

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	Faculty of Social Sciences		
<b>ACADEMIC UNIT</b>	Department of Psychology		
<b>LEVEL OF STUDIES</b>	<i>Undergraduate</i>		
<b>COURSE CODE</b>	<b>Ψ-3317</b>	<b>SEMESTER</b>	<b>6<sup>th</sup></b>
<b>COURSE TITLE</b>	Introduction to Special Education (optional)		
<b>INDEPENDENT TEACHING ACTIVITIES</b>	<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>	
Lectures, discussion, case study, video	<b>3</b>	<b>4</b>	
<b>COURSE TYPE</b>	Special background (Elective)		
<b>PREREQUISITE COURSES:</b>	—		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	Greek		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	Yes (individual work in English)		
<b>COURSE WEBSITE (URL)</b>	<a href="https://elearn.uoc.gr/course/view.php?id=1091">https://elearn.uoc.gr/course/view.php?id=1091</a>		

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>The aim of the module is to obtain basic knowledge and understanding of basic concepts, principles and models on the field special education. Through the presentation of all modern approaches, students will be introduced to different categories of special educational needs/disabilities as well as different psycho-educational approaches which can apply for each one of these categories. All sides of special education are approached under the prism of practical application in different aspects of life (regarding inclusion of students in different educational settings as well as integration in society) in the context of the current legislation. Students will be sensitively introduced on issues which are related with individuals having special needs/disabilities.</p> <p>After the successful completion of the module, students will be able to know and comprehend:</p> <ul style="list-style-type: none"> <li>• Notions, philosophy and aims of special education as well as modern approaches of special education nationally and internationally.</li> <li>• Concept of disability and special educational needs, according to the international research and the current legislation in our country.</li> <li>• Basic elements about the nature of special educational needs.</li> <li>• Basic elements about evaluation methods of students with special needs and disabilities.</li> </ul>

- Basic elements about the intervention methods of students with special education needs and disabilities.

### General Competences

*Search for, analysis and synthesis of data and information, with the use of the necessary technology*

- Working independently
- Team work
- Respect for difference and multiculturalism
- Production of free, creative and inductive thinking

### (3) SYLLABUS

- The purpose of Special Education –Theoretical and historical perspective
- Presentation of the current legislation for the education of students with special educational needs/ disabilities in Greece.
- Issues regarding diagnosis-Evaluation-Early Intervention
- Presentation of modern approaches in Special Education internationally
- Students with Intellectual Disabilities
- Students with Autistic Spectrum Disorder
- Students with Sensory Impairments (deafness, hearing loss, blindness, low vision)
- Learning disabilities
- ADHD
- Emotional –Behavioral Difficulties
- Students with Chronic Illnesses
- Students with Physical Disabilities
- Gifted and talented students
- The role of the family in special education
- Disability and adulthood

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b>	Face-to-face,		
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in teaching Using the e-learn		
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>	<b>ECTS credits</b>
	Lectures	39	1,56
	Study and analysis of bibliography	55	2,20
	Final written Exams	3	0,12
	<b>Course total</b>	<b>97</b>	<b>3,88</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Written Exams Language of evaluation: Greek. For Erasmus exchange		

	<p>students language of evaluation will be English.</p> <p>The evaluation criteria are constantly accessible to students via the website of the course.</p>
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##### (5) ATTACHED BIBLIOGRAPHY

###### **Basic:**

- Heward, W. L. (2011). *Exceptional Children: An Introduction to Special Education*. Davazoglou, A., Kokkinos, K. ( eds.), transl. Lymperopoulou, X. Athens: Topos.

-Padeliadou, S & Argyropoulos, B (2011). *Special Education: From Research to Educational* . Athens: Pedio.

###### **Additional Bibliography:**

-Genna, A. (2002). *Autism and Developmental Disorders. Evaluation- Diagnosis – Solution*. Athens: Private Edition.

-Kalyva, E. (2005). *Autism. Educational and Therapeutical Approaches* Athens: Papazisi.

-Ministry of Life Learning Education and Religion Affairs (2011). *Specialized Educational Support for the Inclusion of Students with Special Needs or/and Educational Needs*. In the frame of the action “Specialized Educational Support Programs for the Inclusion of Students with Special Needs or/and Educational Needs, of Priority Axis 1,2 and 3 of the Operational Program “Education and Life Learning”.

-Tzibidaki A. (2013). *Child with Special Needs. Family and School. An Interactive Relationship*. 2nd ed. Athens: Papazisi.

-Zoniou-Sideri A. (ed) (2004). *Modern Approaches to Integration* (Vols. A and B). Athens : Ellinika Grammata.