DEMOCRITUS UNIVERSITY OF THRACE

SCHOOL OF EDUCATION
DEPARTMENT OF PRIMARY EDUCATION

MASTER OF SCIENCE

“EDUCATION SCIENCES: DISABILITY STUDIES”

Syllabus 2026-2027

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Alexandroupolis

Contents

A. 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 *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*		**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
		3	10
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.			
COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area		
PREREQUISITES:	NONE		
TEACHING & EXAMINATION LANGUAGE:	GREEK		
METHOD OF COURSE DELIVERY *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):*	In person 100%		
COURSE OFFERED TO ERASMUS STUDENTS:	NO		
COURSE URL:	https://eclass.duth.gr/courses/EDU192/		

2. LEARNING OUTCOMES

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

• Develop critical thinking regarding inclusive educational practices and policies and propose alternative or improved approaches.
General Skills *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* *Adaptation to new situations* *Decision making* *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas* *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*
Equity and Inclusion *Working in an interdisciplinary environment* *Critical thinking*

3. COURSE CONTENT

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

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	**Face to face**
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 *Group assignments and discussions, collaborative learning platforms using Artificial Intelligence, video conferencing, Q&A sessions, etc. Group discussions using MS Teams*	**Group discussions using MsTeams**
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Use of ICT in Teaching, Use of ICT in Communication with students (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**

<table>
<tr><td></td><td>with a camera, microphone, speakers and a stable internet connection (for distance collaboration with the instructor and fellow students).</td></tr>
<tr><td>COURSE POLICY ON PLAGIARISM / PLAGIARISM DETECTION TOOLS</td><td>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.</td></tr>
<tr><td>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</td><td>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.</td></tr>
<tr><td>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.</td><td>
<table>
<tr><th>Activity</th><th>Workload/semester</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Bibliographic research & analysis</td><td>91</td></tr>
<tr><td>Assignment</td><td>117</td></tr>
<tr><td>Exams</td><td>3</td></tr>
<tr><td>Total</td><td>250</td></tr>
</table>
</td></tr>
<tr><td>STUDENT EVALUATION
Description of the evaluation process

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

Please indicate all relevant information about the course assessment and how students are informed</td><td>Assessment Methods: Written exams (50%) & Written assignment (50%)
Assessment Language: Greek

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.</td></tr>
</table>

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

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Background
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	GREEK
METHOD OF COURSE DELIVERY *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):*	In person 100%
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	https://eclass.duth.gr/courses/1429306/

2. LEARNING OUTCOMES

Learning Outcomes

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

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

1. Understand the fundamental principles and concepts of educational research and explain its significance in producing valid scientific knowledge.
2. Distinguish and analyse different methodological approaches (quantitative, qualitative, and mixed) and evaluate their appropriateness according to the research problem.
3. Apply data collection and analysis tools to conduct small-scale research projects or pilot studies.
4. Design and develop a research plan, including the formulation of a research question, selection of methodology, and determination of sampling procedures.

5. Critically evaluate research findings, focusing on validity, reliability, and generalizability.

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?

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

Autonomous work
Search, analysis and synthesis of data and information, ICT Use
Production of new research ideas

3. COURSE CONTENT

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

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	**Face to face**
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 *Group assignments and discussions, collaborative learning platforms using Artificial Intelligence, video conferencing, Q&A sessions, etc. Group discussions using MS Teams*	**Group discussions using MsTeams**
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Use of ICT in Teaching, Use of ICT in Communication with students (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.*	
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Assessment Methods: Written assignment (50%) & Oral examination (50%) Assessment Language: Greek 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.

Activity	*Workload/semester*
Lectures	39
Bibliographic research & analysis	91
Assignment	117
Exams	3
Total	**250**

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

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	GREEK
METHOD OF COURSE DELIVERY *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):*	In person 100%
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	https://eclass.duth.gr/courses/1429307/

2. LEARNING OUTCOMES

Learning Outcomes

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

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

- Understand the institutional and legal framework governing the education of disabled students in Greece, as well as inclusion and equal access policies.
- Identify the main challenges and shortcomings of the current system, such as insufficient funding, lack of specialized personnel, and standardized procedures.
- Analyse the specific needs of disabled students and assess how effectively existing policies address them.
- Develop critical thinking skills to evaluate educational policies and propose improvements that promote equal student participation.
- Formulate evidence-based proposals and analyses for enhancing educational policy, taking into account the needs of disabled learners.

General Skills

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* *Adaptation to new situations* *Decision making* *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*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*
Equity and Inclusion *Promoting free, creative and inductive reasoning* *Working in an interdisciplinary environment*	

3. COURSE CONTENT

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

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	**Face to face**
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 *Group assignments and discussions, collaborative learning platforms using Artificial Intelligence, video conferencing, Q&A sessions, etc. Group discussions using MS Teams*	**Group discussions using MsTeams**
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Use of ICT in Teaching, Use of ICT in Communication with students (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**

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

Activity	*Workload/semester*
Lectures	39
Bibliographic research & analysis	91
Assignment	117
Exams	3
Total	**250**

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

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	GREEK
METHOD OF COURSE DELIVERY *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):*	In person 100%
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	https://eclass.duth.gr/courses/1429308/

2. LEARNING OUTCOMES

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

General Skills *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* *Adaptation to new situations* *Decision making* *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*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*
Equity and Inclusion *Promoting free, creative and inductive reasoning* *Working in an interdisciplinary environment*	

3. COURSE CONTENT

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

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	**Face to face 46%, Distance learning 54%**
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 *Group assignments and discussions, collaborative learning platforms using Artificial Intelligence, video conferencing, Q&A sessions, etc. Group discussions using MS Teams*	**Group discussions using MsTeams**
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Use of ICT in Teaching, Use of ICT in Communication with students (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.*	***Activity*** / ***Workload/semester*** Lectures: 39 Bibliographic research & analysis: 61 Assignment: 88 Total: ***188***
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Assessment Methods: Written assignment (100%) Assessment Language: Greek 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

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

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	GREEK
METHOD OF COURSE DELIVERY *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):*	In person 100%
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	https://eclass.duth.gr/courses/1429309/

2. LEARNING OUTCOMES

Learning Outcomes • *Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.*
Upon successful completion of the course, students will be able to: • 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.
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* *Adaptation to new situations* *Decision making* *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*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*
Equity and Inclusion *Promoting free, creative and inductive reasoning* *Teamwork*	

3.

COURSE CONTENT

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

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	**Face to face 100%**
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 *Group assignments and discussions, collaborative learning platforms using Artificial Intelligence, video conferencing, Q&A sessions, etc. Group discussions using MS Teams*	**Group discussions using MsTeams**
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Use of ICT in Teaching, Use of ICT in Communication with students (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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<table>
<tr><th>Activity</th><th>Workload/semester</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Bibliographic research & analysis</td><td>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>
</table>
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<tr><td>STUDENT EVALUATION
Description of the evaluation process

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

Please indicate all relevant information about the course assessment and how students are informed</td><td>Assessment Methods: Written assignment (100%)
Assessment Language: Greek

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.</td></tr>
</table>

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

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	GREEK
METHOD OF COURSE DELIVERY *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):*	In person 100%
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	https://eclass.duth.gr/courses/1429310/

2. LEARNING OUTCOMES

Learning Outcomes

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

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

- Understand the role of administration and leadership in shaping and implementing inclusive policies within the school context.
- Identify management and decision-making strategies that promote an inclusive school environment.
- Analyse the challenges faced by school principals and education executives in applying inclusive practices.
- Design and propose collaborations among schools, families, and community stakeholders to strengthen inclusion.
- Apply practices of conflict management and cultivate a culture of equal access to learning.

General Skills	
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* *Adaptation to new situations* *Decision making* *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*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*
Equity and Inclusion *Promoting free, creative and inductive reasoning* *Teamwork*	

3. COURSE CONTENT

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

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	**Face to face 46%, Distance learning 54%**
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 *Group assignments and discussions, collaborative learning platforms using Artificial Intelligence, video conferencing, Q&A sessions, etc. Group discussions using MS Teams*	**Group discussions using MsTeams**
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Use of ICT in Teaching, Use of ICT in Communication with students (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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<tr><th>Activity</th><th>Workload/semester</th></tr>
<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>
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<tr><td>STUDENT EVALUATION
Description of the evaluation process

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

Please indicate all relevant information about the course assessment and how students are informed</td><td>Assessment Methods: Presentation of individual or group project(s) before an audience (40%) and submission of written project(s) at the end of the semester (60%).
Assessment Language: Greek

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.</td></tr>
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5. SUGGESTED BIBLIOGRAPHY

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. nternational Journal of Inclusive Education, 26 (9), 943–957 https://doi.org/10.1080/13603116.2020.1752825

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

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

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

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

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	GREEK
METHOD OF COURSE DELIVERY *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):*	In person 100%
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	https://eclass.duth.gr/courses/1429311/

2. LEARNING OUTCOMES

Learning Outcomes

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

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

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

General Skills	
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* *Adaptation to new situations* *Decision making* *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*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*
Search, analyze, and synthesize data and information, using appropriate technologies. *Adapt to new situations.* *Make decisions.* *Work independently.* *Work in an interdisciplinary environment.* *Demonstrate social, professional, and ethical responsibility, with sensitivity to issues of gender and diversity.* *Engage in critical thinking and self-critique.* *Promote free, creative, and inductive thinking*	

3.

COURSE CONTENT

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

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	**Face to face 54%, Distance learning 46%**
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 *Group assignments and discussions, collaborative learning platforms using Artificial Intelligence, video conferencing, Q&A sessions, etc. Group discussions using MS Teams*	**Group discussions using MsTeams**
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Use of ICT in Teaching, Use of ICT in Communication with students (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**

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Description of the evaluation process

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

Please indicate all relevant information about the course assessment and how students are informed</td><td>Assessment Methods: Presentation of individual project before an audience (30%) and submission of written project at the end of the semester (70%).
Assessment Language: Greek

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

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	GREEK
METHOD OF COURSE DELIVERY *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):*	In person 100%
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	https://eclass.duth.gr/courses/1429312/

2. LEARNING OUTCOMES

Learning Outcomes

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

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

General Skills

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* *Adaptation to new situations* *Decision making* *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*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*
Autonomous work *Adaptation to new situations* *Decision making* *Equity and Inclusion*	

3.

COURSE CONTENT

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

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	**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 *Group assignments and discussions, collaborative learning platforms using Artificial Intelligence, video conferencing, Q&A sessions, etc. Group discussions using MS Teams*	**Group discussions using MsTeams**
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Use of ICT in Teaching, Use of ICT in Communication with students (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.*	
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Assessment Methods: Presentation of individual project(s) before an audience (30%) and submission of written project(s) at the end of the semester (70%). Assessment Language: Greek 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.

Activity	*Workload/semester*
Lectures	39
Bibliographic research & analysis	61
Assignment	88
Total	***188***

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

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	GREEK
METHOD OF COURSE DELIVERY *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):*	In person 100%
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	https://eclass.duth.gr/courses/1429313/

2. LEARNING OUTCOMES

Learning Outcomes

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

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

• Understand the historical and cultural formation of the concepts of disability and the social practices surrounding impaired bodies.
• Analyse the role of eugenics, institutions, and philanthropy in shaping perceptions of disability.
• Interpret public exhibitions, performances, and representations of non-normative bodies as mechanisms of social and cultural normalization.
• Identify and evaluate the presence of disability in art and the ways it contributes to the collective social imagination.
• Develop critical thinking regarding normative narratives and approach disability as a social and cultural phenomenon.

General Skills

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* *Adaptation to new situations* *Decision making* *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*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*
Autonomous work *Equity and Inclusion*	

3. COURSE CONTENT

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

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	**Face to face 54%, Distance learning 46%**
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 *Group assignments and discussions, collaborative learning platforms using Artificial Intelligence, video conferencing, Q&A sessions, etc. Group discussions using MS Teams*	**Group discussions using MsTeams**
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) *Use of ICT in Teaching, in Laboratory Education, in Communication with students*	**Use of ICT in Teaching, Use of ICT in Communication with students (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	**The use of Artificial Intelligence tools (e.g. text generation or data analysis systems) is permitted only as a supporting**

(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*	**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.*	
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others* *Please indicate all relevant information about the course assessment and how students are informed*	Assessment Methods: Presentation of individual project(s) before an audience (30%) and submission of written project(s) at the end of the semester (70%). Assessment Language: Greek 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.

Activity	*Workload/semester*
Lectures	39
Bibliographic research & analysis	61
Assignment	88
Total	***188***

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

3d 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 *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.*	**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
	9	30
Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skill Development*	Scientific Area
PREREQUISITES:	NONE
TEACHING & EXAMINATION LANGUAGE:	GREEK
METHOD OF COURSE DELIVERY *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):*	Placement in a Special Education Setting (100% in person) Lectures (100% distance) Seminars (100% distance)
COURSE OFFERED TO ERASMUS STUDENTS:	NO
COURSE URL:	https://eclass.duth.gr/courses/1429314/

2. LEARNING OUTCOMES

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

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* *Adaptation to new situations* *Decision making* *Autonomous work* *Teamwork* *Working in an international environment* *Working in an interdisciplinary environment* *Production of new research ideas*	*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*
Autonomous work *Teamwork* *Adaptation to new situations* *Decision making* *Equity and Inclusion*	

3. COURSE CONTENT

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

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

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

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

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD *Face to face, Distance learning, etc.*	**Placement: Face to face (100%)** **Courses: Distance learning (100%)** **Seminars: Distance learning (100%)**
METHOD AND FREQUENCY OF COMMUNICATION WITH STUDENTS	**3 hours of collaboration per week & distance collaboration via videoconference by arrangement**

<table>
<tr><td>ENSURING MEANS OF COMMUNICATION AMONG STUDENTS
Group assignments and discussions, collaborative learning platforms using Artificial Intelligence, video conferencing, Q&A sessions, etc. Group discussions using MS Teams</td><td>Group discussions using MsTeams</td></tr>
<tr><td>USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)
Use of ICT in Teaching, in Laboratory Education, in Communication with students</td><td>Use of ICT in Teaching, Use of ICT in Communication with students (digital presentations, MsTeams/ e-class, webmail)</td></tr>
<tr><td>REQUIRED TECHNOLOGICAL EQUIPMENT AND TECHNOLOGY SKILLS</td><td>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).</td></tr>
<tr><td>COURSE POLICY ON PLAGIARISM / PLAGIARISM DETECTION TOOLS</td><td>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.</td></tr>
<tr><td>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</td><td>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.</td></tr>
<tr><td>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.</td><td>
<table>
<tr><th>Activity</th><th>Workload/semester</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Bibliographic research & analysis</td><td>100</td></tr>
<tr><td>Assignment</td><td>150</td></tr>
<tr><td>Seminars</td><td>39</td></tr>
<tr><td>Placement</td><td>300</td></tr>
<tr><td>Reflective journal</td><td>22</td></tr>
<tr><td>Case study</td><td>100</td></tr>
<tr><td>Total</td><td>750</td></tr>
</table>
</td></tr>
<tr><td>STUDENT EVALUATION
Description of the evaluation process

Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report, Clinical examination of a patient, Artistic interpretation, Other/Others</td><td>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%).
Assessment Language: Greek</td></tr>
</table>

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

Mitchell, D. (2014). *What really works in special and inclusive education: Using evidence-based teaching strategies* (2nd ed.) (Greek ed., A. Vlachou, Ed.) [in Greek]. Pedio.

Bimbou-Nakou, I., & Boutoulousi, E. (2010). *Reflective practice: Exclusion in school* [in Greek]. Nisos.

Zoniou-Sideri, A., & Spandagou, I. (Eds.). (2011). *Education and blindness* [in Greek]. Pedio.

Aubrey, K., & Riley, A. (2019). *Understanding and using educational theories* (Greek ed.) [in Greek]. Tziolas.

Baloche, L., & Brody, C. M. (2017). Cooperative learning: Exploring challenges, crafting innovations. *Journal of Education for Teaching, 43*(3), 274–283. https://doi.org/10.1080/02607476.2017.1319513

Byers, T., Imms, W., & Hartnell-Young, E. (2018). Comparative analysis of the impact of traditional versus innovative learning environments on student attitudes and learning outcomes. *Studies in Educational Evaluation, 58*, 167–177.

Cai, Z., Zhu, J., & Tian, S. (2022). Preservice teachers' teaching internship affects professional identity: Self-efficacy and learning engagement as mediators. *Frontiers in Psychology, 13*, 1070763. https://doi.org/10.3389/fpsyg.2022.1070763

Llopart, M., & Esteban-Guitart, M. (2018). Funds of knowledge in 21st-century societies: Inclusive educational practices for under-represented students. A literature review. *Journal of Curriculum Studies, 50*(2), 145–161. https://doi.org/10.1080/00220272.2016.1247913

Mylonakou-Keke, I. (2021). *Social pedagogy: Theory and practice* [in Greek]. Papazisis.

Paniagua, A., & Istance, D. (2018). *Teachers as designers of learning environments: The importance of innovative pedagogies*. OECD Publishing. https://doi.org/10.1787/9789264085374-en

Penteri, E., & Petrogiannis, K. (2024). *School–family–community relationships: Socio-pedagogical and developmental dimensions of parental involvement in early and primary education* [in Greek]. Gutenberg.

Popov, J. (2025). Motivation in internship: Working to learn and learning to work. *Journal of Vocational Education & Training*, 1–21. 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

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

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