

## 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>	DEE013	<b>SEMESTER</b>	H' (SPRING)
<b>COURSE TITLE</b>	INTELLECTUAL DISABILITY – HIGH MENTAL FUNCTION		
<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 know the concept of intellectual disability</li> <li>2. To be able to distinguish the characteristics of children with intellectual disability</li> <li>3. To know the explanation of intellectual disability</li> <li>4. To understand the term high mental function</li> <li>5. To know the profile of people with high mental function</li> <li>6. To understand the teacher's role during the educational intervention for the development of the cognitive skills and talents of each child</li> <li>7. To learn about the teaching models in "A School for Everyone"</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> <p><i>Search for, analysis and synthesis of data and</i> <span style="float: right;"><i>Project planning and management</i></span></p>

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

### (3) SYLLABUS

- Intelligence: Definition, concept and models of approach
- Intelligence quotient testing: advantages, disadvantages and limitations
- Intelligence and Learning
- The notion of intellectual disability
- The explanation of intellectual disability
- The characteristics of people with intellectual disability
- Socio-cultural influences in the evaluation of high mental function
- The profile of people with high mental function and their education
- Intervention teaching strategies for the development of the cognitive skills and talents of each student
- Associated symptoms of intellectual disability
- The characteristics of people with high mental function
- Psychometric tools in Greece
- Models of Inclusion

### (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	7
	Exams	3
	Laboratory	0
	Additional activities	0
	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,</i>	<p>Written exams</p> <p>Presentation of assignments – thematic units</p>	

other

*Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*

## **(5) ATTACHED BIBLIOGRAPHY**

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

Σούλης Σπυρίδων-Γεώργιος [Soulis Spyridon-Georgios](2008). «Ένα Σχολείο για Όλους» [“A School for Everyone”].

Σταυρούλα Πολυχρονοπούλου [Stavroula Polychronopoulou](2010). «Παιδιά και Έφηβοι με Ειδικές Ανάγκες και Δυνατότητες Τόμος Β΄» [Children and Teenagers with Special Needs and Skills Volume B’]

### **FURTHER BIBLIOGRAPHY:**

Baralis, G., Soulis, S.G., Lappas, D., Charitaki, G. (2012). “Providing students with mental retardation the opportunity to solve Division Problems related to real life”. HMS i JME, Volume 4, 195-206.

Dewhurst, J. (1996). Differentiation in primary teaching. Education 3 to 13. International Journal of Primary, Elementary and Early Years Education, 24(3), 27–36.

Clark, K. (2010). Helping the environment helps the human race: Differentiated instruction across the curriculum. Science scope, 33(6), 36 – 41

Florian, L. (2010). Preparing teachers for inclusive education. Journal of Research in Special Educational Needs, 10 (1), 137 – 203

Roberts, J.L., & Inman, T.F. (2007). Strategies for differentiating instruction: Best practice for the class. Waco, TX: Prufrock Press Inc

Siegle, D. (2005). Using media and technology with gifted learners. Waco, TW: Prufrock Press

Σταλίκας Α., Τριλίβα Σ., Ρούσση Π. [Stalikas A., Triliva S., Roussi P.] (2012). Τα ψυχομετρικά Εργαλεία στην Ελλάδα [“The Psychometric Tools in Greece”].