

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	FACULTY OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF PRIMARY EDUCATION		
<b>LEVEL OF STUDIES</b>	UNDERGRADUATE LEVEL		
<b>COURSE CODE</b>	DEE010	<b>SEMESTER</b>	G' (WINTER)
<b>COURSE TITLE</b>	PEDAGOGY OF INTEGRATION		
<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	4	
<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 understand the notion of Pedagogy of Integration</li> <li>2. To be able to distinguish the existing theories on the Pedagogy of Integration</li> <li>3. To understand the terms and conditions of the Pedagogy of Integration</li> <li>4. To be aware of the current situation regarding the school integration of people with disability on a national and international level</li> <li>5. To acquire the basic knowledge regarding the institution of inclusion</li> <li>6. To understand the role of the general education teacher and the role of the special education teacher during the implementation of inclusion</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> </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>
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<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>Production of new research ideas</i>	<i>Others...</i>
	.....

### (3) SYLLABUS

<ul style="list-style-type: none"> <li>• Integration: Defining the notion</li> <li>• Integration: The vindication of an ethical value</li> <li>• Sociological Theories of Pedagogy of Integration</li> <li>• Psychological Theories of Pedagogy of Integration</li> <li>• The ecosystemic Theory of Integration</li> <li>• School integration: Education for a better society?</li> <li>• De-integration problems of Special Pedagogy</li> <li>• Teaching approaches aiming at the integration of children with special educational needs in the mainstream school</li> <li>• Training the teachers for a Pedagogy of Integration</li> <li>• Comparing the integration of people with special educational needs on an international level</li> <li>• The institution of inclusion in Greece</li> <li>• The abolition of Special Pedagogy</li> <li>• A School for Everyone</li> </ul>
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### (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>	The asynchronous e-learning system Moodle is used for providing notes and communicating with the students	
<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</i>	<p>Written exams</p> <p>Presentation of assignments – thematic units</p>	

## **(5) ATTACHED BIBLIOGRAPHY**

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

Σούλης Σπυρίδων-Γεώργιος [Soulis Spyridon-Georgios] (2002). Παιδαγωγική της Ένταξης [Pedagogy of Integration]

Συλλογικό (2013). Από την Ειδική Αγωγή στη Συμπεριληπτική Εκπαίδευση [From Special Education and Inclusive Education]

### **FURTHER BIBLIOGRAPHY:**

Dewhurst, J. (1996). Differentiation in primary teaching. Education 3 to 13.

International Journal of Primary, Elementary and Early Years Education, 24(3), 27–36.

Forsten, C., Grant, J. & Hollas, B. (2002). Differentiated Instruction. Peterborough: Crystal Springs Books.

Goodman, G. & Williams, C.A. (2008). Interventions for increasing the academic engagement of students with autism spectrum disorders in inclusive classrooms. Teaching Exceptional Children, 39, 53-61.

Gregory, G.H. & Chapman, C. (2007). Differentiated Instructional Strategies (2nd Ed.), California: Corwin Press