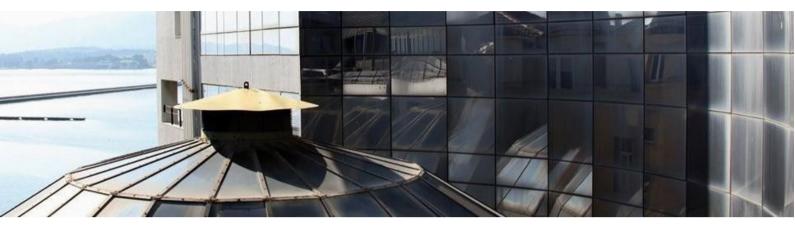
ПАРАРТНМА II: APPENDIX: MODULES' TITLES IN ENGLISH



SPECIAL EDUCATION

COMPULSORY

| EA1Y | Learning disabilities |
|-------|--|
| EA2Y | Introduction to the education of individuals with vision disability |
| EA3Y | General principles in the communication and education of deaf and hard of hearing people |
| EA4Y | Motor disorders and multiple disabilities |
| EA5Y | Inclusive pedagogy |
| EA6Y | Introduction to intellectual disability |
| EA7Y | Emotional difficulties and behavior problems at school: Educational interventions |
| EA8Y | Introduction to autism spectrum disorder |
| EA9Y | |
| EA10Y | |
| EA11Y | |
| ПА5 | Practicum in inclusive schools and special settings 1 |
| ПА6 | Practicum in inclusive schools and special settings 2 |

ELECTIVE

| EA1E | Language development of deaf and hard of hearing children: the role of early intervention (laboratory course) |
|-------|--|
| EA2E | |
| EA3E | Instructional strategies for teaching social understanding to students with autism |
| EA4E | Learning disabilities: neuro-cognitive approaches |
| EA5E | |
| EA6E | Social and prevocational skills learning |
| EA7E | Psychological and educational approaches to intellectual disability |
| EA8E | Instruction and assessment in the education of children with vision disability or with vision disability and additional disabilities |
| EA9E | Curriculum differentiation in the education of students with vision disability |
| EA10E | Curricula for children with autism (laboratory course) |
| EA11E | Modern teaching models for students with autism |
| EA12E | Early detection and intervention |

| EA13E | Attention deficit / hyperactivity: educational interventions |
|-------|---|
| EA14E | Teaching approaches for LD students |
| EA15E | |
| EA16E | |
| EA17E | The Braille Code: reading and writing processes (laboratory course) |
| EA18E | Education and disability |
| EA19E | Accessible and differentiated formal and non-formal learning: Implications in the education of deaf and hard of hearing individuals (laboratory course) |
| EA20E | Assessing and teaching literacy skills to deaf or hard of hearing children (laboratory course) |
| EA21E | Cognitive functions and intellectual disability |
| EA22E | |
| EA23E | |
| EA24E | |
| EA25E | Research applications in special education (laboratory course) |
| EA26E | The education of children with behavior problems |
| EA27E | |
| EA29E | Educational assessment in special and inclusive education |
| EA30E | Classroom behaviour management |
| EA31E | Social inclusion of children with disability (laboratory course) |
| EA32E | |
| EA33E | |
| EA34E | |
| EA35E | |
| EA36E | |
| EA37E | Early intervention in education: models of support and practices |
| EA38E | Education of gifted children |
| EA39E | Development and use of tools of educational assessment in special education (laboratory course) |
| EA40E | Education of persons with deafblindness |

PSYCHOLOGY / LANGUAGE

COMPULSORY

| ΨΓ1Υ | |
|--------------|---|
| ΨΓ2Υ | Clinical psychology: psychological problems of childhood |
| ΨΓ3Υ | |
| ΨΓ4Υ | Teaching the language course in general and special education |
| ΨΓ5Υ | Written language and literacy teaching |
| ΨΓ6Υ | Psychophysiology |
| ΨΓ7Υ | |
| ΨΓ8Υ | Educational psychology |
| ΨГ 9Υ | Basic principles of child neuropsychology |
| ΨΓ10Υ | Greek Sign Language (GSL) 1: structure and communication settings |

ELECTIVE

| Introduction to linguistics |
|---|
| Socio-linguistic perspectives of language and language teaching |
| Laboratory practice in clinical psychology: Counselling with parents and children |
| Social and cognitive child's development – thinking |
| Biological bases of development |
| Language development |
| Bilinguality and teaching Greek as a second/foreign language |
| Theories of personality |
| Multiliteracies and education |
| Physiology of learning and memory |
| Psycholinguistics – Clinical linguistics |
| Psychopathology |
| Cognitive functions in children and adolescents |
| |
| Cognitive Behavior Theory (CBT) in education – learning skills |
| Deviations in neurocognitive development |
| |

| ΨΓ17Ε | |
|-------|---|
| ΨΓ18Ε | |
| ΨΓ19Ε | |
| ΨΓ20Ε | |
| ΨΓ21Ε | Greek Sign Language (GSL) 2: Synchronic and historical linguistic variation, users and sectors involved |
| ΨΓ22Ε | Greek Sign Language (GSL) 3: Applications of 3D syntax with emphasis on education |
| ΨГ23Е | Greek Sign Language (GSL) 4: Loans and specialized types as communication access tools |
| ΨΓ26Ε | |
| ΨΓ27Ε | Grammar description of the Greek language |
| ΨΓ28Ε | Semantics – Pragmatics |
| ΨГ29Е | Social psychology |
| ΨГ30Е | Applications in Educational Psychology |
| ΨΓ31Ε | Counselling psychology in education |
| ΨΓ32Ε | Introduction to psychology |
| 71322 | introduction to psychology |
| ΨΓ33Ε | Neuropsychological assessment in children |

PEDAGOGY / SCIENCES

COMPULSORY

| ПЕ1Ү | ICT in education and special education |
|------|---|
| ПЕ2Ү | Introduction to the sciences of education |
| ПЕЗҮ | General principles of ecology |
| ПЕ4Ү | Main mathematics concepts and techniques |
| ПЕ5Ү | Introduction to research methodology |
| ПЕ6Ү | Introduction to science education |
| ПЕ7Ү | Theory of instruction |
| ПЕ8Ү | Contemporary educational approaches |
| ПА1 | Teaching practicum in general primary education 1 |
| ПА2 | Teaching practicum in general primary education 2 |
| ПА3 | Teaching practicum in general early childhood education 1 |
| ПА4 | Teaching practicum in general early childhood education 2 |

ELECTIVE

| ПЕ1Е | Introduction to the history and philosophy of sciences |
|-------|---|
| ПЕ2Е | Environmental education |
| ПЕЗЕ | The role of play in educational settings |
| ПЕ4Е | ICT applications in learning and special education & teaching ofinformatics |
| ПЕ5Е | Health education |
| ПЕ6Е | |
| ПЕ7Е | Applications in environmental education |
| ПЕ8Е | e-Learning |
| ПЕ9Е | Didactics of mathematics (laboratory course) |
| ПЕ10Е | Statistics - quantitative research methods (laboratory course) |
| ПЕ11Е | Experimental teaching of science education |
| ПЕ12Е | Qualitative research methods |
| ПЕ13Е | Methodology of early education activities 1 |
| ПЕ14Е | Methodology of early education activities 2 |
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| ПЕ15Е | Applied didactics of mathematics |
| ПЕ16Е | Science education didactics |
| ПЕ17Е | Basic geometrical concepts and their teaching |
| ПЕ18Е | Development of ICT applications for learning and special education |
| ПЕ19Е | Society and environment |
| ПЕ20Е | Concepts of science education in early childhood education |
| ПЕ21Е | |
| ПЕ22Е | Comparative pedagogy |
| ПЕ23Е | |
| ПЕ24Е | Visual arts in education and special education |
| ПЕ25Е | Theater in education and in special education |
| ПЕ26Е | Music and people with special educational needs and disabilities |
| ПЕ27Е | Cultural education |
| ПЕ28Е | |
| ПЕ29Е | Social pedagogy and its application in education (laboratory course) |
| ПЕЗОЕ | Educational practices and inequalities: school-family and community engagement |
| ПЕ31Е | Reimbursed Practical Training |
| ПЕЗ2Е | Social and school education |
| ПЕЗЗЕ | Theory of instruction 2 |
| ПЕ34Е | Critically reflective teaching |

FOREIGN LANGUAGES

| ΞΓ1 / ENΓ1 | Foreign language 1 |
|------------|--------------------|
| ΞΓ2 / ENΓ2 | Foreign language 2 |
| ΞΓ3 / ENΓ3 | Foreign language 3 |
| ΞΓ4 / ENΓ4 | Foreign language 4 |

DIPLOMA THESIS

Π**T1000** Thesis

PROGRAMME FOR ERASMUS+ STUDENTS

| Code | Title |
|------|---|
| 001 | Child Development-Language Acquisition |
| 002 | Current Trends in Special/Inclusive Education |
| 003 | Academic Literacies in English |