DEMOCRITUS UNIVERSITY OF THRACE

SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION

MASTER OF SCIENCE

"EDUCATION SCIENCES: DISABILITY STUDIES"

Syllabus 2026-2027

(1) GENERAL

SCHOOL	EDUCATION SCIENCES
DEPARTMENT	PRIMARY EDUCATION
LEVEL OF STUDIES	POSTGRADUATE – LEVEL 7
COURSE CODE	A1	**SEMESTER**	1st
COURSE TITLE	DISABILITY STUDIES & INCLUSIVE EDUCATION

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	3	10
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	GREEK
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	https://eclass.duth.gr/courses/EDU192/

(2) LEARNING OUTCOMES

Learning Outcomes *Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*
Upon successful completion of the course, students will be able to: • Describe and compare the key concepts, theories, and models of disability, as well as the various approaches to Inclusive Education. • Critically analyse the ideological and institutional assumptions that shape educational policies and practices concerning disability. • Explain and evaluate the notions of integration, exclusion, segregation, normalization, and ableism within their historical and social contexts. • Discuss, with evidence-based reasoning, the arguments and research findings for and against the inclusion of disabled persons in education. • Connect educational and social issues by understanding the role of education as a mechanism for promoting social justice. • Develop critical thinking regarding inclusive educational practices and policies and propose alternative or improved approaches.

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	Project design and management
ICT Use	Equity and Inclusion
Adaptation to new situations	Respect for the natural environment
Decision making	Sustainability
Autonomous work	Demonstration of social, professional and moral responsibility and
Teamwork	sensitivity to gender issues
Working in an international environment	Critical thinking

Working in an interdisciplinary environment	Promoting free, creative and inductive reasoning
Production of new research ideas	
Equity and Inclusion	
Working in an interdisciplinary environment	
Critical thinking	

(3) COURSE CONTENT

Understanding the fundamental concepts and theories of Disability Studies and Inclusive Education.
• Examining the different conceptualizations and models of disability.
• Analysing the ideological and institutional assumptions that shape educational policies and practices.
• Critically exploring the concepts of integration, exclusion, segregation, normalization, and ableism.
• Situating the above concepts within broader historical and social contexts.
• Discussing educational inclusion by presenting arguments and research evidence for and against its implementation.
• Linking educational and social inclusion, emphasizing the role of education as a mechanism for social justice.

(4) LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face	
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Use of ICT in Teaching, Use of ICT in Communication with students**	
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	*Activity*	*Workload/semester*
	Lectures	39
	Bibliographic research & analysis	91
	Assingment	117
	Exams	3
	Total	**250**
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Assessment Language: Greek Assessment Methods: Written exams (50%) & Written assignment (50%)	

(5) SUGGESTED BIBLIOGRAPHY

Barnes, C., Oliver, M., & Barton, L. (Eds.). (2002). Disability studies today. Blackwell Publishers.

Slee, R. (2018). Inclusive education isn't dead, it just smells funny. Routledge.

Watson, N., & Vehmas, S. (Eds.). (2019). Routledge handbook of disability studies (2nd ed.). Routledge.

COURSE OUTLINE

(1) GENERAL

SCHOOL	EDUCATION SCIENCES
DEPARTMENT	PRIMARY EDUCATION
LEVEL OF STUDIES	POSTGRADUATE – LEVEL 7

COURSE CODE	A2	**SEMESTER**	1st

COURSE TITLE	EDUCATIONAL RESEARCH METHODOLOGY

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	3	10
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Background
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	GREEK
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	https://eclass.duth.gr/courses/1429306/

(2) LEARNING OUTCOMES

Learning Outcomes *Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*
Upon successful completion of the course, students will be able to: 1. Understand the fundamental principles and concepts of educational research and explain its significance in producing valid scientific knowledge.   2. Distinguish and analyse different methodological approaches (quantitative, qualitative, and mixed) and evaluate their appropriateness according to the research problem.   3. Apply data collection and analysis tools to conduct small-scale research projects or pilot studies.   4. Design and develop a research plan, including the formulation of a research question, selection of methodology, and determination of sampling procedures.   5. Critically evaluate research findings, focusing on validity, reliability, and generalizability.   6. Present their own research results clearly and with scientific accuracy, using appropriate charts, tables, and references.
General Skills *Name the desirable general skills upon successful completion of the module*
Search, analysis and synthesis of data and information,   Project design and management

ICT Use Adaptation to new situations Decision making Autonomous work Teamwork Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Equity and Inclusion Respect for the natural environment Sustainability Demonstration of social, professional and moral responsibility and sensitivity to gender issues Critical thinking Promoting free, creative and inductive reasoning
Autonomous work Search, analysis and synthesis of data and information, ICT Use Production of new research ideas	

(3) COURSE CONTENT

- Introduction to the basic principles and theories of educational research and their importance for the production of reliable knowledge.
- Overview and comparison of quantitative, qualitative, and mixed methodological approaches in educational research.
- Tools and techniques for data collection, analysis, and interpretation of results.
- Design of a research project, including the formulation of a research question, sampling, and selection of appropriate methodology.
- Critical evaluation and presentation of research findings with clarity, scientific accuracy, and the use of suitable visual representations.

(4) LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Use of ICT in Teaching, Use of ICT in Communication with students**
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	<table><tr><th>*Activity*</th><th>*Workload/semester*</th></tr><tr><td>Lectures</td><td>39</td></tr><tr><td>Bibliographic research & analysis</td><td>91</td></tr><tr><td>Assignment</td><td>117</td></tr><tr><td>Exams</td><td>3</td></tr><tr><td>Total</td><td>**250**</td></tr></table>
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others*	Assessment Language: Greek Assessment Methods: Written assignment (50%) & Verbal examination (50%)

Please indicate all relevant information about the course assessment and how students are informed	

(5) SUGGESTED BIBLIOGRAPHY

Clark, T., Foster, L., Sloan, L., & Bryman, A. (2025). *Μέθοδοι κοινωνικής έρευνας* (1η έκδ.). Γ. Δαρδανος – Κ. Δαρδανος κ ΣΙΑ ΕΕ.

Creswell, J. W. (2016). Η έρευνα στην εκπαίδευση: σχεδιασμός, διεξαγωγή και αξιολόγηση ποσοτικής και ποιοτικής έρευνας (επιμ. Χ. Τσοπμπατζούδης, μτφ. Ν. Κουβαράκου). Αθήνα: Ίων.

Ίσαρη, Φ., & Πουρκός, Μ. (2015). *Ποιοτική μεθοδολογία έρευνας: Εφαρμογές στην ψυχολογία και στην εκπαίδευση*. Κάλλιπος – Ανοικτές Ακαδημαϊκές Εκδόσεις. https://doi.org/10.57713/kallipos-473

Κατσαρού, Ε. (2016). *Εκπαιδευτική έρευνα-δράση: Πολυπαραδειγματική διερεύνηση για την αναμόρφωση της εκπαιδευτικής πράξης*. Κριτική.

Mertens, D. M. (2005). *Έρευνα και αξιολόγηση στην εκπαίδευση και την ψυχολογία* (μτφ. Σ. Κυρανάκης, Μ. Μαυράκη, & Π. Μπιθαρά). Μεταίχμιο.

COURSE OUTLINE

(1) GENERAL

SCHOOL	EDUCATION SCIENCES
DEPARTMENT	PRIMARY EDUCATION
LEVEL OF STUDIES	POSTGRADUATE – LEVEL 7

COURSE CODE	**A3**		**SEMESTER**	1st

COURSE TITLE	EDUCATIONAL POLICY FOR SPECIAL EDUCATION

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	3	10
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	GREEK
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	https://eclass.duth.gr/courses/1429307/

(2) LEARNING OUTCOMES

Learning Outcomes *Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*
Upon successful completion of the course, students will be able to: • Understand the institutional and legal framework governing the education of disabled students in Greece, as well as inclusion and equal access policies. • Identify the main challenges and shortcomings of the current system, such as insufficient funding, lack of specialized personnel, and standardized procedures. • Analyse the specific needs of disabled students and assess how effectively existing policies address them. • Develop critical thinking skills to evaluate educational policies and propose improvements that promote equal student participation. • Formulate evidence-based proposals and analyses for enhancing educational policy, taking into account the needs of disabled learners.
General Skills *Name the desirable general skills upon successful completion of the module*
Search, analysis and synthesis of data and information,   *Project design and management* *ICT Use*   *Equity and Inclusion* *Adaptation to new situations*   *Respect for the natural environment* *Decision making*   *Sustainability* *Autonomous work*   *Demonstration of social, professional and moral responsibility and* *Teamwork*   *sensitity to gender issues* *Working in an international environment*   *Critical thinking* *Working in an interdisciplinary environment*   *Promoting free, creative and inductive reasoning* *Production of new research ideas*

(3) COURSE CONTENT

- Introduction to the institutional and legal framework of education for disabled students in Greece and presentation of key inclusion policies.
- Analysis of the challenges and weaknesses of the current system, such as inadequate funding, lack of specialized staff, and standardized procedures.
- Examination of the impact of inclusion policies on the educational experience of disabled students.
- Critical evaluation of existing policies and development of skills for proposing improvements aimed at equal access and participation.
- Formulation of proposals to promote fairer and more effective educational policies based on thorough analysis and research.

(4) LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Use of ICT in Teaching, Use of ICT in Communication with students**

TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*		
	Activity	*Workload/semester*
	Lectures	39
	Bibliographic research & analysis	91
	Assingment	117
	Exams	3
	Total	**250**

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Assessment Language: Greek Assessment Methods: Written assignment (50%) & Written examination (50%)

(5) SUGGESTED BIBLIOGRAPHY

Ζώνιου-Σιδέρη, Α., Ντεροπούλου-Ντέρου, Ε., & Βλάχου-Μπαλαφούτη, Α. (2012). *Αναπηρία και εκπαιδευτική πολιτική: Κριτική προσέγγιση της ειδικής και ενταξιακής εκπαίδευσης*. Πεδίο.

Καραφύλλης, Α. (2013). *Νεοελληνική εκπαίδευση. Δύο αιώνες μεταρρυθμιστικών προσπαθειών* (2η αναθεωρημένη έκδ.). Κριτική.

Σταμέλος, Γ., Βασιλόπουλος, Α., & Καβασακάλης, Α. (2015). *Εισαγωγή στις εκπαιδευτικές πολιτικές*, Αθήνα: Κάλλιπος.

Koutsoklenis, A. & Karagianni, Y. (2024). Neoliberal-neoconservative educational reforms and the inclusion in education of disabled students in Greece: The case of the institution of special assistant. *Social Sciences & Humanities Open*. https://doi.org/10.1016/j.ssaho.2024.100863

COURSE OUTLINE

(1) GENERAL

SCHOOL	EDUCATION SCIENCES
DEPARTMENT	PRIMARY EDUCATION
LEVEL OF STUDIES	POSTGRADUATE – LEVEL 7

COURSE CODE	B1		**SEMESTER**	**2nd**

COURSE TITLE	DIAGNOSIS AS A SOCIAL CONSTRUCTION: CRITICAL APPROACHES THROUGH DISABILITY STUDIES

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	3	7,5
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	GREEK
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	https://eclass.duth.gr/courses/1429308/

(2) LEARNING OUTCOMES

Learning Outcomes   *Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*

Upon successful completion of the course, students will be able to:
• Analyse diagnosis in education as a socially, culturally, and historically determined process rather than a neutral act.
• Interpret how diagnosis contributes to the categorization, regulation, and shaping of student identities within the school context.
• Deconstruct the notion of "deviation" and understand diagnoses as instruments of power and normalization.
• Focus on specific diagnoses such as ADHD, dyslexia, and autism, analysing their pedagogical, psychological, psychiatric, and sociological meanings.
• Recognize the mechanisms of normative control and classification imposed through diagnoses in everyday school life.

General Skills   *Name the desirable general skills upon successful completion of the module*

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitity to gender issues*
Working in an international environment	*Critical thinking*

Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

Equity and Inclusion
Promoting free, creative and inductive reasoning
Working in an interdisciplinary environment

(3) COURSE CONTENT

The process of diagnosis in education and its impact on educational practices and student identities.
• Diagnoses (e.g., ADHD, dyslexia, autism) as social and educational tools and their consequences for school life.
• The concept of "deviation" and diagnoses as mechanisms of normative control and classification.
• Practices and policies related to diagnosis and inclusion in education.
• The theoretical framework of Disability Studies and its applications in educational practice.

(4) LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face 46%, Distance learning 54%
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Use of ICT in Teaching, Use of ICT in Communication with students**

TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*		
	Activity	*Workload/semester*
	Lectures	39
	Bibliographic research & analysis	94
	Assignment	117
	Total	**250**

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Assessment Language: Greek Assessment Methods: Written assignment(s) (100%)

(5) SUGGESTED BIBLIOGRAPHY

Conrad, P., & Schneider, J. W. (1992). Deviance and medicalization: From badness to sickness. Philadelphia: Temple University Press.
Conrad, P. (2007). The medicalization of society: On the transformation of human conditions into treatable disorders. Baltimore: Johns Hopkins University Press.

Thomas, C. (2007). Sociologies of disability and illness: Contested ideas in disability studies and medical sociology. London: Palgrave Macmillan.
Grigorenko, E. L., & Elliott, J. G. (2024). The dyslexia debate revisited. Cambridge University Press.
Brinkmann, S. (2016). Diagnostic cultures: A cultural approach to the pathologization of modern life. Palgrave Macmillan.

COURSE OUTLINE

(1) GENERAL

SCHOOL	EDUCATION SCIENCES
DEPARTMENT	PRIMARY EDUCATION
LEVEL OF STUDIES	POSTGRADUATE – LEVEL 7

COURSE CODE	B2	**SEMESTER**	2nd

COURSE TITLE	DRAMA AND EXPERIENTIAL METHODS AND TECHNIQUES IN INCLUSIVE SETTINGS

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	3	7,5
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	GREEK
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	https://eclass.duth.gr/courses/1429309/

(2) LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Upon successful completion of the course, students will be able to:
• Analyse diagnosis in education as a socially, culturally, and historically determined process rather than a neutral act.
• Interpret how diagnosis contributes to the categorization, regulation, and shaping of student identities within the school context.
• Deconstruct the notion of "deviation" and understand diagnoses as instruments of power and normalization.
• Focus on specific diagnoses such as ADHD, dyslexia, and autism, analysing their pedagogical, psychological, psychiatric, and sociological meanings.
• Recognize the mechanisms of normative control and classification imposed through diagnoses in everyday school life.

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information, ICT Use	Project design and management
Adaptation to new situations	Equity and Inclusion
Decision making	Respect for the natural environment
Autonomous work	Sustainability
Teamwork	Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Working in an international environment	Critical thinking
Working in an interdisciplinary environment	Promoting free, creative and inductive reasoning
Production of new research ideas	

(3) COURSE CONTENT

Introduction to the basic principles of Drama Education and drama-education approaches.
• Teaching of theatrical codes, methods, and techniques for educational environments.
• Design and implementation of experiential and interactive activities to enhance the inclusion of disabled individuals.
• Utilization of drama and sensory-motor activities to develop communication and cooperation within the group.
• Creation of fictional scenarios fostering embodied expression, emotional engagement, and the development of creative skills.

(4) LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face 100%
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Use of ICT in Teaching, Use of ICT in Communication with students**

TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*		
	Activity	**Workload/semester**
	Lectures	39
	Bibliographic research & analysis	74
	Assignment	117
	Art Workshop	20
	Total	**250**

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Assessment Language: Greek Assessment Methods: Written assignment(s) (100%)

(5) SUGGESTED BIBLIOGRAPHY

Θυμάκης, Π. (2022). Ο ρόλος του Θεατρικού Παιχνιδιού στον αυτοπροσδιορισμό των ατόμων με αναπηρία όρασης. Διδακτορική Διατριβή. Παιδαγωγικό Τμήμα Ειδικής Αγωγής, Σχολή Ανθρωπιστικών και Κοινωνικών Επιστημών, Πανεπιστήμιο Θεσσαλίας. Βόλος.

Παπαδόπουλος, Σ. (2010). Παιδαγωγική του Θεάτρου. Αθήνα: Αυτοέκδοση [ISBN: 978–960–93–2014–6] (σσ. 686).

Παπαδόπουλος, Σ. (2021). Θέατρο στην εκπαίδευση και αρχαία ελληνική σκέψη. Μίμησις τοῦ καλλίστου βίου. Αθήνα: Παπαζήσης. [ISBN: 978-960-02-3720-7] (σσ. 365).

Παπαδόπουλος, Σ. & Καραγιάννη, Α. (2016). Οι τεχνικές δραματικής έντασης στη διδασκαλία λογοτεχνικού κειμένου: Αλέξανδρου Παπαδιαμάντη, Γουτού Γουπατού. Στο Κ. Μαλαφάντης, Β. Παπαδοπούλου, Σ. Αυγητίδου, Γ. Ιορδανίδης, Ι. Μπέτσας (επιμ.), (σσ. 1157-1166). Αθήνα: Διάδραση [ISBN: 978-960-99909-7-4].

Παπαδόπουλος, Σ., Παπακώστα, Α., Τζαμαργιάς, Π. [Επόπτης & Εκπονητές] (2022). Οδηγός Εκπαιδευτικού. Θεατρική Αγωγή Δημοτικού. Αθήνα: Ινστιτούτο Εκπαιδευτικής Πολιτικής. (2η έκδοση), MIS: 5035542 (σσ. 324). http://iep.edu.gr/el/nea-ps-provoli

Kempe, A. (επιμ.), (2005). Εκπαιδευτικό δράμα και ειδικές ανάγκες. Ένα εγχειρίδιο για δασκάλους σε γενικά και ειδικά σχολεία. (μτφρ. Α. Βεργιοπούλου), Αθήνα: Πατάκης.

COURSE OUTLINE

(1) GENERAL

SCHOOL	EDUCATION SCIENCES
DEPARTMENT	PRIMARY EDUCATION
LEVEL OF STUDIES	POSTGRADUATE – LEVEL 7

COURSE CODE	B3		**SEMESTER**	**2nd**

COURSE TITLE	EDUCATIONAL MANAGEMENT AND INCLUSION

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	3	7,5
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	*Scientific Area*
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	GREEK
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	https://eclass.duth.gr/courses/1429310/

(2) LEARNING OUTCOMES

Learning Outcomes   *Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*
Upon successful completion of the course, students will be able to: • Understand the role of administration and leadership in shaping and implementing inclusive policies within the school context.   • Identify management and decision-making strategies that promote an inclusive school environment.   • Analyse the challenges faced by school principals and education executives in applying inclusive practices.   • Design and propose collaborations among schools, families, and community stakeholders to strengthen inclusion.   • Apply practices of conflict management and cultivate a culture of equal access to learning.

General Skills   *Name the desirable general skills upon successful completion of the module*

Search, analysis and synthesis of data and information, ICT Use	*Project design and management*
Adaptation to new situations	*Equity and Inclusion*
Decision making	*Respect for the natural environment*
Autonomous work	*Sustainability*
Teamwork	*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*

Working in an international environment	Critical thinking
Working in an interdisciplinary environment	Promoting free, creative and inductive reasoning
Production of new research ideas	

Autonomous work
Equity and Inclusion
Demonstration of social, professional and moral responsibility and sensitivity to gender issues
Critical thinking

(3) COURSE CONTENT

• Theoretical frameworks of management, administration and leadership for inclusion in schools.
• Decision-making and management strategies for inclusive school environments.
• Collaboration among schools, families, and community stakeholders to support all students.
• Conflict management and development of practices that enhance participation and equitable access.
• Teacher further and in-service education, professional development and growth aiming to fostering a culture of inclusion.

(4) LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face 46%, Distance learning 54%		
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Use of ICT in Teaching, Use of ICT in Communication with students**		
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	*Activity*		*Workload/semester*
	Lectures		39
	Bibliographic research & analysis		94
	Assignment		117
	Total		**250**
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Assessment Language: Greek Assessment methods: Presentation of individual or group project(s) before an audience (40%) and submission of written project(s) at the end of the semester (60%).		

(5) SUGGESTED BIBLIOGRAPHY

Στραβάκου, Π. (2003). Ο Διευθυντής της Σχολικής Μονάδας Πρωτοβάθμιας και Δευτεροβάθμιας Εκπαίδευσης, θεωρητική ανάλυση και εμπειρική διερεύνηση.

Εκδοτικός Οίκος Αδελφών Κυριακίδη.

Lambrecht, J., Lenkeit, J., Hartmann, A., Ehlert, A., Kniggeand, M., Spörer, N. (2022). The effect of school leadership on implementing inclusive education: how transformational and instructional leadership practices affect individualized education planning. nternational Journal of Inclusive Education, 26 (9), 943–957 https://doi.org/10.1080/13603116.2020.1752825

Nilsen, S. (2017). "Special Education and General Education – Coordinated or Separated? A Study of Curriculum Planning for Pupils with Special Educational Needs". International Journal of Inclusive Education, 21 (2) 205–217. doi:10.1080/13603116.2016.1193564

OECD. (2018). Equity in education: Breaking down barriers to social mobility. PISA, OECD Publishing. https://doi. org/10.1787/9789264073234-en

Ryan, J. (2006). Inclusive leadership and social justice for schools. Leadership and Policy in Schools, 5(1), 3-17. 5-6.

COURSE OUTLINE

(1) GENERAL

SCHOOL	EDUCATION SCIENCES
DEPARTMENT	PRIMARY EDUCATION
LEVEL OF STUDIES	POSTGRADUATE – LEVEL 7

COURSE CODE	B4	**SEMESTER**	**2nd**

COURSE TITLE	MANAGING BEHAVIORAL DIFFICULTIES IN EDUCATION

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	3	7,5
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	*Scientific Area*
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	GREEK
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	https://eclass.duth.gr/courses/1429311/

(2) LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Upon successful completion of the course, students will be able to:

- Understand the main theoretical approaches to behavioral difficulties in the school environment.
- Analyze individual, interpersonal, and environmental factors that influence the occurrence and intensity of behavioral difficulties.
- Apply methods of assessment and behavioral observation in educational practice.
- Design and implement interventions grounded in evidence-based data and theoretical models.
- Critically evaluate behavior-management practices and strategies, proposing improvements to enhance school learning and social inclusion.

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*

- Search, analyze, and synthesize data and information, using appropriate technologies.
- Adapt to new situations.
- Make decisions.
- Work independently.
- Work in an interdisciplinary environment.
- Demonstrate social, professional, and ethical responsibility, with sensitivity to issues of gender and diversity.
- Engage in critical thinking and self-critique.
- Promote free, creative, and inductive thinking

(3) COURSE CONTENT

• Theoretical approaches and models for understanding behavioural difficulties in school contexts.
• Individual, interpersonal, and environmental factors influencing the emergence of behavioural difficulties.
• Methods of behavioural assessment and observation in schools.
• Design and implementation of interventions based on theory and empirical evidence.
• Critical evaluation of effective practices and proposals for improving school behaviour.

(4) LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face 54%, Distance learning 46%		
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Use of ICT in Teaching, Use of ICT in Communication with students**		
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	*Activity*		*Workload/semester*
	Lectures		39
	Bibliographic research & analysis		94
	Assignment		117
	Total		**250**
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others*	Assessment Language: Greek Assessment methods: Presentation of individual project before an audience (30%) and submission of written project at the end of the semester (70%).		

| Please indicate all relevant information about the course assessment and how students are informed | |

(5) SUGGESTED BIBLIOGRAPHY

Eggen, P., & Kauchak, D., (2017). Εκπαιδευτική Ψυχολογία. Νέοι ορίζοντες στη μάθηση και τη διδασκαλία. Αθήνα: Κριτική

Horner, R. H., Sugai, G., & Anderson, C. M. (2010). Examining the evidence base for school-wide positive behavior support. Focus on Exceptional Children, 42(8), 1–14.

Hulac, D. M., Briesch, A. M. (2021). Αποτελεσματική Διαχείριση της Συμπεριφοράς στη Σχολική Τάξη. Πεδίο.

Καλαντζή – Αζίζι, Α., & Ζαφειροπούλου, Μ. (2009). Προσαρμογή των παιδιών στο σχολείο. Πρόληψη και αντιμετώπιση των δυσκολιών. Πεδίο.

Ormrod, J. E. (2020). Ψυχολογία της Μάθησης. Gutenberg.

Μακρή-Μπότσαρη, Ε. (2007). Θέματα διαχείρισης προβλημάτων σχολικής τάξης. Αθήνα: Παιδαγωγικό Ινστιτούτο.

Molnar, A., & Lindquist, B. (2013). Προβλήματα συμπεριφοράς στο σχολείο. Πεδίο.

Πούλου, Μ. (2025). Διαχείριση της σχολικής τάξης. Εκεί όπου η εκπαιδευτική θεωρία συναντά την πράξη. Πεδίο.

Santrock, W. J. (2020). Εκπαιδευτική Ψυχολογία. Τζιόλας.

Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. Education and Treatment of Children, 31(3), 351–380.

Χατζηχρήστου, Σ. (2011). Κοινωνική και Συναισθηματική Αγωγή: Προσχολική και Πρώτη Σχολική Ηλικία (Νηπιαγωγείο, Α΄ και Β΄ Δημοτικού). Πρόγραμμα για την Προαγωγή της Ψυχικής Υγείας και της Μάθησης στη Σχολική Κοινότητα. Εκπαιδευτικό Υλικό Ι. Τυπωθήτω.

Χατζηχρήστου, Σ. (2011). Κοινωνική και Συναισθηματική Αγωγή: Πρωτοβάθμια Εκπαίδευση (Τάξεις Γ΄, Δ΄, Ε΄ και ΣΤ΄ Δημοτικού). Πρόγραμμα για την Προαγωγή της Ψυχικής Υγείας και της Μάθησης στη Σχολική Κοινότητα. Εκπαιδευτικό Υλικό ΙΙ. Τυπωθήτω.

Χατζηχρήστου, Σ. (2023). Σχολική Ψυχολογία. Gutenberg.

Χατζηχρήστου, Σ., & Μπεζεβέγκης, Η. (2012). Θέματα ανάπτυξης και προσαρμογής των παιδιών στην οικογένεια και το σχολείο. Αθήνα: Πεδίο.

Related Journals:

- British Journal of Educational Psychology
- Contemporary Educational Psychology
- Educational Psychologist
- Educational Psychology Review
- European Journal of Psychology of Education
- Journal of Educational Psychology
- Journal of School Psychology
- School Psychology International
- Επιστημονική Επετηρίδα της Ψυχολογικής Εταιρείας Βορείου Ελλάδος
- Ψυχολογία: Το Περιοδικό της Ελληνικής Ψυχολογικής Εταιρείας

COURSE OUTLINE

(1) GENERAL

SCHOOL	EDUCATION SCIENCES
DEPARTMENT	PRIMARY EDUCATION
LEVEL OF STUDIES	POSTGRADUATE – LEVEL 7

COURSE CODE	**B5**		**SEMESTER**	**2nd**

COURSE TITLE	DIFFERENTIATION IN TEACHING

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	3	7,5
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	*Scientific Area*
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	GREEK
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	https://eclass.duth.gr/courses/1429312/

(2) LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.

Upon successful completion of the course, students will be able to:
• Understand the fundamental theoretical principles and importance of differentiated instruction in addressing individual learning needs.
• Identify and assess students' learning differences based on readiness, interests, learning styles, and socio-cultural background.
• Design and implement differentiated learning environments and activities across various subject areas.
• Apply diverse strategies and techniques of differentiation to enhance participation, learning, and inclusion of all students.
• Evaluate and improve their teaching practices based on feedback and observation of students' learning outcomes.

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*
Teamwork	
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*
Production of new research ideas	

Autonomous work	
Adaptation to new situations	
Decision making	
Equity and Inclusion	

(3) COURSE CONTENT

• Theoretical foundations and criteria for differentiated instruction.
• Students' learning differences: readiness, learning style, interests, and socio-cultural context.
• Strategies and techniques of differentiation across various subjects (Language, Mathematics, Science, History, Education for Sustainability).
• Design and implementation of lessons using differentiated approaches to ensure participation of all students in learning.
• Evaluation and improvement of differentiation practices based on theoretical models and empirical evidence.

(4) LEARNING & TEACHING METHODS - EVALUATION

<table>
<tr><td>TEACHING METHOD
Face to face, Distance learning, etc.</td><td colspan="2">Face to face 54%, Distance learning 46%</td></tr>
<tr><td>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)
Use of ICT in Teaching, in Laboratory Education, in Communication with students</td><td colspan="2">Use of ICT in Teaching, Use of ICT in Communication with students</td></tr>
<tr><td rowspan="2">TEACHING ORGANIZATION
The ways and methods of teaching are described in detail.
Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.

The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</td><td>Activity</td><td>Workload/semester</td></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td></td><td>Bibliographic research & analysis</td><td>94</td></tr>
<tr><td></td><td>Assignment</td><td>117</td></tr>
<tr><td></td><td>Total</td><td>250</td></tr>
<tr><td>STUDENT EVALUATION
Description of the evaluation process

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others

Please indicate all relevant information about the course assessment and how students are informed</td><td colspan="2">Assessment Language: Greek

Assessment methods: Presentation of individual project(s) in audience (30%) and submission of written project(s) at the end of the semester (70%).</td></tr>
</table>

(5) SUGGESTED BIBLIOGRAPHY

Βαλιαντή, Στ., & Νεοφύτου, Λ. (2017). Διαφοροποιημένη διδασκαλία. Λειτουργική και αποτελεσματική εφαρμογή. Αθήνα: Πεδίο.
Κουτσελίνη-Ιωαννίδου, Μ., & Πυργιωτάκης, Ι. (2015). Διαφοροποίηση της διδασκαλίας και της μάθησης. Αθήνα: Πεδίο.

Σφυρόερα, Μ. (2007). Διαφοροποιημένη Παιδαγωγική. Πρόγραμμα Εκπαίδευσης Μουσουλμανοπαίδων. Κλειδιά και Αντικλείδια. Αθήνα: ΥΠ.Ε.Π.Θ. – Πανεπιστήμιο Αθηνών.

Tomlinson, C. (2015). Πώς να διαφοροποιήσουμε τη διδασκαλία σε τάξεις μεικτής ικανότητας. Θεσσαλονίκη: Εκδόσεις Γρηγόρη.

Tomlinson, C. A. (2021). So each may soar. The principles and practices of learner centered classrooms. Alexandria, VA: ASCD.

COURSE OUTLINE

(1) GENERAL

SCHOOL	EDUCATION SCIENCES
DEPARTMENT	PRIMARY EDUCATION
LEVEL OF STUDIES	POSTGRADUATE – LEVEL 7

COURSE CODE	**B6**	**SEMESTER**	**2nd**

COURSE TITLE	HISTORICAL AND CULTURAL DIMENSIONS OF DISABILITY

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	3	7,5
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		
COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	*Scientific Area*	
PREREQUISITES:	NONE	
TEACHING & EXAMINATION LANGUAGE:	GREEK	
COURSE OFFERED TO ERASMUS STUDENTS:	NO	
COURSE URL:	https://eclass.duth.gr/courses/1429313/	

(2) LEARNING OUTCOMES

Learning Outcomes *Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*
Upon successful completion of the course, students will be able to: • Understand the historical and cultural formation of the concepts of disability and the social practices surrounding impaired bodies. • Analyse the role of eugenics, institutions, and philanthropy in shaping perceptions of disability. • Interpret public exhibitions, performances, and representations of non-normative bodies as mechanisms of social and cultural normalization. • Identify and evaluate the presence of disability in art and the ways it contributes to the collective social imagination. • Develop critical thinking regarding normative narratives and approach disability as a social and cultural phenomenon.

General Skills *Name the desirable general skills upon successful completion of the module*

Search, analysis and synthesis of data and information, ICT Use	*Project design and management*
Adaptation to new situations	*Equity and Inclusion*
Decision making	*Respect for the natural environment*
Autonomous work	*Sustainability*
Teamwork	*Demonstration of social, professional and moral responsibility and sensitivity to gender issues*
Working in an international environment	*Critical thinking*

Working in an interdisciplinary environment	Promoting free, creative and inductive reasoning
Production of new research ideas	
Autonomous work	
Equity and Inclusion	

(3) COURSE CONTENT

• Historical and cultural interpretations of disability.
• Eugenics and its impact on social policies and practices.
• The role of institutions, philanthropy, and public exhibitions in shaping social attitudes.
• Representations of disability in art and their influence on the collective social imagination.
• Deconstruction of normative narratives and understanding of disability as a social and cultural phenomenon.

(4) LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Face to face 54%, Distance learning 46%
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Use of ICT in Teaching, Use of ICT in Communication with students**
TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.* *The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.*	<table><tr><td>***Activity***</td><td>***Workload/semester***</td></tr><tr><td>Lectures</td><td>39</td></tr><tr><td>Bibliographic research & analysis</td><td>94</td></tr><tr><td>Assignment</td><td>117</td></tr><tr><td>Total</td><td>**250**</td></tr></table>
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Assessment Language: Greek Assessment methods: Presentation of individual project before an audience (30%) and submission of written project at the end of the semester (70%).

(5) SUGGESTED BIBLIOGRAPHY

Καραγιάννη, Γ. (2017). Η αναπηρία στην Ελλάδα της κρίσης. Gutenberg.
Καραγιάννη, Γ. (2022). Ιστορικοποιώντας την ευγονική στην εκπαίδευση και την αναπηρία. Κριτική Εκπαίδευση, http://dx.doi.org/10.26247/kritekp.3.2331
Καραγιάννη, Γ., & Κουτσοκλένης, Α. (2023). Σπουδές για την Αναπηρία και Παιδαγωγική της Ένταξης. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις.

https://dx.doi.org/10.57713/kallipos-226

Watson, N., & Vehmas, S. (2025). *Σπουδές για την Αναπηρία: Εγχειρίδιο Μελέτης.* Επιμέλεια & πρόλογος: Γ. Καραγιάννη & Α. Κουτσοκλένης. Αθήνα: Εκδόσεις Τζόλα.

COURSE OUTLINE

(1) GENERAL

SCHOOL	EDUCATION SCIENCES
DEPARTMENT	PRIMARY EDUCATION
LEVEL OF STUDIES	POSTGRADUATE – LEVEL 7

COURSE CODE	C1		**SEMESTER**	3rd

COURSE TITLE	INTERNSHIP IN EDUCATION AND DISABILITY

TEACHING ACTIVITIES *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	9	30
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	*Scientific Area*
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	GREEK
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	https://eclass.duth.gr/courses/1429314/

(2) LEARNING OUTCOMES

Learning Outcomes
Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.
Upon successful completion of the course, students will be able to: • Apply the theoretical knowledge acquired in the Master's Programme to authentic educational environments, with an emphasis on inclusive education. • Observe, analyse, and evaluate educational processes, identifying the needs of students with disabilities and/or learning difficulties. • Design, implement, and reflect upon pedagogical interventions using systemic approaches and methodological tools from special and inclusive education. • Recognize the importance of ethics, social awareness, and human rights in educational practice. • Develop professional identity and collaboration skills with colleagues and institutions, promoting equity and the equal participation of all students in learning.

General Skills
Name the desirable general skills upon successful completion of the module

Search, analysis and synthesis of data and information,	*Project design and management*
ICT Use	*Equity and Inclusion*
Adaptation to new situations	*Respect for the natural environment*
Decision making	*Sustainability*
Autonomous work	*Demonstration of social, professional and moral responsibility and*
Teamwork	*sensitivity to gender issues*
Working in an international environment	*Critical thinking*
Working in an interdisciplinary environment	*Promoting free, creative and inductive reasoning*

Production of new research ideas	
Autonomous work	
Teamwork	
Adaptation to new situations	
Decision making	
Equity and Inclusion	

(3) COURSE CONTENT

The Internship includes:
a) Placement in a Special Education structure,
b) Courses, and
c) Seminars.

The field placement is conducted exclusively **in person** at a Special Education institution located in a city chosen by the student. The accompanying courses, supervision, and seminars are delivered entirely **online**, with asynchronous distance learning used for studying additional materials.

The course content covers:
• The connection between theory and practice in authentic educational environments.
• Observation of educational processes and learning behaviors.
• Design, implementation, and reflection on educational actions and interventions.
• Application of a systemic approach to issues of education and disability.
• Strengthening professional identity with emphasis on ethical responsibility, social awareness, and commitment to justice and human rights.

Within the framework of the Internship, seminars will be offered on the following topics:
• Teaching strategies and adaptations for inclusive education (12 hours)
• Educational interventions for students with oral language difficulties (3 hours)
• Educational interventions for students with written language difficulties (6 hours)
• Strategies for vocabulary enrichment and language development (6 hours)
• Educational interventions for students with visual impairments (3 hours)
• Educational interventions for students with hearing impairments (3 hours)
• Educational interventions for students diagnosed with autism (3 hours)
• Use of digital and assistive technologies to promote inclusion and access to learning (3 hours)

(4) LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	Placement: Face to face (100%) Courses: Distance learning (100%) Seminars: Distance learning (100%)
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Use of ICT in Teaching, Use of ICT in Communication with students**

TEACHING ORGANIZATION *The ways and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning,*	Activity	Workload/semester
	Lectures	39
	Bibliographic research & analysis	100
	Assignment	150

Study visits, Study / creation, project, creation, project. Etc. The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.	Seminars	39
	Placement	300
	Reflective journal	22
	Case study	100
	Total	**750**

STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Assessment Language: Greek Assessment methods: Assessment methods: Case Study Analysis & Assignment (40%), Reflective Journal (20%), Evaluation by Classroom Teacher, School Principal, or Other Institution Representative (20%), and Grade assigned by the University Supervisor (20%).

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