

DEMOCRITUS UNIVERSITY OF THRACE

SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION

MASTER OF SCIENCE

“EDUCATION SCIENCES: DISABILITY STUDIES”

Study Guide 2026-2027

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Alexandroupolis

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Introduction

The Postgraduate Studies Program titled "Education Sciences: Disability Studies" of the Department of Primary Education of the School of Education Sciences of Democritus University of Thrace compiles a Study Guide, which is published every year and is available on the website of the Department of Primary Education (<https://eled.duth.gr/>) and of the Postgraduate Studies Program "Education Sciences: Disability Studies" (<https://eled.duth.gr/postgraduate/β-κυκλος-πμο/επιστήμες-της-αγωγής-σπουδές-για-την-α/>)

In the present Study Guide of the Postgraduate Studies Program, the following are presented:

A) General information. Historical information is provided about the Democritus University of Thrace, the Department of Primary Education and the Postgraduate Studies Program "Education Sciences: Disability Studies," the purpose of the Program, the categories of candidates for admission, the criteria for the maximum and minimum number of admissions, the duration of studies, information on part-time attendance and suspension of studies, the language of instruction, the organization of the academic calendar and timetable, the evaluation of students' work and of the Program, as well as the organization of the educational process.

B) Information concerning the Curriculum. The courses are presented in detail, including codes, titles, type (compulsory/elective), the year of studies in which each course is taught, the semester in which each course is offered, the number of credit units awarded, the instructors and the coordinator of each course, the type of instruction (face-to-face, distance learning), the recommended bibliography per course, and the assessment methods for each course. Information is also presented regarding the required number of ECTS needed to complete the Studies and the process of selecting optional educational units.

C) Information concerning the Rights and Obligations of students. Information is presented regarding the active participation of students in the activities of the Program, ensuring accessibility to it, issues of plagiarism, and scholarships.

A. General Information

1. Historical background of the University, the Department and the Postgraduate Studies Program

The Democritus University of Thrace (DUTH) was founded in July 1973 and began operating in the academic year 1974–1975. It was named "Democritus" in honor of the ancient Greek philosopher Democritus, who originated from Avdira in Thrace. The Departments of Primary Education were established under the provisions of Article 46, paragraph 1 of Law 1268/82: "...Departments of Primary Education and Departments of Early Childhood Education are established at the Universities of Athens, Thessaloniki, Patras, Ioannina, Thrace and Crete. These Departments have a duration of studies of at least eight semesters." Presidential Decree 320/83 (Government Gazette A', 116/07-09-1983) defined the manner of their organization and operation. According to Article 2 of Presidential Decree 320/83, the Departments of Education have the following mission:

- a) to cultivate and advance the Educational Sciences through academic and applied teaching and research
- b) to provide their graduates with the necessary qualifications to ensure their thorough preparation for their scientific and professional careers
- c) to contribute to the elevation of the standard and the coverage of the growing educational needs in matters of Pedagogy
- d) to contribute to the addressing and resolution of pedagogical problems in general.

The Department of Primary Education of the Democritus University of Thrace, headquartered in Alexandroupolis, admitted its first students in the academic year 1986–87. Today, it admits on average 240 students per year through the Panhellenic Examinations, and this number is increased by enrollments of students under the percentage of admissions from the general category, who come from other categories (placement examinations, diaspora Greeks, foreign nationals, religious minority of Thrace, serious medical conditions, distinguished athletes).

The Postgraduate Studies Program "Education Sciences: Disability Studies" of the Department of Primary Education of the School of Education Sciences was established in June 2025 by decision of the Senate of DUTH (Decision 56 / 133 / 27-6-2025).

2. Purpose of the Postgraduate Studies Program

The Postgraduate Studies Program "Education Sciences: Disability Studies" is part of the strategic planning of the Democritus University of Thrace, is governed by scientific and interdisciplinary coherence, and aims to advance knowledge, strengthen the educational, social and cultural understanding of disability, as well as to develop research and practices that promote inclusion and equality.

The Program responds to contemporary educational, research, social and cultural needs, and contributes to the high-level specialization of graduates in theoretical and applied areas of Education Sciences with a focus on Disability Studies. It focuses on specific thematic units concerning teaching and didactics, human rights, social justice, the historical and cultural dimensions of disability, access and accessibility, and inclusion policies, enhancing the academic and professional profile of graduates.

The present Program aims to identify, support and provide in-depth training to scientists and education professionals, and those working in fields related to disability, so that they can research, design and implement policies and practices that strengthen the educational and social inclusion of persons with disabilities. Specifically, the objectives of the Program include the education of university graduates in contemporary and interdisciplinary approaches to Disability Studies within the framework of Education Sciences, as well as the specialization of scientists in understanding disability as a social, educational, political and cultural phenomenon. This specialization is achieved through the acquisition of specialized knowledge and research skills, as well as through the development of competencies in designing, implementing and evaluating inclusive educational and social interventions. At the same time, the Program aims at the professional empowerment of graduates, with a view to their engagement in sectors such as formal and non-formal education, Non-Governmental Organizations, local government, and more broadly in structures related to the educational support of persons with disabilities, both in Greece and abroad. Furthermore, emphasis is placed on deepening knowledge and acquiring research experience around disability through academic courses, seminars and practical training, as well as on the active participation of postgraduate students in theoretical and practical fields concerning inclusive education, differentiated instruction, accessibility and social inclusion. Finally, the Program encourages the development of research interests in the fields of educational policy, social justice and the rights of persons with disabilities.

The Program "Education Sciences: Disability Studies" is classified under field 0115 – Special education, as it is grounded in Pedagogy and focuses on the education, support and empowerment of students with disabilities through the development of specialized pedagogical knowledge, skills and practices that promote inclusion in the school and broader social context. At the same time, it is linked to field 0314 – Sociology and cultural studies, given that it approaches disability through the field of Disability Studies as a socially and culturally constructed phenomenon, interpreting the policies, representations and forms of exclusion or inclusion that shape the experiences of persons with disabilities. This dual classification reflects the interdisciplinary character of the Program, which combines theoretical knowledge, critical analysis and applied educational practices. The table below presents a summary classification of the Program "Education Sciences: Disability Studies" according to ISCED-F.

Level	ISCED-F Code	Field Title	Relevance to the Program "Education Sciences: Disability Studies"
Primary	0115	Special education	Direct relevance, as the Program is grounded in Pedagogy, focuses on the education of students with disabilities and on inclusive educational practices.
Secondary	0314	Sociology and cultural studies	Covers the dimension of Disability Studies as a social and cultural field, with emphasis on representations, identity and social inclusion.

3. Admission Criteria for the Program

1. The Program accepts holders of a first-cycle degree from a Greek university or technological educational institute, or from equivalent institutions abroad.

2. The Secretariat of the relevant Department verifies whether the foreign institution that awarded the first-cycle degree is listed in the National Registry of Recognized Foreign Institutions and whether the type of degree is listed in the National Registry of Degree Types of Recognized Institutions, both of which are published on the DOATAP website.
3. Members of the EEP, EDIP and ETEP staff categories may, upon application, enroll as supernumerary students — only one per year per Program — provided they serve in the relevant Department and their academic qualifications and work performed in that Department are relevant to the subject matter of the Program.
4. All candidates must have adequate knowledge of English (at least B2 level), while foreign nationals must additionally have adequate knowledge of the Greek language. Proficiency in Greek is demonstrated when: a) the candidate has completed secondary education in Greece or at a Greek-language school abroad, b) holds a degree in Greek philology/literature from an equivalent university abroad, c) has completed a full undergraduate study cycle at a Greek university or technological educational institute, or holds a certificate of successful attendance of at least two (2) years at a Greek higher education institution, or d) holds a certificate of Greek language proficiency from a state-recognized institution issuing such certificates to foreign nationals.

4. Determination of the Maximum and Minimum Number of Admissions

The maximum number of students admitted to the Program per study cycle is set at forty (40). The minimum number of admitted postgraduate students is set at twenty-eight (28) (including those entitled to a tuition fee waiver).

5. Admission Selection Process – Enrollment in the Program

Regarding the submission of applications for admission to the Program:

1. The Democritus University of Thrace, applying the principles of equal opportunities and supporting inclusivity, provides the right to participate in Postgraduate Programs to any interested party who meets the necessary requirements.
2. The Program admits postgraduate students who are graduates of a first-cycle program from Greek departments or from equivalent recognized institutions abroad.
3. By decision of the Department Assembly, a call for admission of postgraduate students is published and posted on the Department's website. The call includes all relevant details (dates and place of application submission, required supporting documents, etc.).
4. Applications along with the required supporting documents are submitted to the Department Secretariat within the deadline set in the call, which may be extended by decision of the Department Assembly. Candidates must carefully review the instructions to ensure that the application file is submitted complete and on time. Supplementary, incomplete or late-submitted documents are not accepted.
5. The required documents to be submitted by each candidate are as follows:
 - a) Printed application form for enrollment in the Program (Template A.1 in the Appendix)
 - b) Detailed curriculum vitae
 - c) Copy of the first-cycle degree or certificate of completion of studies from Greek higher education institutions or equivalent recognized institutions abroad (the

foreign awarding institution must be listed in the National Registry of Recognized Foreign Institutions and the type of degree must be listed in the National Registry of Degree Types of Recognized Foreign Institutions, both published on the DOATAP website)

- d) Diploma Supplement or official academic transcript, stating the degree grade
 - e) Photocopy of both sides of the national identity card or passport
 - f) Additional documents/supporting materials as specified in the Program Regulations by the Department Assembly (such as proof of foreign language proficiency, proof of Greek language proficiency, letters of recommendation, professional experience, publications, etc.)
6. The Postgraduate Studies Regulations of the Programs of the DUTH Departments govern specific matters relating to the conditions for submitting an application for enrollment in a Program, the evaluation of candidates, and the admission of candidates who are tied with the last admitted candidate as supernumerary students.

Regarding the evaluation of applications for admission to the Program and enrollment therein:

1. The method of evaluating applications and the individual scoring of each documented qualification falls within the competence of the Assembly, is determined following a recommendation by the Coordinating Committee, and must be described in detail in the internal Regulations of the Program and in the call for expressions of interest.
2. The selection of admitted students is carried out by a three-member Committee of faculty members of the Department who have undertaken postgraduate work, constituted by decision of the Assembly.
3. The selection of admitted students to the Programs of DUTH is carried out in accordance with the applicable provisions and the regulations of the present Regulations.
4. The Program Secretariat compiles a complete list of candidates and forwards it to the Admissions Selection Committee, which:
 - a) rejects candidates who do not meet the requirements,
 - b) ranks candidates by score and proceeds to pre-publish the provisional selection list, announcing the period for submission of objections,
 - c) invites for interview those candidates the Admissions Selection Committee decides to call.
5. The selection criteria for candidates are specific, are made known to candidates through the Program announcement, are scored on a total of 100 points at 100%, and are as follows:
 - i. Oral interview of the candidate by the competent Admissions Selection Committee to assess (up to 50 points, 50%):
 - a. the candidate's motivations and readiness to participate in the Program,
 - b. the value of their overall engagement (educational and social), as assessed from the submitted supporting documents and from their participation in educational and social activities.
 - ii. Academic qualifications of the candidate based on the quantitative and qualitative characteristics arising from the submitted supporting documents (up to 50 points, 50%):

- a. relevance of degree (up to 20 points)
- b. degree grade (up to 20 points)
- c. certified language proficiency at C1 level or above (up to 10 points).

The method of evaluating/scoring the above criteria falls within the competence of the Coordinating Committee.

6. After examining the applications and based on the final score of each candidate, the Admissions Selection Committee draws up the final ranking list of candidates in descending order of score. The list indicates successful and reserve candidates.
7. The list is ratified by the Assembly and posted publicly. Posting is carried out in accordance with the provisions on personal data protection on the Program's website and in the Department's announcements.
8. The Department Secretariat posts the evaluation results on the Department's website in accordance with the applicable provisions on personal data protection, notifies the candidates, registers the successful candidates in the postgraduate student registry of the Department and of DUTH, and sends them the Program's Operating Regulations, the Institution's Regulations, the Internal Regulations, the Code of Academic Ethics, and any other informational document the Department deems necessary.
9. Successful candidates are invited to respond in writing within a specific deadline set in the internal Regulations of each Program, confirming whether they accept a) their enrollment in the Program and b) the Regulations that have been sent to them and the terms of operation of the Program. Late responses are not accepted. Successful candidates submit in person or send by post or electronically the relevant documents. Enrollment is considered complete when all required documents have been provided.
10. The places of successful candidates who do not enroll within the deadline are filled by other candidates from the reserve list, in order of ranking.
11. Upon enrollment in a Program, the student receives from the Secretariat the annual Academic Calendar of the Program.
12. Postgraduate students may be remunerated from funds derived from nationally and internationally funded research programs, co-funded programs (e.g. ESPA), private and own resources. They may also receive scholarships from national or international bodies and foundations, from co-funded programs (e.g. ESPA), private and own resources, in accordance with any specific regulatory framework of the funding body.
13. Postgraduate students may enter into scholarship agreements through the Special Account for Research Funds (ELKE) of DUTH, as provided for in the applicable legislation and in the Funding and Management Guide of the ELKE of DUTH.

6. Duration of studies

1. The minimum regular duration of study in the Program leading to the award of the Master's Degree ($\Delta\text{M}\Sigma$) is set at three (3) semesters (90 ECTS).
2. Attendance in the Program is considered to have ended upon completion of:
 - a) the minimum prescribed period of study,
 - b) the successful completion of all educational activities and practical training.

3. Regarding the maximum duration of study, the postgraduate student is obliged to complete their postgraduate studies within twice the prescribed duration of the Program.
4. Exceptional extension of the maximum duration of study:
 - a. A postgraduate student (PS) may request an exceptional extension of the maximum duration of study for serious health reasons pertaining to themselves or to a first-degree blood relative, spouse, or person with whom the student has entered into a civil partnership. The application, addressed to the Coordinating Committee (CC), is submitted by the PS to the Department Secretariat before the expiry of the maximum duration of study, accompanied by supporting documents substantiating the application and, in particular, the existence of health issues pertaining to:
 - i. the PS themselves,
 - ii. a first-degree blood relative, spouse, or person with whom the PS has entered into a civil partnership. The serious health reasons must be evidenced by a document from a public hospital or the relevant specialist committee of a public hospital.
 - b. To substantiate the health reasons cited, the application must be accompanied by a recent family status certificate, in cases where the health reasons do not pertain to the student themselves, and by a certificate from a Health Committee or a medical opinion from a Public Hospital bearing the signature and stamp of the Director of either an NHS Clinic, Laboratory, or University Department. The competent Service of the Institution may additionally request any other document it deems necessary for the examination of the application.
 - c. The Secretariat forwards the applications to the Assembly, which decides on the approval or rejection of the application, as well as on the duration of the additional study period. A further extension of the maximum duration of study may be approved again through the procedure described for part-time study and suspension of studies, provided that the conditions set by the relevant provisions and the present decision continue to be met.

7. Part-Time Study

1. Postgraduate students of DUTH have the option of part-time study, the duration of which may not exceed twice the regular duration of study.
2. The right to submit an application for part-time study is available to:
 - a. PS who can demonstrably prove they work at least twenty (20) hours per week,
 - b. PS with disabilities and special educational needs, as well as
 - c. PS who are simultaneously athletes in sports clubs registered in the electronic registry of sports clubs under Article 142 of Law 4714/2020 (Government Gazette A' 148), maintained by the General Secretariat of Sports, under the following conditions:
 - i. for the years in which they achieve a ranking of 1st through 8th place in national championships of individual sports with the participation of at least twelve (12) athletes and eight (8) clubs, or compete in teams in the two (2) highest divisions of team sports, or participate as members of national teams

- in European championships, world championships, or other international competitions under the Hellenic Olympic Committee,
- ii. they participate at least once, during their enrollment in the study program for which they are requesting part-time status, in the Olympic Games, Paralympic Games, or Deaflympics; they may, upon application submitted (electronically/through an authorized person/by post/in person, via a Citizens' Service Center – KEP) to the Secretariat of the relevant Department, enroll as part-time students or be placed under a part-time study status.
3. The application (Template A.2 in the Appendix), together with the documents proving the conditions required for part-time study, is submitted electronically or in person to the above Secretariats, no later than the end of the course registration period of the Department. The Department Secretariat forwards the applications to the Dean's Office of the School for approval. Applications shall be submitted during the enrollment renewal deadline, as defined by the relevant announcement of the competent Secretariat.
 4. Together with the application, the following supporting documents must be submitted as attachments:
 - a) PS in the category of employed persons who work at least twenty (20) hours per week must submit the relevant employment contract or a recent employer's certificate, as well as the insurance stamps required for employees in the private sector.
 - b) PS in the category of students with disabilities must submit a certificate of disability assessment from Disability Certification Centers (KEPA) or from a seven-member health committee of a public hospital. PS who have enrolled under the special category of students with disabilities are not required to submit additional documents beyond those provided at the time of enrollment.
 - c) PS in the category of students with special educational needs must submit a certificate of assessment from the competent services.
 - d) PS in the category of athletes must submit a certificate from the General Secretariat of Sports or the Olympic Committee, or from the sports club registered in the General Secretariat of Sports registry (the certificate must state the GGS registry number and the athletic recognition number of the club), as applicable, certifying the reason for which part-time status is being requested, in accordance with the provisions of the relevant regulations.

The certificates referred to in cases a) and d) must be resubmitted to the Department Secretariat at the beginning of each academic year, in order to verify that the grounds for part-time status continue to apply.

- e) The Coordinating Committee of the Institution may additionally request any other document it deems necessary for the examination of the application.
5. A decision of the Assembly is issued, following a recommendation by the CC with the submitted application and the applicable supporting documents attached, approving or rejecting the application.

6. For PS placed under a part-time study status, each academic semester is counted as half an academic semester. PS have the option to choose themselves which courses they wish to attend and in which they will be examined.
7. PS who have been placed under a part-time study status may, upon application to the Department Secretariat and without any additional supporting documents being required, return to full-time status at any time. A confirmatory act issued by the relevant Dean's Office is required for the return to full-time status, which is communicated to the Department of the applicant.
8. In the Certificates issued to PS who are under a part-time study status, the relevant decision of the Assembly is recorded.

8. Suspension of Studies

1. In exceptional cases, postgraduate students may be granted, upon submission of a duly justified application, a temporary suspension of studies, which may not exceed two (2) consecutive semesters. The application must specify the requested period of suspension as well as the reasons (indicatively and not exhaustively: health reasons, force majeure, personal, family, or financial reasons, etc.). The application must be accompanied by all relevant supporting documents issued by competent public authorities or organizations, demonstrating the stated reasons, including health conditions of the applicant or their relatives up to the second degree of kinship, military service obligations, or serious financial difficulties, etc. In cases of force majeure or personal reasons, the application must be accompanied by a solemn declaration (Law 1599/1986), describing the stated reasons, and no additional supporting documents are required.
2. The application is forwarded by the Coordinating Committee to the Department Assembly for approval. In exceptional cases and for reasons of force majeure, the application may also be submitted after the end of the registration period. Academic semesters during which the postgraduate student is under suspension status are not counted toward the maximum duration of studies.
3. The suspension of studies is granted by decision of the Department Assembly, following a recommendation from the Coordinating Committee.
4. During the suspension period, the postgraduate student loses their student status. The period of suspension is not counted toward the maximum duration of regular studies.
5. Upon resumption of studies, the postgraduate student continues to be subject to the study regulations in force at the time of their initial enrolment.

9. Language of Instruction

The language of instruction in the Program is Greek or, if a foreign visiting professor is present, English, by relevant decision of the Department Assembly. Notes and bibliography may also be provided in the English language.

10. Academic Calendar

The commencement of courses is set for the first Monday of October and the end of courses upon the completion of 13 teaching weeks. At the end of each semester, a two-week

period is provided for the completion of the student assessment process. The academic calendar is communicated to students via the Program's website.

11. Timetable

At the beginning of each semester, the timetable is drawn up and communicated to students via the Program's website. Courses, whether in-person or distance learning, may take place on Fridays, Saturdays and Sundays, between 08:30 and 21:30. Practical Training is carried out on weekdays (Monday through Friday) and, where permitted by the operation of the host organization, also on Saturdays. Seminars within the framework of Practical Training may take place on Fridays, Saturdays and Sundays, between 08:30 and 21:30.

12. Assessment of Students

The assessment of students' performance in the courses of the Program is conducted through written or oral examination, completion and/or presentation of a paper, practical test, or a combination of the above. Assessment may be conducted in person or through distance learning methods. The exact form of assessment is determined by the course coordinator, in collaboration with the instructors, depending also on the nature of each course. The assessment terms for each course are communicated at the beginning of teaching by the faculty member responsible for/coordinator of the course. The assessment methods for each course are described in greater detail and specified in the respective Course Outline.

Specifically, written or oral distance assessment may be conducted through technological mediation and corresponding distance examination systems/applications, where user authentication, physical identification and supervision of the examination process will be ensured, where deemed necessary. For the examination of courses, and regardless of the manner in which it is conducted (in person or at a distance, written or oral), the following apply:

1. Winter semester courses are examined in February (1st examination period) and September (2nd examination period).
2. Spring semester courses are examined in June (1st examination period) and September (2nd examination period).

For courses in which submission of a paper is required, the paper is submitted within the corresponding examination period. The duration of each examination period is two weeks. In the resit examination period of September, courses from both semesters are examined. The exact timing and duration of the Program's examination periods are determined by the Department Assembly. After the end of the examination period, exercises, written papers and any other examination evidence, if not returned to the student, are retained for twelve (12) months.

The technological equipment required by each postgraduate student for their assessment includes a computer with internet connection, a camera and a microphone. The specific technological equipment required for the assessment of courses will be announced each year in the Program's call for applications.

Resit examination for the purpose of improving a grade is not permitted. If a postgraduate student fails the examination of a course or courses more than three (3) times and is considered

not to have successfully completed the program, they are examined, upon their application, by a three-member committee of faculty members of the Program who have the same or related academic subject as the course being examined, appointed by decision of the Department Assembly. If the Head of the Department does not appoint the members of the committee within one (1) month from the submission of the application, the student may request their appointment from the Dean of the School. If no committee is appointed by any of the competent bodies within sixty (60) days from the submission of the request, the student submits their application to the Ministry of Education and Religious Affairs, which holds the Rector accountable for the non-implementation of the request. The instructor of the course is excluded from the three-member committee. Assessment by the three-member committee may take place at any time within the academic year.

The grading scale for the assessment of postgraduate students' performance ranges from zero (0) to ten (10): Excellent from eight point fifty (8.50) to ten (10), Very Good from six point fifty (6.50) to eight point forty-nine (8.49), Good from five (5) to six point forty-nine (6.49). A grade below five (5) is equivalent to an unsuccessful examination. The grade of the Master's Degree is derived from the grade of the courses, which accounts for 2/3, and the grade of the practical training, which accounts for 1/3. The Master's Degree grade is recorded in the student's personal file by the Secretariat.

13. Evaluation of the Program

Postgraduate Programs are periodically certified, in accordance with the provisions of paragraph 1 of Article 8 of Law 4653/2020, as amended and in force, within the framework of the evaluation of the academic unit to which they belong. The annual internal evaluation of the Program is carried out in collaboration with the MODIP-DUTH within the framework of the internal evaluation of the academic unit to which it belongs and in accordance with the corresponding process of the Institution's internal Quality Assurance System. The external evaluation of Postgraduate Programs is conducted in collaboration with the MODIP-DUTH in accordance with the procedure provided for by ETHAAE.

The Postgraduate Programs of each Department are evaluated within the framework of the periodic evaluation/certification of the academic unit by the National Authority for Higher Education, as referred to in Article 87 of Law 4957/2022. Within this framework, the overall assessment of the work performed by each Program is evaluated, along with the degree to which the objectives set at the time of its establishment have been met, its viability, the employability of its graduates, the degree of its contribution to research, its internal evaluation by the postgraduate students, the advisability of extending its operation, as well as other elements relating to the quality of the work produced and its contribution to the national strategy for higher education.

If a Postgraduate Program, at the stage of its evaluation in accordance with paragraph 1, is deemed not to meet the conditions for continuation of its operation, its operation is concluded with the graduation of the already enrolled students in accordance with the founding decision and the Regulations for postgraduate and doctoral study programs.

Under the responsibility of the Director of the Program, meetings are organized with the aim of discussing the Program's courses and their content, so as to assess, among other things, the degree to which the program is connected to scientific progress, the labor market and the

needs of society in general. At the end of the term of the Coordinating Committee, under the responsibility of the outgoing Director, a detailed account of the research and educational work of the Program is compiled, as well as of its other activities, with the aim of upgrading studies, better utilization of human resources, optimization of existing infrastructure and the socially beneficial use of the Program's available resources. The report is submitted to the Department to which the Program belongs.

14. Organization of the Educational Process

The organization of the educational process of the Program "Education Sciences: Disability Studies" is carried out through a blended and hybrid education system, and specifically:

- a) in person (face-to-face),
- b) through synchronous distance education methods,
- c) through asynchronous distance education methods.

More specifically, teaching through synchronous and asynchronous distance education methods amounts to up to 60% (synchronous distance 55%, asynchronous distance 5%). The Department of Primary Education has the appropriate infrastructure to support distance teaching (videoconferencing rooms and licenses for appropriate videoconferencing/e-learning software). For the conduct of synchronous teaching, the Democritus University of Thrace provides the Microsoft Teams platform free of charge to all instructors and postgraduate students. The platform supports simultaneous display of up to 49 participants, while offering file-sharing capabilities and real-time instant messaging. At the same time, course educational material is made available through the DUTH e-class platform, where students can access lecture files, exercises, supplementary material and open-access books. Students are required to have the necessary equipment for attendance and assessment, which includes a computer with internet connection, a camera and a microphone. Special technological equipment requirements for attendance and assessment procedures are announced each year in the Program's call for applications.

B. Information Concerning the Curriculum

1. Expected Learning Outcomes

The Postgraduate Studies Program "Education Sciences: Disability Studies" is part of the strategic planning of DUTH, is governed by scientific and interdisciplinary coherence, and aims to advance knowledge, strengthen the educational, social and cultural understanding of disability, as well as to develop research and practices that promote inclusion and equality.

It aims to identify, support and provide in-depth training to scientists and education professionals, and those working in fields related to disability, so that they can research, design and implement policies and practices that strengthen the educational and social inclusion of persons with disabilities.

Upon completion of the Postgraduate Studies Program "Education Sciences: Disability Studies", students will be able to:

- understand in depth the scientific, social, cultural and political dimensions of disability through an interdisciplinary lens,
- analyze and interpret theories, practices and research data related to the education and social inclusion of persons with disabilities,
- design, implement and evaluate inclusion policies and practices in education and society,
- develop research skills for the production of new knowledge in the field of Disability Studies,
- strengthen their professional identity so as to actively contribute to the shaping of conditions of equality, social justice and accessibility.

For more information: <https://eled.duth.gr/>

2. Structure of the Curriculum

In the Program "Education Sciences: Disability Studies," the total number of Credit Units (ECTS) required for the award of the Master's Degree amounts to ninety (90). The regular duration of study is set at three (3) academic semesters. Specifically, students are required to successfully attend and pass four (4) compulsory courses and four (4) elective courses out of the six (6) that are offered in total.

The first semester of studies includes three compulsory courses, offered exclusively in person: "A1 Disability Studies & Pedagogy of Inclusion," "A2 Methodology of Educational Research," and "A3 Educational Policy for Special Education." Each course of the first semester corresponds to 10 ECTS credit units.

In the second semester of studies, six (6) elective courses are offered, each corresponding to 7.5 ECTS. One of these is offered exclusively in person ("B2 Drama-Experiential Methods and Techniques in Inclusive Environments"), one at a distance ("B6 Historical and Cultural Dimensions of Disability"), and the remaining four in hybrid format, combining in-person and distance teaching ("B1 Diagnosis as Social Construction: Critical Approaches through Disability Studies," "B3 Educational Administration and Inclusion," "B4 Management of Behavioral

Difficulties in Education," "B5 Differentiation of Instruction"). Students are required to select four (4) out of the six offered courses in order to accumulate the required 30 credit units. The selection of courses is made exclusively on the basis of each student's preference.

The third semester of studies provides for Practical Training ("C1 Practical Training: Education & Disability"), which corresponds to 30 ECTS. Practical Training includes: a) placement at a Special Education and Training organization (300 hours), b) attendance of courses with a total duration of 39 hours, and c) participation in seminars with a total duration of 39 hours. Field practice is conducted exclusively in person, at organizations located in a city of the student's choice, in consultation with the course supervisor. Courses and seminars are conducted at a distance, utilizing both synchronous and asynchronous e-learning for the study of material.

The table below presents a schematic overview of the structure of the Program "Education Sciences: Disability Studies".

Semester	Courses	Teaching Format	ECTS
1st Semester (Compulsory)	A1 Disability Studies & Pedagogy of Inclusion	In person	10
	A2 Methodology of Educational Research	In person	10
	A3 Educational Policy for Special Education	In person	10
1st Semester Total			30
2nd Semester (Elective – 4 out of 6)	B1 Diagnosis as Social Construction: Critical Approaches through Disability Studies	Hybrid	7,5
	B2 Drama-Experiential Methods and Techniques in Inclusive Environments	In person	7,5
	B3 Educational Administration and Inclusion	Hybrid	7,5
	B4 Management of Behavioral Difficulties in Education	Hybrid	7,5
	B5 Differentiation of Instruction	Hybrid	7,5
	B6 Historical and Cultural Dimensions of Disability	Distance	7,5
2nd Semester Total	Selection of 4 courses		30

Semester	Courses	Teaching Format	ECTS
3rd Semester (Compulsory)	C1 Practical Training: Education & Disability (includes 300-hour placement at Special Education organizations, 39 hours of courses and 39 hours of seminars)	In person (organizations) & Distance (courses/ seminars)	30
3rd Semester Total			30
Program Total			90

3. Course Attendance

Attendance of courses is compulsory and is verified under the responsibility of the respective instructor. Up to three (3) absences are permitted in each course, up to three (3) absences in seminars, and up to twenty (20) hours in the placement within the framework of Practical Training. The total number of absences for each student is recorded by the coordinator of each course.

In cases where the number of absences exceeds those mentioned above and the reasons for absence are serious, then, upon application by the postgraduate student concerned, the case is examined by the Coordinating Committee of the Program, which approves or rejects the request and makes a corresponding recommendation to the Department Assembly.

4. Course Outlines

The Course Outlines follow below, providing detailed information on the type, purpose and content of each course, the expected learning outcomes, instructor details, assessment methods and recommended bibliography. The presentation is made systematically and by semester of study, so as to clearly reflect the overall structure and academic character of the Program. Alternative examination methods for each course in emergency situations are also provided in appendices.

1st SEMESTER COURSES

COURSE OUTLINE

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 <i>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.</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
		3	10
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Scientific Area		
PREREQUISITES:	NONE		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
METHOD OF COURSE DELIVERY <i>In person (Percentage:) Synchronous distance learning (Percentage:) Asynchronous distance learning (Percentage:) (In the case of synchronous distance learning, the weekly teaching duration in minutes is indicated):</i>	In person 100%		
COURSE OFFERED TO ERASMUS STUDENTS:	NO		
COURSE URL:	https://eclass.duth.gr/courses/EDU192/		

2. LEARNING OUTCOMES

<p>Learning Outcomes</p> <ul style="list-style-type: none"> Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.
<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> 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

Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and cited below), which of these does the course aim at?

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	

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 <i>Face to face, Distance learning, etc.</i>	Face to face
METHOD AND FREQUENCY OF COMMUNICATION WITH STUDENTS	3 hours of collaboration per week & distance collaboration via videoconference by arrangement
ENSURING MEANS OF COMMUNICATION AMONG STUDENTS <i>Group assignments and discussions, collaborative learning platforms using Artificial Intelligence, video conferencing, Q&A sessions, etc. Group discussions using MS Teams</i>	Group discussions using MsTeams
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in Teaching, Use of ICT in Communication with students (digital presentations, MsTeams/ e-class, webmail)
REQUIRED TECHNOLOGICAL EQUIPMENT AND TECHNOLOGY SKILLS	Basic computer and internet skills. Ability to use the DUTH asynchronous learning platform, to participate in synchronous videoconferences (for collaboration), to use word processing and presentation applications (e.g. Word, PowerPoint or equivalent), as well as access to a computer

	with a camera, microphone, speakers and a stable internet connection (for distance collaboration with the instructor and fellow students).												
COURSE POLICY ON PLAGIARISM / PLAGIARISM DETECTION TOOLS	All student assignments must be original and must comply with the rules of academic integrity and correct bibliographic referencing. Assignments may be checked using dedicated plagiarism detection software available at the Democritus University of Thrace. Confirmed plagiarism is addressed in accordance with the Study Regulations and the procedures provided for by the Institution.												
COURSE POLICY ON THE USE OF ARTIFICIAL INTELLIGENCE (1) Use of Artificial Intelligence is prohibited in all cases (2) Use of Artificial Intelligence is permitted with the instructor's authorization (3) Use of Artificial Intelligence is permitted with explicit bibliographic reference (4) Free use without reference	The use of Artificial Intelligence tools (e.g. text generation or data analysis systems) is permitted only as a supporting tool and must be explicitly declared by students in their assignment. Students remain fully responsible for the content, documentation and scientific validity of the text they submit.												
TEACHING ORGANIZATION The teaching methods and approaches are described in detail. These may include: Lectures, Seminars, Laboratory Practice, Fieldwork, Study and analysis of literature, Tutorials, Practicum (placement), Clinical Practice, Art Workshop, Interactive teaching, Educational visits, Project work, Assignment writing, Artistic creation, etc. The number of student study hours is specified for each learning activity, as well as the hours of independent (non-guided) study, in accordance with ECTS principles.	<table border="1"> <thead> <tr> <th>Activity</th> <th>Workload/semester</th> </tr> </thead> <tbody> <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> </tbody> </table>	Activity	Workload/semester	Lectures	39	Bibliographic research & analysis	91	Assignment	117	Exams	3	Total	250
Activity	Workload/semester												
Lectures	39												
Bibliographic research & analysis	91												
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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	<p>Assessment Methods: Written exams (50%) & Written assignment (50%)</p> <p>Assessment Language: Greek</p> <p>The assessment criteria are posted on the asynchronous e-learning platform (eClass) and are presented in detail by the instructor during the first lecture of the course, so as to ensure transparency and timely notification of students regarding the requirements and the method of assessment.</p>												

5. SUGGESTED BIBLIOGRAPHY

- Barnes, C., Oliver, M., & Barton, L. (2002). *Disability studies today*. Polity Press. (Greek edition: 2014, *Επίκεντρο*)
- Oliver, M. (2009). *The politics of disablement*. Macmillan
- Slee, R. (2018). *Inclusive education isn't dead, it just smells funny*. Routledge. (Greek edition: 2020, *Gutenberg*, with foreword/editing by A. Koutsoklenis)
- Watson, N., & Vehmas, S. (Eds.). (2020). *Routledge handbook of disability studies* (2nd ed.). Routledge.

Karagianni, G., & Koutsoklenis, A. (2023). *Disability studies and inclusive education pedagogy*. Kallipos – Open Academic Editions.

Related academic journals:

Disability & Society

International Journal of Inclusive Education

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 <i>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.</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
		3	10
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Background		
PREREQUISITES:	NONE		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
METHOD OF COURSE DELIVERY <i>In person (Percentage:) Synchronous distance learning (Percentage:) Asynchronous distance learning (Percentage:) (In the case of synchronous distance learning, the weekly teaching duration in minutes is indicated):</i>	In person 100%		
COURSE OFFERED TO ERASMUS STUDENTS:	NO		
COURSE URL:	https://eclass.duth.gr/courses/1429306/		

2. LEARNING OUTCOMES

<p>Learning Outcomes</p> <ul style="list-style-type: none"> Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.
<p>Upon successful completion of the course, students will be able to:</p> <ol style="list-style-type: none"> Understand the fundamental principles and concepts of educational research and explain its significance in producing valid scientific knowledge. Distinguish and analyse different methodological approaches (quantitative, qualitative, and mixed) and evaluate their appropriateness according to the research problem. Apply data collection and analysis tools to conduct small-scale research projects or pilot studies. 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.

Present their own research results clearly and with scientific accuracy, using appropriate charts, tables, and references.

General Skills

Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and cited below), which of these does the course aim at?

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

- 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 <i>Face to face, Distance learning, etc.</i>	Face to face
METHOD AND FREQUENCY OF COMMUNICATION WITH STUDENTS	3 hours of collaboration per week & distance collaboration via videoconference by arrangement
ENSURING MEANS OF COMMUNICATION AMONG STUDENTS <i>Group assignments and discussions, collaborative learning platforms using Artificial Intelligence, video conferencing, Q&A sessions, etc. Group discussions using MS Teams</i>	Group discussions using MsTeams
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in Teaching, Use of ICT in Communication with students (digital presentations, MsTeams/ e-class, webmail)
REQUIRED TECHNOLOGICAL EQUIPMENT AND TECHNOLOGY SKILLS	Basic computer and internet skills. Ability to use the DUTH asynchronous learning platform, to participate in synchronous videoconferences (for collaboration), to use word processing and presentation applications (e.g. Word,

	PowerPoint or equivalent), as well as access to a computer with a camera, microphone, speakers and a stable internet connection (for distance collaboration with the instructor and fellow students).												
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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	<p>Assessment Methods: Written assignment (50%) & Oral examination (50%)</p> <p>Assessment Language: Greek</p> <p>The assessment criteria are posted on the asynchronous e-learning platform (eClass) and are presented in detail by the instructor during the first lecture of the course, so as to ensure transparency and timely notification of students regarding the requirements and the method of assessment.</p>												

5. SUGGESTED BIBLIOGRAPHY

Clark, T., Foster, L., Sloan, L., & Bryman, A. (2025). *Social research methods* (Greek ed.) [in Greek]. Dardanos.

Creswell, J. W. (2014). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.) (Greek ed., H. Tsompatzoudis, Ed.; N. Kouvarakou, Trans.) [in Greek]. Ion.

Isari, F., & Pourkos, M. (2015). *Qualitative research methodology: Applications in psychology and education* [in Greek]. Kallipos – Open Academic Editions. <https://doi.org/10.57713/kallipos-473>

Katsarou, E. (2016). *Educational action research: A multiparadigmatic approach to the transformation of educational practice* [in Greek]. Kritiki.

Mertens, D. M. (2005). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (Greek ed., S. Kyranakis, M. Mavrakis, & P. Bitharas, Trans.) [in Greek]. Metaichmio.

Related academic journals:

International Journal of Research & Method in Education
Educational Researcher

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 <i>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.</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
		3	10
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Scientific Area		
PREREQUISITES:	NONE		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
METHOD OF COURSE DELIVERY <i>In person (Percentage:) Synchronous distance learning (Percentage:) Asynchronous distance learning (Percentage:) (In the case of synchronous distance learning, the weekly teaching duration in minutes is indicated):</i>	In person 100%		
COURSE OFFERED TO ERASMUS STUDENTS:	NO		
COURSE URL:	https://eclass.duth.gr/courses/1429307/		

2. LEARNING OUTCOMES

<p>Learning Outcomes</p> <ul style="list-style-type: none"> Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.
<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> 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.
<p>General Skills</p> <p><i>Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and cited below), which of these does the course aim at?</i></p>

<i>Search, analysis and synthesis of data and information, 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</i>	<i>Project design and management 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</i>
<i>Equity and Inclusion Promoting free, creative and inductive reasoning Working in an interdisciplinary environment</i>	

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 <i>Face to face, Distance learning, etc.</i>	Face to face
METHOD AND FREQUENCY OF COMMUNICATION WITH STUDENTS	3 hours of collaboration per week & distance collaboration via videoconference by arrangement
ENSURING MEANS OF COMMUNICATION AMONG STUDENTS <i>Group assignments and discussions, collaborative learning platforms using Artificial Intelligence, video conferencing, Q&A sessions, etc. Group discussions using MS Teams</i>	Group discussions using MsTeams
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in Teaching, Use of ICT in Communication with students (digital presentations, MsTeams/ e-class, webmail)
REQUIRED TECHNOLOGICAL EQUIPMENT AND TECHNOLOGY SKILLS	Basic computer and internet skills. Ability to use the DUTH asynchronous learning platform, to participate in synchronous videoconferences (for collaboration), to use word processing and presentation applications (e.g. Word, PowerPoint or equivalent), as well as access to a computer with a camera, microphone, speakers and a stable internet connection (for distance collaboration with the instructor and fellow students).
COURSE POLICY ON PLAGIARISM / PLAGIARISM DETECTION TOOLS	All student assignments must be original and must comply with the rules of academic integrity and correct bibliographic referencing. Assignments may be checked using dedicated plagiarism detection software available at the Democritus University of Thrace. Confirmed plagiarism

	is addressed in accordance with the Study Regulations and the procedures provided for by the Institution.												
<p>COURSE POLICY ON THE USE OF ARTIFICIAL INTELLIGENCE</p> <p>(1) Use of Artificial Intelligence is prohibited in all cases</p> <p>(2) Use of Artificial Intelligence is permitted with the instructor's authorization</p> <p>(3) Use of Artificial Intelligence is permitted with explicit bibliographic reference</p> <p>(4) Free use without reference</p>	The use of Artificial Intelligence tools (e.g. text generation or data analysis systems) is permitted only as a supporting tool and must be explicitly declared by students in their assignment. Students remain fully responsible for the content, documentation and scientific validity of the text they submit.												
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Assignment	117												
Exams	3												
Total	250												
<p>STUDENT EVALUATION</p> <p>Description of the evaluation process</p> <p>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</p> <p>Please indicate all relevant information about the course assessment and how students are informed</p>	<p>Assessment Methods: Written examination (50%) & Written assignment (50%)</p> <p>Assessment Language: Greek</p> <p>The assessment criteria are posted on the asynchronous e-learning platform (eClass) and are presented in detail by the instructor during the first lecture of the course, so as to ensure transparency and timely notification of students regarding the requirements and the method of assessment.</p>												

5. SUGGESTED BIBLIOGRAPHY

Zoniou-Sideri, A., Nteropoulou-Derou, E., & Vlachou-Balafouti, A. (2012). *Disability and educational policy: A critical approach to special and inclusive education* [in Greek]. Pedio.

Karafyllis, A. (2013). *Modern Greek education: Two centuries of reform efforts* (2nd rev. ed.) [in Greek]. Kritiki.

Stamelos, G., Vasilopoulos, A., & Kavasakalis, A. (2015). *Introduction to educational policy* [in Greek]. Kallipos – Open Academic Editions.

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>

Related academic journals:

International Journal of Inclusive Education

Κείμενα Παιδείας

2nd SEMESTER COURSES

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 <i>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.</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
		3	7,5
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Scientific Area		
PREREQUISITES:	NONE		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
METHOD OF COURSE DELIVERY <i>In person (Percentage:) Synchronous distance learning (Percentage:) Asynchronous distance learning (Percentage:) (In the case of synchronous distance learning, the weekly teaching duration in minutes is indicated):</i>	In person 100%		
COURSE OFFERED TO ERASMUS STUDENTS:	NO		
COURSE URL:	https://eclass.duth.gr/courses/1429308/		

2. LEARNING OUTCOMES

Learning Outcomes
<ul style="list-style-type: none"> <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i>
<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> 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

Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and cited below), which of these does the course aim at?

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

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 <i>Face to face, Distance learning, etc.</i>	Face to face 46%, Distance learning 54%
METHOD AND FREQUENCY OF COMMUNICATION WITH STUDENTS	3 hours of collaboration per week & distance collaboration via videoconference by arrangement
ENSURING MEANS OF COMMUNICATION AMONG STUDENTS <i>Group assignments and discussions, collaborative learning platforms using Artificial Intelligence, video conferencing, Q&A sessions, etc. Group discussions using MS Teams</i>	Group discussions using MsTeams
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in Teaching, Use of ICT in Communication with students (digital presentations, MsTeams/ e-class, webmail)
REQUIRED TECHNOLOGICAL EQUIPMENT AND TECHNOLOGY SKILLS	Basic computer and internet skills. Ability to use the DUTH asynchronous learning platform, to participate in synchronous videoconferences (for collaboration), to use word processing and presentation applications (e.g. Word, PowerPoint or equivalent), as well as access to a computer with a camera, microphone, speakers and a stable internet connection (for distance collaboration with the instructor and fellow students).
COURSE POLICY ON PLAGIARISM / PLAGIARISM DETECTION TOOLS	All student assignments must be original and must comply with the rules of academic integrity and correct bibliographic referencing. Assignments may be checked using dedicated plagiarism detection software available at the Democritus University of Thrace. Confirmed plagiarism

	is addressed in accordance with the Study Regulations and the procedures provided for by the Institution.										
<p>COURSE POLICY ON THE USE OF ARTIFICIAL INTELLIGENCE</p> <p>(1) Use of Artificial Intelligence is prohibited in all cases</p> <p>(2) Use of Artificial Intelligence is permitted with the instructor's authorization</p> <p>(3) Use of Artificial Intelligence is permitted with explicit bibliographic reference</p> <p>(4) Free use without reference</p>	<p>The use of Artificial Intelligence tools (e.g. text generation or data analysis systems) is permitted only as a supporting tool and must be explicitly declared by students in their assignment. Students remain fully responsible for the content, documentation and scientific validity of the text they submit.</p>										
<p>TEACHING ORGANIZATION</p> <p>The teaching methods and approaches are described in detail. These may include:</p> <p>Lectures, Seminars, Laboratory Practice, Fieldwork, Study and analysis of literature, Tutorials, Practicum (placement), Clinical Practice, Art Workshop, Interactive teaching, Educational visits, Project work, Assignment writing, Artistic creation, etc.</p> <p>The number of student study hours is specified for each learning activity, as well as the hours of independent (non-guided) study, in accordance with ECTS principles.</p>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Workload/semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Bibliographic research & analysis</td> <td>61</td> </tr> <tr> <td>Assignment</td> <td>88</td> </tr> <tr> <td>Total</td> <td>188</td> </tr> </tbody> </table>	Activity	Workload/semester	Lectures	39	Bibliographic research & analysis	61	Assignment	88	Total	188
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5. SUGGESTED BIBLIOGRAPHY

Brinkmann, S. (2016). Diagnostic cultures: A cultural approach to the pathologization of modern life. Palgrave Macmillan.

conditions into treatable disorders. Baltimore: Johns Hopkins University Press.

Conrad, P. (2007). The medicalization of society: On the transformation of human

Conrad, P., & Schneider, J. W. (1992). Deviance and medicalization: From badness to sickness. Philadelphia: Temple University Press.

Grigorenko, E. L., & Elliott, J. G. (2024). The dyslexia debate revisited. Cambridge studies and medical sociology. London: Palgrave Macmillan.

Thomas, C. (2007). Sociologies of disability and illness: Contested ideas in disability University Press.

Related academic journals:
Pedagogy, Culture and Society
Critical Studies in Education

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		TEACHING HOURS PER WEEK	ECTS CREDITS
<i>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.</i>			
		3	7,5
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Scientific Area		
PREREQUISITES:	NONE		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
METHOD OF COURSE DELIVERY <i>In person (Percentage:) Synchronous distance learning (Percentage:) Asynchronous distance learning (Percentage:) (In the case of synchronous distance learning, the weekly teaching duration in minutes is indicated):</i>	In person 100%		
COURSE OFFERED TO ERASMUS STUDENTS:	NO		
COURSE URL:	https://eclass.duth.gr/courses/1429309/		

2. LEARNING OUTCOMES

<p>Learning Outcomes</p> <ul style="list-style-type: none"> Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.
<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> Recognize and apply drama-in-education methods and techniques in formal, non-formal, and informal educational settings. Design and implement experiential and interactive activities that promote the inclusion of persons with disabilities. Understand the developmental significance of dramatic play and sensorimotor activities for students and participants. Use dramatic play and imaginative (fiction-based) activities as means of expression and communication within the group. Evaluate and adapt teaching and activities, taking into account the specific needs and capacities of participants.
<p>General Skills</p> <p><i>Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and</i></p>

<i>cited below), which of these does the course aim at?</i>	
<i>Search, analysis and synthesis of data and information, 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</i>	<i>Project design and management 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</i>
<i>Equity and Inclusion Promoting free, creative and inductive reasoning Teamwork</i>	

3.

COURSE CONTENT

<p>Introduction to the basic principles of Drama Education and drama-education approaches.</p> <ul style="list-style-type: none"> • 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.
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4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Face to face 100%
METHOD AND FREQUENCY OF COMMUNICATION WITH STUDENTS	3 hours of collaboration per week & distance collaboration via videoconference by arrangement
ENSURING MEANS OF COMMUNICATION AMONG STUDENTS <i>Group assignments and discussions, collaborative learning platforms using Artificial Intelligence, video conferencing, Q&A sessions, etc. Group discussions using MS Teams</i>	Group discussions using MsTeams
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in Teaching, Use of ICT in Communication with students (digital presentations, MsTeams/ e-class, webmail)
REQUIRED TECHNOLOGICAL EQUIPMENT AND TECHNOLOGY SKILLS	Basic computer and internet skills. Ability to use the DUTH asynchronous learning platform, to participate in synchronous videoconferences (for collaboration), to use word processing and presentation applications (e.g. Word, PowerPoint or equivalent), as well as access to a computer with a camera, microphone, speakers and a stable internet connection (for distance collaboration with the instructor and fellow students).
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<p>TEACHING ORGANIZATION</p> <p>The teaching methods and approaches are described in detail. These may include:</p> <p>Lectures, Seminars, Laboratory Practice, Fieldwork, Study and analysis of literature, Tutorials, Practicum (placement), Clinical Practice, Art Workshop, Interactive teaching, Educational visits, Project work, Assignment writing, Artistic creation, etc.</p> <p>The number of student study hours is specified for each learning activity, as well as the hours of independent (non-guided) study, in accordance with ECTS principles.</p>	<table border="1"> <thead> <tr> <th>Activity</th> <th>Workload/semester</th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td>39</td> </tr> <tr> <td>Bibliographic research & analysis</td> <td>59</td> </tr> <tr> <td>Assignment</td> <td>70</td> </tr> <tr> <td>Art workshop</td> <td>20</td> </tr> <tr> <td>Total</td> <td>188</td> </tr> </tbody> </table>	Activity	Workload/semester	Lectures	39	Bibliographic research & analysis	59	Assignment	70	Art workshop	20	Total	188
Activity	Workload/semester												
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Total	188												
<p>STUDENT EVALUATION</p> <p>Description of the evaluation process</p> <p>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</p> <p>Please indicate all relevant information about the course assessment and how students are informed</p>	<p>Assessment Methods: Written assignment (100%)</p> <p>Assessment Language: Greek</p> <p>The assessment criteria are posted on the asynchronous e-learning platform (eClass) and are presented in detail by the instructor during the first lecture of the course, so as to ensure transparency and timely notification of students regarding the requirements and the method of assessment.</p>												

5. SUGGESTED BIBLIOGRAPHY

- Thymakis, P. (2022). *The role of dramatic play in the self-determination of individuals with visual impairments* [Doctoral dissertation, University of Thessaly] [in Greek].
- Papadopoulos, S. (2010). *Theatre pedagogy* [in Greek]. Self-published.
- Papadopoulos, S. (2021). *Theatre in education and ancient Greek thought: Mimesis of the best life* [in Greek]. Papazisis.
- Papadopoulos, S., & Karagianni, A. (2016). Techniques of dramatic tension in the teaching of literary texts: Alexandros Papadiamantis, *Goutou Goupatou*. In K. Malafantis, V. Papadopoulou, S. Avgiditou, G. Iordanidis, & I. Betsas (Eds.), *Proceedings* (pp. 1157–1166) [in Greek]. Diadrasi.
- Papadopoulos, S., Papakosta, A., & Tzamargias, P. (2022). *Teacher's guide: Drama/Theatre education in primary school* (2nd ed.) [in Greek]. Institute of Educational Policy. <http://iep.edu.gr/el/nea-ps-provoli>
- Kempe, A. (Ed.). (2005). *Drama education and special needs: A handbook for teachers in mainstream and special schools* (A. Vergiopoulou, Trans.) [in Greek]. Patakis.

Related academic journals:

Research in Drama Education

Εκπαίδευση και Θέατρο

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 <i>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.</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
		3	7,5
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Scientific Area		
PREREQUISITES:	NONE		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
METHOD OF COURSE DELIVERY <i>In person (Percentage:) Synchronous distance learning (Percentage:) Asynchronous distance learning (Percentage:) (In the case of synchronous distance learning, the weekly teaching duration in minutes is indicated):</i>	In person 100%		
COURSE OFFERED TO ERASMUS STUDENTS:	NO		
COURSE URL:	https://eclass.duth.gr/courses/1429310/		

2. LEARNING OUTCOMES

<p>Learning Outcomes</p> <ul style="list-style-type: none"> Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.
<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> 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

Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and cited below), which of these does the course aim at?

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

Equity and Inclusion Promoting free, creative and inductive reasoning Teamwork
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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 <i>Face to face, Distance learning, etc.</i>	Face to face 46%, Distance learning 54%
METHOD AND FREQUENCY OF COMMUNICATION WITH STUDENTS	3 hours of collaboration per week & distance collaboration via videoconference by arrangement
ENSURING MEANS OF COMMUNICATION AMONG STUDENTS <i>Group assignments and discussions, collaborative learning platforms using Artificial Intelligence, video conferencing, Q&A sessions, etc. Group discussions using MS Teams</i>	Group discussions using MsTeams
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REQUIRED TECHNOLOGICAL EQUIPMENT AND TECHNOLOGY SKILLS	Basic computer and internet skills. Ability to use the DUTH asynchronous learning platform, to participate in synchronous videoconferences (for collaboration), to use word processing and presentation applications (e.g. Word, PowerPoint or equivalent), as well as access to a computer with a camera, microphone, speakers and a stable internet connection (for distance collaboration with the instructor and fellow students).
COURSE POLICY ON PLAGIARISM / PLAGIARISM DETECTION TOOLS	All student assignments must be original and must comply with the rules of academic integrity and correct bibliographic referencing. Assignments may be checked using dedicated plagiarism detection software available at the Democritus University of Thrace. Confirmed plagiarism

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Stravakou, P. (2003). *The school principal in primary and secondary education: Theoretical analysis and empirical investigation* [in Greek]. Kyriakidis Brothers Publishing House.

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. *International 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.

Related academic journals:

Educational Administration Quarterly

Leadership and Policy in Schools

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 <i>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.</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
		3	7,5
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Scientific Area		
PREREQUISITES:	NONE		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
METHOD OF COURSE DELIVERY <i>In person (Percentage:) Synchronous distance learning (Percentage:) Asynchronous distance learning (Percentage:) (In the case of synchronous distance learning, the weekly teaching duration in minutes is indicated):</i>	In person 100%		
COURSE OFFERED TO ERASMUS STUDENTS:	NO		
COURSE URL:	https://eclass.duth.gr/courses/1429311/		

2. LEARNING OUTCOMES

<p>Learning Outcomes</p> <ul style="list-style-type: none"> Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.
<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> 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

Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and cited below), which of these does the course aim at?

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

*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 <i>Face to face, Distance learning, etc.</i>	Face to face 54%, Distance learning 46%
METHOD AND FREQUENCY OF COMMUNICATION WITH STUDENTS	3 hours of collaboration per week & distance collaboration via videoconference by arrangement
ENSURING MEANS OF COMMUNICATION AMONG STUDENTS <i>Group assignments and discussions, collaborative learning platforms using Artificial Intelligence, video conferencing, Q&A sessions, etc. Group discussions using MS Teams</i>	Group discussions using MsTeams
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REQUIRED TECHNOLOGICAL EQUIPMENT AND TECHNOLOGY SKILLS	Basic computer and internet skills. Ability to use the DUTH asynchronous learning platform, to participate in synchronous videoconferences (for collaboration), to use word processing and presentation applications (e.g. Word, PowerPoint or equivalent), as well as access to a computer with a camera, microphone, speakers and a stable internet connection (for distance collaboration with the instructor and fellow students).
COURSE POLICY ON PLAGIARISM / PLAGIARISM DETECTION TOOLS	All student assignments must be original and must comply with the rules of academic integrity and correct

	<p>bibliographic referencing. Assignments may be checked using dedicated plagiarism detection software available at the Democritus University of Thrace. Confirmed plagiarism is addressed in accordance with the Study Regulations and the procedures provided for by the Institution.</p>											
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<p>STUDENT EVALUATION <i>Description of the evaluation process</i></p> <p><i>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</i></p> <p><i>Please indicate all relevant information about the course assessment and how students are informed</i></p>	<p>Assessment Methods: Presentation of individual project before an audience (30%) and submission of written project at the end of the semester (70%).</p> <p>Assessment Language: Greek</p> <p>The assessment criteria are posted on the asynchronous e-learning platform (eClass) and are presented in detail by the instructor during the first lecture of the course, so as to ensure transparency and timely notification of students regarding the requirements and the method of assessment.</p>											

5. SUGGESTED BIBLIOGRAPHY

- Eggen, P., & Kauchak, D. (2017). *Educational psychology: Windows on classrooms* (Greek ed.: *Εκπαιδευτική Ψυχολογία. Νέοι ορίζοντες στη μάθηση και τη διδασκαλία*) [in Greek]. Kritiki.
- 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). *Effective behavior management in the classroom* (Greek ed.: *Αποτελεσματική διαχείριση της συμπεριφοράς στη σχολική τάξη*) [in Greek]. Pedio.
- Kalantzi-Azizi, A., & Zafeiropoulou, M. (2009). *Children's adjustment to school: Prevention and intervention of difficulties* [in Greek]. Pedio.

Ormrod, J. E. (2020). *Human learning* (Greek ed.: *Ψυχολογία της μάθησης*) [in Greek]. Gutenberg.

Makri-Botsari, E. (2007). *Issues in classroom behavior management* [in Greek]. Pedagogical Institute.

Molnar, A., & Lindquist, B. (2013). *Behavior problems in schools* (Greek ed.) [in Greek]. Pedio.

Poulou, M. (2025). *Classroom management: Where educational theory meets practice* [in Greek]. Pedio.

Santrock, J. W. (2020). *Educational psychology* (Greek ed.: *Εκπαιδευτική Ψυχολογία*) [in Greek]. Tziolas.

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.

Chatzichristou, S. (2011). *Social and emotional learning: Preschool and early primary school (kindergarten, Grades 1–2). Program for the promotion of mental health and learning in the school community. Educational material I* [in Greek]. Typothito.

Chatzichristou, S. (2011). *Social and emotional learning: Primary education (Grades 3–6). Program for the promotion of mental health and learning in the school community. Educational material II* [in Greek]. Typothito.

Chatzichristou, S. (2023). *School psychology* [in Greek]. Gutenberg.

Chatzichristou, S., & Bezevegkis, I. (2012). *Issues of child development and adjustment in family and school* [in Greek]. Pedio.

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 <i>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.</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
		3	7,5
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Scientific Area		
PREREQUISITES:	NONE		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
METHOD OF COURSE DELIVERY <i>In person (Percentage:) Synchronous distance learning (Percentage:) Asynchronous distance learning (Percentage:) (In the case of synchronous distance learning, the weekly teaching duration in minutes is indicated):</i>	In person 100%		
COURSE OFFERED TO ERASMUS STUDENTS:	NO		
COURSE URL:	https://eclass.duth.gr/courses/1429312/		

2. LEARNING OUTCOMES

<p>Learning Outcomes</p> <ul style="list-style-type: none"> Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.
<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> 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.
<p>General Skills</p> <p><i>Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and cited below), which of these does the course aim at?</i></p>

<i>Search, analysis and synthesis of data and information, 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</i>	<i>Project design and management 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</i>
<i>Autonomous work Adaptation to new situations Decision making Equity and Inclusion</i>	

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

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	Face to face 54%, Distance learning 46%
METHOD AND FREQUENCY OF COMMUNICATION WITH STUDENTS	3 hours of collaboration per week & distance collaboration via videoconference by arrangement
ENSURING MEANS OF COMMUNICATION AMONG STUDENTS <i>Group assignments and discussions, collaborative learning platforms using Artificial Intelligence, video conferencing, Q&A sessions, etc. Group discussions using MS Teams</i>	Group discussions using MsTeams
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Use of ICT in Teaching, Use of ICT in Communication with students (digital presentations, MsTeams/ e-class, webmail)
REQUIRED TECHNOLOGICAL EQUIPMENT AND TECHNOLOGY SKILLS	Basic computer and internet skills. Ability to use the DUTH asynchronous learning platform, to participate in synchronous videoconferences (for collaboration), to use word processing and presentation applications (e.g. Word, PowerPoint or equivalent), as well as access to a computer with a camera, microphone, speakers and a stable internet connection (for distance collaboration with the instructor and fellow students).
COURSE POLICY ON PLAGIARISM / PLAGIARISM DETECTION TOOLS	All student assignments must be original and must comply with the rules of academic integrity and correct bibliographic referencing. Assignments may be checked using dedicated plagiarism detection software available at the Democritus University of Thrace. Confirmed plagiarism is addressed in accordance with the Study Regulations and the procedures provided for by the Institution.

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<p>TEACHING ORGANIZATION</p> <p>The teaching methods and approaches are described in detail. These may include:</p> <p>Lectures, Seminars, Laboratory Practice, Fieldwork, Study and analysis of literature, Tutorials, Practicum (placement), Clinical Practice, Art Workshop, Interactive teaching, Educational visits, Project work, Assignment writing, Artistic creation, etc.</p> <p>The number of student study hours is specified for each learning activity, as well as the hours of independent (non-guided) study, in accordance with ECTS principles.</p>	<table border="1"> <thead> <tr> <th data-bbox="663 443 999 479"><i>Activity</i></th> <th data-bbox="999 443 1319 479"><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="663 479 999 510">Lectures</td> <td data-bbox="999 479 1319 510">39</td> </tr> <tr> <td data-bbox="663 510 999 577">Bibliographic research & analysis</td> <td data-bbox="999 510 1319 577">61</td> </tr> <tr> <td data-bbox="663 577 999 609">Assignment</td> <td data-bbox="999 577 1319 609">88</td> </tr> <tr> <td data-bbox="663 609 999 640">Total</td> <td data-bbox="999 609 1319 640">188</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Workload/semester</i>	Lectures	39	Bibliographic research & analysis	61	Assignment	88	Total	188
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<p>STUDENT EVALUATION</p> <p>Description of the evaluation process</p> <p>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</p> <p>Please indicate all relevant information about the course assessment and how students are informed</p>	<p>Assessment Methods: Presentation of individual project(s) before an audience (30%) and submission of written project(s) at the end of the semester (70%).</p> <p>Assessment Language: Greek</p> <p>The assessment criteria are posted on the asynchronous e-learning platform (eClass) and are presented in detail by the instructor during the first lecture of the course, so as to ensure transparency and timely notification of students regarding the requirements and the method of assessment.</p>											

5. SUGGESTED BIBLIOGRAPHY

Valianti, S., & Neophytou, L. (2017). Differentiated instruction: Functional and effective implementation. *Pedio*. [in Greek]

Koutselini-Ioannidou, M., & Pyrgiotakis, I. (2015). Differentiation of teaching and learning. *Pedio*. [in Greek]

Sfiroera, M. (2007). Differentiated pedagogy. In *Education of Muslim Children Programme: Keys and Counter-Keys*. Ministry of Education and National and Religious Affairs & National and Kapodistrian University of Athens. [in Greek]

Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). ASCD. (Greek edition: 2015, Grigoris)

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

Related academic journals:
Assessment for Effective Intervention
Learning and Instruction

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 <i>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.</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
		3	7,5
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Scientific Area		
PREREQUISITES:	NONE		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
METHOD OF COURSE DELIVERY <i>In person (Percentage:) Synchronous distance learning (Percentage:) Asynchronous distance learning (Percentage:) (In the case of synchronous distance learning, the weekly teaching duration in minutes is indicated):</i>	In person 100%		
COURSE OFFERED TO ERASMUS STUDENTS:	NO		
COURSE URL:	https://eclass.duth.gr/courses/1429313/		

2. LEARNING OUTCOMES

<p>Learning Outcomes</p> <ul style="list-style-type: none"> Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.
<p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> 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.
<p>General Skills</p> <p><i>Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and</i></p>

<i>cited below), which of these does the course aim at?</i>	
<i>Search, analysis and synthesis of data and information, 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</i>	<i>Project design and management 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</i>
<i>Autonomous work Equity and Inclusion</i>	

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 <i>Face to face, Distance learning, etc.</i>	Face to face 54%, Distance learning 46%
METHOD AND FREQUENCY OF COMMUNICATION WITH STUDENTS	3 hours of collaboration per week & distance collaboration via videoconference by arrangement
ENSURING MEANS OF COMMUNICATION AMONG STUDENTS <i>Group assignments and discussions, collaborative learning platforms using Artificial Intelligence, video conferencing, Q&A sessions, etc. Group discussions using MS Teams</i>	Group discussions using MsTeams
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REQUIRED TECHNOLOGICAL EQUIPMENT AND TECHNOLOGY SKILLS	Basic computer and internet skills. Ability to use the DUTH asynchronous learning platform, to participate in synchronous videoconferences (for collaboration), to use word processing and presentation applications (e.g. Word, PowerPoint or equivalent), as well as access to a computer with a camera, microphone, speakers and a stable internet connection (for distance collaboration with the instructor and fellow students).
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5. SUGGESTED BIBLIOGRAPHY

Karagianni, G. (2017). *Disability in crisis-era Greece*. Gutenberg. [in Greek]
Karagianni, G. (2022). Historicizing eugenics in education and disability. *Critical Education*. <https://doi.org/10.26247/kritekp.3.2331> [in Greek]
Karagianni, G., & Koutsoklenis, A. (2023). *Disability studies and inclusive education pedagogy*. Kallipos – Open Academic Editions. <https://doi.org/10.57713/kallipos-226> [in Greek]
Watson, N., & Vehmas, S. (2020). *Routledge handbook of disability studies* (2nd ed.). Routledge.

Related academic journals:
Disability & Society
Disability Studies Quarterly

3^d SEMESTER COURSES

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 <i>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.</i>		TEACHING HOURS PER WEEK	ECTS CREDITS
		9	30
<i>Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.</i>			
COURSE TYPE <i>Background, General Knowledge, Scientific Area, Skill Development</i>	Scientific Area		
PREREQUISITES:	NONE		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
METHOD OF COURSE DELIVERY <i>In person (Percentage:) Synchronous distance learning (Percentage:) Asynchronous distance learning (Percentage:) (In the case of synchronous distance learning, the weekly teaching duration in minutes is indicated):</i>	In person 100%		
COURSE OFFERED TO ERASMUS STUDENTS:	NO		
COURSE URL:	https://eclass.duth.gr/courses/1429314/		

2. LEARNING OUTCOMES

<p>Learning Outcomes</p> <ul style="list-style-type: none"> <i>Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.</i> <p>Upon successful completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • 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. <p>General Skills</p>
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Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and cited below), which of these does the course aim at?

Search, analysis and synthesis of data and information, ICT Use	Project design and management 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	Critical thinking
Working in an international environment	Promoting free, creative and inductive reasoning
Working in an interdisciplinary environment	
Production of new research ideas	

Autonomous work
Teamwork
Adaptation to new situations
Decision making
Equity and Inclusion

3.

COURSE CONTENT

The Internship includes:

- Placement in a Special Education structure,
- Courses, and
- 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 <i>Face to face, Distance learning, etc.</i>	Placement: Face to face (100%) Courses: Distance learning (100%) Seminars: Distance learning (100%)
METHOD AND FREQUENCY OF COMMUNICATION WITH STUDENTS	3 hours of collaboration per week & distance collaboration via videoconference by arrangement

<p align="center">ENSURING MEANS OF COMMUNICATION AMONG STUDENTS</p> <p><i>Group assignments and discussions, collaborative learning platforms using Artificial Intelligence, video conferencing, Q&A sessions, etc. Group discussions using MS Teams</i></p>	<p>Group discussions using MsTeams</p>																			
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<p align="center">COURSE POLICY ON PLAGIARISM / PLAGIARISM DETECTION TOOLS</p>	<p>All student assignments must be original and must comply with the rules of academic integrity and correct bibliographic referencing. Assignments may be checked using dedicated plagiarism detection software available at the Democritus University of Thrace. Confirmed plagiarism is addressed in accordance with the Study Regulations and the procedures provided for by the Institution.</p>																			
<p align="center">COURSE POLICY ON THE USE OF ARTIFICIAL INTELLIGENCE</p> <p><i>(1) Use of Artificial Intelligence is prohibited in all cases</i> <i>(2) Use of Artificial Intelligence is permitted with the instructor's authorization</i> <i>(3) Use of Artificial Intelligence is permitted with explicit bibliographic reference</i> <i>(4) Free use without reference</i></p>	<p>The use of Artificial Intelligence tools (e.g. text generation or data analysis systems) is permitted only as a supporting tool and must be explicitly declared by students in their assignment. Students remain fully responsible for the content, documentation and scientific validity of the text they submit.</p>																			
<p align="center">TEACHING ORGANIZATION</p> <p><i>The teaching methods and approaches are described in detail. These may include:</i></p> <p><i>Lectures, Seminars, Laboratory Practice, Fieldwork, Study and analysis of literature, Tutorials, Practicum (placement), Clinical Practice, Art Workshop, Interactive teaching, Educational visits, Project work, Assignment writing, Artistic creation, etc.</i></p> <p><i>The number of student study hours is specified for each learning activity, as well as the hours of independent (non-guided) study, in accordance with ECTS principles.</i></p>	<table border="1"> <thead> <tr> <th align="center"><i>Activity</i></th> <th align="center"><i>Workload/semester</i></th> </tr> </thead> <tbody> <tr> <td>Lectures</td> <td align="center">39</td> </tr> <tr> <td>Bibliographic research & analysis</td> <td align="center">100</td> </tr> <tr> <td>Assignment</td> <td align="center">150</td> </tr> <tr> <td>Seminars</td> <td align="center">39</td> </tr> <tr> <td>Placement</td> <td align="center">300</td> </tr> <tr> <td>Reflective journal</td> <td align="center">22</td> </tr> <tr> <td>Case study</td> <td align="center">100</td> </tr> <tr> <td>Total</td> <td align="center">750</td> </tr> </tbody> </table>		<i>Activity</i>	<i>Workload/semester</i>	Lectures	39	Bibliographic research & analysis	100	Assignment	150	Seminars	39	Placement	300	Reflective journal	22	Case study	100	Total	750
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<p align="center">STUDENT EVALUATION</p> <p><i>Description of the evaluation process</i></p> <p><i>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</i></p>	<p>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%).</p> <p>Assessment Language: Greek</p>																			

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

The assessment criteria are posted on the asynchronous e-learning platform (eClass) and are presented in detail by the instructor during the first lecture of the course, so as to ensure transparency and timely notification of students regarding the requirements and the method of assessment.

5. SUGGESTED BIBLIOGRAPHY

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<https://doi.org/10.1080/13636820.2025.2462957>
- Related academic journals:
Teaching and Teacher Education
Learning and Instruction
Social Pedagogy

5. Teaching Staff

The table below presents the instructors and course coordinators for each course:

Course Code	Course Title	Instructors
A1	Disability Studies & Inclusive Education	A. Koutsoklenis (module leader)
A2	Educational Research Methodology	A. Markos (module leader) A. Sapountzis E. Penderi
A3	Educational Policy for Special Education	A. Karafyllis (module leader) V. Dimopoulos
B1	Diagnosis as a Social Construction: Critical Approaches through Disability Studies	A. Koutsoklenis (module leader)
B2	Drama & Experiential Methods & Techniques in Inclusive Settings	S. Papadopoulos (module leader)
B3	Educational Management & Inclusion	P. Stravakou (module leader)
B4	Managing Behavioral Difficulties in Education	C. Kokkinos (module leader)
B5	Differentiation in Teaching	A. Mogias (module leader) A. Alexandri A. Zoupidis Ch. Maligkoudi M. Kougiourouki A. Koutsoklenis
B6	Historical & Cultural Dimensions of Disability	G. Karagianni (module leader)
Γ1	Internship in Education & Disability	E. Penderi

		(module leader) A. Alexandri A. Vlachou A. Efthymiou A. Koutsoklenis S. Chatzileontiadou
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The table below presents the instructors in alphabetical order, including their academic rank and field of expertise:

Name	Affiliation	Subject
Alexandri Aikaterini	Assist. Professor, Department of Primary Education, DUTH	Teaching of Greek in Multilingual Settings
Vlachou Anastasia	Professor, Department of Primary Education, EKPA	Special Education – Educational Inclusion
Dimopoulos Vasilios	Assist. Professor, Department of Primary Education, DUTH	Education Sciences: Philosophy of Education
Efthymiou Angeliki	Professor, Department of Primary Education, DUTH	Linguistics: Lexicology, Morphology
Zoupidis Anastasios	Assoc. Professor, Department of Primary Education, DUTH	Physics and the Didactics of Physics
Karagianni Giota	Professor, Department of Primary Education, AUTH	Inclusive Education
Karafyllis Athanasios	Professor, Department of Primary Education, DUTH	Educational Sciences with a Focus on the History of Education
Kokkinos Konstantinos	Professor, Department of Primary Education, DUTH	Educational Psychology
Kougiourouki Marina	Assist. Professor, Department of Primary Education, DUTH	Teaching Methodology
Koutsoklenis Athanasios	Assoc. Professor, Department of Primary Education, DUTH	Inclusive Education: Education of Individuals with Special Educational Needs

Maligkoudi Christina	Assist. Professor, Department of Primary Education, DUTH	Education of Minority Groups
Markos Angelos	Professor, Department of Primary Education, DUTH	Data Analysis in the Social Sciences
Mogias Athanasios	Assoc. Professor, Department of Primary Education, DUTH	Environmental Education
Papadopoulos Symeon	Professor, Department of Primary Education, DUTH	Theatre Pedagogy
Penderi Efthymia	Assoc. Professor, Department of Education Sciences at the Preschool Age, DUTH	Social Pedagogy and Applications in Early Childhood Education
Sapountzis Antonios	Assoc. Professor, Department of Primary Education, DUTH	Social Psychology
Stravakou Pelagia	Professor, Department of Primary Education, DUTH	School Pedagogy
Chatzileontiadou Sofia	Assist. Professor, Department of Primary Education, DUTH	Digital Technologies in Educational Practice

A table with the instructors' contact details is also provided in alphabetical order:

Name	Link	E-mail	Phone
Alexandri Aikaterini	https://eled.duth.gr/author/aialexan/	aialexan@eled.duth.gr	2551030120
Vlachou Anastasia	link	anavl@eds.uoa.gr	-
Dimopoulos Vasilios	https://eled.duth.gr/cv/vdimopou/	vdimopou@eled.duth.gr	2551030064
Efthymiou Angeliki	https://eled.duth.gr/cv/aefthym/	aefthym@eled.duth.gr	2551030100
Zoupidis Anastasios	https://eled.duth.gr/author/azoupidis/	azoupidis@eled.duth.gr	2551030017
Karagianni Giota	https://qa.auth.gr/el/cv/pkaragi	pkaragi@eled.auth.gr	2310991275

Karafyllis Athanasios	http://eled.duth.gr/cv/akarafil/	akarafil@eled.duth.gr	2551030056
Kokkinos Konstantinos	https://eled.duth.gr/cv/kkokkino/	kkokkino@eled.duth.gr	2551030066
Kougiourouki Marina	https://eled.duth.gr/author/mkougiou/	mkougiou@eled.duth.gr	2551030101
Koutsoklenis Athanasios	https://eled.duth.gr/cv/akoutsok/	akoutsok@eled.duth.gr	2551030099
Maligkoudi Christina	https://eled.duth.gr/cv/cmalignko/	cmalignko@eled.duth.gr	2551030057
Markos Angelos	https://eled.duth.gr/cv/amarkos/	amarkos@eled.duth.gr	2551030118
Mogias Athanasios	https://eled.duth.gr/cv/amogias/	amogias@eled.duth.gr	2551030011
Papadopoulos Symeon	https://eled.duth.gr/cv/sypapado/	sypapado@eled.duth.gr	2551030014
Penderi Efthymia	https://duth.gr/schools/psed/	epenteri@psed.duth.gr	2551030053
Sapountzis Antonios	https://duth.gr/schools/psed/	https://duth.gr/schools/psed/	2551030087
Stravakou Pelagia	https://eled.duth.gr/cv/pstravak/	pstravak@eled.duth.gr	2551030095
Chatzileontiadou Sofia	https://eled.duth.gr/cv/shadji/	schatzil@eled.duth.gr	2551030103

C. Rights and Obligations of Students

1. General Benefits

Postgraduate students enjoy all rights, benefits, and facilities applicable to undergraduate students, with the exception of the right to receive free textbooks. The Department is responsible for ensuring full accessibility for postgraduate students with disabilities, both in the physical spaces where the programme is delivered and in the learning process.

2. Scholarships

The Programme offers the possibility of exemption from tuition fees in accordance with applicable legislation. In addition, by a justified decision of the Department Assembly, following a recommendation from the Coordinating Committee of the Postgraduate

Programme, students may be fully or partially exempted from tuition fees, provided they offer services to the Programme or the University (compensatory scholarships).

Furthermore, students may participate in research projects/programmes of the Democritus University of Thrace (DUTH) and receive scholarships within co-funded, self-funded, or other projects/programmes supporting research activities. Postgraduate students may also enter into scholarship contracts through the Special Account for Research Funds (ELKE) of DUTH, as defined by the applicable legislation and the ELKE Funding and Management Guide.

3. Mobility Programmes

Students of the Programme may participate in mobility programmes through ERASMUS+, or in other mobility schemes (e.g. through participation in projects or other scholarship opportunities). More information is available on the website of the Department of Primary Education of DUTH (Erasmus+ Mobility Programme).

4. General Obligations

Postgraduate students are required to actively participate in courses and in the scientific and research activities of the Programme, to consistently follow the curriculum, to submit all required assignments on time, and to attend examinations as scheduled. They are also required to pay tuition fees, as specified in this regulation (Article C3), and to respect and comply with the Postgraduate Studies Regulations, the decisions of the governing bodies of the Programme, the Department of Primary Education, and DUTH, as well as the principles of academic ethics. Absence or insufficient participation in the above activities constitutes grounds for intervention by the Director of the Programme, with the aim of improving the level of active student engagement in the overall work of the Programme.

5. Tuition Fees

Postgraduate students are required to pay tuition fees. The total tuition fee for the Programme amounts to two thousand seventy euros (€2,070). Payment may be made in three (3) equal instalments of six hundred ninety euros (€690), payable at the beginning of each semester. Tuition fees are paid to the Special Account for Research Funds (ELKE) of DUTH, which is responsible for their management. The Programme also provides the possibility of exemption from tuition fees in accordance with applicable legislation.

6. Plagiarism

When submitting any assignment within the Programme, students are required to explicitly acknowledge the use of the work and ideas of other authors. Copying and plagiarism constitute serious academic offences. Plagiarism is defined as the reproduction or use of third-party work—published or unpublished—without proper reference, as well as the use of material from the student's own previous work without clear citation. In such cases, following a justified recommendation by the supervising professor, the Department Assembly may decide to expel the student. Any academic misconduct or violation of academic ethics is initially referred to the Coordinating Committee of the Programme, which then recommends appropriate measures to the Department Assembly. Violations include, in addition to copying and plagiarism, any act that breaches intellectual property regulations in the context of academic work.

7. Services

Students of the Postgraduate Programme “Educational Sciences: Disability Studies” have access to a wide range of university services that support their educational and research activities, as well as their personal development.

These services include libraries and specialized information centres, facilities ensuring equal access, psychological support services, and units promoting quality, ethics, and equality within

the university. At the same time, electronic services—such as the e-class platform, the electronic secretariat, and webmail—facilitate the organization and monitoring of studies. The main services are indicatively presented in the table below.

Service Title	Description
DUTH Library and Information Center	Provides access to physical and digital collections, databases, and academic journals.
Library of the School of Education	A specialized library with extensive resources in education and educational sciences.
Research Ethics Committee	Ensures compliance with ethical principles in academic research.
Gender Equality Committee	Designs and implements gender equality policies within the University.
Center for Psychological Support	Provides free psychological support and counselling services to students.
Unit of Equal Access	Supports students with disabilities by providing technical and pedagogical accommodations.
E-class	Provides access to online learning materials, exercises, and course announcements.
Webmail DUTH	Personal email account for all students and staff.
Universis	Manages course registrations, grades, credit units, and administrative procedures.
Student Ombudsman	Mediates between students and members of the teaching staff or administrative services of DUTH.
Student Welfare Services	Provides meals and accommodation support.
eduroam	Wi-Fi network of DUTH.
philologus	Provides proofreading and editing of texts.