

2nd year (winter semester)

Compulsory courses

The Teaching of Reading and Writing

Course code ΨΓ5Υ	ECTS credits 4	Workload 100 hours	Level Psy-Lang
Year of study 2 nd	Semester Winter	Type Compulsory	Teaching methods Lectures and Seminars
Hours / week 3	Hours/semester 36	Prerequisites -	Language Greek

Instructor

Name	Eleni Gana
Position	Lecturer
Office	11Γ
Tel / e-mail	++30 24210 74747/egana@uth.gr
Co-instructors	

Objectives

The objective of this course is to familiarize the student with a variety of issues arising in the context of literacy acquisition. The basic theories of the cognitive and social model of reading and writing learning will be presented and the conditions for and mechanisms of the transition to the world of writing will be discussed. A critical analysis of the literacy curriculum proposed for the preschool and primary school.

Content

- The transition from oral to written language: premises of psycholinguistic and sociosemiotic model of literacy learning
- The code of written language: Theoretical underpinnings and teaching methodology for the word recognition.
- Reading and writing as socio-psychological processes for the construction of meaning; conditions and mechanisms of written communication.
- The emergence of literacy. Preschoolers as users of written language.
- The genre approach in the primary school
- Scaffolding the reading comprehension and text production
- Critical analysis of the literacy curriculum proposed for the preschool and primary school.

Assessment

Exams 80%
Assignments 20% (Added to exams mark)

Recommended reading

- Derewianka B. *Exploring How Texts work* (1991). Primary English Teaching Association
- Street, B. V. (2004). *Literacy: An advanced resource book for students*. Routledge.
- Tomkins G (2007). *Teaching writing: Balancing Process and Product*. Allyn and Bacon

Educational Psychology

Course code ΨΓ8Υ	ECTS units 4	Workload 100 hours	Level Psy-Lang
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Year of studies 2 nd	Semester Spring	Type Compulsory	Teaching methods Theory and applications
Hours/week 3	Hours/semester 39	Prerequisites -	Language Greek

Instructor

Name/surname	Irini Dermitzaki
Title	Associate Professor
Office	10
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Other teaching staff	no

Objectives

The objective is to study the process of learning and the various individual cognitive and affective factors affecting learning and academic achievement and their interactions with environment. The social factors involved in learning and achievement are also studied. Teachers are enabled to develop their knowledge, skills and strategies for providing more active, effective and permanent learning to their students.

Content

- Basic concepts in Educational Psychology – The learning process – Conditions of effective learning
- Learning theories in the classroom:
 - Classical conditioning
 - Operant conditioning – The skinnerian approach of learning
 - The social learning theory of A. Bandura
- Cognitive processes and school learning. Piaget's theory in the classroom.
- The role of metacognition and metacognitive processes in school learning and the control of action.
- The concept of self-regulated learning in educational settings
- Motivation in education
- Students' goal orientation towards learning
- Teacher – student interactions
- Self concept and academic achievement: The self as motive

Assessment

Written exams

Recommended reading

- Aronson, J. (2002). *Improving academic achievement: impact of psychological factors on education*. Boston : Academic Press.
- Slavin, R. E. (2000). *Educational Psychology: Theory and Practice* (6th Ed.). Allyn & Bacon.

Research Methodology

Course Code ΠΚ1ΥΕ	ECTS units 4	Workload 100 hours	Level Science
Year of Studies 2 nd	Semester Winter	Type Compulsory	Teaching Lectures
Hours/week 3	Hours/Semester 39	Prerequisites -	Language Greek

Instructor

Name/surname	Elias Avramidis
Title	Lecturer
Office	12A
Tel/e-mail	2421074853 – Avramidis@uth.gr
Other teaching staff	-

Objectives

The module aims to introduce the students to the major research paradigms operating in social sciences and to assist them in developing deep understanding of the paradigms' philosophical and epistemological principles. Moreover, the students will acquire knowledge of research methodology matters and will become familiar with a range of methods and how these are applied in educational research. A further aim of the module is to render the students capable of designing and implementing their own research study.

Content

The module consists of 5 distinct parts:

A: Modern trends in Educational and Social Research

- The major research paradigms operating in the social sciences
- Brief historical review of the different research 'schools' and trends in the field of educational research
- Modern trends (e.g. the mixed-method model of research)

B: Research Design

- Reviewing the research literature (types of reviews)
- Developing research questions and hypotheses
- Formulating a research plan
- Ethical issues surrounding educational research

C: Research Methods

- Questionnaires and measuring scale
- Interviews (structured, semi-structured and unstructured)
- Observation (systematic and participant)
- Documents and other artefacts

D: Data Analysis

- Techniques for quantitative data analysis
- Techniques for qualitative data analysis

E: Quality Control and Research Writing

- Validity and reliability in quantitative and qualitative studies
- Writing research report (e.g. dissertation or article)

Assessment

Final Examination (100%)

Recommended reading

1. Bell J (1999) *Doing your research project: a guide to first time researches in education and social science*. Milton Keynes: Open University Press.
2. Bryman, A. (2004). *Social Research Methods*. Oxford: Blackwell.
3. Cohen, L. Manion, L & Morrison, K (2006) *Research Methods in Education*. London: Routledge
4. Mertens, D. M. (2000) *Research and Evaluation in Education and Psychology*. London: Sage.
5. Miles M,B, and Humberman A M (1994) *Qualitative data Analysis: an expanded sourcebook*. 2nd ed. Thousand Oaks, California; London: Sage.
6. Oppenheim, A.N. (2000). *Questionnaire Design, Interviewing and Attitude*. London: Continuum.
7. Robson C. (2002) *Real world research second edition*. Oxford, Blackwell Publishers.
8. Wellington, J. (2000) *Educational Research: Contemporary Issues and Practical Approaches*.

London: Continuum.

Main Mathematics Concepts and Techniques

Course duration ΘΕ3Υ	ECTS units 4	Work load 100	Level Sciences
Year of studies 2 nd	Semester Winter	Type Compulsory	Teaching Lectures
Hours/week 3	Hours/semester 39	Prerequisites ...	Language Greek

Professor

Name/surname	Charikleia Stahopoulou
Title	Assistant Professor
Office	16
Tel/e-mail	++30 2421074622-6973201279/hastath@uth.gr
Other teaching staff	...

Objectives

Familiarization with elementary mathematics concepts, which is necessary for the preparation of prospective teachers in primary education.

Content

- Elements of Set Theory
- Element of Number Theory (Prime and composite Numbers, divisibility, criterions of divisibility, divisors, multiples, least common multiple, greatest common divisor)
- Extension to other sets of numbers (Z, Q, R) and operations on these sets
- Basic elements of functions, graphical representations
- Counting systems
- Problem solving strategies as well as mathematical techniques (e.g. for proof, counting, etc) are included.

Assessment

Exams (100%)
Middle semester examination (0%)

Bibliography

- Course material
- Xatzkyrakoy K. Numbers, *Set, Shapes: Mathematics for the elementary teacher.*
- Lemonidis, H., *Elements of arithmetic and of number theory for elementary teacher.*
- Triandafillidis, T. & Sdrolas, K., *Main mathematical perceptions for primary school teacher.*

Elective courses

Education for Children with Severe Visual Impairments – Didactic Approaches

Course code EA18YE	ECTS units 3,5	Workload 75 hours	Level Special Education
Year of study 2 nd	Semester Winter	Type Elective	Teaching methods Lectures and Workshops
Hours/week	Hours/semester	Prerequisites	Language

3	39	-	Greek
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Lecturer

Name	Vassilios Argyropoulos
Position	Assistant Professor
Office	19
Tel / e-mail	2421074860/vassargi@uth.gr
Co-instructors	

Objectives

The chief goal of this course is the analysis of the complexity of haptic perception as well as the description of an appropriate didactic approach functioning on a holistic basis. Also the course underscores that multi-disciplinary working teams have a crucial role to play in setting objectives and targets as well as in constituting individualized educational plans.

Content

- Passive and active touch. Posture and movement.
- The notion of haptic perception. Haptic memory and haptic reasoning.
- Emotional and social development.
- Mental maps and requirement of independent living skills.
- Learning environment and adaptations in class.
- Functions of play in the spectrum of a didactic instruction and its characteristics.
- Levels of understanding through an educational process. Case studies.
- The role of teachers and practitioners in a mainstream setting for blind children. Differentiation of educational approaches and the great impact of the inter-disciplinary working.
- Development and assessment of IEPs for children with severe visual impairments.

Assessment

Assignments and/or exams

Recommended reading

- Mason, H & McCall, S. (eds), Visual Impairment: Access to Education for Children and Young People. David Fulton Publishers: London.
- Millar, S. (1997). Reading by Touch. London: Routledge.
- Warren, D.H. (1994). Blindness and Children. An individual Differences Approach. Cambridge University Press.

Current Educational Models for Students with Autism

Course code EA21YE	ECTS units 3,5	Workload 75 hours	Level Special Education
Year of studies 2 nd	Semester Winter	Type Elective	Teaching methods Lectures
Hours/week 3	Hours/semester 36	Prerequisites -	Language Greek

Instructor

Name/surname	Sophia Mavropoulou
Position	Assistant Professor
Office	11
Tel/e-mail	++30 2421074757/ smavrop@uth.gr
Other teaching staff	...

Objectives

The main objective is to present current educational approaches, which are evidence-based and effective for the education of students in the autistic spectrum.

Content

- Cognitive Approaches
- Behavioural Approaches
- Structured teaching
- Methods for teaching communication
- Social Stories
- Sensory integration
- Facilitated communication
- Inclusion for students with autism
- Professional-parent collaboration

Assessment

Written exams (100 hours%)

Recommended reading

Green, M.C. & Stephen, G.L. (1996). *Behavioral intervention for young children with autism: a manual for parents and professionals*. Austin, Texas: Pro-Ed.

Harris, S. & Handleman, J.S. (2001). *Preschool education programs for children with autism*. Austin, Texas: Pro-Ed.

Language Development

Course code ΨΓ6Ε	ECTS units 3,5	Workload 75 hours	Level Psy-Lang
Year of study 2 nd	Semester Winter	Type Elective	Teaching methods Lectures and Seminars
Hours/week 3	Hours/semester 39	Prerequisites -	Language Greek

Instructor

Name	Eleni Gana
Position	Lecturer
Office	11Γ
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Co-instructors	

Objectives

The course is centered around the issues of the development of children's capabilities for language communication. Theoretical proposals for the interpretation of the process and the mechanisms for language acquisition will be presented and related empirical findings will be analyzed. The course aims at introducing the student to the main issues, currently under discussion, of language development.

Content

- Theories of language acquisition (behaviourism, generative theory, current cognitive and functional theories).
- Development of the phonological, syntactic and semantic mechanisms of language.
- Development of language communication skills.
- Cognitive and social dimensions of language use.

Assessment

Exams 60%
Assignments 40% (Added to exams mark)

Recommended reading

- Brock A. and C. Rankin. (2008). *Communication, language and literacy from birth to five*, Sage Publications Ltd.
- Duke Ch. and M. Smith (2007). *Developing pre-school communication and language*. Sage Publications Ltd.
- Foster-Cohen S. (1999). *An introduction to child language development*. Adison Wesley Longman.
- Halliday, M.A.K (1975) *Learning How to Mean: Explorations in the Development of Language*, Edward Arnold, London
- Wray A. (2003). *The transition to language*, Oxford University Press

Theories of Personality

Course code ΨΓ4E	ECTS units 3,5	Workload 75 hours	Level Psy-Lang
Year of studies 2 nd	Semester Winter	Type Elective	Teaching methods Lectures
Hours/week 3	Hours/semester 39	Prerequisites -	Language Greek

Instructor

Name/surname George Kleftaras
Title Associate Professor
Office 12
Tel/e-mail ++30 2421074738/gkleftaras@uth.gr
Other teaching staff ...

Objectives

Introduction and understanding of principal theories of personality. Study of the way in which each theory perceives the nature and the development mechanisms of personality.

Content

- Definition and nature of personality. Theories of personality.
- Freud's psychoanalytic theory and psychodynamic theories of personality.
- Behavioral approach of personality and social learning theories.
- Cognitive approach of personality: Cognitive-Behaviorism.
- Humanistic approach of personality: Rogers and Maslow.
- Existential approach of personality: May, Frankl and Laing.
- Theories of personality traits: Allport, Eysenck, Cattell. The Five factor Model.
- Kelly's Personal Construct Theory

Assessment

Final exams

Recommended reading

- Pervin, L. A., & John, O. P. (2000). *Personality theory and research* (8th ed.). New York: Wiley.
- Pervin, L. A. (2002). *Current controversies and issues in personality* (3rd ed.). New York: Wiley.
- Magnavita, J. (2001). *Theories of personality: Contemporary approaches to the science of*

personality. New York: Wiley.

Theories of Socialization

Course code ΠΚ2Ε	ECTS units 3,5	Workload 75 hours	Level Psy-Lang
Year of studies 2 nd	Semester Winter	Type Elective	Teaching Lectures and Seminars
Hours/week 3	Hours/semester 39	Prerequisites -	Language Greek

Instructor

Name/surname	Costas Lamnias
Title	Professor
Office	4
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Other teaching staff	...

Objectives

By the end of the course students should be able to understand and explain the concept of socialization and its two main dimensions, which are related to the construction of a passive and active subject.

Content

The lectures of this subject:

- Examines the evolutionary procedures of socialization and the contribution of social and cultural elements, such as social structure, social groups, social institutions, social role, social knowledge, beliefs, norms, values, etc., to the process of socialization.
- Analyze and compare the essential theories of socialization (Freud, Erikson, Piaget, Parsons, Mead), which consider how the social subject is developed and how he/she acquires a socially acceptable behavior.

Assessment

Exams 100%
Assignments 20% (Added to exams mark)

Recommended reading

- NOBA- KALTSUNI, CHR. (1994) Socialization: The Creation of Social Subject. Athens: Gutenberg (in Greek).
- GIDDENS, A. (1997) Sociology. Athens: Gutenberg (in Greek).
- GOTOVOS, A. (1990) Educational Interaction. Athens: Gutenberg (in Greek).
- LAMNIAS, C. (1996) Communicative Rationality: The Construction and Development of Subject's logical Structure. Thessaloniki: Paratiritis (in Greek).
- FLANAGAN, C. (1999) Early Socialization. London: Routledge.

IT Applications in Learning and Special Education

Course code OE4E	ECTS units 3,5	Workload 75 hours	Level Science
Year of studies 2 nd	Semester Winter	Type Elective	Teaching Lectures and Workshops
Hours/week 3	Hours/semester 39	Prerequisites -	Language Greek

Instructor

Name/surname	Charalampos Karagiannidis
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Title	Associate Professor
Office	11B
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Other teaching staff	-

Objectives

The course aims to introduce the main applications of educational and assistive technologies.

Content

- Educational software
- Web-based learning environments
- Development of (special) education applications
- Evaluation criteria for (special) education applications
- Evaluation techniques for (special) education applications
- Introduction to assistive technologies
- Introduction to intelligent assistive technologies

Assessment

Exams (80%)
Project (Elective, 20%)

Recommended reading

- Course slides
- Selected articles from the Greek and international literature

2nd year (spring semester)

Compulsory courses

Teaching of Modern Greek Language

Course code ΨΓ4Υ	ECTS units 4	Workload 100 hours	Course Level Psy/Lang
Year of Teaching 2 nd	Semester Spring	Type Compulsory	Method of teaching Lectures
Hours/ Week 3	Hours/ Semester 39	Prerequisites -	Language Greek

Instructor

Name	Georgia Andreou
Position	Associate Professor
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Objectives of the course

The Objectives is to familiarize the students with the newest methods and techniques in regard with teaching modern Greek (grammar – vocabulary –levels of speech), as well as language teaching within a communication framework. At the same time, the evaluation of multiple teaching concepts and methodologies is attempted that will allow the creative exploitation of speech during school acts.

Content

- Teaching of language as a branch of applied linguistics.
- Theories on the acquisition of language.
- Development of the fundamental mechanisms of language.
- The role of the brain in the acquisition of language.
- Methodological approach of teaching a language course in primary education.

Assessment

Final exams (100 hours%)

Recommended reading

- Andreou, G. (2002). *Language: A theoretical and methodological approach*. Athens. Ellinika Grammata.
- Mitsis, N. (2001). *Teaching of the language course*. Athens:Gutenberg.

Students with Emotional & Behavioral Difficulties: Educational Responses

Course code EA7Υ	ECTS units 4	Workload 100 hours	Level Special Education
Year of Teaching 2 nd	Semester Spring	Type Compulsory	Teaching methods Lectures and Seminars
Hours/Week 3	Hours/Semester 39	Prerequisites -	Language Greek

Instructor

Name	Eleni Didaskalou
Position	Assistant Professor
Office	18

Tel / e-mail ++30 2421074741/edidask@uth.gr
 Co-instructors

Objectives

To equip students with the necessary theoretical background concerning the causes and extent of students' emotional and behavioural difficulties, and enable them to plan and implement a variety of educational responses in order to deal effectively with students' difficulties.

Content

- The nature and extent of students' Emotional and Behavioural Difficulties (EBD)
- Methods of prevention of students' EBD
- Stages of development and implementation of whole-school behaviour policies
- Individualized programs for dealing with students' difficult behaviour
- Parental involvement in school initiated responses for managing students' EBDs

Assessment

Exams 100 hours%

Recommended reading

Thacker, T., Strudwick, D. & Babbedge, E. (2002) Educating Children with Emotional and Behavioural Difficulties". Routledge, London.

Psychophysiology

Course code ΨΓ6Υ	Number of units 4	Workload 100 hours	Level Psy/Lang
Year of study 2 nd	Semester Spring	Type Compulsory	Teaching methods Lecture, Exercise
Hours/week 3	Hours/semester 39	Prerequisites -	Language Greek

Instructor

Name Filippos Vlachos
 Position Associate Professor
 Office 11 A
 Tel / e-mail ++30 2421074739/fvlachos@uth.gr
 Co-instructors

Objectives

By the end of the course students should be able to understand how certain specializations of the physiologic operation of the organism and particularly of the human brain can influence the cognitive efficiency and generally the human behavior so as they can provide specialised and individualised confrontation of child, easier diagnosis of his weaknesses and the development of his abilities

Contents

- Brain and behavior relationships.
- Specializations of human brain – Psychophysiological asymmetries (Cerebral specialization and domination. Anatomy and physiology of the hemispheric differences).
- Being left-handed: The most known behavior's asymmetry - Description and educational extensions of the phenomenon.
- Cerebral asymmetry and developmental disabilities
- Cerebral asymmetry and education
- Hormones and behavior.
- Interactions between the nervous, endocrine and immune system with behavior.

Assessment

Final exams

Recommended reading

- Notes of course
- Vlachos F. (1998) Being left-handed, myths and reality. Athens: Ellinika Grammata
- Papadatos I.(2003). Psychophysiology. Athens: Self publication
- Springer S. & Deutsch G. (1989) Left Brain, Right Brain. New York: Freeman and Company

Contemporary Educational Approaches

Course code ΠΚ3Υ	ECTS units 4	Workload 100 hours	Level Ped- Soc
Year of studies 2 nd	Semester Spring	Type Compulsory	Teaching Lectures, workshops
Hours/week 3	Hours/semester 39	Prerequisites -	Language Greek

Instructor

Name/surname	Kafenía Botsoglou
Title	Assistant professor
Office	8
Tel/e-mail	++30 2421074838/kmpotso@uth.gr
Other teaching staff	...

Objectives

The course refers to the recent educational approaches to early childhood education and primary education. The course goals to make familiar to the students the contemporary pedagogical approaches in theoretical and in practical level. The introduction and the knowledge of the recent pedagogical approaches and practices will help students to the next courses, and moreover during the period of their teaching practice in schools.

Content

During the semester the students will get acquainted with the follow topics:

- The interdisciplinary approach of learning in early childhood and primary education
- Why we have to adopt the interdisciplinary approach
- The content of the interdisciplinary approach of learning
- Teaching principals
- Interdisciplinary suggestions for the Greek Educational system
- The project approach
- The developmental procedure of projects
- Duration and themes of projects –Applications
- School environment and educational procedure
- The human orientated quality of school environment
- The school environment as tool in the frame of Interdisciplinary and project approach

Assessment

Exams in the end of semester

Recommended reading

Crawford, K. (2003) Contemporary Issues in Education. An Introduction. Peter Francis Publishers

Elective courses

Environmental Education

Course code ΘΕ6ΥΕ	ECTS units 3,5	Workload 75 hours	Level Sciences
Year of studies 2 nd	Semester Spring	Type Elective	Teaching methods Ttheory
Hours/week 3	Hours/semester 39	Prerequisites -	Language Greek

Name/surname	Stefanos Paraskevopoulos
Title	Professor
Office	6B
Tel/e-mail	++30 2421074712/pstefano@uth.gr
Other teaching staff	-

Objectives

The aim of the course is to enable students to obtain basic teaching skills, as well as to design environmental education sessions and projects

Content

The theory, the scope and the methods of environmental education are the subject of this course. The content of seminars is referred to:

- History and development of E.E.
- Perspectives on theory and research in E.E.
- Environmental education, structure and practice

Assessment

Final Exams (100 hours%)

Recommended reading

- Hungerford, H., Payton, H. & R. Wilke (1980). Goals for curriculum development in environmental education, journal of environmental education, 11(3), 42-47.
- Giordan A. & Soushon C. (1992). Une éducation pour environment, Z'éditions, Nice.
- Palmer J.(1998).Environmental education in the 21st century, Routledge-Falmer, London-N.Y.

The Differentiated Curriculum in the Education of Students with Severe Visual Impairment

Course code EA19YE	ECTS units 3,5	Workload 75 hours	Level Special Education
Year of study 2 nd	Semester Spring	Type Elective	Teaching methods Lectures and Workshops
Hours/week 3	Hours/semester 39	Prerequisites -	Language Greek

Instructor

Name	Vassilios Argyropoulos
Position	Assistant Professor
Office	19
Tel / e-mail	++30 2421074860/vassargi@uth.gr
Co-instructors	

Objectives

This course aims at the comprehension of extended curriculum frameworks in order to meet all

educational needs of students with visual impairments and support them. Moreover, special thematic areas are presented with relative differentiations such as development of special skills on the areas of acoustic, haptic, sensory-motor etc.

Content

- Issues and models of inclusion.
- Accessibility to the curriculum: Differentiation, aims and objectives.
- Development of literacy through touch.
- The learning environment.
- Alternative teaching models and appropriate educational material in different subjects.
- Extracurricular activities.
- Case studies.

Assessment

Assignments and/or exams

Recommended reading

- Mason, H & McCall, S. (eds), Visual Impairment: Access to Education for Children and Young People. David Fulton Publishers: London.
- Doll, W. E. (1993). Post-modern perspectives on curriculum. New York. Teachers College Press.
- Lewis, A (1995). Primary special needs and the national curriculum. 2nd ed. London Routledge.

Research Applications in Special Education

Course code EA25E	ECTS units 3,5	Workload 75 hours	Level Special Education
Year of studies 2 nd	Semester Spring	Type Elective	Teaching methods Workshops
Hours/week 3	Hours/semester 39	Prerequisites -	Language Greek

Instructor

Name/surname	Elias Avramidis
Title	Lecturer
Office	12A
Tel/e-mail	2421074853 – Avramidis@uth.gr
Other teaching staff	-

Objectives

The module aims to familiarise students with research practices from the field of special education and to render them capable of interpreting and evaluating existing research studies. Students will develop critical thinking skills and good knowledge and skills relating to the collection and analysis of research data and will become capable of designing and implementing their own small-scale research studies.

Content

- Study of selected research papers from the field of special education
- Critical analysis of the methodological approaches utilised in relevant research studies
- Study of articles on research methodology applied in special education
- Exercises on analysing quantitative and qualitative data
- Exercises on planning research studies

Assessment

Project (100%)

Recommended reading

9. Bell J (1999) *Doing your research project: a guide to first time researches in education and social science*. Milton Keynes: Open University Press.
10. Bryman, A. (2004). *Social Research Methods*. Oxford: Blackwell.
11. Cohen, L. Manion, L & Morrison, K (2006) *Research Methods in Education*. London: Routledge
12. Mertens, D. M. (2000) *Research and Evaluation in Education and Psychology*. London: Sage.
13. Miles M,B, and Humberman A M (1994) *Qualitative data Analysis: an expanded sourcebook*. 2nd ed. Thousand Oaks, California; London: Sage.
14. Oppenheim, A.N. (2000). *Questionnaire Design, Interviewing and Attitude*. London: Continuum.
15. Robson C. (2002) *Real world research second edition*. Oxford, Blackwell Publishers.
16. Salkind, N. (2000). *Statistics for people who (think they) hate statistics*. Thousand Oaks, Sage.
17. Wellington, J. (2000) *Educational Research: Contemporary Issues and Practical Approaches*. London: Continuum.

Psychological and Educational Approach to Intellectual Disability

Course code EA7E	ECTS units 3,5	Workload 75 hours	Level Special education
Year of study 2 nd	Semester Spring	Type Elective	Teaching methods Lectures, project
Hours/week 3	Hours/semester 39	Prerequisites -	Language Greek

Instructor

Name	Panayiota Stavroussi
Position	Assistant Professor
Office	12B
Tel / e-mail	++30 2421074708/stavrusi@uth.gr
Co-instructors	-

Objectives

The aim of the course is to enable students to understand several critical issues in the field of intellectual disability, such as new skills acquisition, support provision, assessment, and intervention planning. Moreover, this course aims at helping students to understand and analyze current views concerning the education of children with intellectual disability and specifically the development of educational programs, teaching methods, curricula, and interventions that aim at promoting the educational and social inclusion of children with intellectual disability.

Content

- Intellectual disability: learning new skills – The role of motivation, cognitive skills, and context.
- Methods and techniques for the assessment of the difficulties and competencies of children with intellectual disability.
- Contemporary issues regarding planning and implementation of educational programs and interventions – Development of functional skills, life skills, academic skills, and self-determination skills.
- Access and participation in the general classroom – models and implications – Organization and objectives of the IEP.
- Teaching strategies and methods – modifications/adaptations – differentiated instruction.
- Intervention planning – models.

- The importance of the collaboration among school-family-student-community – Support systems and services.

Assessment

Final exams 80%
Compulsory assignment 20%

Recommended reading

- Algozzine, R. & Ysseldyke, J. (2006). *Teaching students with mental retardation: A practical guide for every teacher*. Thousand Oaks: Corwin.
- Ζώνιου – Σιδέρη, Α. (Επιμ.). (2011). *Σύγχρονες ενταξιακές προσεγγίσεις (Τόμοι Α' & Β')*. Αθήνα: Πεδίο.
- Πολυχρονοπούλου, Σ. (2008). *Παιδιά και έφηβοι με ειδικές ανάγκες και δυνατότητες (τόμος Α')*. Αθήνα: αυτοέκδοση.

Didactics of Mathematics

Course code ΘΕ1Ε	ECTS units 3,5	Workload 75 hours	Level Science
Year of studies 2 nd	Semester Spring	Type Elective	Teaching Lectures/workshops
Hours/week 3	Hours/semester 39	Prerequisites -	Language Greek
			...

Instructor

Name/surname	Charikleia Stahopoulou
Title	Assistant Professor
Office	16
Tel/e-mail	++30 2421074622 6973201279/hastath@uth.gr
Other teaching staff	...

Objectives

To introduce students in notions and methods of Didactics of Mathematics. The current trends of Didactics of Mathematics - as an autonomous cognitive field - are presented and analyzed. Furthermore, the primary school mathematics are considered from a didactical and a cognitive perspective. Emphasis is put on the difficulties that primary school students face with the understanding of mathematical concepts.

Content

- Learning theories
- Socio-cultural dimensions of mathematics teaching/ learning
- Critical mathematics education
- Mathematical literacy
- Realistic mathematics
- Didactical and cognitiological approach:
 - additive structures
 - multiplicative structures
 - decimals
 - rational numbers
 - proportions
- Designing of teaching mathematics

Assessment

Projects (30%). Students should deliver a portfolio of research papers, as translated and presented in

the class, and also, of the activities they were involved in the class.
Final examination (70%)

Recommended reading

- Koleza, E., *Theory and Practice in teaching mathematics*
- Koleza, E., *Mathematics and School Mathematics: epistemological and sociological approach of mathematics education.*
- VAN DE WALLE, *Elementary and Middle School Mathematics: Teaching Developmentally.*

Statistics

Course Code ΘΕ14Ε	ECTS units 3,5	Workload 75 hours	Level Science
Year of Studies 2 nd	Semester Spring	Type Elective	Teaching Workshops/Laboratory
Hours/week 3	Hours/Semester 39	Prerequisites -	Language Greek

Instructor

Name/surname	Elias Avramidis
Title	Lecturer
Office	12A
Tel/e-mail	2421074853 – Avramidis@uth.gr
Other teaching staff	-

Objectives

The module aims to introduce students to quantitative research methods and their applications in social sciences. Students will acquire knowledge relating to different approaches to quantitative research and the necessary statistical background for the analysis of numerical data. Specifically, students will understand the principles of descriptive and inferential statistics and will become capable through workshops to conduct their own statistical analyses using the SPSS software.

Content

- Quantitative research approaches
- Descriptive and Inferential statistical analyses
 - Probability theory – basic principles
 - Random variables - distributions
 - Descriptive analysis techniques (graphs, bar charts, histograms)
 - Testing hypotheses
 - Chi-squared test (χ^2)
 - Correlational analysis & Linear Regression analysis
 - Factor analysis
 - Analysis of Variance (ANOVA) & Multivariate Analysis of Variance (MANOVA)
 - Non-parametric Statistical tests (Mann-Whitney, Wilcoxon)

Assessment

Project (100%)

Recommended reading

18. Bryman, A. & Cramer, D. (2009). *Quantitative data analysis with SPSS 14, 15 and 16: a guide for social scientists.* London : Routledge.
19. Diamond, I. & Jefferies, J. (2000). *Beginning Statistics: An Introduction for Social Scientists.*

- London: Sage
20. Field, A. (2005). Discovering Statistics using SPSS for Windows. London: Sage.
21. Moore, D. S. (2001). Statistics: Concepts and controversies (5th ed.). New York: Freeman.
22. Salkind, N.J (2008). Statistics for people who (think they) hate statistics. London: Sage.

ICT Applications in Learning and Special Education

Course duration ΘΕ8Ε	ECTS units 3,5	Workload 75 hours	Level Sciences
Year of studies 2 nd	Semester Spring	Type Elective	Teaching Lectures-Theory
Hours/week 3	Hours/semester 39	Prerequisites -	Language Greek

Instructor

Name/surname	Charalampos Karagiannidis
Title	Associate Professor
Office	11B
Tel/e-mail	++30 2421074895/karagian@uth.gr
Other teaching staff	-

Objectives

The course aims to introduce the main applications of information and communication technologies in education.

Content

- Learning management systems and learning content management systems
- Learning objects and learning technologies specifications and standards
- Computer-supported collaborative learning environments
- Mobile learning
- Adaptive learning environments

Assessment

Exams (80%)
Project (optional, 20%)

Recommended Reading

- Course slides
- Selected articles from the Greek and international literature

The Role of Assessment and Differentiation in the Access of deaf Students to the Curriculum

Course code EA19E	ECTS units 3,5	Workload 75 hours	Level Special Education
Year of studies 2 nd	Semester Spring	Type Elective	Teaching methods Lectures and Seminars
Hours/week 3	Hours/semester 39	Prerequisites -	Language Greek

Instructor

Name/surname	Magda Nikolarazi
Title	Assistant Professor
Office	14

Tel/e-mail	++30 2421074751/mnikolar@uth.gr
Other teaching staff	-

Objectives

To develop a deep understanding regarding the assessment of deaf students and the differentiation techniques that facilitate deaf students' access to the curriculum.

Content

- The role of assessment in the education of deaf or hard of hearing students.
- The different types of assessment and their implementation in the education of deaf students
- The link between assessment and differentiation and the role of differentiation for deaf students.
- The development of differentiated and accessible curricula for deaf children and their implementation in the classroom

Assessment

Assignments and Exams

Recommended reading

- Gregory, S., Knight, P., McCracken, W., Powers, S. & Watson, L. (1998). Issues in deaf education. London: David Fulton Press
- Marschark, M., Lang, H. & Albertini, J. (2002). Educating deaf students. Oxford, Oxford University Press.