1st year (winter semester)

Compulsory Courses

Introduction to ICT Applications

Course code	ECTS units	Workload	Level
ΘΕ1Υ	4	100 hours	Science
Year of studies	**Semester**	**Type**	**Teaching methods**
1st	Winter	Compulsory	Lectures
Hours/week	**Hours/semester**	**Prerequisites**	**Language**
3	39	-	Greek

Instructor

Name/surname	Charalampos Karagiannidis
Title	Associate Professor
Office	11B
Tel/e-mail	++30 242104895/karagian@uth.gr
Other teaching staff	-

Objectives

The course aims to introduce the main concepts of Information and Communication Technologies, especially in relation to their application in education and special education.

Content

- Computer organisation
- Operating systems and applications
- Algorithms and programming
- Computer networks, internet and world wide web
- Artificial intelligence
- Ubiquitous computing and ambient intelligence
- ICT applications in education
- ICT applications in special education and accessibility

Assessment

Exams (80%)
Project (optional, 20%)

Recommended Reading

- Course slides
- Selected articles from the Greek and international literature

Introduction to Ecology

Course code	ECTS units	Workload	Level
ΘΕ2Υ	4	100 hours	Science
Year of studies	**Semester**	**Type**	**Teaching**
1st	Winter	Compulsory	Lectures
Hours/week	**Hours/semester**	**Prerequisites**	**Language**
3	39	-	Greek

Instructor

Name/surname	Stefanos Paraskevopoulos
Title	Professor
Office	6
Tel/e-mail	++30 2421074712/pstefano@uth.gr
Other teaching staff	-

Objectives

The aim of course is the comprehension of structure and function of natural systems and the acquaintance with the didactics of ecology.

Content

In this course are analyzed, the flow of energy in the ecosystems, the recycling of materials, the adaptations of plants and animals, the relations between live organisms, the changes in the natural systems and the methods of teaching of ecology in the school.

Assessment

Exams

Recommended Reading

- Lambert J.M. (ed) (1970), The teaching of ecology, Blackwell, Oxford & Edinburg.
- May R.M. (1976). Theoretical Ecology, Blackwell, Oxford.
- Odum E.P. (1980). Fundamentals of ecology, W.P. Saunders, Philadelphia.

Introduction to the Education of Deaf and Hard of Hearing children

Course code	ECTS units	Workload	Level
EA3Y	4	100 hours	Special Education
Year of studies	**Semester**	**Type**	**Teaching methods**
1st	Winter	Compulsory	Lectures
Hours/week	**Hours/semester**	**Prerequisites**	**Language**
3	39	-	Greek

Instructor

Name/surname	Magda Nikolaraizi
Title	Assistant Professor
Office	14
Tel/e-mail	++30 2421074751/mnikolar@uth.gr
Other teaching staff	-

Objectives

The objectives are to enable an awareness regarding the language and educational needs of children who are deaf and hard of hearing

Content

- The culture of Deaf people and the role of Greek Sign Language in language, social and academic development of deaf people.
- The use of audiological information in educational practice. The role of hearing aids and cochlear implants: Practical and ethical issues
- The deaf child and the family.
- The role of early intervention.
- The educational settings for deaf children: the role of the school of the deaf and the implications of inclusive policy in deaf children's development.
- Modes of communication.

Assessment

Final exams

Recommended Reading

- Marschark, M., Lang, H. & Albertini, J. (2002). Educating deaf students. Oxford, Oxford University Press.
- Gregory, S., Knight, P., McCracken, W., Powers, S. & Watson, L. (1998). Issues in deaf education. London: David Fulton Press

Learning Disabilities

Course code	ECTS units	Workload	Level
EA1YE	4	100 hours	Special Education
Year of studies	**Semester**	**Type**	**Teaching**
B	winter	Compulsory	Lectures
Hours/week	**Hours/semester**	**Prerequisites**	**Language**
3	39	-	Greek

Instructor

Name/surname	Tzivinikou Sotiria
Title	Lecturer
Office	12a
Tel/e-mail	++30 2421074884/sotitzivi@uth.gr
Other teaching staff	-

Objectives

The objectives of this course are to comprehend the nature of Learning Disabilities, to develop critical thinking on the content of the disabilities and to get familiar with the major etiological approaches

Content

- Historical development of the field of Learning Disabilities
- Etiological models and their critic
- Cognitive and socio-emotional characteristics
- Meta-cognition and metacognitive problems
- Assessment of Learning Disabilities

Assessment

- Exams (80%)
- Assignments (20%)

Recommended Reading

Textbook:
Tzouriadou, M. (2010). Learning Disabilities. Promithephs publications (in Greek)
Other materials:
Notes of lectures
On line materials of course (e-class)

Elective courses

Pathogenesis of handicap

Course code	ECTS units	Workload	Level of Course
EA28E	3,5	75 hours	Special Education
Year of studies	**Semester**	**Type**	**Teaching methods**
1st	Spring	Elective	Lectures and Seminars
Hours/week	**Hours/semester**	**Prerequisites**	**Language**
3	39	-	Greek

Instructor

Name/surname	Nissiotou Julia
Title	Assistant Professor
Office	19
Tel/e-mail	++30 24210 74839/nisiotou@uth.gr
Other teaching staff	-

Objectives

This lesson is concerned about the biological and environmental factors and the pathological mechanisms that cause non reversible dysfunction during the fetal period and the early childhood, and their influence on the child's physical and intellectual development. Special emphasis is given to the genetic basis of the most frequent diseases and syndromes and the analysis of the causes of cerebral dysfunction.

Content

- Introduction to Genetics (DNA, mutations, lows of inheritance).
- Chromosomal abnormalities and gene diseases.
- Fetus. Factors acting during pregnancy. Birth defects.
- Newborn. Delivery. Perinatal Hypoxia, Birth Injuries. Kernicterus.
- Premature infants.
- Inborn errors of metabolism and mental retardation.
- Cerebral palsy: Pathogenesis, classification.
- Child abuse and neglecting and their impact on physical and psychological development.

Assessment methods

Assignments and Exams

Recommended reading

- Genetics. Thomson& Thomson. W.B.Saunders,2001.
- Langman's Medical Embryology. T.W.Sadler. Lippincott Williams &Wilkins, 2000.
- Handicaps de l' enfant. B.Chabrol, J.Haddad. Ed. Doin, Paris, 2006
- Volpe J.J. Neurology of the Newborn, Saunders, Philadelphia, 2001

Introduction to Special Education

Course code	Number of units	Workload	Level
EA18E	3,5	75 hours	Special Education
Year of study	**Semester**	**Type**	**Teaching methods**
1st	Winter	Elective	Lectures
Hours/week	**Hours/semester**	**Prerequisites**	**Language**
3	39	-	Greek

Instructor

Name	Anastasia Vlachou
Position	Associate Professor
Office	13
Tel / e-mail	++30 2421074824/anavlachou@uth.gr
Co-instructors	

Objective of the course

- To familiarize students with the principles and structures of Special Education,
- To enable them understand the complex and interdisciplinary nature of approaching special education theories and policy-practices within the research and school context.

Content

- Aims and principles of Special Education.
- Institutional, organizational and legislative aspects of Special Education.
- A historical perspective of Special Education – Special Education in Greece.
- A theoretical framework of defining concepts such as "special needs", "disability", "mainstream", "integration" and "inclusion".
- Different types of intervention.
- The medical model approach to disability and special needs.
- The socio-political and educational approach to disability and special needs.
- A critical approach to the deficit-based theories and practices.
- A critical approach to the different service delivery modes in special education (i.e., special school, special classes/support units, inclusion).
- Working conditions and the role of special/support teachers at different school contexts.

Assessment

Exams 100%
Assignments 20% (Added to exams mark)

Recommended reading

- Selected papers
- Smith Deutsch Deborah (2006) (6th Edition) Introduction to Special Education: Making a Difference. Allyn & Bacon.

Introduction to Linguistics

Course code	Number of units	Workload	Level
ΨΓ1Ε	3,5	75 hours	Psy/Lang
Year of teaching	**Semester**	**Type**	**Teaching methods**
1st	Winter	Elective	Lectures
Hours/ Week	**Hours/ Semester**	**Prerequisites**	**Language**
3	39	-	Greek

Instructor

Name	Georgia Andreou
Position	Associate Professor
Office	9
Tel. /e-mail	++30 2421074837/andreou@uth.gr

Objectives

The objective of the course is the introduction in the scientific study of speech through the scope of current theories of linguistics, grammar and language Science. It emphasizes on the construction and function of the language levels, as well as the scientific approaches which present special interest in didactic applications.

Content

- The science of linguistics and its object. Inter-science approaches. The definition of language.
- Language communication.
- Synchrony and Diachrony of language.
- The semiotic character of language.
- The language as a system of relations
- The grammatical structure of language.

Assessment

Final exams (100%)

Recommended reading

- Babiniotis, G. (1998). Theoretical Linguistics. An introduction in Modern Linguistics. Athens.
- Philippaki -Warburton, E. (1992) Introduction in Theoretical Linguistics. Athens: Nefeli.

Introduction to Sociology

Course code	Number of units	Workload	Level
ΠΚ1Ε	3,5	75 hours	Ped/Soc
Year of study	**Semester**	**Type**	**Teaching methods**
1st	Winter	Elective	Lectures and Seminars
Hours/week	**Hours/semester**	**Prerequisites**	**Language**
3	39	-	Greek

Instructor

Name	Costas Lamnias
Position	Professor
Office	4
Tel / e-mail	++30 2421074821 /klamnias@uth.gr
Co-instructors	

Objectives

By the end of the course students should be able to understand ad explain the way of construction and development of sociological thought in modern industrial societies.

Content

The lectures of this subject attempt to analyze:

- How and why sociology appeared in modern industrial societies.
- The founders and the classics of sociology.
- The essential concepts of social structure and social organization including social institution, social group, social role, social position, culture, social class, social inequality, social mobility etc.
- An introductory approach of basic sociological theories, such as functionalism, conflict theories, phenomenological sociology, and weberian perspectives.

Assessment

Exams (100%)
Assignments (20%) (Added to exams mark)

Recommended reading

- LAMNIAS, C. (2008) Introduction to Sociology. Volos: University of Thessaly Publications (in Greek).
- GIDDENS, A. (1997) Sociology. Athens: Gutenberg (in Greek).
- ANDERSON, C. (1986) Towards a New Sociology. Athens: Papazisi Publications (in Greek).
- HARALAMBOS, M.- HEALD, R. (1980) Sociology: Themes and Perspectives. University Tutorial

Press.

Clinical Child Neuropsychology

Course code	ECTS units	Workload	Level
ΨΓ1Y	3,5	75 hours	Psych- Lang
Year of studies	**Semester**	**Type**	**Teaching methods**
1st	Winter	Elective	Lecture
Hours/week	**Hours/semester**	**Prerequisites**	**Language**
3	39	-	Greek

Instructor

Name/surname	Argyris B. Karapetsas
Title	Professor
Office	3
Tel/e-mail	++30 2421074677/74826/akar@uth.gr
Other teaching staff	…

Objectives

The objectives are: a.the students to be able to study the structural parts of the brain and systematically research brain functions, b. to delve into historical development of Child Neuropsychology and neurofunctional developmental elements of human behavior. So they will be able to develop scientific conscience and as scientists they will offer a lot on understanding normal (estimation of mental maturity, special talents, personality, character, etc.) or pathological behavior of children (speech disorders, learning disabilities, dyslexia, etc.).

Content

- What is Neropsychology?
- Child's Development
- Changeable thoughts of Brain Functions
- The time of Cortical Localization (Holism and Critics)
- Special disorders in cognition and learning
- Diagnosis, Assessment, Rehabilitation in Neuropsychology
- Perspective and Future of Child Clinical Neuropsychology

Assessment

Oral exams at the end of the semester

Recommended reading

- Billard C., Touzin M.Troubles specifiques des apprentissages: l'etat des connaissances Paris: Signes Editions, 2004.
- Boller,J.Grafman, Handbook of Neuropsychology, Volume 1-7, Elsevier, 1998.
- Changeux Jp.Le cerveau et la pensee.Paris: Editions Science humaines , 2003
- Clinical Neuropsychology. A pocket handbook for assessment ,Edited by Peter Jeffrey Snyder, Paul David Nussbaum, American Psychological Association, Washington, DC, 1998.
- Cohen L.L' homme thermometre. Paris: Odile Jacob, 2004.
- Cohen A.L'homme thermometre. Paris: Odile Jacob, 2004.
- Dortier Jf,L' homme, cet estrange animal…Paris: Editions Science humaines, 2004.
- Dortier Jf.Le cerveau et la pensee: la révolution des Science cognitives. Paris: Editions Science humaines , 2003.
- Gopnik A,Meltzoff A, Kuhl P. Comment pensent les bebes. Paris: Le Pommier , 2005.
- Habib M.Le cerveau singulier. Marseille: Solal, 1999.
- Henry Hecaen and Martin L.Albert, Human Neuropsychology, 1978.

- Kandel R.Eric, Schwartz S James, Jessell M.Thomas, Principles of Neural Science, 3rd edition, 2002.
- Καραπέτσας Β. Ανάργυρος, Νευροψυχολογία του Αναπτυσσόμενου Ανθρώπου, Εκδ.Σμυρνιωτάκη, 1991.
- Mazeu M.La conduite du bilan neuropsychologique chez l ' enfant. Paris: Masson , 2003.

The role of play in children's learning

Course code	ECTS units	Work load	Level
ΠΚ23Ε	3,5	75	Ed/Soc
Year of studies	**Semester**	**Type**	**Teaching methods**
1st	Winter	Elective	Lectures
Hours/week	**Hours/semester**	**Prerequisites**	**Language**
3	39	…	Greek

Instructor

Name/surname	Kafenia Botsoglou
Title	Assistant Professor
Office	8
Tel/e-mail	++30 24210 74838, kmpotso@uth.gr
Other teaching staff	…

Objectives

- To explain the purpose of play in the cognitive, physical and social development of a child.
- To determine the skills required to carry out a play leadership role in different situations
- To develop a plan for a supervised children's play program.
- To develop a basic understanding of the impact of play upon the psychological development of a child.
- To determine appropriate measures to take to protect a child's safety when at play, while minimizing any interference which might diminish the quality of the play experience.
- To develop an understanding of options for physical play activities, including games and sports, in a supervised play program.
- To develop an understanding of options for social play activities, in a supervised play program.
- To develop a basic ability to plan, establish and manage a supervised adventure
- To develop an ability to evaluate a range of different play apparatus, including playground structures, toys, sports equipment, commenting on quality, safety features, appropriate applications and cost benefit.
- To broaden your scope of opportunities that can be offered for children to play, appropriate to a wide range of different situations.

Content

- Introduction
- Curriculum frameworks and play

- What is play?
- Different types of play
- How valuable is play?
- The role of adults in children's play
- Play and children with special needs
- Outdoor play
- Outdoor learning and play

Assessment

Exams in the end of semester

Bibliography

Moyles. J. (2002). *Just playing?*. Philadelphia: Open University Press.
Huizinga, J. (1980, originally published in 1938). *Homo Ludens*: A Study of the Play Element in Culture. Beacon Press, Boston.
Holzman, L. (2009). Vygotsky at Work and Play. London: Routledge
Davis, L., White, A., Knight, J. (2009). *Nature play: Maintenance guide*. London: NCB.

1st Year (spring semester)

Compulsory Courses

Clinical Psychology: Psychological Problems of Childhood

Course code	ECTS units	Workload	Level
ΨΓ3ΥΕ	4	100 hours	Psy/Lang
Year of studies	**Semester**	**Type**	**Teaching methods**
1st	Spring	Compulsory	Lectures
Hours/week	**Hours/semester**	**Prerequisites**	**Language**
3	39	-	Greek

Instructor

Name/surname	George Kleftaras
Title	Associate Professor
Office	12
Tel/e-mail	++30 2421074738/gkleftaras@uth.gr
Other teaching staff	-

Objectives

Introduction and understanding of the psychological difficulties and problems that children of school and preschool age may face during their normal development. These problems may be more or less severe and usually they do not enter into the psychopathology area.

Content

- The child with psychological problems and difficulties: Definition and causes.
- Emotional insecurity: dependent child and refusal to go to school.
- Normal fears and neurotic anxiety. Social anxiety and social isolation.
- Problems of excessive compliance and obedience.
- Sleep problems.
- Problems of antisocial behavior. Disobedience, aggressiveness and delinquency.
- Sexual problems.
- Problems due to I.Q.
- Behavior problems and central nervous system: Dyslexia, Clumsiness, Learning Difficulties and Disorders, Attention-Deficit/Hyperactivity Disorder, Minor Brain dysfunction.

Assessment

Final exams

Recommended reading

- Herbert, M. (19__). Problems of childhood: A complete guide for all concerned (Vol. A, B). London: Pan Books.
- Sutton, C. (1999). Helping families with troubled children: A preventative approach. New York: Wiley.
- Walker, C. E., & Roberts, M. C. (Eds.) (2001). Handbook of clinical child psychology. New York: Wiley.
- Barrett, P., & Ollendick, T. H. (2003). Handbook of interventions that work with children and adolescents: prevention and treatment. New York: Wiley.

An Introduction to the Education of People with Visual Impairments

Course code	Number of units	Workload	Level of course

EA2Y	4	100 hours	Special Education
Year of study	**Semester**	**Type**	**Teaching methods**
1st	Spring	Compulsory	Lectures/Workshops
Hours / week	**Hours/semester**	**Prerequisites**	**Language**
3	39	-	Greek

Instructor

Name	Vassilios Argyropoulos
Position	Assistant Professor
Office	19
Tel / e-mail	++30 24210 74860/vassargi@uth.gr
Co-instructors	-

Objectives

The aim of this course is to familiarize students with the basic principles of the field of visual impairments and with relative educational procedures which take place in an educational setting. A complementary aim of this course is to enable students to experience and conceptualize special developmental areas regarding the education of people with severe visual impairments.

Content

- Vision and indicators of visual impairments.
- Anatomy, physiology, function and pathologies of the human eye. Assessment of vision. Common eye defects and educational implications.
- Historical perspectives and contemporary theoretical contexts for integration of students with severe visual impairments. Current trends.
- Functional visual assessments. Educational and environmental differentiations. Reinforcement of low vision.
- The anatomy and physiology of touch. Learning through touch.
- Special developmental areas such as: Orientation and mobility, independent living skills, Braille, vocabulary and language.

Assessment

Exams 100%
Assignments

Recommended reading

- Mason, H & McCall, S. (eds), Visual Impairment: Access to Education for Children and Young People. David Fulton Publishers: London.
- Millar, S. (1997). Reading by Touch. London: Routledge.
- Warren, D.H. (1994). Blindness and Children. An individual Differences Approach. Cambridge University Press.

Intellectual Disability

Course code	**Number of units**	**Workload**	**Level of course**
EA6Y	4	100 hours	Special Education
Year of study	**Semester**	**Type**	**Teaching methods**
1st	Spring	Compulsory	Lectures
Hours/week	**Hours/semester**	**Prerequisites**	**Language**
3	39	-	Greek

Instructor

Name	Panayiota Stavroussi
Position	Assistant Professor
Office	12B

Tel / e-mail	++30 24210 74708 / stavrusi@uth.gr
Co-instructors	-

Objectives

The objectives of the course are to develop an understanding of the educational, psychological and social aspects of intellectual disability and to provide an introduction to basic issues regarding the concept and nature of mental retardation/intellectual disability. Emphasis is placed on understanding issues related to the definition, etiology and assessment of intellectual disability, the education of students with intellectual disability, and the basic characteristics of intellectual disability with respect to social and cognitive functioning.

Content

- Concept and nature of mental retardation/intellectual disability.
- Definition of intellectual disability.
- The concept of adaptive behavior.
- Etiology/causes of intellectual disability.
- Strategies and methods of assessment – assessment tools.
- Classification systems.
- Characteristics of persons with intellectual disability.
- Theoretical approaches to intellectual disability.
- Support planning – support strategies.
- Educating children with intellectual disability: practices and perspectives – Characteristics and goals of intervention programs – Issues related to the educational and social inclusion of students with intellectual disability.

Assessment

Final exams 100%

Recommended reading

- Baroff, G. S. & Olley, J. G. (1999). Mental retardation: Nature, cause, and management. Philadelphia: Brunner/Mazel.
- Fine, M.J. & Simpson, R. L. (Eds.). (2000). Collaboration with parents and families of children and youth with exceptionalities. Texas: Pro-Ed.
- Switzky, H. N. & Greenspan, S. (Eds.) (2006). What is mental retardation? Ideas for an evolving disability in the 21st century. Washington, DC: AAMR.

The Spectrum of Autism

Course code	**ECTS units**	**Workload**	**Level**
EA9Y	3	100 hours	Special Education
Year of studies	**Semester**	**Type**	**Teaching methods**
1st	Spring	Compulsory	Lectures
Hours/week	**Hours/semester**	**Prerequisites**	**Language**
3	36	-	Greek

Instructor

Name/surname	Sophia Mavropoulou
Position	Assistant Professor
Office	11
Tel/e-mail	24210 74757/ smavrop@uth.gr
Other teaching staff	-

Objectives

The objectives are

- To present the characteristics of persons in the autistic spectrum

- To discuss current psychological theories for explaining autism
- To present evidence-based educational approaches for children with autism.

Content

- Historical overview of autism. Myths and current research findings. Diagnostic evaluation and epidemiology of autism.
- The triad of impairments. The Asperger's syndrome.
- Cognitive skills and deficits. Challenging behaviors in students with autism.
- Educational needs of children, adolescents and adults with autism.
- Cognitive psychological theories for the interpretation of autism.
- Current evidence-based educational approaches for students with autism (i.e. TEACCH, ABA).

Assessment

Written exams (100%)

Recommended reading

- Attwood, T. (2007). *The Complete Guide to Asperger's Syndrome*. London: Jessica Kingsley Publishers.
- Volkmar, F.R., Paul, R., Klin, A., & Cohen, D. (Eds) (2005). *Handbook of autism and pervasive developmental disorders (3ed. Ed.). Volume 2: Assessment, interventions and policy*. Hoboken, NJ: John Wiley & Sons.

Elective courses

Greek Language

Course code	ECTS units	Workload	Level
ΨΓ2Ε	3,5	75 hours	Psych-Lang
Year of studies	**Semester**	**Type**	**Teaching methods**
1st	Spring	Elective	Lectures and Seminars
Hours/week	**Hours/semester**	**Prerequisites**	**Language**
3	39	-	Greek

Instructor

Name	Eleni Gana
Position	Lecturer
Office	11Γ
Tel / e-mail	++30 24210 74747 / egana@uth.gr
Co-instructors	

Objectives

The course will provide a presentation of the Modern Greek Language systems as well as its social uses and its norm. It aims at assisting the student to obtain a thorough understanding of the structure and functioning of the various levels of Modern Greek, as a diachronically and synchronically determined means of communication.

Content

- The main stages in the evolution of the Greek language.
- History of "the language issue" and of its consequences.
- Geographical and social variations of Modern Greek
- Methodological models of teaching the grammar: from word and sentence to text
- Morphology and syntax of the noun, the verb, the adjective and the adverb.
- The lexicon
- Coordination and subordination
- Cohesion and Coherence mechanisms.
- The grammar of genre and text types.
- Language Curriculum at the Primary School.

Assessment

Exams 100%
Assignments 20% (Added to exams mark)

Recommended reading

- Archakis A (2005). Language Teaching the language and texts construction, Athens, Patakis (in greek)
- Holton, D., Mackridge P., and E. Φιλιππάκη-Warburton (1999). The grammar of modern Greek, Athens, Patakis
- Knapp P. and M. Watkins (2005), Genre, Text, Grammar, Sydney, University of South Wells Press Ltd

Assessment and special education

Course code	ECTS units	Workload	Level
EA23E	3,5	75 hours	Special Education
Year of studies	**Semester**	**Type**	**Teaching methods**
1st	Spring	Elective	Lectures/Workshop
Hours/week	**Hours/semester**	**Prerequisites**	**Language**
3	39	-	Greek

Instructor

Name/surname	Anastasia Vlachou
Title	Associate Professor
Office	13
Tel/e-mail	++30 2421074824/anavlachou@uth.gr
Other teaching staff	-

Objectives

The course aims to introduce - in a systematic manner - the different dimensions and types of assessment in special and regular education. The objective is for undergraduates to obtain knowledge and develop skills relevant to the assessment of students with s.e.n

Content

- Conceptional and functional analysis of the key term "educational assessment"
- Aim, objectives and importance of educational assessment
- Contemporary approaches in assessing students' difficulties in learning
- Contemporary approaches in assessing students' socio-emotional and behavioural difficulties
- Assessment and intervention in special and regular education
- Applied methods of assessment: alternative or authentic assessment, dynamic assessment, assessment of the learning environment, criterion assessment, curriculum –based assessment
- Assessment techniques

Assessment

Exams (80%) Project (20%)

Recommended Reading

- Course slides
- Pierangelo. R. & Giulliani, G.A. (2002) Assessment in special education: a practical approach, Boston: Allyn and Bacon
- Salvia, J., Ysseldyke, J., & Bolt, S. (2009) Assessment: In Special and Inclusive Education, New York:Wadsworth Publishing

Health Education

Course code	**Number of units**	**Workload**	**Level**
ΘΕ5Ε	3,5	75 hours	Science
Year of studies	**Semester**	**Type**	**Teaching methods**
1st	Spring	Elective	Lectures
Hours/week	**Hours/semester**	**Prerequisites**	**Language**
3	39	-	Greek

Instructor

Name/surname	Julia Nissiotou
Title	Assistant Professor
Office	19
Tel/e-mail	++30 2421074839/nisiotou@uth.gr
Other teaching staff	-

Objectives

This lesson offers the knowledge that a teacher must have, in order to contribute to his pupils|' Health Education, but, furthermore, to protect his own health. The first part is dedicated to the prevention of most common infectious diseases in childhood and to sexual education. Nutrition represents the second part and emphasis is given to the Mediterranean diet model and the principles of disease prevention by means of correct nutrition habits.

Content

- Infectious diseases: Ways of transmission
- Clinical manifestations- precautions at school
- Vaccination: National vaccination schedule
- Sexual Education-Contraception
- Sexually transmitted diseases
- Nutrition
- Nutritional requirements, the feeding of infants and children
- Mediterranean diet pyramid
- Prevention of atherosclerosis, obesity etc
- Accident prevention and management at school.

Assessment

Final exams

Recommended reading

- Pediatric Nutrition Handbook, American Academy of Pediatrics.4th edition, 2002.
- CDC (Centers for Disease, Control and Prevention), National Center for Infectious Diseases, http:/www.cdc.gov.

Biological Bases of Development

Course code	Number of units	Workload	Level
ΨΓ5Ε	3,5	75 hours	Psy/Lang
Year of study	**Semester**	**Type**	**Teaching methods**
1st	Winter	Elective	Lectures, Workshops
Hours /week	**Hours/semester**	**Prerequisites**	**Language**
3	39	-	Greek

Instructor

Name	Filippos Vlachos
Position	Associate Professor
Office	11 A
Tel / e-mail	++30 2421074739/ fvlachos@uth.gr
Co-instructors	

Objectives

By the end of the course students should be able to understand the basic stages of growth of human development, with accent in the nervous system and the beginnings of operation of nervous cells, so that they can better comprehend the cellular and chemical background of certain forms of behavior as well as the aims of the various processes of behavior's improvement or reestablishment.

Content

- The beginning of life (conception, genital cells, chromosomes).
- Heredity and environment.
- Pre- and postnatal development
- The brain development (phases and stages of the prenatal growth, factors that influence the prenatal growth, the postnatal growth of brain and the factors that influence it.
- The evolution and the formation of brain
- The cellular and chemical mechanics of brain (neurons, regulation of neuronal activity, neurons connection, synaptic forwarder, models of nervous circuits, other cells of brain).
- The postnatal development of brain and the factors that influence it

Assessment methods

Final exams (100%)

Recommended reading

- Notes of course
- Karapetsas A. (1998). Neuropsychology of Human Development. Athens: Smirniotaki
- Papadopoulos G., Karagogeas D., Kouvelas I. & Triarchou L. (1998). The brain in the time. Heraklion: Academic Publications Crete

Cognitive Development

Course code	ECTS units	Workload	Level
ΨΓ4Ε	3,5	75 hours	Psy/Lang
Year of studies	**Semester**	**Type**	**Teaching methods**
1st	Winter	Elective	Theory and applications
Hours/week	**Hours/semester**	**Prerequisites**	**Language**
3	39	-	Greek

Instructor

Name/surname	Irini Dermitzaki
Title	Associate Professor

Office	10
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Other teaching staff	

Objectives

The students are introduced into the nature and development of the human cognitive system. The development and the limitations of the basic cognitive processes and of more complex processes of human cognition are presented from infancy to adolescence. The causes of this development and the mechanisms through which this development takes place are also discussed. The course is focused on two dominant views of cognitive development, the information-processing view and that of Jean Piaget. However, other views are also discussed, such as Vygotsky's approach.

Content

- Defining cognition. Issues and problems on the nature and development of the human cognitive system.
- Principles of functioning of the cognitive system
- Cognition during the pre-natal period and during infancy.
- Cognition during childhood and adolescence:
  - Perception and attention
  - Memory
  - Language
- Theories of cognitive development:
  - Piaget
  - Vygotsky
  - Information processing views
- Intelligence. Nature, structure and content of intelligence. Factors influencing intelligence.
- Metacognition. Metacognitive development during childhood.
- The development of the self system.

Assessment

Written exams

Recommended reading

- Feldman, S.R. (2011). *Developmental Psychology.*
- Siegler, R.S. (1998). *Children's thinking*. Prentice Hall, Inc.
- Lee Kang, M. (2000). *Childhood cognitive development: The essential readings*. Mass: Blackwell.
- Goswami U. C. (2004). *Blackwell handbook of childhood cognitive development.* Malden: Blackwell.

Language development of deaf children

Course code	ECTS units	Workload	Level
EA1E	3,5	75 hours	Special education
Year of studies	**Semester**	**Type**	**Teaching methods**
2nd	Spring	Elective	Lectures and Seminars
Hours/week	**Hours/semester**	**Prerequisites**	**Language**
3	39	-	Greek

Instructor

Name/surname	Magda Nikolaraizi
Title	Assistant Professor
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Other teaching staff	-

Objectives of the course

The objectives are to develop an understanding regarding the language development of deaf children and the models that enhance language development.

Content

- Language and communication: The factors that play a crucial role in language development. A special emphasis is placed on parent-child interaction. Basic principles of communication between deaf children and deaf parents and between deaf children and hearing parents.
- The stages of language development of deaf children of deaf parents in Greek Sign Language and of hearing children of hearing parents in Greek.
- Models and strategies in language development.
- Assessing the language performance of deaf children.
- Attendance and analysis of videotapes with dialogues in Greek sign language, which will enhance the deeper understanding of GSL.

Assessment

Assignments and Exams

Recommended reading

- Easterbrookes, S. & Baker, S. (2002). *Language learning in children who are deaf or hard of hearing: Multiple Pathways*. Needham, Heights, MA: Allyn and Bacon.
- Schirmer, B. (2000). *Language and literacy development in children who are deaf*. Needham, Heights, MA: Allyn and Bacon.