

COURSE OUTLINE

(1) GENERAL

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| SCHOOL | FACULTY OF EDUCATION | | |
| ACADEMIC UNIT | DEPARTMENT OF PRIMARY EDUCATION | | |
| LEVEL OF STUDIES | UNDERGRADUATE STUDIES | | |
| COURSE CODE | DEE135 | SEMESTER | D' (SPRING) |
| COURSE TITLE | TEACHING METHODS IN SPECIAL EDUCATION | | |
| INDEPENDENT TEACHING ACTIVITIES <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> | WEEKLY TEACHING HOURS | CREDITS | |
| | 3 | 5 | |
| <i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i> | | | |
| COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i> | Skills Development | | |
| PREREQUISITE COURSES: | | | |
| LANGUAGE OF INSTRUCTION and EXAMINATIONS: | Greek | | |
| IS THE COURSE OFFERED TO ERASMUS STUDENTS | Yes | | |
| COURSE WEBSITE (URL) | http://ecourse.uoi.gr/enrol/index.php?id=236 | | |

(2) LEARNING OUTCOMES

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| <p>Learning outcomes</p> <p><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"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> |
| <p>By the end of this course students are expected:</p> <ol style="list-style-type: none"> 1. To be introduced to the definition of Teaching Methodology 2. To acquire basic knowledge in designing teaching programmes for students with disability 3. To be familiarised with basic intervention teaching strategies for people with disability 4. To get to know the educational needs of students with disability 5. To acquire knowledge about the current situation of special education in Greece 6. To come in contact with people with disability by visiting schools and associations of people with disability |
| <p>General Competences</p> <p><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 information, with the use of the necessary technology</i> <i>Project planning and management</i> <i>Respect for difference and multiculturalism</i></p> |

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| <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 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>Others...</i> |
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(3) SYLLABUS

- Conceptual delimitation of Teaching Methodology in special education
- Designing Teaching Programmes
- Analysis and Teaching Aims Techniques
- Evaluating and recording the progress of the student with special educational needs
- Teaching aids and material that can be utilised to teach students with disability
- The curriculum for people with intellectual disability
- Intervention teaching strategies for people with severe intellectual disability
- Intervention teaching strategies for people with Autism Spectrum Disorders
- Physical Disability: The needs of students with mobility impairment
- Educational needs of students with visual impairment
- Educational needs of students with hearing impairment
- Sign Language/Braille: alternative forms of communication for People with Disability
- The situation of special education in Greece

(4) TEACHING and LEARNING METHODS - EVALUATION

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| DELIVERY <i>Face-to-face, Distance learning, etc.</i> | Face – to – face | |
| USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <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 | |
| TEACHING METHODS <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> | Activity | Semester workload |
| | Lectures | 39 |
| | Bibliography Study | 53 |
| | Assignments | 30 |
| | Exams | 3 |
| | Laboratory | 0 |
| | Additional activities | 0 |
| | Course total | 125 |
| STUDENT PERFORMANCE EVALUATION <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,</i> | Written exams | |

public presentation, laboratory work, clinical examination of patient, art interpretation, other

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

(5) ATTACHED BIBLIOGRAPHY

MAIN HANDBOOKS (From EUDOXOS):

Σπυρίδων-Γεώργιος Σούλης [Soulis Spyridon-Georgios] (2000): «Μαθαίνοντας βήμα με βήμα στο σχολείο και στο σπίτι» [“Learning Step by Step at School and at Home”].

Hodapp Robert m. (2005): «Αναπτυξιακές θεωρίες και αναπηρία» [Developmental Theories and Disability].

SUGGESTED BIBLIOGRAPHY:

Γεωργίου, Α., & Σούλης, Σ.Γ.(2013). «Μαθηματικές δεξιότητες μαθητών με Σύνδρομο Asperger». Στα Πρακτικά του 3ου Πανελληνίου Συνεδρίου Ειδικής Εκπαίδευσης με διεθνή συμμετοχή με θέμα: «Διλήμματα και Προοπτικές στην Ειδική Εκπαίδευση». Αθήνα, 11-14 Απριλίου 2013.

Geiger, G. , Lengsfeld, M. (2014). Inklusion – ein Menschenrecht, Leverkusen: Budrich

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.

Κουρμπέτης Β. , Χατζοπούλου Μ (2010). Μπορώ και με τα μάτια μου, εκδ. Καστανιώτη

Pineda, P. (2014). Herausforderung Lerner, Zirndorf: G&S Verlag

Wilken, E. (2014). Sprachfoerderung bei Kindern min Down – Syndrome, Stuttgart: Kohlhammer