

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	FACULTY OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF PRIMARY EDUCATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE STUDIES		
<b>COURSE CODE</b>	DEY020	<b>SEMESTER</b>	C' (WINTER)
<b>COURSE TITLE</b>	INTRODUCTION TO SPECIAL EDUCATION		
<b>INDEPENDENT TEACHING ACTIVITIES</b> <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
	3	5	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialised general knowledge, skills development</i>	Special Background		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/enrol/index.php?id=236">http://ecourse.uoi.gr/enrol/index.php?id=236</a>		

### (2) LEARNING OUTCOMES

<p><b>Learning outcomes</b> <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptors for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i></li> <li>• <i>Guidelines for writing Learning Outcomes</i></li> </ul>										
<p>By the end of this course students are expected:</p> <ol style="list-style-type: none"> <li>1. To have acquired the basic knowledge regarding the scientific field of Special Education</li> <li>2. To have understood the concept of disability</li> <li>3. To familiarise themselves with the culture of people with disability</li> <li>4. To be able to discern the different types of disability</li> <li>5. To get to know the modern trends in approaching and the early intervention programmes for children with special educational needs</li> </ol>										
<p><b>General Competences</b> <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td style="width: 50%; border: none;"><i>Project planning and management</i></td> </tr> <tr> <td style="border: none;"><i>Adapting to new situations</i></td> <td style="border: none;"><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td style="border: none;"><i>Decision-making</i></td> <td style="border: none;"><i>Respect for the natural environment</i></td> </tr> <tr> <td style="border: none;"><i>Working independently</i></td> <td style="border: none;"><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td style="border: none;"><i>Team work</i></td> <td style="border: none;"><i>Criticism and self-criticism</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>									
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>									
<i>Decision-making</i>	<i>Respect for the natural environment</i>									
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>									
<i>Team work</i>	<i>Criticism and self-criticism</i>									

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

### (3) SYLLABUS

- The historical evolution and the conditions of Special Education
- Special Education: Philosophy, aims and objectives
- The concept of disability
- Range and classification
- The neurophysiological – developmental position
- The social – materialist perception
- Perceiving the child with special educational needs in light of social dependency
- Dimensions of an anthropological – person-centred overall perception of the child with special educational needs
- Identifying, recognizing and diagnosing special educational needs
- Modern trends in approaching special educational needs
- Supporting programmes for early intervention
- The situation of Special Education in Greece
- School Integration

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b> <i>Face-to-face, Distance learning, etc.</i>	Face – to – face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b> <i>Use of ICT in teaching, laboratory education, communication with students</i>	Using the internet to present examples in teaching	
<b>TEACHING METHODS</b> <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>  <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Bibliography Study	51
	Assignments	6
	Exams	3
	Laboratory	0
	Additional activities	1
	Course total	100
<b>STUDENT PERFORMANCE EVALUATION</b> <i>Description of the evaluation procedure</i>  <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>  <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written exams	

## (5) ATTACHED BIBLIOGRAPHY

### **MAIN HANDBOOKS (From EUDOXOS):**

Σούλης Σπυρίδων-Γεώργιος [Soulis Spyridon-Georgios] (1997). Τα παιδιά με βαριά νοητική καθυστέρηση και ο κόσμος τους [Children with severe intellectual disability and their world]

Heward Lee William, (2011). Παιδιά με ειδικές ανάγκες [Children with Special Needs],  
Επιστ. Επιμέλεια: Δαβάζογλου Αγγελική, Κόκκινος Κωνσταντίνος

### **SUGGESTED ADDITIONAL BIBLIOGRAPHY:**

Dai, Y., & Sternberg, R. J. (2004). Motivation, emotion, and cognition: Integrative perspectives on intellectual functioning and development. Lawrence Erlbaum Associates

Davis, P. & Florian, L. (2004). Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study. Queen's Printer 2004. Published with the permission of DfES on behalf of the Controller of Her Majesty's Stationery Office

Hallahan, D., & Kauffman, J. (2003). Exceptional learners: Introduction to special education. New York: Allyn & Bacon.

Harris, K., Graham, S., & Mason, L. (2006). Improving the writing, knowledge, and motivation of struggling young writers: Effects of self-regulated strategy development with and without peer support. *American Educational Research Journal*, 43, 295-340.

Καζάκου, Μ., & Σούλης, Σ.Γ.(2013). «Η ανατροφοδότηση στην Ειδική Εκπαίδευση: μια πιλοτική εφαρμογή με χρήση ΤΠΕ ή αλλιώς από το... 'Λάθος. Ξαναπροσπάθησε.' στο... 'Θυμήσου και απάντησε'». Στα Πρακτικά του 3ου Πανελληνίου Συνεδρίου Ειδικής Εκπαίδευσης με διεθνή συμμετοχή με θέμα: «Διλήμματα και Προοπτικές στην Ειδική Εκπαίδευση». Αθήνα, 11-14 Απριλίου 2013.

Κολοτούρου Σ. [Kolotourou S.] (2013). Τα επτά πρόσωπα της κώφωσης [The Seven Aspects of Hearing Impairment], εκδ. Gutenberg.