



**ACADEMIC YEAR
2018-19**

STUDY GUIDE



**DEPARTMENT OF
EDUCATIONAL AND SOCIAL
POLICY**

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

GENERAL INFORMATION ABOUT THE UNIVERSITY OF MACEDONIA

1. Schools and Departments

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

SCHOOL OF BUSINESS ADMINISTRATION

Department of Business Administration

Department of Accounting and Finance

SCHOOL OF INFORMATION SCIENCES

Department of Applied Informatics

SCHOOL OF SOCIAL SCIENCES, HUMANITIES AND ARTS

Department of International and European Studies

Department of Educational & Social Policy

Department of Music Science & Art

SCHOOL OF ECONOMIC AND REGIONAL STUDIES

Department of Economics

Department of Balkan, Slavonic & Oriental Studies

There are three interdepartmental post-graduate studies:

1. Master in Economics (M.A.).
2. Master in Business Administration (MBA).
3. Master in Information Systems (M.I.).

Postgraduate programs are also available in:

1. Applied Informatics
2. Educational and Social Policy
3. Accounting and Finance
4. International and European Studies
5. Politics and Economics of Contemporary Eastern and Southeastern Europe.
6. Public Administration and Total Quality
7. European Youth Politics
8. MSc in Applied Accounting and Auditing
9. EMSc in Strategic Managerial Accounting and Finance Management

2. University Governing Bodies

The University of Macedonia is a State University under the responsibility of the Ministry of Education. The decision making

bodies are:

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

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

Governing Bodies of the Department

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

I. 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.

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 for each 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 six Departments of the University of Macedonia award degrees equivalent to a four-year B.A. in their respective fields. For graduation a minimum of eight semesters (four years) is required. In terms of credit hours this period corresponds to a total of 168 hours. Most of

the courses are compulsory but there is also a wide variety of options. Students in one Department are allowed to take courses offered by other Departments. Foreign language courses should be taken in four or six Semesters. Students may choose between English, French and German language.

There are three interdepartmental [post-graduate programmes](#) leading to the degrees of M.A., M.B.A. or M.I.S. The duration of studies is four semesters (two years). Graduates of the University of Macedonia and other Universities can register to these programmes following an entrance examination. Good knowledge of English is a prerequisite.

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

Grading System

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

"Excellent" (8.5-10),

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

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

Academic year

The academic year starts on September 1st of each year and ends on August 31st of the following year. Each academic year is divided into two semesters. Each semester consists of at least 13 full weeks of classes and two of examinations. Teaching starts on September 24th for the winter semester and on February 11th for the spring semester, which ends on May 31st.

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 under the condition that the General Assembly of their own department has established the compatibility between the course of studies in the foreign institution and the course in the institution where they are registered. The duration of this period of studies abroad must not exceed one academic year, and under the above conditions considered as one academic year of studies at the student's home institution.

3. Student mobility

The European program LLP / 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 – to a co-European Institute. They can also carry out their practice in an enterprise or organization abroad.

Students of the Department of Education 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 successfully completed at least one course in the foreign Institution.

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

Harikleia Proiou, Assistant Professor, Academic Head of the Department of LLP/ERASMUS (tel.2310891630, email: hproios@uom.gr)

Katerina Notaridou, EIB, Administrative Officer of the Department for outgoing students ERASMUS, (tel. 2310-891388, email katnot@uom.edu.gr).

Anita Tsampazi, EIB, Administrative Officer of the Department for incoming students ERASMUS, (tel. 2310-891386, email anita@uom.edu.gr)



II. THE PROFILE OF THE DEPARTMENT OF EDUCATIONAL AND SOCIAL POLICY

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.

Chairman of the Department

Gregoris Simos, Professor (room 306, tel 2310-891361, fax 2310 - 891388)

TEACHING STAFF OF THE DEPARTMENT					
	Name and Faculty	Subject	Room	Tel.	E-mail address
1.	Anthony Montgomery Jude Professor	Psychology of Work	208	2310-891308	antmont@uom.gr
2.	Ioannis Agaliotis Professor	Instructional Methodology for Students with Disabilities	301	2310-891383	iagal@uom.gr
3.	Efthymios Valkanos Professor	Continuing Vocational Education and Training	311	2310-891385	evalkan@uom.gr
4.	Vasilios Dagdilelis Professor	Applications of informatics and computer science in education	315	2310-891336	dagdil@uom.gr
5.	Areti Okalidou Professor <i>(Educational License for the academic year 2018-19)</i>	Speech – Language pathology	303	2310-891358	okalidou@uom.gr
6.	Konstantinos Papadopoulos Professor <i>(Educational License for the academic year 2018-19)</i>	Education of individuals with visual impairments	305	2310-891403	kpapado@uom.gr

TEACHING STAFF OF THE DEPARTMENT					
	Name and Faculty	Subject	Room	Tel.	E-mail address
7.	Maria Platsidou Professor <i>(Educational License for the spring semester 2018-19)</i>	Developmental Psychology	308	2310-891384	platsidu@uom.gr
8.	Gregoris Simos Professor	Developmental psychopathology	306	2310-891361	gsimos@uom.gr
9.	Lazaros Triarhou Professor	Basic Neuroscience	312	2310-891387	triarhou@uom.gr
10.	Irini Gouleta Associate Professor <i>(Unpaid leave)</i>	Intercultural Special Education			egouleta@gmail.com
11.	Vasiliki Karavakou Associate Professor	Philosophy of Education	208	2310-891360	vkaravkou@yahoo.co.uk
12.	Lefkothea Kartasidou Associate Professor	Special Education	202	2310-891350	lefka@uom.edu.gr
13.	Eleni Koustriava Assistant Professor	Education of Individuals with Disabilities with the Use of Assistive Technology	316	2310-891333	elkous@uom.edu.gr
14.	Vasiliki Giannouli Assistant Professor	School Psychology	301	2310-891334	giannouliv@yahoo.com
15.	Ioanna Papavasiliou Assistant Professor	Career, Guidance and Counseling	311	2310-891524	ipapav@uom.edu.gr iopapava@gmail.com
16.	Doxa Papakonstantinou Assistant Professor	"Working relationships and support for people with disabilities in the workplace"	427	2310 891403	klerip@uom.gr

TEACHING STAFF OF THE DEPARTMENT					
	Name and Faculty	Subject	Room	Tel.	E-mail address
17.	Harikleia Proiou Assistant Professor	Neurocognitive Disorders and Rehabilitation	427	2310-891630	hproios@uom.gr
18.	Miltiadis Stampoulis Assistant Professor	Labour Economics and Employment Policies	302	2310-891621	staboulis@uom.edu.gr
19.	Christine Syriopoulou Assistant Professor	Education of People with Autistic Spectrum Disorders	310	2310-891381	csyriop@gmail.com
20.	Nikolaos Fachantidis Assistant Professor	Information Technology and Continuing Education	302	2310-891483	nfachantidis@uom.edu.gr

SPECIALIZED LAB & TEACHING PERSONNEL					
1.	Panagiotis Varsamis	313	2310891386	varsamis@uom.gr	
2.	Marianthi Karatsiori	315		mkaratsiori@uom.edu.gr	
3.	Lefkos Ioannis	315	2310891353	lefkos@uom.edu.gr	
4.	Anastasia Pampouri (Continuing Education)	313	2310 891 386	apamp@uom.gr	
5.	Athanasios Tsirikas	313	2310-891388	tsirikas@uom.gr	
6.	Pavlos Hatzigiannakoglou	314	2310 891 355	pablo.hatzi@gmail.com	
SPECIALIZED TECHNICAL LAB PERSONNEL					
1.	Ekaterini Notaridou	313	2310 891 388	katnot@uom.edu.gr	
2.	Anita Tsampazi	314	2310 891 542	anita@uom.edu.gr	
SECRETARIAT					
1.	Evdoxia Papanikolaou	Head of Secretariat	Semi-floor	2310 891 258	evipap@uom.gr
2.	Georgios Valavanidids	Secretary	Semi-floor	2310 891 339	geoval@uom.gr
3.	Katerina Efstathiou	Secretary	Semi-floor	2310 891 253	eustkat@uom.gr
4.	Athanasios Papadopoulos	Secretary	Semi-floor	2310 891 339	ppapa@uom.gr
E-mail address: espsecr@uom.gr , fax: 2310-891257					

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

A. Major “Continuing Education”

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

The graduates of the major “Continuing Education” are typically qualified so as to be appointed in the initial rank for the holders of the university degree (72) (Educators for Adults). “These educators are appointed or transferred permanently or temporarily to the Laboratories for Special Vocational Training. They are employed for the realization of education programs and training of adults with or without impairment and special educational needs, which are planned and delivered by the General Secretariat for Life Long Learning or by any other official state institute having the responsibility for planning and delivering equivalent programs”.

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

More specifically they can be employed in the following positions:

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

vocational training and adult education and especially new technologies

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 Sociology (10); sentence 1 in paragraph 8 of the article 14 of the law 1566/1985 (Governmental Paper 167 A’).

Structure of the Course of Studies

- The courses offered in the common core of studies and the two majors are either compulsory (C), compulsory elective (CE) or elective (E)
- Compulsory (C) are the courses that all students of the Department have to pass. If a student fails to pass a compulsory course s/he has to try again next year, till s/he succeeds.
- Compulsory elective (CE) are the courses that students have to

elect out of specific categories of subjects. If they fail to pass an elective compulsory course (CE), students can attend it again when it is offered, or replace it with another CE course.

- Elective (E) courses can be selected from the other Departments of the University or the other major of this Department, according to students' personal interests, and are not included in the previous two categories of courses (C and CE). If a student fails to pass an elective course (E), s/he can attend it again when it is offered, or replace it with another course.
- All courses have duration of 3 hours weekly, with a credit of 5 ECTS each except the language courses that are credited with 3 ECTS, i.e. 12 ECTS in total for the four courses offered in the course of studies. Also, with 3 ECTS are credited the courses of "Sign language practicum I, II, III, IV, V, VI", "Workshop on dealing with specific speech disorders" and "Braille training course".

Practicum

According to the Course of Studies, students of 7th and 8th semester of both Majors have to do the Practicum I and Practicum II which are compulsory courses of the winter and spring semester, respectively. Each Practicum course is credited with 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 in their Practicum.

Thesis

Thesis is an extensive research work on a theme or a subject related to the student's major of studies. The work 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

CORE COURSES
(1st and 2nd semester)

1st SEMESTER					
	COURSE		INSTRUCTOR	ECTS	CODE
1.	Information Technology I: Introduction to Computers		Dagdilelis & Lefkos	5	KE0110
2.	Introduction to Special Education		Kartasidou	5	KE0405-2
3.	Career Guidance and Counseling: Field, Theory, Methodology		Papavasiliou	5	KE0317-2
4.	Introduction to Pedagogy		Karatsiori & Pampouri	5	KE0105-1
5.	Educational Psychology		Giannouli	5	KE0116-1
6.	Sociology of Education		Pimenidou	5	KE0206
7.	Foreign Languages	English Language I: Academic Reading and Vocabulary	Stefanou & Kokkinou	3	ΕΓ0101
		French Language I	Donati		ΕΓ0201
		German Language I	Strantzou		ΕΓ0301
		Italian Language I	Vannini		ΕΓ0401

2nd SEMESTER

A/A	COURSE		INSTRUCTOR	ECTS	CODE
1.	Fundamental Principles of Science and Research Methods		Triarhou	5	KE0203-3
2.	Statistics		Zafiropoulos	5	KE0201-3
3.	Introduction to Adult Education		Pampouri	5	KE0404
4.	Philosophy of Education		Karavakou	5	KE0102-1
5.	Introduction to multicultural education		Karatsiori	5	ΣΕ0507-3
6.	Information Technology II: Fundamental Principles of I.T. (Information Technology)		Dagdilelis & Lefkos	5	KE0215
7.	Foreign Languages	English Language II:	Stfanou & Kokkinou	3	ΕΓ0102
		French Language II	Donati		ΕΓ0202
		German Language II	Strantzou		ΕΓ0302
		Italian Language II	Vannini		ΕΓ0402

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

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

4th SEMESTER					
	COURSE		INSTRUCTOR	ECTS	CODE
1.	Social Psychology		Montgomery	5	KE0305-1
2.	Mind and Cognition: Philosophical Approaches of the Cognitive Sciences		Karavakou	5	ΕΣ0401
3.	Developmental Psychopathology		Simos	5	KE0514
4.	Education of People with Pervasive Developmental Disorders (PDD) / Autism		Siriopoulou	5	EA0703-1
5.	Introduction to speech and hearing Sciences			5	KE0408
6.	Legislative framework and European employment policies for people with disabilities		Papakonstantinou	5	EA0404
7.	Laboratory: Introduction to speech and hearing sciences		Hatzigiannakoglou	3	EA0405
8.	Career guidance for the disabled		Papavasiliou	5	EA0816-5
9.	Educating people with physical and movement disabilities		Varsamis	5	EA0716-1
10.	School Psychology		Giannouli	5	EA0403
11.	Management and administration in education		Valkanos	5	KE0409
12.	Introduction to assistive technology		Koustriava	5	EA0641
13.	Foreign Languages	English Language IV: Oral Presentation Skills	Karagevreki	3	ΕΓ0104
		French Language IV	Tzanavari		ΕΓ0204
		German Language IV	Strantzou		ΕΓ0304
		Italian Language IV	Vannini		ΕΓ0404

5th SEMESTER

	COURSE	INSTRUCTOR	ECTS	CODE
1.	Instructional methodology for the education of students with special needs /disabilities	Agaliotis	5	EA0602-3
2.	Education of individuals with mental retardation /intellectual disability	Kartasidou	5	EA0601-3
3.	Working relationships, integration and social support of people with disabilities in the workplace	Papakonstantinou	5	EA0819
4.	Teaching reading and writing in children with special educational needs	Giannouli	5	EA0504
5.	Counseling Psychology	Simos	5	KE0419
6.	Lifelong guidance and career management skills	Papavasiliou	5	ΣΕ0514-1
7.	Moral Philosophy: Issues in educational and social ethics and bioethics	Karavakou	5	ΕΣ0501
8.	Education of the hearing – impaired people <i>(not offered)</i>		5	EA0704-1
9.	Contemporary teaching models in autism	Siriopoulou	5	EA0506

6th SEMESTER

A/A	COURSE	INSTRUCTOR	ECTS	CODE
1.	Teaching mathematics to students with learning and adaptation problems	Agaliotis	5	EA0608
2.	Speech, language and communication disorders		5	EA0605-3
3.	Braille writing and reading		5	EA0719-1
4.	Information technology IV: Multimedia and distance learning	Fahantidis & Lefkos	5	KE0616-1
5.	Supervision and organization of special education and rehabilitation programs	Proios	5	EA0607
6.	Life sciences and humanism	Triarhou	5	EA0606-3
7.	Assistive technology laboratory	Koustriava	3	EA0622
8.	Emotional Intelligence in the education and the workplace		5	ΣE0611
9.	Laboratory: Speech, language and communication disorders	Hatzigiannakoglou	3	EA0623

7th SEMESTER

A/ A	COURSE	INSTRUCTOR	ECTS	CODE
1.	Practicum I		12	EA0702
2.	Workshop on dealing with specific speech disorders	Proios	3	EA 0711
3.	Braille training course	Barouti	3	EA0710
4.	Sign language practicum V <i>(not offered)</i>		3	EA 0713
5.	Dissertation		15	EA0707

8th SEMESTER

	COURSE	INSTRUCTOR	ECTS	CODE
1.	Practicum II		12	EA0803
2.	Education of individuals with profound multiple disabilities	Kartasidou	5	EA0802-3
3.	Sign language practicum VI		3	EA0814
4.	Dissertation		15	EA0707

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

3rd SEMESTER					
	COURSE		INSTRUCTOR	ECTS	CODE
1.	Basic Neuroscience		Triarhou	5	KE0308-1
2.	Developmental psychology		Platsidou	5	KE0207-2
3.	Vocational education and training systems		Stampoulis	5	ΣΕ0301
4.	Information Technology III: Educational applications of informatics		Dagdilelis & Lefkos	5	KE0316
5.	Applied statistics for the social sciences		Zafiropoulos	5	KE0312
6.	Greek Language and teaching greek language		Peristeri	5	KE0410-1
7.	Foreign Languages	English Language III: Business English	Karagevreki	3	ΕΓ0103
		French Language III	Tzanavari		ΕΓ0203
		German Language III	Strantzou		ΕΓ0303
		Italian Language III	Vannini		ΕΓ0403

4th SEMESTER

	COURSE		INSTRUCTOR	ECTS	CODE
1.	Management and administration in education		Valkanos	5	KE0409
2.	Social psychology		Montgomery	5	KE0305-1
3.	Mind and cognition: Philosophical approaches of the cognitive sciences		Karavakou	5	ΕΣ0401
4.	Design and implementation of vocational training programmes		Stampoulis	5	ΣΕ0503-1
5.	Foreign Languages	English Language IV: Oral presentation skills	Karagevreki	3	ΕΓ0104
		French Language IV	Tzanavari		ΕΓ0204
		German Language IV	Strantzou		ΕΓ0304
		Italian Language IV	Vannini		ΕΓ0404

5th SEMESTER

	COURSE	INSTRUCTOR	ECTS	CODE
1.	Group dynamics in adult education: Theory and practice	Valkanos	5	ΣΕ0719-1
2.	Lifelong guidance and career management skills	Papavasiliou	5	ΣΕ0514-1
3.	Elements and concepts of business administration and human resources skills	Stampoulis	5	ΣΕ0512
4.	Counseling psychology	Zikopoulou	5	ΚΕ0419
5.	Moral philosophy: Issues in educational and social ethics and bioethics	Karavakou	5	ΕΣ0501
6.	Educational and professional development of adult educators	Karatsiori	5	ΚΕ0612

6th SEMESTER

	COURSE	INSTRUCTOR	ECTS	CODE
1.	Information technology IV: Multimedia and distance learning	Fahantidis & Lefkos	5	ΚΕ0616-1
2.	Labour and education economics	Stampoulis	5	ΣΕ0606
3.	Teaching methodology in continuing education	Pampouri	5	ΣΕ0701
4.	Social policy and lifelong learning	Boutsiouki	5	ΣΕ0501
5.	Emotional intelligence in the education and the workplace		5	ΣΕ0611
6.	Psychology of Work	Montgomery	5	ΣΕ0607
7.	Psychopathology of adulthood	Zikopoulou	5	ΣΕ0519

7th SEMESTER

	COURSE	INSTRUCTOR	ECTS	CODE
1.	Practicum I		12	ΣΕ0703
2.	Positive Psychology	Montgomery	5	ΣΕ0714
3.	Adults education for vulnerable social groups	Papakonstantinou	5	ΣΕ0804-3
4.	Project management in education	Tsirikas	5	ΣΕ0721
5.	Dissertation		15	ΣΕ0706

8th SEMESTER

	COURSE	INSTRUCTOR	ECTS	CODE
1.	Practicum II		12	ΣΕ0803
2.	Human resource management in organizations and enterprises	Valkanos	5	ΣΕ0805
3.	Information technology IX: Enterprises 2.0 and the new entrepreneurship	Tsirikas	5	ΣΕ0819
4.	New Technologies in Adult Education	Karatsiori	5	ΣΕ0640
5.	Dissertation		15	ΣΕ0706

COURSES IN ENGLISH LANGUAGE

COURSE NAME	Name of Instructor	Course Type	ECTS	TERM
Positive Psychology	Montgomery	Optional	5	Fall
Psychology of Work	Montgomery	Optional	5	Spring

BRIEF DESCRIPTION OF COURSES

CORE COURSES (1st and 2nd SEMESTERS)

1st SEMESTER

Course: **Information technology: Instruction to computers**
Instructor: **Vasilios Dagdilelis, Professor & Ioannis Lefkos,**
Specialized lab and teaching personnel

General purposes of the course:

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

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

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

- Historical review of Special Education

- The medical, psychological, educational and social dimension of disability.
- Social and legislative of Special Education
- Diagnosis and Assessment
- Structure and function of Special Educational Settings in primary and secondary education
- Family of children with special needs and disabilities: support systems and counseling
- Basic principles of special education

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

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

Instructor : **Ioanna Papavassiliou, Assistant Professor**

Course Objective: The course is an introduction on Guidance and Counselling that aims to make the students acquainted with:

- the field of Career Guidance (CG),
- the theoretical approaches (traditional and modern ones) in Career Counselling
- the basic methodology used in the practice of career guidance and
- the institutions and services of career guidance in Greece.

Apart from the contact with the scientific field of CG, the students also understand, during the course, the importance of their own educational and occupational choices.

Duration of the course: The subject is taught 3hours/week for 13 weeks

Course Contents:

- Introduction to the field of guidance and counseling: definition, goals & principles
- Theoretical approaches in Career Guidance
- Methodological approaches in Career Guidance
- The Guidance Interview. Counseling skills
- Professional Profile of the Guidance Practitioner (education, competences, ethic code)
- Career Guidance in Greece (Institutions and Services)
- Career Education in Greece

Teaching Methods & Evaluation: Lectures, ppt presentations, group-work, role playing, case- studies and micro-teaching. The students' performance is evaluated through their active participation, during the course, and a written exam, at the end of the semester.

Course: **Introduction to pedagogy**

Instructor: **Marianthi Karatsiori & Anastasia Pampouri,**
Specialized lab and teaching personnel

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

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

Course: **Educational psychology**

Instructors: **Vasiliki Giannouli, Assistant Professor**

Educational psychology is the branch that brings together two scientific fields -education and psychology. Educational psychology is interested mainly in the practical application and implementation of the psychological methods to the various processes of learning and teaching. The main objectives of the course are: the definition of the Educational Psychology, the description of its aims, the understanding of its main concepts, issues and claims. By the end of the course the special educators should acknowledge the important issues that contemporary educational psychology is discussing.

Contents include:

- Organizational issues and enrichment of the knowledge about the field of the Educational Psychology
- The concept of cognitive and social development in infancy, in first and middle school age (special emphasis would be given on the programs existing and putting in practice in the education field)
- Differences 'between and within students' (how culture can influence the teaching methods and the learning process per se, how the social-economical status, the nationality, the sex, the life-experiences, the second language can exert major influences in the process of learning)
- Behavioral theories of learning (what is their impact on our understanding of the learning process)

- Information processing theories and cognitive theories of learning
- What is considered as 'an effective lesson'
- Student-centred and constructive processes of teaching
- Accommodating the teaching methods in order to be more adjusting to students' individual needs
- Incentives - motives and how these can form an effective learning environment
- Evaluation of learning process with the use of typical and atypical methods

Course: **Sociology of education**

Instructor: **Despina Pimenidou, University scholarship**

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

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

Course description: The course consists of seven thematic parts:

- The historical development of the sociological study of education and the conditions that led to the creation of the field of Sociology of education.
- The subject matter and the basic concepts of Sociology of education.
- The sociological theories (structural functionalism, symbolic interaction, marxism, new sociology of education) which exerted great influence in the shaping and further development of the field.
- The structures and functions of the educational system.
- The functions of integration, the transmission of qualifications and the appointment to social positions.
- The educational inequality and social reproduction.
- Sociological theories of knowledge and their implications for the curriculum

Course: **English Language I: Academic reading and vocabulary**
Instructors: **Polikseni Stefanou- Dimatati & Kokkinou Ourania,**
Language instructors

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

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

More specifically, the aims of the course are:

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

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

Course: **Foreign language I (French language I)**
Instructor: **Madeleine Donati, Language instructor**

Course description: For the specific needs of this course, the instructor has elaborated a flexible learning material structured on a modular basis. This teaching material is both written (corpus écrit) and oral (corpus oral) and is adapted to the general needs of the student. The course is organized into two areas: comprehension and production of written language and comprehension and production of oral communication.

Learning objectives: At the end of the semester, a convergence of the various language levels of the participants will have been achieved. After having systematically attended the course, all of them:

- Will have assimilated the basic structure of the French grammar (nouns, verbs, adjectives, etc.) (grammar objectives).
- Will be in a position to respond in writing and orally in basic circumstances of everyday life and work. They will know how to introduce themselves, how to open a bank account, understand an itinerary or classified advertisements, complete various forms (registration, theft, etc.) (communication objectives).
- Will have strengthened their autonomy by, among others, carrying out interactive exercises in the internet (autonomy objectives).

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

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

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

(Description not available)

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

Instructor: **Simona Vanini, Language instructor**

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

2nd SEMESTER

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

Instructor: **Lazaros Triarhou, Professor**

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

Course: **Statistics**

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

This course aims to introduce the basic concepts and terms of statistics on samples or populations. It introduces to the basic concepts of descriptive statistics, ie creating tables and frequency distributions, clustering of data, build graphs, calculating measures of central tendency and variation. Also it provides an introduction to probability theory and combinatorial theory and studies discrete and continuous random variables. It introduces the concepts of distributions of discrete and continuous variables: Bernoulli, binomial, Poisson, Normal, Student, X² and F distributions

Course: **Introduction to adult education**

Instructor: **Anastasia Pampouri, Specialized lab and teaching personnel**

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

Contents of the course:

- Conceptual approaches
- History of Adult Education
- Need and aims of Adult Education
- The role of international organizations in the development of lifelong learning
- Institutions of Continuing Education in Greece
- European programmes for Lifelong Learning
- Teaching, motivations and learning
- The adult trainer: characteristics, training, certification

Course: **Phylosophy of education**

Instructor: **Vasiliki Karavakou, Associate Professor**

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

Course: **Introduction to multicultural education**

Instructor: **Marianthi Karatsiori, Specialized lab and teaching personnel**

The course examines multicultural education focusing on the historical, sociological, and philosophical foundations of education. Special emphasis is given on the role of ethnicity, language, and social class and their impact on equal educational opportunity for all

students and social justice in the educational system. It includes an overview of multicultural/multilingual curricula while examines multicultural/multilingual instructional methodology and assessment practices

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

Instructor: **Vasilios Dagdilelis, Professor & Ioannis Lefkos, Specialized lab and teaching personnel**

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

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

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

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

The course aims at developing students' academic writing skills through the reading of a wide range of texts and in connection with different types of writing such as paraphrasing, paragraph writing, summary writing, report writing, formulating conclusions from graphs, completion of graphic organizers, reviewing and evaluating of arguments. A task-based approach is used while the focus is not only on writing as a product but also on the processes linked with the different types of writing mentioned above. Furthermore, to become more competent in dealing with the different reading and writing tasks, students will be taught how to trace their own learning strategies as well as develop and apply a range of additional strategies. These strategies include task-specific strategies, critical thinking strategies and strategies for managing and evaluating the learning process. Final course assessment will consist in a final exam or continuous assessment in combination with a final exam.

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

Instructor: **Madeleine Donati, Language instructor**

Course description: For this course, the instructor has elaborated a flexible learning material adapted to the specific needs of the student. This teaching material is both written (corpus écrit) and oral (corpus oral) and it is structured on a modular basis (processing of various texts in French for specific purposes). The course is organized into two areas: comprehension and production of written language and comprehension and production of verbal communication.

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

- Will have expanded their knowledge of the French grammar (grammar objectives).
- Will have enriched their vocabulary with the special terminology of their discipline (vocabulary objectives).
- Will be able to identify, understand and produce written or verbal information related to the subject matter of their discipline (academic goals).
- Will have strengthened their autonomy by carrying out interactive exercises (both oral and written) and by searching further information on the internet (autonomy objectives).

Lecture hours: 3/week

Tutorial hours: 2/week

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

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

(Description not available)

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

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

In the second semester students will expand their knowledge of vocabulary and will strengthen their understanding of grammar and syntax. They will also learn to apply their language competences to various real-like situations. Information about aspects of everyday life will be introduced through several exercises. Students will also practice their speaking and listening skills with their mother tongue teacher and among themselves thanks to a variety of activities. Finally

students will be informed through several readings about Italian culture, habits, likes and dislikes and will be invited to express their opinions in simple Italian language. If available, Italian Erasmus students will be invited in class to interact with the students

AREAS OF SPECIALIZATION MAJOR IN SPECIAL EDUCATION

3rd SEMESTER

Course: **Basic neuroscience**

Instructor: **Lazaros Triarhou, Professor**

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

Course: **Developmental psychology**

Instructor: **Maria Platsidou, Professor**

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

- Cognitive development: how reasoning and cognitive functions and abilities develop with increasing age, in childhood and adolescence, the cognitive capabilities and limitations in various phases of development, etc. Through the study of typical development, it is expected to gain better understanding of the cognitive retardation of individuals with disabilities or special educational needs.
- Personal and sexual identity formation, development of psychosocial concepts such as perception of the self, self-control and self-esteem.

Course: **Information technology III: Educational applicatios**
 Instructor: **Vasilios Dagdilelis, Professor & Ioannis Lefkos,**
Specialized lab teaching personnel

General purposes of the course:

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

Course: **Applied statistics for the social sciences**
 Instructor: **Kontantinos Zafiropoulos, Professor, Department of**
Inernatrional and European Studies

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

Course: **Education of Individuals with visual impairments**
 Instructors: **Helen Koustriava, Assistant Professor**

The aim of the course is the study of the specific education needs as well as the methods and the means of education of individuals with visual impairments. The content of the course is divided in three

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

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

Instructor: **Christina Siriopoulou, Assistant Professor**

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

Contents include

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

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

Instructor: **Ioannis Agaliotis, Professor**

Aims of the course

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

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

Contents of the course

Main contents of the course include:

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

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

Instructor: **Hariklia Proios, Assistant Professor**

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

should be a continuous, analytically grounded re-evaluation of all relevant factors.

Course: **Workshop in psychomotor education and learning**
Instructor: **Panagiotis Varsamis, Specialized lab and teaching personnel**

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

Course: **Foreign language III (English language III: Business english)**
Instructor: **Mersini Karagevreki, Language instructor**

This third semester English course is specially designed for the third semester students in the department of Educational and Social Policy, University of Macedonia, Thessaloniki, Greece. The course material being used is from two sources: notes which are available online at <http://compus.uom.gr> and a specialised textbook of English language.

Since University teaching in the field of second language learning often relies on the classroom analysis of a text, reading and analysing texts relevant to students' field of studies remains one of the major goals of English language teaching. For this reason, the texts are authentic and are taken from a variety of sources (i.e. magazines, articles, newspapers, the Internet, etc.). In each unit there is a detailed text analysis, accompanied by a variety of exercises, which aims at enabling students to discuss specialised subjects fluently in English from a critical point of view. Some of the topics analysed in this course relate to disorders and dyslexia, Aristotle and the art of persuasion, Montessori education, feminism, etc.

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

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

Instructor: **Myrsini Tzanavari, Language instructor**

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

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

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

(Description not available)

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

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

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

4th SEMESTER

Course: **Social psychology**

Instructor: **Anthony Jude Montgomery, Professor**

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

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

Instructor: **Vasiliki Karavakou, Associate Professor**

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

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

- The conceptual field of the Philosophy of Mind
- The modern conceptual and research field of Cognitive Studies and its relation to and cooperation with the Philosophy of Mind
- The basic traditional and modern theories on mind and cognition
- The relation of the feeling of subjectivity to selfhood
- The basic philosophical theories on personal identity

- The relation between subjectivity and self-consciousness
- The mind - body relation
- The relation between the mind, the brain, consciousness and artificial intelligence
- Artificial intelligence: challenges, unresolved issues and philosophical reservations
- Educational issues and cognitive studies

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

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

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

to be submitted after presentation on a voluntary basis.

Course **Developmental psychopathology**

Instructor: **Gregoris Simos, Professor**

Course contents are those mental disorders of childhood and adolescence that are not exclusively presented and dealt with during other courses. The presentation of each disorder centers on its usual clinical picture, its prevalence and gender distribution, age of onset and consequent course, the most convincing theories for its development, physical and psychological comorbidities, differential diagnosis, and finally the most prevalent therapeutic processes.

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

Instructor: **Christine Syriopoulou, Assistant Professor**

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

The contents of the subject include:

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

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

Instructor:

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

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

Instructor: **Doxa Papakonstantinou, Assistant Professor**

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

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

(a) the presentation of the general picture of the labor market for people with disabilities in Greece and in the rest of the countries in the European Union, as well as the presentation of the participation of people with disabilities in the workforce, the characteristics of their employment (permanent, temporary and other flexible employment forms) and the characteristics of the unemployment by which they are plagued,

b) the presentation of existing employment policies for people with disabilities in Greece and in the countries of the European Union, with particular emphasis on active employment policies, the analysis

of strategies and good practices, the examination of the implementation of these programs as well as the examination of the formulation of the above in the period of the economic crisis with obvious implications for the development of the labor costs for people with disabilities and of their labor relations,

c) the analysis of the legal framework of Greece and of other European Union countries regarding the "protection" of persons with disabilities for their labor market integration. Through the results of the implementation of the legislative framework and the comparison among the European countries, are pointed out the positive and negative effects. Finally, students are expected to make on their own thorough proposals for the improvement of the legislative background and the employment policies of people with disabilities.

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

Instructor: **Pavlos Chatzigiannakoglou, Specialized lab and teaching personnel**

(description not available)

Course: **Career guidance for the disabled**

Instructor: **Ioanna Papavasiliou, Assistant Professor**

Course Objective

Through the course the students should obtain the appropriate knowledge, skills and attitudes, which are necessary for them in order to become able to work with disabled individuals and support them with their educational and vocational choices and thus contribute to their independent living.

Duration of the course

The subject is taught 3hours/week for 13 weeks

Course Contents

- Theoretical models in the disabled guidance
- Laws
- Special vocational education and training
- Methodological approaches in the disabled guidance (i) the guidance interview, (ii) peer support & peer counseling
- Career guidance for specific groups (i) CG for the mentally retarded (ii) CG for the Deaf, (iii) CG for the blind (iv) CG for persons with movement disability
- Employment models for the disabled: (a) sheltered employment, (b) supported employment

- Integration of disabled students in the academic community
- Counseling the parents of the disabled

Teaching Methods & Evaluation

Lectures, ppt presentations, group-work, role playing, case- studies and micro-teaching. One or two visits to institutes of vocational training and/or supported employment are planned as part of the syllabus. The students' performance is evaluated through their active participation, during the course, and a written exam, at the end of the semester.

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

Instructor: **Panagiotis Varsamis, Specialized lab and teaching personnel**

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

Course: **School psychology**

Instructor: **Vasiliki Giannouli, Assistant Professor**

School psychology is a scientific field of psychology, with an increased interest and research in many countries the last decades. It's a branch of applied psychology being indissolubly connected with the school reality. One of its main concerns is the care - the provision of the appropriate services each time for all students, for their teachers, and for all the sectors involved in education.

The main objective of the course is: the understanding that the school psychologist has to deal with difficulties in learning process, confront with deviations from the standard process of psychosocial development and adaptation, take care for the prevention and advancement of the psychic health and endurance of all the school community (students, teachers, parents) and finally reassure - and -

ensure the good and healthy cooperation between parents and school community.

Contents include:

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

Course: **Management and administration in education**

Instructor: **Efthimios Valkanos, Professor**

The structure and organization of the Greek educational system-
Portrait of a Leader- The educational adviser- The administrative head-
The head teacher- Teaching staff- Schools and community-
Management and administration of continuing education- Problem
solving and decision making- Management and Administration of
Special Education -Measuring leadership- Quality Assurance in
Education - Managing meeting

Course: **Introduction to assistive technology**

Instructor: **Helen Koustriava, Assistant Professor**

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

- Low, middle and high assistive technology for individuals with disabilities – theoretical approach and indicative use.
- Software and hardware equipping the working station for individuals with visual impairments (presentation and in vivo use).
- Digital accessible books – guidelines for the conversion of printed material into a digital accessible book.
- Guidelines for the web accessibility under the prism of W3C.
- Easy to Read & Understand standards.
- Universal Design for Learning – basic principles and practical implications.
- Augmentative and Alternative Communication.

- Software and hardware per disability and special education need.
- Educational material – adapted digital books and educational software – per disability and special education need.

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

Instructor: **Mersini Karagevreki, Language instructor**

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

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

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

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

Instructor: **Myrsini Tzanavari, Language instructor**

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

More information and material for the course on Compus.

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

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

(Description not available).

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

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

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

5th SEMESTER

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

Instructor: **Ioannis Agaliotis, Professor**

Aims of the course

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

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

- evaluating the results of instruction and decide on program continuation

Contents of the course

Main contents of the course include:

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

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

Instructor: **Lefkothea Kartasidou, Associate Professor**

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

- Introduction to the terms and definitions on MR/ ID
- Learning profile and characteristics of individuals with MR/ ID
- Syndromes of MR/ ID: physical, cognitive and behavioral characteristics
- Basic principles of the education of individuals with MR/ ID

- Curriculum and Mental retardation/ Intellectual Disability
- Educational design and implementation of programs for individuals with MR/ ID
- Social and cognitive skills of individuals with MR/ ID
- Self-determination of individuals with MR/ ID
- Life skills and of individuals with MR/ ID
- Transition to adult life

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

Instructor: **Doxa Papakonstantinou, Assistant Professor**

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

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

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

and their importance in the daily routine of people with disabilities.

- the vocational skills required for people with disabilities to successfully integrate into work/ the valuation of the abilities and the vocational interests of people with disabilities by implementing varied assessment tools, such as the standardized Self-Directed Search Questionnaire by Holland, (SDS Form R).

Course: **Teaching reading and writing in children with special educational needs**

Instructor: **Vasiliki Giannouli, Assistant Professor**

The ability of reading and writing/spelling constitute a fundamental aptitude/dexterity of acquiring knowledge, a way of expressing and communicating in our society. Reading and Writing as basic abilities can predetermine to a great extent children's academic success and their normal psychoeducational and psychoemotional development and adaptation. The objective of this course is the understanding of the following topics:

- Historical retrospection of the importance /the impact that the two abilities (Reading and Writing) had in human communication
- Definitions, characteristics of Reading and Writing
- Biological, perceptual, psychological, social and educational parameters that influence the development and functioning of these two cognitive and high order processes
- The neuropsychological origin
- Theories and stages of Reading development (in Greek Language)
- Phonological recoding and comprehension in Reading
- Special Learning Difficulty - Dyslexia (causes and various theoretical developmental models of dyslexia)
- Psychoeducational diagnosis and various problems in terms of evaluation
- Relation of dyslexia and eye movements
- Strategies and various interventions applied in school
- Specific Learning difficulty in spelling and writing process
- Methods of teaching and problems of evaluation /assessing difficulties in writing/spelling
- Dyspraxia

Course: **Counseling Psychology**

Instructor: **Olga Zikopoulou, Teaching fellow**

The aim of this class is to introduce the students to the art and

science of Counseling. Students will be presented with the historical and cultural origins of counseling, as well as the variety of different counseling theories. The most relevant and influential schools of thought, like the psychodynamic, the cognitive-behavioral, and the systemic, will also be presented, while at the same time this will take into consideration the multi-cultural nature of our present reality. Special attention is also paid to the quality of the counseling relationship and the counseling process itself, as well as to the values and ethics it inevitably implies. Although the graduates of our Department will not formally practice Counseling as a profession, they will most probably be invited to express their professional opinion and intervene in a counseling/supportive-like mode in a variety of cases along the life-long learning or the special education needs context.

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

Instructor: **Ioanna Papavasiliou, Assistant Professor**

Course Objective: Through the course students should acquire knowledge about the meaning and the content of terms such as skills and competences and understand how these competences can contribute to a successful career, in a globalized labour market.

Duration of the course: The subject is taught 3hours/week for 13 weeks

Course Contents:

1st Cycle – theoretical

- Concepts analysis: competence, skill, capability
- Key-Competences: Definition
- Personal Competences and Career
- Interpersonal Competences and Career

- 2nd Cycle: Career Competences and their development

- Work searching Plan
- Conducting the effective CV
- Preparing for the selection interview
- Communication & negotiation skills

Teaching Methods & Evaluation: Lectures, ppt presentations, group-work, role playing, case- studies and micro-teaching. The students' performance is evaluated through their active participation, during the course, and a written exam, at the end of the semester.

Course: **Moral philosophy: Issues in educational and social ethics and bioethics**

Instructor: **Vasiliki Karavakou, Associate Professor**

The aim of the course is to introduce students to the basic conceptual categories of moral philosophy, the content and the conceptual affinities of the main ethical theories and to cultivate awareness and the ability of ethical and critical thinking in the face of modern morally demanding situations, dilemmas and problems.

Course description:

The course consists of five main thematic parts:

A) The first part constitutes an introduction to the basic concepts of ethics, such as: moral rights and moral obligations, moral decision, moral choice and moral action, moral judgement, moral virtue and habituation, moral duty and moral criteria, moral motivation, utility and consequences, the concepts of the person, humanity and social morality, moral autonomy and heteronomy, moral values and the common good, the universality of moral values and judgements, moral absolutism, moral universalism and moral relativism, justice and equality of opportunities.

B) The second part addresses the issue of teaching morality: How do we cultivate moral responsiveness to morally demanding situations? The issue is addressed by examining various classical and modern approaches (aretaic/teleological, deontological and consequentialist theories).

C) The third part examines issues relating to the concept of "otherness" and "difference", the need of recognizing and respecting any features that call for special and profound moral consideration, such as (for example): cultural differences, special needs education issues, socio-economic factors, etc.

D) The fourth part examines theories of social justice, social and educational ethics. The course aims to invoke critical thinking on an ever growing number of educational and social issues such as: the relation of educational ethics and educational policy, academic deontology, business ethics, etc.

E) The last part aims to develop critical thinking about various current issues in the area of bioethics, the uses of modern technology, neuro-ethics, environmental philosophy, artificial intelligence, etc.

Teaching methods/Evaluation

Lectures, ppt presentations, group-work and case-studies. Invited speakers by other academic institutions. The students' performance is evaluated through their active participation during the course, a written exam at the end of the semester and an essay to be submitted after presentation on a voluntary basis.

Course: **Education of the hearing - impaired**

Instructor:

(The course is not offered)

Course: **Contemporary teaching models on autism**

Instructor: **Christine Syriopoulou, Assistant Professor**

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

Topics

- Introduction in the education of people with autism spectrum disorders - Learning and Thinking skills
- Inter-subject - Flexible zone - The meaning of teaching target - Individual programs - Group programs
- Development of communication skills - Planning the program
- Development of self-coping skills
- Curriculum on Environmental studies - Indicative plans of practical implementation, material, individual and group activities
- Teaching models and educational inclusion of students with ASD
- Teaching of Mathematics for students with Autism and High functioning Autism
- Teaching of Greek language for children with autism
- Theory of Mind for children with autism spectrum disorders
- Epilepsy in people with autism spectrum disorders
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6th SEMESTER

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

Instructor: **Ioannis Agaliotis, Professor**

Aims of the course

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

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

Contents of the course

Main contents of the course include:

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

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

Instructor:

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

Course: **Braille writing and reading**

Instructor:

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

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

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

Instructor: **Nikolaos Fachantidis, Associate Professor & Ioannis Lefkos, Specialized lab and teaching personel**

(Description not available)

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

Instructor: **Hariklia Proios, Assistant Professor**

This course deals with students in the area of Special Education who are interested in understanding the roles and dyadic interactions in schools, special education classes, special schools, mainstreaming classrooms and rehabilitation centers, etc. Special focus on organization and supervision of programs and in the interactions between supervisor - student trainee, school principal - teacher, teacher - parent (e.g. how to handle communication with parents, principals and teachers on issues related to persons with disabilities) to improve effectiveness of special education goals. Supervision aims at preparing student trainees to become independent Special Education professionals. The course covers topics such as organization and supervision of personnel and clinical practice, research in supervision, understanding roles and expectations, self-supervision and others.

Course: **Life sciences and humanism**

Instructor: **Lazaros Triarhou, Professor**

The aim of this course is twofold: firstly, to highlight certain timeless ideas and, secondly, to delve into the path of scientific thought through the education and life experiences of scientists better or less known to the general public. The texts used primarily derive from the natural sciences, biomedicine, psychology, and neuroscience. A common denominator is the concern for human affairs and the promotion of scientific reason in conjunction with a humanitarian culture. With laboratory research as a point of departure, we cover some of the age-long philosophical and social questions, from the meaning of life and the evolutionary roots of human behavior to university reform and the problem of peace in the world. The subject matter is organized into five general modules: science, education, humanism, civilization, and cognition.

Course: **Assistive technology laboratory**

Instructor: **Helen Koustriava, Assistant Professor**

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

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

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

Instructor:

The aim of this course is to provide an elaborative description about the theory as well as the applications of this highly popular concept. Specifically, in the theoretical part, students will be presented with the most significant models of emotional intelligence and the most widely used tests for its measurement. In the practical part, they will be shown the application of indicative programs for the development of emotional and social skills in the education of children and adults and in the workplace. The following topics will be discussed in detail:

- Elaborative review of the most significant emotional intelligence models (e.g., Goleman, Bar-On, & Mayer, Salovey, & Caruso, etc.). A review of the critique regarding the concept and the measurement of emotional intelligence. Individual differences in emotional intelligence (e.g. of age, gender, etc.); relationships of emotional intelligence
- Methods and tests of measurement of emotional intelligence.
- Applications of various dimensions of emotional intelligence to education, work, administrative science and leadership.
- How we design and implement an emotional intelligence program for children or adults. Basic principles, prerequisites, design steps, implementation. Examples of programs that are implemented internationally but also in our country. Practice of the students in the above.

Teaching methods: Lecture and team work. Due to the nature of the course, monitoring is essential.

Assessment methods: Written examinations and/or written papers

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

Instructor: **Pavlos Chatzigiannakoglou, Specialized lab and teaching personnel**

(Description not available)

7th SEMESTER

Course: **Practicum I**

Instructors:

The course includes the following topics:

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

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

Instructor: **Hariklia Proios, Assistant Professor**

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

Course: **Braille training course**

Instructor: **Barouti Marialena, non permanent teaching staff**

The main aim of the Braille training course is the learning of Braille code in practice. The structure of the course consists of the axes below:

- Presentation of the English and the Greek Braille code (Braille symbols of the Greek and English alphabet, punctuation marks, special symbols)
- Practice using brailers. The practice includes exercises in writing words, text composition, finding and correcting typing errors
- Practice in reading Braille texts and translating Braille texts to texts of Greek alphabet
- Introduction to Nemeth code and practice in the recognition and writing of math.

Course: **Sign Language Practicum V**

Instructor:

(The course is not offered)

8th SEMESTER

Course: **Practicum II**

Instructors:

The course includes the following topics:

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

Course: **Education of individuals with profound and /or multiple disabilities**

Instructor: **Lefkothea Kartasidou, Associate Professor**

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

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

Course: **Sign Language practicum VI**

Instructor:

(Description not available)

**AREAS OF SPECIALIZATION
MAJOR IN CONTINUING EDUCATION**

3rd SEMESTER

Course: **Basic neuroscience**

Instructor: **Lazaros Triarhou, Professor**

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

Course: **Developmental psychology**

Instructor: **Maria Platsidou, Professor**

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

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

cognitive retardation of individuals with disabilities or special educational needs.

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

Course: **Vocational training systems**

Instructor: **Miltiadis Stampoulis, Assistant Professor**

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

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

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

Instructor: **Vasilios Dagdilelis, Professor & Ioannis Lefkos, Specialized lab and teaching personnel**

General purposes of the course:

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

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

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

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

Course: **Greek language and teaching greek language**

Instructor: **Eleni Peristeri, non-permanent teaching staff**

PART A

- Introduction in the Greek language: progress and obstacles. The alphabets of the Greek language: From the Euclidian alphabet and the Phoenician to digamma etc. Orthography and spelling in the Greek language.
- Matters of punctuation
- Constructivism, School of Prague, School of Geneva and other theoretical components in Language acquisition. Bloomfield, Halliday, Wittgenstein, Piaget, Bruner, and others' aspects on language are discussed.
- The language Issue and the linguistic plural-ism. Dialects in teaching
- Teaching Models for adult learning and for children in Language acquisition.
- Etymology, semantics, pragmatics, morphology, language in context, literacy and multi-literacy.
- Children's language characteristics, mistakes in speaking and writing, reading acquisition and teaching how to read. Listening comprehension and syntax in Greek language.
- Lingua Franca, learning theories and practices in language acquisition. Whole Language Approach.

PART B

- Sciences related to language and the role of methodology in psycholinguistics, sociolinguistics, Stylistics in creating a teaching strategy or designing the curriculum for Language Teaching.
- Production of linguistic teaching material-portfolio (optional). Critical approach of teaching aims and strategies in case studies.
- First writing and reading: the theory of emerging literacy.
- Introduction in Teaching Greek as a second or a foreign language

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

Instructor: **Mersini Karagevreki, Language instructor**

This third semester English course is specially designed for the third semester students in the department of Educational and Social Policy, University of Macedonia, Thessaloniki, Greece. The course material being used is from two sources: notes which are available online at <http://compus.uom.gr> and a specialised textbook of English language.

Since University teaching in the field of second language learning often relies on the classroom analysis of a text, reading and analysing texts relevant to students' field of studies remains one of the major goals of English language teaching. For this reason, the texts are authentic and are taken from a variety of sources (i.e. magazines, articles, newspapers, the Internet, etc.). In each unit there is a detailed text analysis, accompanied by a variety of exercises, which aims at enabling students to discuss specialised subjects fluently in English from a critical point of view. Some of the topics analysed in this course relate to disorders and dyslexia, Aristotle and the art of persuasion, Montessori education, feminism, etc.

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

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

Instructor: **Myrsini Tzanavari, Language instructor**

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

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

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

(Description not available)

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

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

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

4th SEMESTER

Course: **Management and administration in education**

Instructor: **Efthimios Valkanos, Professor**

The structure and organization of the Greek educational system-
Portrait of a Leader- The educational adviser- The administrative head-
The head teacher- Teaching staff- Schools and community-
Management and administration of continuing education- Problem
solving and decision making- Management and Administration of
Special Education -Measuring leadership- Quality Assurance in
Education - Managing meeting

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

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

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

Instructor: **Vasiliki Karavakou, Associate Professor**

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

The Aims of the Course

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

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

philosophical reservations

- Educational issues and cognitive studies

Course description:

The course consists of eight main thematic parts:

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

Teaching methods / Evaluation

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

The students' performance is evaluated through: a) their active participation during the course, b) a written exam at the end of the

semester and c) or an extended written essay (6.000-8.000 words) to be submitted after presentation on a voluntary basis.

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

Instructor: **Miltiadis Stampoulis, Assistant Professor**

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

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

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

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

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

Instructor: **Mersini Karagevreki, Language instructor**

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

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

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

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

Instructor: **Myrsini Tzanavari, Language instructor**

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

More information and material for the course on Compus.

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

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

(Description not available)

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

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

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

to improve their oral skills on more challenging topics, by interacting in Italian with their mother tongue teacher, among each other and with Italian Erasmus students, when available.

5th SEMESTER

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

Instructor: **Efthimios Valkanos, Professor**

The content areas examined are:

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

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

Instructor: **Ioanna Papavasiliou, Assistant Professor**

Course Objective Through the course students should acquire knowledge about the meaning and the content of terms such as skills and competences and understand how these competences can contribute to a successful career, in a globalized labour market.

Duration of the course The subject is taught 3hours/week for 13 weeks

Course Contents

1st Cycle – theoretical

- Concepts analysis: competence, skill, capability
- Key-Competences: Definition
- Personal Competences and Career
- Interpersonal Competences and Career

2nd Cycle: Career Competences and their development

- Work searching Plan
- Conducting the effective CV
- Preparing for the selection interview
- Communication & negotiation skills

Teaching Methods & Evaluation Lectures, ppt presentations, group-

work, role playing, case- studies and micro-teaching. The students' performance is evaluated through their active participation, during the course, and a written exam, at the end of the semester.

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

Instructor: **Miltiadis Stampoulis, Assistant Professor**

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

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

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

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

Course: **Counseling psychology**

Instructor: **Olga Zikopoulou, Teaching fellow**

The aim of this class is to introduce the students to the art and science of Counseling. Students will be presented with the historical and cultural origins of counseling, as well as the variety of different counseling theories. The most relevant and influential schools of thought, like the psychodynamic, the cognitive-behavioral, and the systemic, will also be presented, while at the same time this will take into consideration the multi-cultural nature of our present reality. Special attention is also paid to the quality of the counseling

relationship and the counseling process itself, as well as to the values and ethics it inevitably implies. Although the graduates of our Department will not formally practice Counseling as a profession, they will most probably be invited to express their professional opinion and intervene in a counseling/supportive-like mode in a variety of cases along the life-long learning or the special education needs context.

Course: **Moral philosophy: Issues in educational and social ethics and bioethics**

Instructor: **Vasiliki Karavakou, Associate Professor**

The aim of the course is to introduce students to the basic conceptual categories of moral philosophy, the content and the conceptual affinities of the main ethical theories and to cultivate awareness and the ability of ethical and critical thinking in the face of modern morally demanding situations, dilemmas and problems.

Course description:

The course consists of five main thematic parts:

A) The first part constitutes an introduction to the basic concepts of ethics, such as: moral rights and moral obligations, moral decision, moral choice and moral action, moral judgement, moral virtue and habituation, moral duty and moral criteria, moral motivation, utility and consequences, the concepts of the person, humanity and social morality, moral autonomy and heteronomy, moral values and the common good, the universality of moral values and judgements, moral absolutism, moral universalism and moral relativism, justice and equality of opportunities.

B) The second part addresses the issue of teaching morality: How do we cultivate moral responsiveness to morally demanding situations? The issue is addressed by examining various classical and modern approaches (aretaic/teleological, deontological and consequentialist theories).

C) The third part examines issues relating to the concept of "otherness" and "difference", the need of recognizing and respecting any features that call for special and profound moral consideration, such as (for example): cultural differences, special needs education issues, socio-economic factors, etc.

D) The fourth part examines theories of social justice, social and educational ethics. The course aims to invoke critical thinking on an ever growing number of educational and social issues such as: the relation of educational ethics and educational policy, academic deontology, business ethics, etc.

E) The last part aims to develop critical thinking about various current issues in the area of bioethics, the uses of modern technology, neuro-ethics, environmental philosophy, artificial intelligence, etc.

Teaching methods/Evaluation

Lectures, ppt presentations, group-work and case-studies. Invited speakers by other academic institutions. The students' performance is evaluated through their active participation during the course, a written exam at the end of the semester and an essay to be submitted after presentation on a voluntary basis.

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

Instructor: **Marianthi Karatsiori, Specialized lab and teaching personnel**

The purpose of this course is to understand the role and position of teacher-like in modern society.

Contents of the course

- History of education of adult educators
- The training of adult educators in Greece: Graduate programs and programs adult education providers.
- The characteristics of adult educators
- The European and National Qualifications Framework
- The vocational profile of the adult educator and certification
- The records of adult educators in Greece
- The training of teachers in Greece
- Quality assurance in education of adult educators in Europe and Greece
- The training of adult educators in the work of Paulo Freire

6th SEMESTER

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

Instructor: **Nikolaos Fachantidis, Associate Professor & Ioannis Lefkos, Specialized lab and teaching personnel**

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

systems are based.

The syllabus consists of:

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

Course: **Labour and education economics**

Instructor: **Miltiadis Stampoulis, Assistant Professor**

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

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

Course: **Teaching methodology in continuing education**

Instructor: **Anastasia Pampouri, Specialized lab and teaching personnel**

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

- What does "adulthood" mean? What are the characteristics of an adult?
- What is the nature of adult learning? How do adults learn?
- How does learners' "adulthood" impact upon the role of the educator?
- What is "group dynamics"? How it may affect the learning process?

- Are there barriers to learning? Which are they and how can they be tackled by educators?
- What are the teaching techniques used in continuing education?
- How can an adult education programme become more effective?

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

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

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

Course: **Social policy and lifelong learning**

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

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

of their transition to the labour market.

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

Instructor:

The aim of this course is to provide an elaborative description about the theory as well as the applications of this highly popular concept. Specifically, in the theoretical part, students will be presented with the most significant models of emotional intelligence and the most widely used tests for its measurement. In the practical part, they will be shown the application of indicative programs for the development of emotional and social skills in the education of children and adults and in the workplace. The following topics will be discussed in detail:

- Elaborative review of the most significant emotional intelligence models (e.g., Goleman, Bar-On, & Mayer, Salovey, & Caruso, etc.). A review of the critique regarding the concept and the measurement of emotional intelligence. Individual differences in emotional intelligence (e.g. of age, gender, etc.); relationships of emotional intelligence
- Methods and tests of measurement of emotional intelligence.
- Applications of various dimensions of emotional intelligence to education, work, administrative science and leadership.
- How we design and implement an emotional intelligence program for children or adults. Basic principles, prerequisites, design steps, implementation. Examples of programs that are implemented internationally but also in our country. Practice of the students in the above.

Teaching methods: Lecture and team work. Due to the nature of the course, monitoring is essential.

Assessment methods: Written examinations and/or written papers

Course: **Psychology of work**

Instructor: **Anthony Jude Montgomery, Professor**

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

Upon successful completion of the course, students will:

- Know the Psychology of Work as a scientific and professional field

- Be able to analyze, synthesize and evaluate sources and material related to the topic.
- Develop the ability to work in groups and complete team projects
- Have knowledge of how the job interferes with personal life and vice versa.
- Be aware of ethical issues in the field of Work Psychology

Course: **Psychopathology of adulthood**

Instructor: **Olga Zikopoulou, Teaching fellow**

Students will be presented with the clinical picture and associated aspects of the most common adult mental disorders, like psychoses (schizophrenic, bipolar, delusional disorders), various forms of depression, anxiety disorders, somatoform and dissociative disorders, psychosexual disorders, and personality disorders. Students will also learn about problems, e.g marital or life phase, that may be not considered as mental disorders per se, but, nevertheless, cause significant distress and require appropriate attention and management.

7th SEMESTER

Course: **Practicum I**

Instructors:

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

Course: **Positive psychology**

Instructor: **Anthony Montgomery Jude, Professor**

Positive psychology is the scientific study of the strengths and virtues that make people and communities able to prosper. This scientific field is based on the belief that people want to have a constructive and acclaimed life, to cultivate the best feature and enrich related

experiences with love, work and play. Positive Psychology has three central themes: positive emotions, positive personality traits and positive institutions. The course presents an introduction to the field of Positive Psychology and focus on applications regarding Employment and Training.

Objectives of the course:

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

Learning outcomes:

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

- *Describe* the nature of Positive Psychology as a discipline and as a profession.
- Analyze, synthesize and evaluate material sources related to Positive Psychology
- Work *in* groups and to successfully complete group exercises
- *Recognize* the way in which the issues of positive psychology affect work and education.
- To *recognize* the ethical challenges in its implementation

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

Instructor: **Doxa Papakonstantinou, Assistant Professor**

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

Specific objectives are the students:

- To know and comprehend the basic concepts: adult education, adulthood, social groups, vulnerable social groups, vulnerable and special social groups, social exclusion, social inclusion, equal educational opportunities, mediator role of the trainer, personalized learning and motivation for learning.
- To know the factors that lead to the categorization of different social groups of people into vulnerable social groups.
- To comprehend the characteristics, the special educational needs and the difficulties of education of basic vulnerable social groups, such as people belonging to different cultural groups (repatriates, refugees, immigrants, people with cultural specificities), people

with disabilities, the elderly, women, prisoners/ex prisoners, drug users/straightedge, low-educated people, rural residents and the unemployed.

- To comprehend the way to develop education programs for vulnerable social groups as well as the important role of these groups' teacher.
- To acquire knowledge for effective adult teaching techniques in order to meet the challenges faced by vulnerable social groups.

Course: **Project management in education**

Instructor: **Athanasios Tsirikas, Specialized lab and teaching personnel**

The course of Project Management in Education aims to help individuals and researchers to deepen their knowledge in one of the most important and modern scientific fields. More specifically, its purpose is to provide the necessary resources to individuals wishing to upgrade their professional prospects, by cultivating skills related to the modern methods of designing, monitoring, selection, evaluation methodology and project budgeting. Topics such as the bureaucratic practices of project management, the management principles and the tools used in projects' execution, the management of human resources and the formulation of an effective policy control, are included in the course, so that learners are able to effectively use the entire range of tools, techniques and methods that make up the main knowledge body of the project management.

The course is organized in such a way that it presents the whole of the subject matter in the light of the project management processes groups: initiation, planning, execution, monitoring and control and closure of the project.

8th SEMESTER

Course: **Practicum II**

Instructors:

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

feedback meetings- composition of a final report.

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

Instructor: **Efthimios Valkanos, Professor**

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

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

Instructor: **Athanasios Tsirikas, Specialized lab and teaching personnel**

The purpose of this course is to familiarize students to the concepts , methods and techniques of modern e-entrepreneurship, the Enterprise 2.0 as we call it , to show the analogy with the concept web 2.0.

More specifically, students enrolled in the course acquire basic knowledge on modern digital enterprises: techniques and methods of development, case studies of financial procedures, procedures of development , moral and ethical dimensions of these enterprises.

Also they are familiarized with some specific forms of modern business, including social enterprises and "green " businesses in a frame of reference to their profession, after their graduation.

Entrepreneurship also in this framework is considered in its broad sense, not necessarily connected only with purely economic activities, but more in the sense of innovation and design in all areas of life.

Students enrolled, in this course are encouraged to proceed with the design and evaluation of individual or small business (always within a wider version of entrepreneurship) and generally acts that reveal their own skills and competences.

Course: **New technologies in adult education**

Instructor: **Marianthi Karatsiori, Specialized lab and teaching personnel**

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

Specific teaching objectives:

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

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

Teaching Methods & Instruments / Assessment:

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

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

