropsychological assessment, vocabulary development in special populations, neurological disorders, and their impact on cognitive and linguistic functions.

The course modules include the diagnosis and treatment of speech disorders (e.g., aphasia, dysarthria, stuttering), phonetic and phonological development, behavior reinforcement techniques, and the relationship between nutrition and brain function.

The course schedule includes lectures and hands-on laboratory activities, such as the presentation of diagnostic tools, analysis of the impact of cerebral palsy and brain plasticity, and the study of neurological and neuropsychiatric disorders in children and adolescents. The course concludes with a summary lecture and student project presentations.

Overall, the lectures provide a comprehensive understanding of the cognitive and linguistic challenges faced by children and adolescents with neurological conditions, as well as strategies for their support and rehabilitation.

As part of the course requirements, students must complete a mandatory assignment aligned with their interests. Additionally, an optional project is available, focusing on case studies of children with speech disorders and the development of rehabilitation programs.

Course: **Sign Language Laboratory V**

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

(1) GENERAL

COURSE CODE	EA0713	SEMESTER	7th
COURSE TITLE	Sign Language Laboratory V		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and			

the total credits.		
	3	4
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).	3	3
COURSE TYPE general background, special background, specialized general knowledge, skills development	Skills development	
PREREQUISITE COURSES:	Sign Language Laboratory IV	
LANGUAGE OF INSTITUTION and EXAMINATIONS	Language of institution: Greek and Greek Sign Language Language of examinations: Greek Sign Language	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No	
COURSE WEBSITE (URL)		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words)</p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes 		
<p>In Sign Language Laboratory V, students undergo comprehension tests of stories presented in Greek Sign Language and are required to re-narrate them in Greek Sign Language. Consequently, the use of spoken language is limited in favor of Greek Sign Language, resulting in students:</p> <ul style="list-style-type: none"> ▪ Gaining greater familiarity with Greek Sign Language ▪ Better understanding and using Greek Sign Language ▪ Enriching their vocabulary in Greek Sign Language 		
<p>General Competences</p> <p>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision – making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas </td> <td style="width: 50%; border: none;"> Project planning and management Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking Others... </td> </tr> </table>	Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision – making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Project planning and management Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking Others...
Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision – making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Project planning and management Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking Others...	
<ul style="list-style-type: none"> ▪ Adapting to new situations ▪ Working independently ▪ Respect for difference and multiculturalism 		

(3) SYLLABUS (200-300 words)

<p>Students will watch stories in Greek Sign Language on various topics and need to understand and re-narrate them in Greek Sign Language.</p> <p>The structure of the lessons follows this sequence:</p> <ol style="list-style-type: none"> 1. Video story 2. Video story 3. Video story 4. Video story
--

5. Video story
6. Video story
7. Video story
8. Video story
9. Video story
10. Video story
11. Video story
12. Review of video stories
13. Review of video stories

Course: **Teaching Interventions in Autism in Formal and non-Formal Learning Environments**
 Instructor: **Christine Syriopoulou, Associate Professor**

(1) GENERAL

COURSE CODE	EA0506-4	SEMESTER	7th
COURSE TITLE	Teaching Interventions in Autism in Formal and non –Formal Learning Environments		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	4	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).	3	3	
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialization or direction courses		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://www.uom.gr/assets/site/public/nodes/1775/185_49-pps20232024last.pdf https://www.uom.gr/csyriop#undefined1		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

Knowledge: Students are expected to have acquired knowledge on issues related to differentiated teaching and inclusive policy for people with 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. In "friendly environments" for people with ASD, Universal Design Learning, Integration policy. In the various types of self-education (e.g. e-learning). Acquisition of knowledge, skills and abilities through experimental 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, Gender Awareness and equality. Dealing with harassment and discrimination, sexist language and gender stereotypes, on issues about the role of parents, siblings and other family members from early intervention, to lifelong support and inclusion, development of forms of creative collaboration using play, serious games, STEAM, STEM, SAR, AI, (use of the Panda robot) etc. for, community life with the use of assistive technology. 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 (<https://labautism.uom.gr/>).

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

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.

Students will be capable to adapt in new situations, for decision- making, working independently, team work, working in an international environment, working in an interdisciplinary environment, production of new research ideas. Also, they will be able to project planning and management, show respect towards differences and multiculturalism, respect for the natural environment, showing social, professional and ethical responsibility and sensitivity to gender issues, criticism and self-criticism, production of free, creative and inductive thinking.

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 Centers of Diagnosis, Counseling and Support (KEDASY), in educational planning and administrative agencies. They will gain skills to guide parents of individuals with autism spectrum disorders and other developmental disorders. They will become familiar with tools of technology suitable for the education and support of people with autism spectrum disorders so that they can manage their special communicative, social, emotional, behavioral and cognitive characteristics

(3) SYLLABUS (200-300 words)

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 to address the individual needs of the learners. 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 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 developmental disorders, autism spectrum disorders. 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 Developmental Disorders, Autism Spectrum Disorders

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)

Universal Design Learning Integration
policy

Course: **Exercise and Quality of Life**
 Instructor: **Alexandra Lailoglou, Special Educational Personnel**

(1) GENERAL

COURSE CODE	EA0402	SEMESTER	7th
COURSE TITLE	Exercise and quality of life		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
Exercise and quality of life	3	2	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	General knowledge		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek, English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	On the Department's website https://www.uom.gr/esp/odhgos-spoydon		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words) The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes 										
<p>Upon successful completion of the course, students will have acquired 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 people and natural environment.</p>										
<p>General Competences Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</p> <table border="0"> <tr> <td>Search for, analysis and synthesis of data and information, with the use of the necessary technology</td> <td>Project planning and management</td> </tr> <tr> <td>Adapting to new situations</td> <td>Respect for difference and multiculturalism</td> </tr> <tr> <td>Decision – making</td> <td>Respect for the natural environment</td> </tr> <tr> <td>Working independently</td> <td>Showing social, professional and ethical responsibility and sensitivity to gender issues</td> </tr> <tr> <td>Team work</td> <td>Criticism and self-criticism</td> </tr> </table>	Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management	Adapting to new situations	Respect for difference and multiculturalism	Decision – making	Respect for the natural environment	Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues	Team work	Criticism and self-criticism
Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management									
Adapting to new situations	Respect for difference and multiculturalism									
Decision – making	Respect for the natural environment									
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues									
Team work	Criticism and self-criticism									

Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

<ul style="list-style-type: none"> ▪ Search for, analysis and synthesis of data and information, with the use of the necessary technology ▪ Adapting to new situations ▪ Working independently ▪ Working in an interdisciplinary environment ▪ Production of new research ideas ▪ Respect for difference and multiculturalism ▪ Respect for the natural environment ▪ Criticism and self-criticism ▪ Production of free, creative and inductive thinking

(3) SYLLABUS (200-300 words)

<p>The topics mentioned in the course content are:</p> <ul style="list-style-type: none"> ▪ Concept of Exercise - Benefits of exercise - ‘‘Lifelong’’ exercise. ▪ Leisure time and sports for all. ▪ Utilization of leisure time with physical activities. ▪ Contribution of exercise and physical activity to quality of life. ▪ Stretching. ▪ Exercise in infancy and preschool age. ▪ 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:

(1) GENERAL

COURSE CODE	EA0803	SEMESTER	8th
COURSE TITLE	Practicum II		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
<p>If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.</p>			

	10	12
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).		
COURSE TYPE general background, special background, specialized general knowledge, skills development	Special background	
PREREQUISITE COURSES:	Practicum I	
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No	
COURSE WEBSITE (URL)		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

The Teaching Practicum aims to provide pre-service teachers with structured and meaningful engagement in instructional practice, exclusively within Special Education Units at both the primary and secondary levels, as well as within educational structures supervised by the Hellenic Ministry of Education (in accordance with Law 4559/03-08-2018, Government Gazette No. 142, Article 22, paragraphs 1 and 2). These settings serve students and adults with disabilities and special educational needs by offering individualized educational support and inclusive pedagogical approaches.

Within the specialization track *“Education of Individuals with Special Needs”*, students are expected to achieve specific learning outcomes through field-based experience. These outcomes include the development of a professional relationship with the supervising educator, familiarization with the operational and educational dynamics of the host institution, and systematic observation of the academic, social, and behavioral profiles of learners attending special education classrooms or Inclusion Units (I.U.). This observation, carried out over pre-defined time periods and targeted learning activities, facilitates the acquisition of applied pedagogical skills and instructional practices, such as strategies, techniques, and the adaptation of teaching materials, necessary for the design, implementation, and evaluation of individualized educational intervention programs.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

The practicum further aims to enhance a broad set of general competencies, including critical decision-making, adaptability to emerging or complex educational environments, creative

thinking in educational research, and the ability to manage and implement educational projects. It also cultivates students' sense of professional, ethical, and social responsibility, with particular emphasis on gender awareness, inclusivity, and respect for diversity in educational contexts.

(3) SYLLABUS (200-300 words)

The practicum spans a 13-week period, encompassing 26 school-based visits. During this time, students enrolled in the *Education of Individuals with Special Needs* specialization participate in a structured sequence of activities, including:

- Familiarization with the teaching personnel and in-depth understanding of the administrative, instructional, and psychosocial framework of the host educational unit.
- Systematic observation of students receiving support through special education services.

In collaboration with the supervising educator of the special education classroom or Inclusion Unit, students will select either an individual learner or a small group of learners. Based on the collected data, they will proceed to the design and implementation of an Individualized Educational Program (IEP) or a Group Educational Intervention Program (GEIP), tailored to the learners' unique cognitive, emotional, and behavioral characteristics.

The course includes the following core thematic topics:

- Assessment of a student with special educational needs or disability, focusing on diagnostic procedures, functional evaluation, and learner profiling.
- Organization and implementation of an individualized program, including instructional planning, differentiation of content and process, and adaptation of materials.
- Evaluation of the program, through formative and summative assessments, aimed at measuring learning outcomes and adjusting the intervention accordingly.

The individualized pedagogical intervention developed by the student-practitioner must comprise five interrelated components:

- Initial assessment of the student's learning and developmental profile.
- Instructional design and implementation of the educational intervention.
- Formative (interim or corrective) evaluation to monitor progress and inform instructional adjustments.
- Final (summative) evaluation of the learner's development and goal attainment.
- Comprehensive evaluation of the intervention program, assessing the extent to which the short-term and long-term objectives defined by the student-practitioner have been successfully achieved.

Course: **Education of Persons with Profound and/ or Multiple Disabilities**

Instructor: **Lefkothea Kartasidou, Professor**

(1) GENERAL

COURSE CODE	EA0802-3	SEMESTER	8th
COURSE TITLE	Education of persons with profound and/ or multiple disabilities		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.			
		3	4

Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialization or direction courses		
PREREQUISITE COURSES:	1) Education of persons with mental retardation/intellectual disability 2) Instructional Methodology for the Education of People with Disabilities and SEN in General School and in Special Educational Units		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/UNI106/		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

Students will acquire **basic knowledge, skills and competences** for the education of people with profound and/or multiple disabilities. In particular, they should be able to

- describe the criteria for profound and/or multiple disabilities,
- describe the cognitive difficulties of people with profound and/or multiple disabilities,
- distinguish, assess and explain the potential and limitations (cognitive and behavioural) of the syndromes of profound and/or multiple disabilities,
- know the diagnostic and educational assessment tools for people with profound and/or multiple disabilities,
- examine and differentiate the factors that are likely to influence (positively or negatively) the education of a person with profound and/or multiple disabilities,
- suggest ways to address difficulties and find solutions in the context of education/school,
- know the basic principles of designing and implementing educational intervention programmes for people with profound and/or multiple disabilities.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Decision – making
- Working independently
- Team work
- Respect for difference and multiculturalism
- Adaptations and modifications of instruction
- Showing social, professional and ethical responsibility and sensitivity to gender issues

- Criticism and self-criticism

(3) SYLLABUS (200-300 words)

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**

(1) GENERAL

COURSE CODE	ΣΕ0820	SEMESTER	8th
COURSE TITLE	Information Technology XII: Mobile and Cloud Technology Application in Education and Society		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	4	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	General background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP104/		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

- Consult Appendix A
- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
 - Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
 - Guidelines for writing Learning Outcomes

At the knowledge level, students, after attending the course, will be able to understand basic concepts related to the use of mobile technology and cloud applications, basic pedagogical principles for the creation of appropriate learning environments and activity design methodologies. Furthermore, they will become familiar with issues of teaching methodology that appropriately exploits the potential of these technologies, teaching models with theoretical approaches and understand the connection with relevant Cognitive Learning Theories.

At the skills and operation level, students will practice educational design of learning content and implementation of educational interventions. They will master the usage of modern available mobile technology and cloud applications and the synthesis/creating activities suitable to support a variety of cognitive subjects and objectives.

At the competency level, students will practice evaluating the quality of educational content and improving educational interventions.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision – making
- Working independently
- Team work
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS (200-300 words)

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

Unit 1: What is Mobile Technology, devices and capabilities

2nd module: Mobile technologies to support learning at school (theory and practice)

3rd module: Mobile technologies and applications for skills development and (theory and practice)

4th module: Mobile technologies and applications in Special Education (theory and practice)

5th module: Mobile technologies and applications for support in Adult Education (theory and practice)

6th and 7th module: Design and development of an activity utilizing mobile technologies. Design and implementation of a project. Presentation of projects

8th, 9th, 10th modules: Technologies and educational materials based on cloud applications. Design and implementation of a project. Presentation of projects.

11th-12th module: Critical evaluation of the use of Mobile and cloud technology in supporting modern learning environments. Development of a small project

Course: **Braille Training Courses**

Instructors: **Konstantinos Papadopoulos, Professor, & Eleni Koustriava, Associate Professor**

(Description is not available)

Course: **Sign Language Laboratory VI**

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

(1) GENERAL

COURSE CODE	EA0814	SEMESTER	8th
COURSE TITLE	Sign Language Laboratory VI		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	4	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).	3	3	
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialization or direction		
PREREQUISITE COURSES:	Sign Language Laboratory V		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Language of institution: Greek and Greek Sign Language Language of examinations: Greek Sign Language		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

In the final Sign Language Laboratory, students apply everything they have been taught in the previous five laboratories. Students must use and understand Greek Sign Language using material they have never been taught, knowing that their instructor's participation will be auxiliary.

Upon successful completion of the course, students will:

- Be able to use and understand it with greater ease
- Feel more confident in their use of Greek Sign Language

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Adapting to new situations
- Working independently
- Respect for difference and multiculturalism

(3) SYLLABUS (200-300 words)

Students will need to translate texts and short video stories of various thematic content into Greek Sign Language. Additionally, they will need to comprehend video stories presented in Greek Sign Language by a Deaf signer and narrate them in Greek Sign Language as well.

The structure of the lessons follows this sequence:

- Texts
- Video stories
- Texts
- Video stories
- Video stories in sign language
- Video stories in sign language
- Texts
- Video stories
- Video stories in sign language
- Video stories in sign language
- Video stories in sign language
- Review of texts
- 13. Review of video stories

Course: **Social Psychology**

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

(Description is not available)

**AREAS OF SPECIALIZATION
MAJOR IN CONTINUING EDUCATION**

3rd SEMESTER

Course: **Developmental Psychology**

Instructor: **Maria Platsidou, Professor**

(1) GENERAL

COURSE CODE	KE0207-2	SEMESTER	3rd
COURSE TITLE	Developmental Psychology		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).		3	5
COURSE TYPE general background, special background, specialized general knowledge, skills development	General background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP171/		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

The course aims to provide students with the basic knowledge, skills and competences in specific

areas of child and adolescent development: cognitive development, social and moral development and personality development. In particular, students should be able to:

- describe the development of the typically developing child and adolescent in the above domains, selecting and combining elements from the different theoretical approaches taught (mainly from the theories of Piaget, Freud, Erickson, information processing and social learning).
- Understand, evaluate and explain the stage/level of development of a particular child and adolescent.
- Assess and differentiate the factors likely to influence (positively or negatively) their development
- suggest ways of coping with difficulties and finding solutions in the context of education/school
- assess the level of a non-typically developing child or adolescent (e.g., with an intellectual disability) in relation to typically developing individuals.

General Competences	
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?	
Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

Search for, analysis and synthesis of data and information, with the use of the necessary technology
 Adapting to new situations
 Working independently
 Respect for difference and multiculturalism
 Showing social, professional and ethical responsibility and sensitivity to gender issues
 Criticism and self-criticism
 Production of free, creative and inductive thinking

(3) SYLLABUS (200-300 words)

Systematic description and critical discussion of the main theories of cognitive and socio-ethical development and personality development in childhood and adolescence: e.g., J. Piaget's theory of the development of cognition and moral thinking; information processing approach to cognitive development; S. Freud's theory of psychosexual development; E. Erikson's theory of psychosocial development; L. Kohlberg's theory of moral development; the theory of social learning. Practical applications of the above theories for understanding behaviors of the typically developing individual as well as the individual with special educational needs and/or disabilities are discussed: e.g., interpreting childhood drawings, understanding the concept of death, and educational interventions.

Course: **Vocational Education and Training Systems**

Instructor: **Miltiadis Stampoulis, Associate Professor**

(1) GENERAL

COURSE CODE	ΣΕ0301	SEMESTER	3rd
COURSE TITLE	Vocational Education and Training Systems		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
13		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialization or direction courses		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP189/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words)</p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes
<p>Students will acquire basic and specific knowledge, skills and competences in the field of Continuing Vocational Education and Training (CVET) both at European and national level. In particular, they will be able to:</p> <ul style="list-style-type: none"> ▪ have a comprehensive theoretical knowledge of the operation of CVET systems, ▪ distinguish between the subsystems of Vocational Education, Initial Vocational Training and Continuing Vocational Training, ▪ understand the institutional framework in which the VET systems operate, ▪ distinguish and highlight the diversity of VET systems in EU countries, ▪ evaluate comparatively the CVET systems between EU countries and internationally, ▪ identify sources of funding in Greece and in the EU, ▪ design integrated projects within the framework of the CVET ▪ develop collaborative skills through the development of projects in the subject area of the course
<p>General Competences</p> <p>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement</p>

and appear below), at which of the following does the course aim?	
Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- The graduate will have acquired the following general competencies:
- Search for analysis and synthesis of data and information, with the use of the necessary technology
 - Criticism and self-criticism
 - Adapting to new situations
 - Project planning and management
 - Working independently

(3) SYLLABUS (200-300 words)

In principle, the course approaches the conceptual and theoretical approaches and contemporary concepts of Continuing Vocational Education and Training, as well as the function of CVET as a tool of active employment policies for the integration of human resources in the labour markets. It also presents the diversity of VET in EU countries and attempts to compare and manage it in the light of common EU and European policy objectives for the future.

Furthermore, it approaches the theory of linking vocational qualifications with the requirements of the labour market in terms of the development of skills, competences and knowledge in the context of the European Qualifications Framework and the corresponding National Qualifications Framework, based on the contribution of the CVET systems.

Also, the course analyses in detail the system of CVET in Greece, both in relation to the developments in the economy, technology and the labour market of the country, as well as the evolution of the institutional - legal framework that governs it. Finally, it highlights the important role of the innovations that need to be introduced in the context of the CVET.

The main modules of the course are:

- CVET: Conceptual definitions - Categories - Necessity and benefits
- CVET and Employment Policies
- European Policies and Comparative Analysis of CVET systems in EU countries
- CVET and National Qualifications Frameworks
- Institutional and Legal Framework of CVET in Greece - Funding Sources of CVET systems
- The role of innovations in the CVET

Course: **Information technology III: Educational Applications of Informatics**

Instructors: **Nikolaos Fachantidis, Professor, Ioannis Lefkos, Laboratory Teaching Staff & Vasilios Neofotistos, Laboratory Teaching Staff**

(1) GENERAL

COURSE CODE	KE0316	SEMESTER	3rd
COURSE TITLE	Information technology III: Educational applications of informatics		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total			

credits.		
	3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).		
COURSE TYPE general background, special background, specialized general knowledge, skills development	General background	
PREREQUISITE COURSES:	No	
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No	
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP173/	

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

The expected learning outcomes are:

- Basic knowledge of the theories about the use of ICT in Education
- Basic concepts from learning theories and their applications in teaching
- Knowledge of basic teaching and assessment methods
- Knowledge of the basic categories of educational software and environments
- Skills in categorizing educational software and their evaluation
- Ability and skills in designing educational software and especially multimedia applications

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision – making

- Working independently
- Team work
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS (200-300 words)

Within the framework of the course, students will learn about the most important theories and the general discussion concerning the use of ICT (Information and Communication Technologies) in Education. They will also get to know the basic categories of educational software with their specific characteristics as well as the basic ways of using educational software in Education (administration and teaching), the special role played by the interface in the use of educational software and the basic principles and phases of designing educational software and especially multimedia applications.

They will be able to organise the creation of educational software. Finally, they will be able to classify software (or a software component) into a specific category. In addition, students will be introduced to multimedia application development platforms and will be able to create a basic application of this type.

Course: **Applied Statistics for the Social Sciences**

Instructor: **Konstantinos Zafiropoulos, Professor**

(1) GENERAL

COURSE CODE	KE0312	SEMESTER	3 rd
COURSE TITLE	Applications of Statistics in Social Sciences		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.			
lectures		3	5
COURSE TYPE general background, special background, specialized general knowledge, skills development	General background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP179/		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

- Familiarization with basic statistical techniques and their application.
- Solve problems related to statistics and probability.
- Make informed decisions based on actual data.
- Perform proper statistical inference.
- Properly perform the necessary diagnostic tests.
- Critically analyze and evaluate basic statistical models.
- Develop self-improvement skills and enhance creativity.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

Decision – making

Working independently

Searching, analysing data and information, using the appropriate technologies

(3) SYLLABUS (200-300 words)

The goal of this course is to introduce students to statistical inference. This consists of learning methods for drawing inferences about the population from the data analysis of an appropriate sample. The course includes the calculation of confidence intervals and estimation. The concepts of correlation coefficient and linear regression are also introduced. The course covers the following topics:

- Central limit theorem, introduction and interpretation of confidence intervals (CI)
- CI for the difference between two means (small and large samples), CI for the difference between two proportions
- Paired observations, CI for dispersion ratio
- Hypothesis Testing, Significance Level
- Hypothesis Testing for Means and for the Difference between Two Means (Small and Large Samples)
- Hypothesis testing for variance
- Hypothesis Testing for Ratios and Differences of Ratios, Hypothesis Testing for Paired Observations
- χ^2 test
- Correlation coefficients, scatter plots, simple linear regression modeling
- Multiple linear regression

- Coefficients of determination, residuals exploration

Course: **Counseling Psychology**
 Instructor: **Anastasia Psalti, Professor**

(1) GENERAL

COURSE CODE	KE0419	SEMESTER	3rd
COURSE TITLE	Counselling psychology		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	4	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	General background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP253/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words)</p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes
<p>Upon successful completion of the course, students will be able to:</p> <p>(a) at the knowledge level:</p> <ul style="list-style-type: none"> ▪ know and understand the basic concepts and principles related to counseling, recognizing its potential and limitations ▪ familiarise with the main theoretical approaches to counselling and their evolution over time under the influence of the socio-cultural context ▪ identify the basic principles of each theoretical approach, pointing out the similarities and differences between them ▪ describe the characteristics of the counsellor and their contribution to the establishment of an effective counselling relationship

- understand the stages of the counselling process and their individual objectives; and
 - discuss the ethical issues governing the implementation of counselling
- (b) at the skills level:
- develop basic counselling skills (active listening, questioning, basic encouragement, reflection & summarising)
 - practice techniques for effective communication and relationship building with helpes
 - apply basic counseling skills; and
 - develop self-awareness and reflection in order to identify their strengths and weaknesses; and
- (c) at the competence level:
- apply theoretical concepts and techniques to real counselling situations through role-playing and simulations
 - demonstrate cultural sensitivity
 - engage in reflective practice to continuously evaluate and improve their counselling skills.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

Adapting to new situations

Decision – making

Working independently

Team work

Working in an interdisciplinary environment

Production of new research ideas

Respect for difference and multiculturalism

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

(3) SYLLABUS (200-300 words)

The objective of the course is to familiarize students with the scientific field of Counseling Psychology, to introduce them to the various techniques of counseling, to train them in basic counseling skills (active listening, questioning, minimal encouragement, reflection, summarizing) and to determine the applicability of these skills in their future profession. The course will introduce the concept, content, basic principles and scope of counseling, its cultural and historical roots and theoretical background through a comparison of the main theoretical approaches, and will discuss the importance of the counseling relationship, the individuals involved in the counseling process (counselor and counselee), the stages of the counseling process as well as the ethical principles and values of counseling.

The topics discussed are the following:

- What is Counseling & Counseling Psychology-Introduction
- A brief history of Counseling & Counseling Psychology

- Types & Means of Practice of Counseling Psychology
- The Counseling Relationship
- The persons involved in the counseling process: the counselor & the counselee
- Counseling Psychological Theories: a comparative review
- Stages & Skills: First stage-the first meeting
- Stages & Skills: Second stage-the counseling relationship
 - Active Listening
 - Empathic listening
- Stages & Skills: Second stage-the counseling relationship
 - Encouragers
 - Questions
- Stages & Skills: Second stage-the counseling relationship
 - Reflections
- Stages & Skills: Second Stage-The counseling relationship
 - Summarizing
- Stages & Skills: Third stage-identifying & setting goals
- Stages & Skills: Fourth stage-selection of counseling technique
- Stages & Skills: Stage Five - Termination
- Ethical issues

Course: **School Psychology**

Instructor: **Vasiliki Giannouli, Assistant Professor**

(1) GENERAL

COURSE CODE	EA0403	SEMESTER	3rd
COURSE TITLE	School Psychology		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.			
		3	4
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	General background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		

IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes	
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP134/	

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

Students of the specialization should understand that school psychology is a branch of applied psychology and is connected to everyday school reality. It concerns the provision of services to all members of the wider school community, i.e. students of all ages, their families, teachers and other agencies and services involved in the education system. The specific teaching objective is: their understanding that the school psychologist in an interdisciplinary context and in collaboration with the teacher is called upon to face difficulties in learning, development and psychosocial adaptation at school and in the family, with the prevention and promotion of mental health and the resilience of the student population and the entire school community, while it should take care of the promotion of school-family-community cooperation.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

The general skills that the student must acquire are the analysis, synthesis of data and information, adaptation to new situations, work in an interdisciplinary environment, planning, project management, projects with a demonstration of professional and ethical responsibility to the needs of students in a school for everyone, the school of the future.

(3) SYLLABUS (200-300 words)

Defining the role and specialty of School Psychology, education - training - institutional framework - professional associations.

Psychodiagnostic Assessment of Children and Adolescents (Assessment-measurement, reliability and validity of tests, assessment of mental abilities, assessment of personality, assessment of behavior and learning ability)

Brief introduction to the counseling process, stages, skills and counseling relationship (providing psychological help by non-specialists)

Brief Reference to Psychological Dialectic in the School

Crisis Management in the School Environment (classification of crises, phases, stages of crises, general principles of counseling Crisis Management, general principles of intervention for Crisis Management at school)

Psychological interventions for Children and Adolescents

Learning Support Interventions

Intervention programs in the School Environment (models for the provision of mental health services and the implementation of intervention programs at school, intervention programs for 1st, 2nd prevention, mental health production programs, learning support, support for children in transitional stages, programs for parental involvement and promoting the relationship between the family and the school)

Child and Adolescent Mental Health Services (school psychological services in school, community mental health services, models of effective delivery of psychological services in schools)

Interfacing theory, education research, and school counseling interventions

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

Instructor: **Mersini Karagevreki, Language instructor**

(1) GENERAL

COURSE CODE	EF0103	SEMESTER	3rd
COURSE TITLE	English III: Business English		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	2	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Core course, skills development		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP164/		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

- development of discipline specific skills for more effective communication in the students' specialist field through the analysis of authentic texts
- familiarization with the specialist jargon contained in the texts

<ul style="list-style-type: none"> ▪ development of all 4 skills (reading writing, listening, speaking) through text analysis ▪ development of critical thinking rather than a mere content text analysis 																		
<p>General Competences</p> <p>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</p> <table border="0"> <tr> <td>Search for, analysis and synthesis of data and information, with the use of the necessary technology</td> <td>Project planning and management</td> </tr> <tr> <td>Adapting to new situations</td> <td>Respect for difference and multiculturalism</td> </tr> <tr> <td>Decision – making</td> <td>Respect for the natural environment</td> </tr> <tr> <td>Working independently</td> <td>Showing social, professional and ethical responsibility and sensitivity to gender issues</td> </tr> <tr> <td>Team work</td> <td>Criticism and self-criticism</td> </tr> <tr> <td>Working in an international environment</td> <td>Production of free, creative and inductive thinking</td> </tr> <tr> <td>Working in an interdisciplinary environment</td> <td>.....</td> </tr> <tr> <td>Production of new research ideas</td> <td>Others...</td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>	Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management	Adapting to new situations	Respect for difference and multiculturalism	Decision – making	Respect for the natural environment	Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues	Team work	Criticism and self-criticism	Working in an international environment	Production of free, creative and inductive thinking	Working in an interdisciplinary environment	Production of new research ideas	Others...	
Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management																	
Adapting to new situations	Respect for difference and multiculturalism																	
Decision – making	Respect for the natural environment																	
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues																	
Team work	Criticism and self-criticism																	
Working in an international environment	Production of free, creative and inductive thinking																	
Working in an interdisciplinary environment																	
Production of new research ideas	Others...																	
																	
<ul style="list-style-type: none"> ▪ team work ▪ working independently ▪ search for analysis, synthesis of information ▪ development of critical thinking ▪ development of time management and work load skills 																		

(3) SYLLABUS (200-300 words)

The principal aim of the module is to help students develop discipline specific skills that will enable them to communicate more effectively in the specialist field of their studies. To this end all texts analysed are relevant to students’ field of studies. They are authentic as they are taken from a variety of sources (i.e. magazines, articles, newspapers, the Internet, etc) thus helping students familiarize themselves with the academic jargon contained in them.

The syllabus is organised as follows:

1st week: Development of appropriate reading strategies that that can increase students’ understanding of a text in a more effective way.

2nd to 13th weeks: Detailed analysis of discipline specific texts 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.

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

Instructor: **Myrsini Tzanavari, Language Instructor**

(1) GENERAL

COURSE CODE	ΕΓ0203	SEMESTER	3rd
COURSE TITLE	French language III		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	3	2	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			

COURSE TYPE general background, special background, specialized general knowledge, skills development	Skills development	
PREREQUISITE COURSES:	French II	
LANGUAGE OF INSTITUTION and EXAMINATIONS	Language of institution: French and Greek Examinations: French	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No	
COURSE WEBSITE (URL)	openeclass@uom.edu.gr	

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

Upon successful completion of the course, the student will be able to:

- Improving students' linguistic and communication skills (written and oral production, written and oral comprehension)
- Comprehension and commentary on authentic written and oral documents
- Comprehension of the main information in a text
- Comprehension specialized vocabulary of a text
- Development of skills for the correct use of specialised vocabulary in writing
- Development of skills for the correct use of specialised vocabulary in professional or university communication
- Learning or reinforcing the basic grammar rules (structure of language)
- Development of the necessary linguistic and communication skills so that the student can continue his/her studies or work in a French-speaking country

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Search for analysis and synthesis of data and information with the use of the necessary technology
- Autonomous work
- Team work

(3) SYLLABUS (200-300 words)

The teaching material of the French Language in the 3rd semester is adapted to the needs of the students of the Department in the form of university deliveries available in electronic form at the site openeclasse@uom.edu.gr

The level of students in French Language in the third semester is between B1 and B2 on the scale of the “Common European Framework of Reference for Languages” of the Council of Europe, specifically:

- B2 for specialized vocabulary and grammar
- B2 for reading comprehension and the production of writing
- B1 for listening comprehension and the oral production
- B1 to interact in oral and written language

Teaching in this semester focuses on skills development in basic types of written and oral word on student science. That is, the lesson emphasizes the familiarization of students with the terminology of Education and Special Education. The aim of the course is also to develop skills in word processing and writing, skills for word processing and speech production. That is why we use authentic documents issued from periodicals, newspapers, interviews, broadcasts, written documents and videos on the internet. In this way we allow students to come into direct contact with their field of specialization.

Finally, emphasis is placed on learning or reinforcing basic grammar rules and syntactic phenomena. The aim is to help students understand and produce sentences useful in their university or professional communication.

Assessment of the course is done through examinations or with a combination of final examinations and continuous progress assessment.

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**

(1) GENERAL

COURSE CODE	ΞΓ0403	SEMESTER	3rd
COURSE TITLE	Italian language III		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	3	2	
Add rows if necessary. The organization of teaching and the teaching methods used are			

described in detail at (d).		
COURSE TYPE general background, special background, specialized general knowledge, skills development	Skills development	
PREREQUISITE COURSES:	No	
LANGUAGE OF INSTITUTION and EXAMINATIONS	Italian (English is used to help explanations during teaching)	
IS THE COURSE OFFERED TO ERASMUS STUDENTS		
COURSE WEBSITE (URL)		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

By the end of the session students will be able to:

- Promote free and inductive thinking
- Understand the main points of familiar matters regularly encountered.
- Eloquence with the terminology contained in the analyzed texts
- Deal with situations likely to arise while travelling in Italy.
- Describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

By the end of the session students will be able to:

- Promote free and inductive thinking
- Understand the main points of familiar matters regularly encountered.
- Eloquence with the terminology contained in the analyzed texts
- Deal with situations likely to arise while travelling in Italy.
- Describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

(3) SYLLABUS (200-300 words)

GRAMMAR: pronomi diretti, pronomi partitivo NE, verbi riflessivi e reciproci, forma impersonale, pronomi indiretti, Imperativo, Condizionale Semplice, Condizionale composto, pronomi combinati,

aggettivi, pronomi e avverbi interrogativi pronomi relativi: (chi, il quale, cui), Pronomi interrogative, Pronomi doppi (CHI), stare per vs stare + gerundio

FUNCTIONS: Saper fare la spesa, motivare la scelta di un prodotto, esprimere gioia/ disappunto, parlare di abbigliamento, chiedere qualcosa in prestito, esprimere dispiacere, fare un invito, chiedere un favore, chiedere e dare informazioni stradali, parlare di TV, parlare di Musica, dare consigli, fare ipotesi, scrivere mail

VOCABULARY: negozi, lavoro, il sistema scolastico, tipi di contenitori, abbigliamento, musica, luoghi della città

4th SEMESTER

Course: **Management and Administration in Education**

Instructor: **Vasilios Neofotistos, Laboratory Teaching Personnel**

(1) GENERAL

COURSE CODE	KE0409	SEMESTER	4th
COURSE TITLE	Management and Administration in Education		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	5	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	General background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP279/		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

After completing the specific course of the undergraduate study program-level 6 (1st study cycle) the participating students will be able:

- To understand the basic elements of Educational Administration
- To understand the function of Planning in Education
- To understand the function of Decision Making in Education
- To understand the function of the Organization in Education
- To understand the function of Leadership in Education
- To understand the function of Control in Education
- To understand the process of Motivating Teaching Staff in Education
- To understand the role of the application of New Technologies in Educational Administration
- -To understand the challenges of applying AI in Educational Administration

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Case studies
- Teamwork
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS (200-300 words)

The purpose of this course is to help students to 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 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
- Teacher as a Public Servant
- Communication and School
- Conflicts in the School
- Crisis Management in Schools
- The School Principal and his/her Work
- Application of New Technologies in Administration

Course: **Psychological Development in Adult Life**
 Instructor: **Maria Platsidou, Professor**

(1) GENERAL

COURSE CODE	ΣΕ0504-3	SEMESTER	4th
COURSE TITLE	Psychological Development in Adult Life		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	5	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialization or Direction Courses		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP137/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words) The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes
<p>The course aims to provide students with the basic knowledge, skills and abilities in specific areas of human psychological development from the beginning of adulthood to the end of life: cognitive development, social and moral development and personality development. In particular, students should be able to:</p> <ul style="list-style-type: none"> ▪ describe the development of the typically developing adult in the above domains, selecting and combining elements from the different theoretical approaches taught (e.g., the theories of Erikson, Peck, Butler, Hamachek, Havinghurst, Kotre). ▪ distinguish, assess and explain the stage/level of development of a particular adult. ▪ examine and differentiate the factors likely to influence (positively or negatively) human development ▪ suggest ways of coping with difficulties such as changes in personal life, mid-life crisis, the

impact of unemployment and retirement, bereavement and dementia.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

Search for, analysis and synthesis of data and information, with the use of the necessary technology
 Adapting to new situations
 Working independently
 Respect for difference and multiculturalism
 Showing social, professional and ethical responsibility and sensitivity to gender issues
 Criticism and self-criticism
 Production of free, creative and inductive thinking

(3) SYLLABUS (200-300 words)

The course is concerned with the study of the psychological development of humans from the beginning of adulthood to the end of life. The most important psychological theories of lifelong development (Erikson, Peck, Butler, Hamachek, Havinghurst, Kotre) and theories of personality (typological theories, trait theories, the five-factor model) are presented. In particular, the following are discussed:

- Myths and realities about the development of adult intelligence: cognitive abilities that decline, remain stable or continue to develop in middle and old age.
- Cognitive strategies and ways of learning
- Difficulties and challenges faced by the individual in relation to social, cultural, biological and personal circumstances at each stage of life: e.g. changes in family life, mid-life crisis, the impact of work, unemployment and retirement, stress caused by these circumstances and how to cope with them, subjective well-being, etc.
- Difficulties encountered by the person due to a reduction in sensory, motor, etc. abilities and ways of providing psychological support.
- Finally, the best possible ways of coping with old age, dementia and bereavement are discussed.

Course: **Planning and Development of Continuing Training Programmes**

Instructor: **Miltiadis Stampoulis, Associate Professor**

(1) GENERAL

COURSE CODE	ΣΕ0503-1	SEMESTER	4th
COURSE TITLE	Planning and Development of Continuing Training Programmes		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.			
13	3	5	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			

COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialization or Direction Courses	
PREREQUISITE COURSES:	No	
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No	
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP139/	

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

Students will acquire basic and specific knowledge, skills and competences in the field of planning, development, implementation and evaluation of Continuing Education (C.E.) programmes.

In particular, they will be able to:

- have a comprehensive knowledge of the methodological framework for the planning and development of C.E. programmes,
- have a comprehensive knowledge of the methodological framework for the implementation and evaluation of C.E. programmes,
- be familiar with the institutional framework and management systems for C.E. programmes,
- have an inductive understanding of all stages of planning and development of C.E. programmes,
- be fluent in the preparation of financial budgets and accounts for C.E. programmes,
- choose the appropriate way of implementing the C.E. programmes (conventional, distance, combined),
- evaluate comparatively the expected results from the implementation of different categories of e-learning C.E. programmes,
- participate actively in working groups for the planning and implementation of e-Learning programmes,
- develop collaborative skills through the assignment of projects in the subject area of the course

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

The graduate will have acquired the following general competences:

- Search for, analysis and synthesis of data and information, with the use of the necessary technology

- Adapting to new situations
- Production of free, creative and inductive thinking
- Project planning and management
- Respect for difference and multiculturalism
- Working in an interdisciplinary environment
- Criticism and self-criticism
- Working independently

(3) SYLLABUS (200-300 words)

As an introductory section of the course, elements of the Continuing Education (C.E.) economy are presented, which is the background for the development of C.E. programmes. Subsequently, the methodological framework for the analysis of design activities and the development of training programmes is presented, with emphasis on the presentation of planning models.

The core of the course analyses all stages of the planning and development of training programmes: diagnosis of training needs, preparation and organisation of the training programme, implementation and realisation, monitoring of trainees during and after the training, evaluation of activities and assessment of the training programme.

In addition, the content of the evaluation of C.E. programmes is presented in detail and concepts such as the objectives, the scope of evaluation, the typology and models of evaluation as well as the conduct of evaluation are analysed. Then, the general regulatory framework for the implementation of co-financed C.E. programmes in Greece is presented. Finally, the principles of marketing promotion in C.E. to attract trainee candidates by category of C.E. programmes are presented.

The course concludes with the design and simulated implementation of training programmes by students and their public presentation.

The main modules of the course are:

- Methodological framework for the planning and development of C.E. programmes
- Diagnosis of educational needs
- Choice of method for implementing e-learning C.E. programmes (conventional, distance, blended)
- Planning of C.E. programmes
- Identification of material, intangible and human resources for the implementation of C.E. programmes
- Costing and budgeting of training programmes
- Implementation of C.E. programmes
- Evaluation of training programmes (evaluation models)
- Certification of knowledge in C.E.
- Quality assurance systems in C.E. services
- Marketing in C.E.
- Analysis of the institutional framework for the implementation of C.E. programmes
- Workshop on planning a C.E. programme.

Course: **Issues of Diversity and Social Justice in Education**

Instructor: **Anastasia Psalti, Professor**

(1) GENERAL

COURSE CODE	ΣΕ0521-3	SEMESTER	4th
COURSE TITLE	Issues of Diversity and Social Justice in Education		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.			
		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE	Special background		
general background, special background, specialized general knowledge, skills development			
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP232/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words)</p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes
<p>Upon successful completion of the course, students will be able to:</p> <p>(a) at the knowledge level:</p> <ul style="list-style-type: none"> ▪ demonstrate awareness and understanding of how their personal values and biases affect their ability to work effectively with people who have different values and beliefs ▪ know and discuss concepts and theories of cultural (in the broad sense) development ▪ consider issues of diversity and social justice at the individual, systemic and community levels, and ▪ elaborate multicultural theories, knowledge, beliefs & techniques necessary to provide effective services to culturally diverse populations <p>(b) at the skills level:</p> <ul style="list-style-type: none"> ▪ evaluate the issues/problems presented in an educational context within a social justice framework, and

- apply effective communication and service delivery techniques in their interactions with culturally diverse populations in their personal and professional lives

(c) at the competence level:

- advocate for issues of equity and social justice as they address issues of diversity in their work and non-work environments
- demonstrate cultural competence and communication skills when providing services to culturally diverse populations, and
- engage in reflective practice to continuously evaluate and improve the management of diversity and social justice issues.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

Adapting to new situations

Decision – making

Working independently

Team work

Working in an interdisciplinary environment

Production of new research ideas

Respect for difference and multiculturalism

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

(3) SYLLABUS (200-300 words)

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.

The following topics will be discussed:

- Basic concepts & terms
 - The Greek reality
- Identity development
 - Dimensions

- Influence of factors
- Models
- Provision of culturally sensitive services
 - Barriers
 - Cultural empathy
 - Cultural competence
- Gender
- LGBTI+
- Ethnicity - Race
- Disability - Physical appearance
- Age
- Religion - Spirituality
- Social class
- Privilege & Power
- Intersectionality

Course: **Career Guidance for the Disabled**

Instructor: **Ioanna Papavassiliou, Professor**

(1) GENERAL

COURSE CODE	EA0816-5	SEMESTER	4th
COURSE TITLE	Career Guidance & Counseling for the Disabled		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	4
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Special background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (assignment & oral exam)		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/UNI157/		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with

the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

The overall aim of the course is to equip students with the necessary knowledge, skills, and attitudes to effectively address issues related to the career development, educational pathways, and career choices of Persons with Disabilities (PwDs).

I. Knowledge

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

- Understand the legislative and institutional framework governing vocational education and employment for Persons with Disabilities
- Become familiar with models and methods of vocational counseling and career guidance tailored to the needs of PwDs
- Identify the qualifications and professional responsibilities of a vocational counselor for individuals with disabilities

II. Skills

Students will develop the ability to:

- Recognize the diverse career guidance and counseling needs of different groups within the PwD population
- Simulate a career guidance session designed for a person with a disability
- Collaborate with and provide support to PwDs in making informed career decisions

III. Attitudes and Professional Behaviors

The course aims to foster:

- A positive and respectful attitude toward persons with disabilities
- Acceptance and appreciation of diversity
- A strong commitment to the right of every person with a disability to equal access to education and employment opportunities.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision – making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

.....

Others...

.....

- Respect for diversity and multiculturalism
- Decision-making skills
- Teamwork and collaboration
- Generation of original research ideas
- Promotion of free, creative, and inductive thinking
- Development of critical and creative thinking
- Research, analysis, and synthesis of data and information, including the use of appropriate technologies.

(3) SYLLABUS (200-300 words)

Based on contemporary theoretical and empirical literature, the course includes and explores the following thematic units:

- Theoretical Foundations of Career Counseling and Guidance for Persons with Disabilities (PwDs)
- Vocational Education and Training for PwDs
- Career Counseling and Guidance for PwDs: Defining the Field
- The Counseling Session and the Role of the Counselor
- Vocational Rehabilitation Counseling for PwDs
- European Institutional Framework for the Employment of PwDs
- Employment Models and Good Practices for PwDs
- Social and Solidarity Economy and the Employment of PwDs

Course: **Psychopathology of Adulthood**

Instructor: **Flora Aikaterini, non permanent teaching staff**

(description is not available)

Course: **Research Methodology**

Instructors: **Konstantinos Zafiropoulos, Professor**

(1) GENERAL

COURSE CODE	KE0203-3	SEMESTER	4th
COURSE TITLE	Research Methodology		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
lectures	3	4	
COURSE TYPE general background, special background, specialized general knowledge, skills development	General background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP266/		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing 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.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

Decision – making

Working independently

Searching, analysing data and information, using the necessary technologies

(3) SYLLABUS (200-300 words)

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.

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

Instructor: **Mersini Karagevreki, Language Instructor**

(1) GENERAL

COURSE CODE	ΞΓ0104	SEMESTER	4th
COURSE TITLE	English IV: Oral Presentation Skills		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	2
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Skills development		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/LANG104/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words) The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes
<ul style="list-style-type: none"> ▪ development of discipline specific skills for more effective communication in the students' specialist field through the analysis of authentic texts ▪ familiarization with the specialist jargon contained in the texts ▪ development of all 4 skills (reading writing, listening, speaking) through text analysis ▪ development of appropriate oral presentation skills in academic situations ▪ development of critical thinking rather than a mere content text analysis
<p>General Competences Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</p> <p>Search for, analysis and synthesis of data and information, with the use of the necessary technology</p> <p>Project planning and management Respect for difference and multiculturalism</p>

Adapting to new situations Decision – making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking Others...
<ul style="list-style-type: none"> ▪ team work ▪ working independently ▪ search for analysis, synthesis of information ▪ development of critical thinking ▪ development of time management and work load skills 	

(3) SYLLABUS (200-300 words)

The principal aim of the module is to help students develop discipline specific skills that will enable them to communicate more effectively in the specialist field of their studies. To this end all texts analysed are relevant to students' field of studies. They are authentic as they are taken from a variety of sources (i.e. magazines, articles, newspapers, the Internet, etc) thus helping students familiarize themselves with the academic jargon contained in them. 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.

The syllabus is organised as follows:

1st week: Familiarization with the use of discourse markers in written and oral discourse that enhances students' understanding of a text in a more effective way.

2nd to 13th weeks: Detailed analysis of discipline specific texts 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. At the same time there is systematic analysis of oral presentation strategies that can foster students' oral presentation skills in academic contexts. 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.

Course: **Foreign language IV (French language IV)**
 Instructor: **Myrsini Tzanavari, Language Instructor**

(1) GENERAL

COURSE CODE	ΕΓ0204	SEMESTER	4th
COURSE TITLE	French language IV		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	2	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE	Skills development		

general background, special background, specialized general knowledge, skills development	
PREREQUISITE COURSES:	French III
LANGUAGE OF INSTITUTION and EXAMINATIONS	Language of institution: French and Greek Examinations: French
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	openeclass@uom.edu.gr

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

Upon successful completion of the course, the student will be able to:

- Improving or perfecting the rules of grammar (structure of language)
- Improving students' linguistic and communication skills (written and oral production, written and oral comprehension)
- Comprehension and commentary on authentic written and oral documents
- Comprehension of the main information in a text
- Comprehension specialized vocabulary of a text
- Development of skills for the correct use of specialised vocabulary in writing
- Development of skills for the correct use of specialised vocabulary in professional or university communication
- Development of the necessary linguistic and communication skills so that the student can continue his/her studies or work in a French-speaking country

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Search for analysis and synthesis of data and information with the use of the necessary technology
- Autonomous work
- Team work

(3) SYLLABUS (200-300 words)

The teaching material of the French Language in the 4th semester is adapted to the needs of the students of the Department in the form of university deliveries available in electronic form at the site openeclass.uom.edu.gr

The level of students in French Language in the fourth semester is between B2 and C1 on the scale of the “Common European Framework of Reference for Languages” of the Council of

Europe, specifically:

- C1 for specialized vocabulary and grammar
- C1 for reading comprehension and the production of writing
- B2 for listening comprehension and the oral production
- B2 to interact in oral and written language

The aim of the course is to develop activities which will allow the following skills to be reinforced: communication in French, listening comprehension, comprehension of written text and the development of production of written and oral. More specifically:

The course aims at improving and perfecting the language. In this semester, students are invited to develop text and writing skills, skills for word processing and oral production necessary for the academic environment. The course emphasizes the deepening of students' knowledge with the terminology of Education and Special Education. That is why we use authentic documents issued from periodicals, newspapers, interviews, broadcasts, written documents and vidéos on the internet. In this way we allow students to come into direct contact with their field of specialization.

Finally, emphasis is placed on the improvement and perfection of all grammatical and syntactic phenomena.

Assessment of the course is done through examinations or with a combination of final examinations and continuous progress assessment.

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**

(1) GENERAL

COURSE CODE	ΞΓ0404	SEMESTER	4th
COURSE TITLE	French language IV		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	2	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Skills development		

PREREQUISITE COURSES:	No	
LANGUAGE OF INSTITUTION and EXAMINATIONS	Italian (English is used to help explanations during teaching)	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes	
COURSE WEBSITE (URL)	Open eClass	

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

By the end of the session students will be able to:

- Promote free, creative and inductive thinking
- Examining the terminology contained in the analyzed texts and further training with appropriate exercises
- Familiarizing skills in presentations
- Develop self-improvement skills and enhance creativity

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Work in an international environment.
- Decision making
- Autonomous work
- Team work
- Production of correct and structured expressions in Italian.
- Adapt to new situations
- Respect for diversity and multiculturalism
- Production of free, creative and inductive thinking
- Exercise of criticism and self-criticism
- Development of critical thinking
- Developing time and workload management

(3) SYLLABUS (200-300 words)

GRAMMAR: I comparativi, I superlativi, verbi pronominali, passato remoto, avverbi di modo, congiuntivo

Imperativo, aggettivi e pronomi indefiniti

FUNCTIONS: Saper fare confronti, descrivere come ci si sente fisicamente, sintomi di malattie, saper parlare di attività fisica, fare ipotesi, leggere e scrivere una favola, esporre avvenimenti

storici, saper leggere i numeri romani

VOCABULARY: alberghi, monumenti, informazioni turistiche, Opera, storia, malattie, campagna /città, attività fisica

5th SEMESTER

Course: **Group dynamics in Education: Theory and Practice**

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

(Description is not available)

Course: **Life and Career Management Skills**

Instructor: **Ioanna Papavassiliou, Professor**

(1) GENERAL

COURSE CODE	ΣΕ0514-1	SEMESTER	5th
COURSE TITLE	Life Career Management Skills		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	5	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	General background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (assignment & oral exam)		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP149/		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B

The general aim of the course is (a) to introduce students to the framework and necessity of lifelong career guidance in Europe and to familiarize them with core counseling skills, and (b) to explore the concepts of skills, key competences, and life/career skills, and to understand their importance for a successful career pathway.

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

I. Knowledge

- Understand the framework, objectives, principles, and service providers of lifelong career guidance as defined by the European Union.
- Identify and comprehend core counseling skills, including active/attentive listening, empathy, focusing, emotional reflection, and self-disclosure.
- Understand the nature, classifications, and relevance of life and career skills in relation to career development and the labor market.

II. Skills

- Distinguish and apply various counseling skills through simulations and role-playing exercises.
- Recognize and categorize life and career skills into their respective domains.
- Reflect on their own levels of competence in these skills, identifying areas of strength and areas requiring further development.

III. Attitudes and Behaviors

- Embrace the diversity of needs among the various target groups of lifelong career guidance.
- Demonstrate openness to the ongoing development of essential life and career skills throughout their personal and professional journey.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Active listening
- Empathy
- Decision-making
- Creative and critical thinking
- Flexibility and adaptability
- Time management
- Independent work
- Teamwork
- Promotion of free, creative, and inductive thinking
- Information seeking, analysis, and synthesis using appropriate technologies

(3) SYLLABUS (200-300 words)

Based on contemporary theoretical and empirical literature, the course includes and explores the following thematic areas:

- Lifelong Career Guidance in the 21st Century: Definition, Rationale, and Providers
- Career Development Models for Skill Acquisition: Chaos Theory of Careers and the Theory of

Planned Happenstance

- The Skills Profile of the Career Counselor: Training, Qualifications, Code of Ethics, Challenges, and Dilemmas
- Communication Skills in Counseling
- Emotional Intelligence and Career Skills
- Skills in ESCO (European Classification of Skills, Competences & Occupations)
- Key-Competences according to the European Commission
- Personal and Social Skills
- Experiential Micro-Training Workshops on Life Career Skills development

Course: **Lifelong Learning and Skills Management**

Instructor: **Maria Sytziouki, Assistant Professor**

(1) GENERAL

COURSE CODE	ΣΕ0533	SEMESTER	5th
COURSE TITLE	Lifelong Learning and Skills Management		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
Lectures, case studies, group exercises	3	5	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialization or Direction Courses		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words)</p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes
<p>Upon successful completion of the course, students will be able to:</p> <p>Analyze and distinguish key concepts such as skill, competence, proficiency, and performance within the context of lifelong learning.</p> <p>Interpret theoretical models and policies for skills development, with reference to international organizations such as UNESCO and the ILO.</p>

Use skills classification systems such as ESCO and O*NET to design educational programs and analyze labor market needs.

Apply research methods for diagnosing and assessing skills across various populations and occupational settings.

Design and implement skills development strategies in educational organizations, aligned with labor market demands and lifelong learning policies.

Evaluate the effectiveness of skills development programs based on empirical data and suggest improvements.

Develop professional attitudes and adaptability skills conducive to continuous learning and evolving educational and professional environments.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

(3) SYLLABUS (200-300 words)

The course introduces students to the main theoretical and practical approaches to skills management within the framework of lifelong learning. It explores core concepts such as competence, proficiency, and performance and examines how these function as tools for strategic planning in educational organizations. Emphasis is placed on understanding and evaluating international skills policies (e.g., UNESCO, ILO), and on the use of classification tools such as ESCO and O*NET to map skills to occupational profiles and sectors.

The course familiarizes students with international databases and forecasting models related to labor market needs. Students also engage with case studies and develop the ability to design skills-based training programs, manage educational staff, and evaluate outcomes based on performance and learning results. A central component is the design of learning outcomes and the development of organizational practices grounded in skill-based strategies.

By the end of the course, students are equipped to integrate the skills-based approach into organizational learning, enhance lifelong learning policies in educational institutions, and effectively respond to workforce development challenges.

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

Instructor: **Anastasia Psalti, Professor**

(1) GENERAL

COURSE CODE	ΣΕ0513	SEMESTER	5th
COURSE TITLE	Applications of Counselling Psychology in Education		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	5	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Special background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP249/		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words) The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A <ul style="list-style-type: none">• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area• Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B• Guidelines for writing Learning Outcomes
Upon successful completion of the course, students will be able to: (a) at the knowledge level: <ul style="list-style-type: none">▪ comprehend and grasp the fundamental concepts of Counseling Psychology and its application in diverse educational contexts. This understanding will encompass the consideration of social, cultural, contextual, and personal factors that may influence it▪ recognize the role and responsibilities of a teacher or adult educator when acting as a counselor▪ familiarize themselves with the stages of the counseling process when working with the helpees▪ identify the issues and challenges encountered in an educational setting while comprehending the central psychological and psychosocial mechanisms associated with these challenges▪ acquire the knowledge of effective communication and basic counseling skills for use in their personal and professional interactions

- gain insight into models and practices for prevention and intervention in various educational settings, with the aim of promoting the mental health and well-being of learners.; and
- acquire the knowledge and skills necessary for self-care

(b) at the skills level:

- follow the stages of the counselling process when interacting with the helpees
- assess the issues and challenges encountered in an educational setting while comprehending the central psychological and psychosocial mechanisms associated with these challenges
- practice effective communication and basic counselling skills for use in their personal and professional interactions
- be capable of applying models and practices of prevention and intervention in the different educational structures with the aim of promoting the mental health and well-being of learners; and
- apply self-care skills and

(c) at the competence level:

- apply theoretical concepts and techniques to real-life situations requiring counselling through role-playing and simulations
- demonstrate cultural sensitivity
- engage in reflective practice to continuously evaluate and improve the management of issues requiring counselling.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

Adapting to new situations

Decision – making

Working independently

Team work

Working in an interdisciplinary environment

Production of new research ideas

Respect for difference and multiculturalism

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

(3) SYLLABUS (200-300 words)

This course focuses on the practical applications of counseling psychology within the field of education. Its primary objective is to equip students with the knowledge and skills required to adeptly address challenges that may arise in diverse educational settings. The course content will be collaboratively developed with students each semester, tailoring it to their specific interests and requirements. The course will emphasize critical topics, including but not limited to bullying, the influence of digital media on child and adolescent development, coping with bereavement,

effective communication with parents, teachers, and other school personnel, as well as strategies for crisis and conflict management.

Course: **Educational and Training of Teachers and Adult Educators**

Instructor: **Anastasia Pampouri, Assistant Professor**

(1) GENERAL

COURSE CODE	KE0612	SEMESTER	5th
COURSE TITLE	Educational and Training of Teachers and Adult Educators		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	4
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialization or Direction Courses		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP193/		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

After successfully completing the course, students will be able to understand the role and significance of the adult educator in contemporary society and grasp the complexity of the profession. Specifically, they will learn about the historical development of adult trainers' training in Greece, Europe, and globally, comprehend the role of EOPPEP (National Organization for the Certification of Qualifications and Vocational Guidance) in the education of adult educators and analyze the Professional Profile of Lifelong Learning Adult Educator, recognizing the purpose of its various components. Additionally, they will analyze the theories of Adult Education theorists (M. Knowles, J. Dewey, P. Freire, D. Schön, J. Mezirow, etc.) and understand the roles of evaluation and self-evaluation for adult educators. Finally, they will identify and specify the knowledge, skills/abilities, and attitudes required for the profession of adult educators, be able to design a teaching unit in the framework of a training program for adult educators or/and teachers and

develop a positive attitude towards adult educators' evaluation and self-evaluation.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

- | | |
|--|--|
| Search for, analysis and synthesis of data and information, with the use of the necessary technology | Project planning and management |
| Adapting to new situations | Respect for difference and multiculturalism |
| Decision – making | Respect for the natural environment |
| Working independently | Showing social, professional and ethical responsibility and sensitivity to gender issues |
| Team work | Criticism and self-criticism |
| Working in an international environment | Production of free, creative and inductive thinking |
| Working in an interdisciplinary environment | ..... |
| Production of new research ideas | Others... |
| | |

The course focuses on enhancing critical skills of the students concerning the finding, processing, and synthesis of data and information with technological support, as well as developing independent and collaborative work for project management. This will strengthen students' ability to make decisions, approach issues with an interdisciplinary perspective, and adapt to international work environments.

(3) SYLLABUS (200-300 words)

The course content is structured into the following units:

- The education of adult educators in Greece: A historical review
- The role of EOPPEP in the education of adult educators - Professional Profile of Lifelong Learning Adult Educator – Legislation
- Characteristics and roles of adult educators - Professionalism of adult educators
- Adult Education theorists (M. Knowles, J. Dewey, P. Freire, D. Schön, J. Mezirow, etc.): Implications for the adult educator
- Designing a teaching unit in an adult education program: theory and practical applications
- The role of evaluation and self-evaluation of the adult educator.

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

Instructor: **Miltiadis Stampoulis, Associate Professor**

(1) GENERAL

COURSE CODE	ΣΕ0512	SEMESTER	5th
COURSE TITLE	New Technologies in Economy and Human Resources Skills		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
13	3	4	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialization or Direction Courses		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		

(2) LEARNING OUTCOMES**Learning outcomes (20-50 words)**

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

The expected learning outcomes from the teaching of the course are:

At the knowledge level:

- Understanding and classification of recent applications of new technologies in the economy
- Identify their impact on the labour market and education sectors
- Understanding the evolutionary concept of skills in advanced technological environments
- Enumeration & analysis of the new skills required in relation to new technologies
- Correlation of new skills with technologically changing economic and social conditions
- Categorise and justify the degree of usefulness of new skills in AI applications
- Synthesis of indicators to determine the reliability of new skills

At the skills level:

- Application and use of the skill mix at multiple levels in the new technological conditions of the organisation of production and work
- Organisation, application, monitoring and benchmarking of the new behavioural skills in the new production and work organisation

At the attitudinal level:

- Conscious appreciation of newly acquired knowledge
- Understanding the extent to which skills have an impact at personal and professional level in the context of advanced technological environments
- o Critical attitude towards the required new knowledge and skills in relation to the personal level of values

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

The graduate will have acquired the following general competencies:

Search for analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision – making

Production of new research ideas

Working in an international environment

Criticism and self-criticism

Working independently

(3) SYLLABUS (200-300 words)

This course interlinks the developments in the application of New Technologies in the economy with the required mix of human resources skills (vertical, soft and digital). Consequently, the need to complement vertical digital skills with a wider range of soft behavioural skills, now of considerable utility in the new way of functioning of the global economy, is analysed in detail. In the new conditions of the production process, the important position of technology must go hand with the ability of human resources to plan the production process, make decisions and interpret data and results. Consequently, the course includes modules related to current advanced technological applications in the economy in the context of productive and social changes and their impact on the labour market and educational systems, highlighting the need to develop new skills required to ensure the integration of human resources with the current technocratic globalised level of production, consumption and living.

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

(1) GENERAL

COURSE CODE	EA0517	SEMESTER	5th
COURSE TITLE	Information Technology X: Educational and Social Application of Intelligent Technologies and Robotics		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	4	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Special background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP172/		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

At the knowledge level, students, after attending the course, will be able to understand basic concepts related to the use of Intelligent Technologies and Robotics in Education, basic pedagogical views for the creation of appropriate learning environments and activity design methodologies. Furthermore, they will be introduced to issues of teaching methodology that

appropriately exploits the potential of these technologies, teaching models with theoretical approaches and understand the connection with relevant Cognitive Learning Theories.

At the skills level, students will practice educational design of learning content and implementation of educational interventions. They will master the manipulation of modern available Educational Robotics technologies and the synthesis/creation of interactive constructions suitable for supporting a variety of cognitive subjects and objectives.

At the competency level, students will practice evaluating the quality of educational content and improving educational intervention.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

(3) SYLLABUS (200-300 words)

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

- 1st module: What are Robots, where are they utilized, what is and where is Educational Robotics utilized
- 2nd module: Educational robotics technologies to support learning in schools (theory and practice)
- 3rd module: Educational robotics technologies for the development of skills and competencies (theory and practice)
- 4th module: Educational Robotics Technologies in Special Education (theory and practice)
- 5th module: Educational robotics technologies for support in adult education (theory and practice)
- 6th and 7th module: Design and development of an activity utilizing Educational Robotics technologies. Presentation of work
- 8th, 9th, 10th modules: Technologies and educational material of tangible constructions. Presentation of work
- 11th-12th module: Utilization of artificial intelligence in modern learning environments
- 13th module: Course overview - course materials for the exams

Course: **Emotional Intelligence in Education and Work**

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

(1) GENERAL

COURSE CODE	ΣΕ0611	SEMESTER	6 th
COURSE TITLE	Emotional Intelligence in Education and Work		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	3	4	

Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).		
COURSE TYPE general background, special background, specialized general knowledge, skills development	General background	
PREREQUISITE COURSES:	No	
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No	
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP163/	

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

The course aims to provide students with the basic knowledge of emotional intelligence and skills to implement programmes aimed at its development. In particular, they should be able to:

- describe current models for interpreting emotional intelligence (e.g., the models of Goleman, Bar-On, Mayer, Salovey, & Caruso, Petrides, etc.)
- select appropriate psychometric instruments to measure it
- combine theoretical approaches and psychometric tools to design, implement and/or evaluate programmes for the development of emotional intelligence
- combine and organise emotional intelligence skills in order to propose new applications of the concept in education or work (e.g. emotional and social skills training programmes)
- examine and differentiate the factors that are likely to influence (positively or negatively) the success of any programmes or applications of emotional intelligence

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Working independently

Team work

Production of new research ideas
 Respect for difference and multiculturalism
 Showing social, professional and ethical responsibility and sensitivity to gender issues
 Criticism and self-criticism
 Production of free, creative and inductive thinking

(3) SYLLABUS (200-300 words)

The course offers theoretical knowledge and practical experience of the applications of the emotional concept in education and work. In particular, the theoretical part describes the current models for the interpretation of emotional intelligence (e.g., the models of Goleman, Bar-On, Mayer, Salovey, & Caruso, Petrides, etc.) and the psychometric instruments that have been developed to measure it. Criticisms of the concept of emotional intelligence are discussed, 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 achievement and interpersonal relationships), etc.

In the practical part, students have the opportunity to study and implement themselves some indicative programmes for the development of emotional intelligence skills in the field of education of children and adults and in the workplace. The principles, conditions and steps for the design and implementation of a programme are taught and examples of programmes implemented internationally and in our country are given. Finally, the students are trained in the procedures mentioned above.

6th SEMESTER

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

Instructors: **Nikolaos Fachantidis, Professor & Vasilios Neofotistos, Laboratory Teaching Staff**

(1) GENERAL

COURSE CODE	KE0616-1	SEMESTER	6th
COURSE TITLE	Information Technology IV – Multimedia and Distance Learning		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Special background		
PREREQUISITE COURSES:	No		
LANGUAGE OF	Greek		

INSTITUTION and EXAMINATIONS		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No	
COURSE WEBSITE (URL)	https://openececlass.uom.gr/courses/ESP112/	

(4) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

The main purpose of the course is to familiarize students with the use of new technologies in distance education and training, and in Continuing Education in general, as well as to acquire a thorough knowledge of the principles on which the relevant systems are based.

The contents of the course are specified as follows:

- Advanced Internet services and their use for educational purposes.
- Modern and asynchronous distant education. The Mixed Model: technical, institutional, economic, pedagogical and teaching dimensions.
- Continuing education and New Technologies: categories and characteristics of the systems used, system selection criteria.
- Analysis, design, construction and evaluation of integrated systems for distance teaching and training

At the knowledge level, students will be able to understand basic concepts related to the use of new technologies in distance education and training, and in Continuing Education in general, as well as a thorough knowledge of the principles underlying the relevant systems.

At the skills and manipulation level, students will practice the instructional design of learning content in distance education and training in relation to the support of desired learning objectives. In addition, they will become familiar with various applications and services for the management of the learning process and learning content, with the help of which distance learning activities are implemented.

At the competence level, students will practice the evaluation of learning content and the formulation of proposals for its improvement

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Decision – making

- Working independently
- Team work
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(4) SYLLABUS (200-300 words)

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

1st - 2nd module: what is e-portfolio, which are used, examples of online services; implementation of educational activity with the use of online e-portfolio (theory and practice)

3rd - 4th - 5th module: Introduction to different online distance learning platforms - How they are used in education. Design and implementation of educational activity (theory and practice)

Module 6: MOOCs - Massive Online Open Courses, introduction and features (theory and practice)

7th -8th module: WIKIs and collaborative learning environments - introduction and features. How they are used in education. Design & implementation of educational activity (theory and practice)

9th and 10th module: Design and development of an educational activity utilizing instructional video and accompanying technologies: design, development and implementation. (theory and practice)

11th-12th module: Presentation of projects.

13th module: Course overview - Course material for the examination

Course: **Labour and Education Economics**

Instructor: **Miltiadis Stampoulis, Associate Professor**

(1) GENERAL

COURSE CODE	ΣΕ0606	SEMESTER	6th
COURSE TITLE	Labour and Education Economics		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
	13	3	5
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialization or Direction Courses		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP138/		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

Students will acquire basic and specific knowledge, skills and abilities in the scientific field of labour economics and education. In particular, they will be able to:

- have comprehensive theoretical knowledge in labour and education economics,
- analyse in detail the relationship between education and employment,
- understand new forms of work organisation and human resource management,
- evaluate the economic impact of human resources mobility,
- assess the economic impact of individual training options,
- identify the importance of education in shaping economic inequalities,
- become familiar with the concepts of human capital theory,
- develop collaborative skills through the development of projects in the subject area of the course

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

The graduate will have acquired the following general competences:

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Showing social, professional and ethical responsibility and sensitivity to gender issues

Respect for difference and multiculturalism

Working in an international environment

Criticism and self-criticism

Working independently

(3) SYLLABUS (200-300 words)

The content of the course concerns the theoretical analysis of the individual aspects of labour economics with emphasis on the analysis of the relationship between education and employment in the context of the functioning of labour markets. The analysis includes the concepts of remuneration from wage labour in relation to educational level, the reorganization of the labour market organization with "flexibility and security", the presentation of the phenomenon of age management in the labour market, as well as the interpretation of the dimensions of unemployment in the light of educational level.

At the second level, introductory concepts of Economics of Education and Continuing Education are listed. In this area, the human capital theory and a comparative analysis of vocational education and training models in Europe are presented, the cost of financing Education and Continuing Education is approached and, finally, a microeconomic and macroeconomic view of the Economics of Education is formulated.

The main modules of the course are:

- The functioning of the labour market - Labour market institutions - supply and demand of the labour market
- Relationship between education and employment in the functioning of the labour market
- Modern phenomena in the functioning of labour markets: new model of labour market organisation "Flexicurity" -
- Age management - Gender and employment
- Mobility of human resources, migration and return
- The impact of new technologies on labour economics
- Human Capital Theory
- Economics of education - microeconomic and macroeconomic perspective
- Economics of inequalities and the role of education

Course: **Teaching Methodology in Adult Education and Microteaching**

Instructor: **Anastasia Pampouri, Assistant Professor**

(1) GENERAL

COURSE CODE	ΣΕ0701	SEMESTER	6th
COURSE TITLE	Teaching Methodology in Adult Education and Microteaching		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	5	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialization or Direction Courses		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	-		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP212/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words)</p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes <p>After successfully completing the course, students will gain knowledge and skills related to adult learning and teaching. Specifically, they will be able to identify the following key concepts of the field: adulthood, education, training, skills, abilities, learning contract, needs assessment for</p>
--

learning, formal and informal education, non-formal learning, continuing education, etc. They will understand and associate philosophical, ideological, and epistemological influences of the field, be familiar with and discuss major adult learning theories including humanistic theories (Rogers), social-transformative theories (Freire), experiential theories (Dewey, Kolb), and transformative theories (Mezirow). They will critically analyze and comment on a microteaching session, select and apply appropriate active educational techniques during their microteaching such as brainstorming, group work, case studies, etc., experience the role of adult educator in microteaching and realize the importance of alternating roles between educator and learners through experiential learning.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

The course aims to cultivate skills related to data search, analysis, and synthesis using technologies, independent and teamwork, and work in international and interdisciplinary environments. It also encourages the production of new research ideas, the promotion of free and inductive thinking, adaptation to new situations, and understanding of the scientific field.

(3) SYLLABUS (200-300 words)

The course content is structured into the following sections:

- Adult Education – Definitions – Conceptual clarifications.
- Adulthood and learning – Principles of adult learning – Characteristics, motivations, and participation difficulties of adult learners – Second Chance Schools.
- Introduction to Microteaching – Principles and stages of microteaching – Lesson planning – Demonstration of a videotaped microteaching session – Evaluation criteria for microteaching.
- Educational process and Continuing Education – Educational methods and techniques: advantages and disadvantages – Criteria for selecting educational techniques – Educational techniques promoting exploratory learning.
- Roles of an adult educator – Developing the relationship between educators and learners – Educational or learning contract.
- Learning theories in Adult Education.
- Microteaching exercises: Design and implementation of microteaching by students - Evaluation of microteaching performed by students.

Course: **Talent Management in Enterprises and Organizations**

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

(Description is not available)

Course: **Emotional and Moral Development**

Instructor: **Maria Platsidou, Professor**

(1) GENERAL

COURSE CODE	KE0417	SEMESTER	6th
COURSE TITLE	Emotional and Moral Development		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	4	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	General background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP136/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words)</p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes
<p>The course aims to provide students with the basic knowledge, skills and abilities for the emotional and moral development of human beings. In particular, they should be able to:</p> <ul style="list-style-type: none"> ▪ Understand and distinguish the different types of temperament and personality of children and adults ▪ examine and differentiate the factors likely to influence (positively or negatively) the emotional and moral development of human beings ▪ suggest ways of dealing with difficulties in emotional and moral development ▪ understand the importance of play and use different types of play in educational practice
<p>General Competences</p> <p>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</p>

Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision – making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Project planning and management Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking Others...
---	---

Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Team work Respect for difference and multiculturalism Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking

(3) SYLLABUS (200-300 words)

<p>The subject of the course is the study of emotional and moral development in the various phases of life. The most important theories explaining this development are discussed and the factors (personal, social, cultural, etc.) that have a significant influence on human development are described. In particular, the topics discussed are the following:</p> <ul style="list-style-type: none"> ▪ Emotional development: the nature, genesis and development of emotions; basic and complex emotions (e.g., the emotions of joy, anxiety and fear); how emotions interact with other psychological dimensions such as thinking, personality, and behavior. ▪ Moral development: Piaget's and Kohlberg's theories of the stages of moral development and thinking, ways of examining moral development, empathy theory, development of pro-social and altruistic behaviour.

Course:	Bilingualism and Bilingual Education
Instructor:	Eirini Gouleta, Associate Professor

(1) GENERAL

COURSE CODE	ΣΕΟ416	SEMESTER	6th
COURSE TITLE	Bilingualism and Bilingual Education		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	4	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Special background		

PREREQUISITE COURSES:	No	
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes	
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP150/	

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing 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.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

Adapting to new situations

Decision – making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment
 Respect for difference and multiculturalism
 Showing social, professional and ethical responsibility and sensitivity to gender issues
 Criticism and self-criticism

(3) SYLLABUS (200-300 words)

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.

Course: **Workplace – Sexual Harassment (Mobbing) with Emphasis on people with disabilities**

Instructor: **Doxa Papakonstantinou, Associate Professor**

(1) GENERAL

COURSE CODE	EA0645	SEMESTER	6th
COURSE TITLE	Workplace - Sexual Harassment (Mobbing) with Emphasis on People with Disabilities		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	4
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialization or Direction Courses		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP140/		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

Upon successful completion of the course, the following outcomes are expected regarding the descriptive indicators of learning results:

Knowledge: Students assimilate information through learning related to the causes that trigger the phenomenon of mobbing in workplace settings, the stages of escalation of the phenomenon, its manifestations, the consequences it has on victims, and on the organizations themselves. Furthermore, they delve into the institutional protective framework and methods for prevention and addressing mobbing.

Skills: Students develop the ability to apply the above knowledge to solve issues of mobbing for individuals with and without disabilities. Emphasis is placed on the cognitive skills of students, particularly in their critical and creative thinking. In this context, students are able to collaborate with their peers and leverage their creative thinking to resolve mobbing issues, identify the root causes leading to the emergence of the phenomenon, and propose measures to ensure a healthy daily work environment for all employees.

Abilities: Students demonstrate proficiency in using the aforementioned knowledge and develop skills that will help them effectively respond to real workplace situations for individuals with and without disabilities in the future. They identify, with empathy and responsibility, the role they can play in the smoother workplace integration, especially of individuals with disabilities, as potential employers and colleagues.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

Demonstration of social, professional, and ethical responsibility and empathy towards issues of disabilities, chronic illnesses, and gender. • Respect for diversity. • Promotion of free, creative, and inductive thinking. • Empathy. • Decision-making, active participation. • Critical thinking, problem recognition. • Taking initiatives, problem-solving. • Generation of new research ideas.

(3) SYLLABUS (200-300 words)

The objective of the course is to explore the phenomenon of mobbing in the workplace, affecting individuals with and without disabilities. Work, a crucial factor for achieving the full social integration of individuals, becomes particularly challenging during economic and social crises, resulting in the escalation of systematic negative behaviors and attitudes in the workplace. The main aim of the course is for the student to be able to recognize a bullying work environment, problematic behaviors that constitute it, ways to react, the rights of mobbing victims, and methods of prevention at institutional and individual levels. The analysis revolves specifically around disability as a potential differentiating factor in relationships, behaviors, and attitudes in a workplace.

Towards this direction, the course content is distributed among the following key thematic units:

- Analysis of international terms such as 'mobbing', 'workplace bullying,' 'workplace harassment,' 'sexual harassment,' highlighting essential similarities or differences. Additionally, global statistics are presented to highlight the escalation of mobbing against employees with and without disabilities.
- Examination of the causes that fuel the phenomenon in the workplace. This section analyzes the reasons that lead the aggressor, whether an individual or a legal entity (organization), to adopt mobbing as a strategy of psychological terrorism. Emphasis is placed on the specific role of disability in provoking or preventing the phenomenon.
- Exploration of categories and expressions of mobbing in the workplace, including sexual harassment, stages of escalation, and consequences on victims and organizations.
- Addressing questions like who the aggressor and their personality are, what the characteristics of the victim are, how they react, the role of bystanders, and the attitude of hierarchical authorities. Students engage in experiential exercises to experience, understand, take initiatives, identify problems, and seek solutions in a mobbing scenario.
- Examination of the legislative framework in Greece for addressing mobbing in the workplace. The effectiveness of the existing system is evaluated, and examples of political and institutional frameworks from EU countries are provided. A dedicated section focuses on the procedures for dealing with the phenomenon, emphasizing prevention methods.

Course: **Professional Ethics & Ethical Behaviour**

Instructors: **Anastasia Psalti, Professor**

(1) GENERAL

COURSE CODE	ΣΕ0521-4	SEMESTER	6th
COURSE TITLE	Professional Ethics & Ethical Behavior		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	4	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	General knowledge		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		

IS THE COURSE OFFERED TO ERASMUS STUDENTS	No	
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP233/	

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

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

(a) at the knowledge level:

- identify the ethical principles and standards of conduct that govern their workplace
- distinguish the rights, obligations and duties associated with the exercise of their profession
- recognise professional situations which pose ethical dilemmas

(b) at skill level:

- demonstrate an ability to reflect critically on their professional and pedagogical practices at community, national and global levels
- use their knowledge and skills in order to achieve the development of their professional identity through reflection and personal dialogue

(c) at competence level:

- apply the knowledge they have acquired to professional situations that pose ethical dilemmas
- demonstrate cultural sensitivity
- prevent and solve problems arising in the workplace by developing communication and cooperation skills and competences with all those involved.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

Adapting to new situations

Decision – making

Working independently

Team work

Working in an interdisciplinary environment

Production of new research ideas

Respect for difference and multiculturalism

Showing social, professional and ethical responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

(3) SYLLABUS (200-300 words)

The aim of the course is to explore the ethical guidelines and the responsibilities that govern the role of the teacher/trainer. In addition, it aims to equip students with the knowledge to deal with potential problems in the workplace.

The course consists of 2 modules:

A. THEORETICAL BACKGROUND - KEY CONCEPTS

This module covers the following topics:

- Introduction-Basic concepts and terms
- Ethics in education
- Ethical dilemmas & ethical obligations
- Professionalism
- Codes of Ethics
- General ethical principles in teaching
- Personal, professional and workplace values

B. ETHICAL ISSUES - CASES

This module includes the following topics:

- Ethical issues - Students-Trainees
- Ethical issues - Colleagues
- Ethical issues - Administration
- Ethical issues - Community & Society
- Ethical Issues -Cyberspace
- Personal & Professional Development

7th SEMESTER

Course: **Practicum I**

Instructors:

(1) GENERAL

COURSE CODE	ΣΕ0703	SEMESTER	7th
COURSE TITLE	Practicum I		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	10	12	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills	Special Background		

development		
PREREQUISITE COURSES:	No	
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No	
COURSE WEBSITE (URL)		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

Students participating in the practicum under the Lifelong Learning specialization are expected to attain a set of well-defined learning outcomes, including:

- Familiarization with the operational framework and administrative structures of the host institutions, the educational programs implemented, and the characteristics of the target populations to whom these programs are addressed.
- Acquisition of core competencies in the **design, implementation, and evaluation** of adult learning programs and educational interventions.
- Active engagement in instructional practices within secondary education institutions or educational structures affiliated with the **Ministry of Education, Religious Affairs and Sports** especially in the sectors of **Adult Education** and **Vocational Education and Training (VET)**.
- Systematic observation and documentation of teaching and learning strategies adopted by the host organization.
- Development of lesson planning skills and supervised participation in teaching, under the guidance of a mentor who oversees and supports the practicum student.
- Observation, documentation, and participation in **Career Counseling and Vocational Guidance Services**, where such services are part of the institution's offerings.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

The practicum is designed to enhance students' general and transferable competencies, such as:

- Critical thinking and decision-making in real-world educational contexts.
- Adaptability to novel and dynamic learning environments.
- Creativity in educational planning and the development of research-based practices.
- Project planning and implementation skills.

Ethical, social, and professional responsibility, particularly in relation to diversity, inclusion, and gender-sensitive educational practices.

(3) SYLLABUS (200-300 words)

The practicum extends across a period of **13 academic weeks**, comprising **26 scheduled visits**.

Students in the *Lifelong Learning* specialization are expected to engage in a series of structured and reflective field-based activities. These include:

- Acquaintance with the staff and familiarization with the educational, administrative, and operational framework of the cooperating institution.
- Systematic observation and documentation of the institution's distinct features, educational practices, and learner populations.
- **Regular attendance twice per week** (typically during October, November, and December), involving direct involvement in the organization's daily operations.
- Participation in the **design, planning, implementation, or evaluation of an educational intervention program targeting adult learners**. This may include either the development of a new program or the integration of the student in an existing one.
- Weekly **supervised feedback meetings** with mentors and academic advisors, aimed at reflection, improvement, and critical discussion of the practicum experience.
- **Final report composition**, documenting the student's experiences, critical insights, and evaluation of the educational program or intervention in which they participated.

In this context, students gain hands-on experience with a broad spectrum of activities ranging from curriculum development and learner support to evaluation and reporting, all of which are essential for developing professional competence in adult and lifelong learning. Occupation of the students in the co-operating organizations regularly twice a week during February, March, April and May. The organization of a program of educational interference to adults or participation in the planning, application and evaluation of a relative program - weekly feedback meetings- composition of a final report.

Course: **Human Resources Management and Development in Organizations and Business**

Instructor: **Marianna Papakonstantinou, non permanent teaching staff**

(1) GENERAL

COURSE CODE	ΣΕ0805	SEMESTER	7th
COURSE TITLE	Human Resources Management and Development in Organizations and Business		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
	3	4	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Specialization or Direction		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing Learning Outcomes

After completing the specific course of the undergraduate study program-level 6 (1st study cycle) the participating students will:

- To develop critical thinking about human resources management and development issues,
- To combine theoretical knowledge with active learning and practical training in human resource development techniques,
- To develop through experiential learning human resource evaluation techniques.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Case studies
- Teamwork
- Production of free, creative and inductive thinking

(3) SYLLABUS (200-300 words)

- The concept and content of human resource management,
- Human resource planning: Anticipating needs,
- Job analysis and description,
- Locating and attracting personnel,
- Personnel selection,
- Staff training and development,
- Employee performance evaluation,
- Employee compensation systems,
- Internal communication and labor relations,
- The health and safety of employees,
- Human resources management internationally,
- Effective access to the labor market.

Course: **Access to the Labour Market for NEETs (Youth not in Employment, Education or Training)**

Instructor: **Doxa Papakonstantinou, Associate Professor**

(1) GENERAL

COURSE CODE	EA 0646	SEMESTER	7th
COURSE TITLE	Access to the Labour Market for NEETs (Youth out of employment, education or training)		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
Lectures	3	4	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Special Background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP143/		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words)</p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes
<p>Upon the successful completion of the course, the following outcomes are anticipated regarding the descriptive indicators of learning results:</p> <p>Knowledge: Students assimilate information through learning related to a) defining the terminology of NEETs (No Employment, Education, or Training), b) the specific challenges faced by young individuals referred to as NEETs, and c) the policies, practices, and targeted programs deemed optimal for approaching them to reintegrate into work, education, and society.</p> <p>Skills: Emphasis is placed on the cognitive skills of students, particularly in their critical and creative thinking. In this context, students are capable of collaborating with their peers to identify the reasons leading to the classification of individuals into NEETs, solving problems of NEETs, and proposing suggestions for their vocational and broader social integration.</p> <p>Abilities: Students demonstrate proficiency in utilizing the above knowledge and develop skills that will enable them to effectively respond to real-life situations in the future, whether in work,</p>

education, or training of young individuals. They responsibly identify the roles they can play as potential trainers, colleagues, and employers in the more effective inclusion/reintegration of NEETs. They understand that all approaches must be based on the urgent need to support individuals navigating this particularly productive age period.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

Methods of searching, analyzing, and synthesizing research data and information. • Promotion of free, creative, and inductive thinking. • Demonstration of social, professional, and ethical responsibility and empathy towards issues concerning young individuals who are not employed or undergoing education (NEETs). • Respect for diversity and multiculturalism. • Decision-making. • Autonomous work. • Teamwork. • Generation of new research ideas. • Problem-solving. • Self-critique regarding individual contributions to shaping the social reality of NEETs.

(3) SYLLABUS (200-300 words)

The objective of the course is to acquire knowledge and cultivate critical thinking regarding issues related to both employment and broader social problems faced by NEETs. NEETs refer to individuals aged 15-29 who are currently not employed, not undergoing education, and not in training.

Towards this direction, the course content is distributed among the following main thematic units:

1. Definition of the NEETs concept (No Employment, Education, or Training) and the subgroups of young people who fall into or are at greater risk of falling into the NEETs category. These include:
 - Short-term and long-term unemployed youth.
 - Disheartened youth not seeking employment.
 - Youth with disabilities and chronic illnesses.
 - LGBTQI+ individuals.
 - Youth with low qualifications and education levels.
 - Youth facing poverty.
 - Youth residing in remote areas.
 - Youth with family obligations preventing them from working, especially women.
 - Youth with family problems.
 - Youth belonging to socially vulnerable groups such as prisoners, former prisoners, substance-dependent individuals, abused women, immigrants-refugees, individuals opting for alternative careers like artistic professions, and those from more privileged social classes.
2. Presentation of statistical data and reports on the position of NEETs in Greece and EU member countries. Indicatively, according to the Organization for Economic Cooperation and Development (OECD) data, forty million young people in its member countries fall into the NEETs category, with Greece having one of the highest rates.
3. Analysis of the reasons leading to the classification of young people into NEETs, the problems-difficulties they face, and the consequences on both individual and state levels,

with severe psychological impacts and potential social exclusion at the individual level, and a risk of social cohesion breakdown and a significant economic burden for national economies at the state level.

4. Analysis of the impact of extraordinary conditions such as economic crises, migration, pandemics (e.g., Covid-19) on the increase in the NEETs' percentage and the decrease in their prospects for integration/reintegration into employment/education/training.
5. Presentation of targeted programs, policies, and best practices for the integration/reintegration of NEETs into the labor market, education, or training, and their broader social participation. A critical approach to programs and policies of EU member states. Designing programs by students themselves in collaboration within groups.

Course: **Project Management in Education**
 Instructor: **Athanasios Tsirikas, Laboratory Teaching Staff**

(Description is not available)

Course: **International Educational Development**
 Instructor: **Eirini Gouleta, Associate Professor**

(1) GENERAL

COURSE CODE	ΣΕ0720	SEMESTER	7th
COURSE TITLE	International Education Development		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	4
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	General background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/UNI188/		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B
- Guidelines for writing 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.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

Adapting to new situations

Decision – making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment and the consequences of climate change on education

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and sensitivity to gender issues

(3) SYLLABUS (200-300 words)

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.

Course: **Exercise and quality of life**
 Instructor: **Alexandra Lailoglou, Special Educational Personnel**

(1) GENERAL

COURSE CODE	EA0402	SEMESTER	7th
COURSE TITLE	Exercise and quality of life		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.	WEEKLY TEACHING HOURS	CREDITS	
Exercise and quality of life	3	2	
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	General knowledge		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek, English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	On the Department's website https://www.uom.gr/esp/odhgospoydon		

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words) The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes
<p>Upon successful completion of the course, students will have acquired 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</p>

essential social investment, due to the improvement of quality of life, the development of interpersonal relationships and the better relationship between people and natural environment.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Working independently
- Working in an interdisciplinary environment
- Production of new research ideas
- Respect for difference and multiculturalism
- Respect for the natural environment
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS (200-300 words)

The topics mentioned in the course content are:

- Concept of Exercise - Benefits of exercise - "Lifelong" exercise.
- Leisure time and sports for all.
- Utilization of leisure time with physical activities.
- Contribution of exercise and physical activity to quality of life.
- Stretching.
- Exercise in infancy and preschool age.
- 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:

(1) GENERAL

COURSE CODE	ΣΕ0803	SEMESTER	8th
COURSE TITLE	Practicum II		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		10	12
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Special Background		
PREREQUISITE COURSES:	Practicum I		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

<p>Learning outcomes (20-50 words)</p> <p>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes
<p>Students participating in the practicum under the Lifelong Learning specialization are expected to attain a set of well-defined learning outcomes, including:</p> <ul style="list-style-type: none"> ▪ Familiarization with the operational framework and administrative structures of the host institutions, the educational programs implemented, and the characteristics of the target populations to whom these programs are addressed. ▪ Acquisition of core competencies in the design, implementation, and evaluation of adult learning programs and educational interventions. ▪ Active engagement in instructional practices within secondary education institutions or educational structures affiliated with the Ministry of Education, Religious Affairs and Sports especially in the sectors of Adult Education and Vocational Education and Training (VET). ▪ Systematic observation and documentation of teaching and learning strategies adopted by the host organization.

- Development of lesson planning skills and supervised participation in teaching, under the guidance of a mentor who oversees and supports the practicum student.

Observation, documentation, and participation in **Career Counseling and Vocational Guidance Services**, where such services are part of the institution's offerings.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision – making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	.....
Production of new research ideas	Others...

The practicum is designed to enhance students' general and transferable competencies, such as:

- Critical thinking and decision-making in real-world educational contexts.
- Adaptability to novel and dynamic learning environments.
- Creativity in educational planning and the development of research-based practices.
- Project planning and implementation skills.

Ethical, social, and professional responsibility, particularly in relation to diversity, inclusion, and gender-sensitive educational practices.

(3) SYLLABUS (200-300 words)

The practicum extends across a period of **13 academic weeks**, comprising **26 scheduled visits**. Students in the *Lifelong Learning* specialization are expected to engage in a series of structured and reflective field-based activities. These include:

- Acquaintance with the staff and familiarization with the educational, administrative, and operational framework of the cooperating institution.
- Systematic observation and documentation of the institution's distinct features, educational practices, and learner populations.
- **Regular attendance twice per week** (typically during October, November, and December), involving direct involvement in the organization's daily operations.
- Participation in the **design, planning, implementation, or evaluation of an educational intervention program targeting adult learners**. This may include either the development of a new program or the integration of the student in an existing one.
- Weekly **supervised feedback meetings** with mentors and academic advisors, aimed at reflection, improvement, and critical discussion of the practicum experience.
- **Final report composition**, documenting the student's experiences, critical insights, and evaluation of the educational program or intervention in which they participated.

In this context, students gain hands-on experience with a broad spectrum of activities ranging from curriculum development and learner support to evaluation and reporting, all of which are essential for developing professional competence in adult and lifelong learning. Occupation of the students 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 planning application and evaluation of a relative program - weekly feedback meetings- composition of a final report.

The individualized pedagogical intervention developed by the student-practitioner must comprise five interrelated components:

1. **Initial assessment** of the student's learning and developmental profile.

2. **Instructional design and implementation** of the educational intervention.
3. **Formative (interim or corrective) evaluation** to monitor progress and inform instructional adjustments.
4. **Final (summative) evaluation** of the learner's development and goal attainment.
5. **Comprehensive evaluation of the intervention program**, assessing the extent to which the short-term and long-term objectives defined by the student-practitioner have been successfully achieved.

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

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

(Description is not available)

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

Instructor: **Nikolaos Fachantidis, Professor**

(1) GENERAL

COURSE CODE	ΣΕ0820	SEMESTER	8th
COURSE TITLE	Information Technology XII: Mobile and Cloud Technology Application in Education and Society		
INDEPENDENT TEACHING ACTIVITIES If credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits.		WEEKLY TEACHING HOURS	CREDITS
		3	4
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE general background, special background, specialized general knowledge, skills development	Special background,		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTITUTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://openeclass.uom.gr/courses/ESP104/		

(2) LEARNING OUTCOMES

Learning outcomes (20-50 words)

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the

European Higher Education Area • Description for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong and Appendix B • Guidelines for writing Learning Outcomes	
<p>At the knowledge level, students, after attending the course, will be able to understand basic concepts related to the use of mobile technology and cloud applications, basic pedagogical principles for the creation of appropriate learning environments and activity design methodologies. Furthermore, they will become familiar with issues of teaching methodology that appropriately exploits the potential of these technologies, teaching models with theoretical approaches and understand the connection with relevant Cognitive Learning Theories.</p> <p>At the skills and operation level, students will practice educational design of learning content and implementation of educational interventions. They will master the usage of modern available mobile technology and cloud applications and the synthesis/creating activities suitable to support a variety of cognitive subjects and objectives.</p> <p>At the competency level, students will practice evaluating the quality of educational content and improving educational interventions.</p>	
General Competences Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?	
Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision – making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Project planning and management Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking Others...
<ul style="list-style-type: none"> ▪ Search for, analysis and synthesis of data and information, with the use of the necessary technology ▪ Adapting to new situations ▪ Decision – making ▪ Working independently ▪ Team work ▪ Respect for difference and multiculturalism ▪ Criticism and self-criticism ▪ Production of free, creative and inductive thinking 	

(3) SYLLABUS (200-300 words)

<p>The content of the course is structured in the following sections:</p> <p>Unit 1: What is Mobile Technology, devices and capabilities</p> <p>2nd module: Mobile technologies to support learning at school (theory and practice)</p> <p>3rd module: Mobile technologies and applications for skills development and (theory and practice)</p> <p>4th module: Mobile technologies and applications in Special Education (theory and practice)</p> <p>5th module: Mobile technologies and applications for support in Adult Education (theory and practice)</p> <p>6th and 7th module: Design and development of an activity utilizing mobile technologies. Design and implementation of a project. Presentation of projects</p> <p>8th, 9th, 10th modules: Technologies and educational materials based on cloud applications. Design and implementation of a project. Presentation of projects.</p> <p>11th-12th module: Critical evaluation of the use of Mobile and cloud technology in supporting modern learning environments. Development of a small project</p> <p>13th module: Course overview - Course material for the exams</p>
--

Course: **Social Policy and Lifelong Learning**

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

(Description is not available)

Course: **Social Psychology**

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

(Description is not available)

