

3rd year (winter semester)

Compulsory courses

Introduction to Science Education

Course code ΘΕ4ΥΕ	ECTS units 4	Workload 100 hours	Level Sciences
Year of studies 3 rd	Semester Winter	Type Compulsory	Teaching methods Lectures and Exercises
Hours/week 3	Hours/semester 39	Prerequisites -	Language Greek

Instructor

Name	Denis Vavougiος
Position	Assistant Professor
Office	12c
Tel / e-mail	++30 2421074885/ dvavou@uth.gr
Co-instructors	

Objective of the course

The purpose of this study is (a) to motivate the students to make a profound study of the phenomena that fall into the field of Science Education and finally understand them and (b) to enable them to describe and analyze them based on scientific methodology.

Course contents

<ul style="list-style-type: none">• Studying the motion.• The Newton's laws.• Momentum and energy.• Circular motion.• Newton's law of gravity.• Heat and temperature.• Waves and sound.• Electricity and magnetism.• Light and colours.• The atom and the nucleus.• Solid, liquid and gases.• Space, time and space-time.

Assessment

Exams (100%)

Recommended reading

<ul style="list-style-type: none">• Young, H. (1992). University Physics (Extended version with modern Physics). Athens: Papazisi Publications. (In Greek)• Hewitt, P. (2002). Conceptual Physics. Iraklio: Crete University Press. (In Greek).• Kalkanis, G. (1995). Physics-From the Micro world to Macro world. Athens: Publications of the University of Athens. (In Greek)

Teaching Theory I

Course code ΠΚ8ΥΕ	ECTS units 4	Workload 100 hours	Level Ped/Soc
Year of studies	Semester	Type	Teaching methods

3 rd Hours/week 3	Winter Hours/semester 39	Compulsory Prerequisites -	Lectures, Teaching Practice Language Greek
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Instructor

Name/surname	Part time instructor
Title	
Office	
Tel/e-mail	
Other teaching staff	...

Objectives

The objective is the introduction to aspects of general teaching (field definition, method and theory, teaching praxis) and to the basic enquiry and research.

Content

<ul style="list-style-type: none"> • The Science of Teaching: Concept, content, characteristics, aims, connection with the other Educational Sciences. Teaching as a combination of theory and praxis. • Teaching and Learning: Conceptual definition of procedures, their characteristics, their relations and differentiations, basic principles and theories of teaching and learning. • Objectives and aims in education: Basic factors of educational objectives' and aims' formulation. The aims of Greek education. Teaching objectives. • Organizing and conducting teaching: The teaching method and modern methodological principles and strategies, forms of teaching. • The planning of teaching: Meaning and presumptions of the teaching plan, types of teaching, the teaching plan of one didactic hour. • Evaluation in education: evaluation of the student's progress and its distinction from measurements of learning outcomes and grading, teachers' dilemmas of grading, the importance of the recording of students' progress through evaluation and its necessity in the teaching procedure. • Modern teaching models. • Organization and management of the school class: The social and organized class environment, the teaching time, rules of behavior and work inside the class, obedience and self-obedience, psycho-pedagogical aspects of the prevention and the facing of students' problematic behavior. • The inclusion of students with special educational needs in the normal school class: justification, the educator's role, teaching approaches, consequences and the significance of inclusion.

Assessment

Final Exams (100%)

Bibliography

<ul style="list-style-type: none"> • Wragg, E.C.(2004) Teaching and Learning, Routledge Falmer, London. • Moore A.(2000) Teaching and learning, Pedagogy, Curriculum and Culture, RoutledgeFalmer, London. • Leach J and B. Moon(1999) Learners and Pedagogy, Paul Chapman Publishing and The Open University Press, London.

Sociology of Education

Course code PK2	ECTS units 4	Workload 100 hours	Level Ped/Soc
Year of studies 3 rd	Semester Spring	Type Compulsory	Teaching methods Lectures and Seminars
Hours/week 3	Hours/semester 39	Prerequisites -	Language Greek

Instructor

Name	Costas Lamnias
Position	Professor
Office	4
Tel / e-mail	++30 2421 74821/ klamnias@uth.gr
Co-instructors	

Objectives

By the end of the course students should be able to understand and explain the role of educational institution within the context of the contemporary developed societies.

Content

The lectures here:

- Treat the educational institution as an element of the social structure and investigate the role of the school within the framework of functionalist and conflict theories.
- Attempt to interpret how the acting subjects define the situation in the process of constructing educational reality.
- Combine the two main perspectives by emphasizing on critical views.

Furthermore, analyze:

- The role of everyday knowledge.
- The process of construction of school knowledge, as well as the social dependences of pedagogic scientific knowledge.

Assessment

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

Recommended reading

- LAMNIAS, C. (2002) Sociological Theory and Education: Distinct Perspectives. Athens: Metaixmio (in Greek).
- BLACKLEDGE d. –HUNT B. (1995) Sociology of Education. Athens. Ekfrasi (in Greek).
- WHITTY, G. (2007) Sociology and School Knowledge. Athens: Epikentro (in Greek).
- MILONAS, Th. (1991) Social Reproduction in School. Athens: Armos (in Greek).
- BERNSTERIN, B. (2000) Pedagogy, Symbolic Control and Identity. Boston: Rowman & Littlefield Publishers, inc.

School Practice I-Primary Education

Course code ΠΑ1	ECTS units 7,5	Workload 150 hours	Level Ped/Soc
Year of studies 3 rd	Semester Winter	Type Compulsory	Teaching methods Lectures, practice
Hours/week 6	Hours/semester 78	Prerequisites -	Language Greek

Instructor

Name/surname	Part time instructor
Title	
Office	
Tel/e-mail	
Other teaching staff	

Objectives

Teaching Practice I and II, are connected the two first phases of the courses Teaching Theory I and II, and aim to bring in direct contact the students with the instructive action of teaching, not only in level of analysis of instructive forms and approaches but also in their level of application.

Content

The first phase of Teaching Practice is realized each Wednesday 8p.m. - 2 m.m. at the 5th semester of study with visits in prescribed primary schools and includes:

- Systematic observations of teachings in all classes and all subjects of primary school, where students fill up 'keys of observation' of the teaching that they observe
- Discussions on the observations and the teachings with responsibility of experienced schoolteachers
- Research study in a subject of instructive action.
- Feedback by the tutors of the course.
- Taking part in observations in primary schools for Teaching Practice I is obligatory.

Assessment

Evaluation of "keys of observation" and research study

Recommended Reading

- Petty G(1998): Teaching Today, A Practical Guide, Stanley Thornes.
- Cohen, L, Manion, L & Morisson K (1997): Teaching Practice, Routledge
- Nathan, M (1995) The New Teacher's Survival Guide, Kogan Page, London.

School Practice I-Preschool Education

Course code ΠΑ2	ECTS units 7,5	Workload 150 hours	Level Ped/Soc
Year of studies 3 rd	Semester Winter	Type Compulsory	Teaching methods Visits to early childhood education schools, lectures
Hours/week 3	Hours/semester 39	Prerequisites -	Language Greek

Instructor

Name/surname	Kafenía Botsoglou
Title	Assistant professor
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Other teaching staff	...

Objectives

The course aims to introduce to the students the every day's school life and to face them with the theoretical and practical instruction problems. Moreover, goals to help him/her to be practiced in the organization, preparing and evaluation of early childhood activities.

Content

The course includes six systematical observations in nursery classes and 5-8 meetings in university. In each observation students complete an observation matrix focused each time in different factors of pedagogical procedure. At the meetings in university students have the opportunity to discuss about their experiences.

Assessment

Research project, Observation's portfolio

Recommended Reading

Moyles J. (1999). Just playing? Milton Keynes: Open University press

Elective courses

Experimental Teaching of Science Education

Course code ΘΕ08Ε	ECTS units 3,5	Workload 75 hours	Level Sciences
Year of studies 3 rd	Semester Winter	Type Elective	Teaching methods Lectures and Laboratory-based exercises
Hours/week 3	Hours/semester 39	Prerequisites -	Language Greek

Instructor

Name	Denis Vavougiος
Position	Assistant Professor
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Tel / e-mail	++30 2421074885/ dvavou@uth.gr
Co-instructors	

Objectives

The purpose of this course is to familiarize the students with the theoretical and practical importance / role of the experiment within Science Education and to develop their instructional skills in the area.

Content

- Space and time measurements.
- Forces and motion.
- Turning moments and machines.
- Work and mechanical energy.
- Thermal phenomena.
- Periodical phenomena.
- Sound and its characteristics.
- Liquids and their mechanics.
- Electrostatics.
- Electric currents.
- Magnetism and electromagnetism.
- Induction and alternating currents.
- Light and optics.
- Microscopes and telescopes.
- Models of atoms and solids.

Assessment

Oral examination (100%)

Recommended reading

- Koumaras, P. (2002). Handbook on the experimental teaching of Physics. Thessalonica: Xristodoulidis Publication. (In Greek).
- Escobar, C. (Editor). (1994). Amusement Park Physics. American Association of Physics Teacher.
- Churchill, E, Loeschning, V Mandel, M. (1997) 365 Simple science experiments. New York.
- Press, J. (1998). Giant book of Science Experiments. New York. Sterling Publishing Co., Inc.
- Kirkup, L. (1994). Experimental Methods. An Introduction to the Analysis and Representation of Data. Wiley.

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Teaching of Modern Greek as a Foreign Language

Course code ΨΓ7E	ECTS units 3,5	Workload 75 hours	Level Psy/Lang
Year 3 rd	Semester Winter	Type Elective	Teaching methods Lectures
Hours/ Week 3	Hours/ Semester 39	Prerequisites -	Language Greek

Instructor

Name	Georgia Andreou
Position	Associate Professor
Office	9
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Objectives

The objective of the course is that the students will gain a background on the educational needs of a bilingual child in general and more specifically on the needs of the student who learns Modern Greek as a foreign language.

Content

- Comparison between the first and the second language as a medium of communication.
- Basic principles and teaching methods of a second language.
- The acquisition of a second language and the brain.
- Bilingualism and special education.
- Learning strategies and teaching techniques of Modern Greek as a foreign language.

Assessment

Final exams (100%)

Recommended reading

- Mitsis, N. (1998). Basic principles and methods of Applied Linguistics. An introduction in teaching Greek as a second (or foreign) language. Athens: Gutenberg.
- Baker, C. (2001). An introduction in bilingualism and bilingual education. (Alexandropoulou, A., Greek translation). Athens: Gutenberg.

Applied Educational Psychology

Course code ΨΓ14E	ECTS units 3,5	Workload 75 hours	Level Psy/Lang
Year of studies 3 rd	Semester Winter	Type Elective	Teaching methods Theory-Applications-Essays
Hours/week 3	Hours/semester 39	Prerequisites -	Language Greek

Instructor

Name/surname	Irini Dermitzaki
Title	Associate Professor
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Tel/e-mail	++30 2421074790/idermitzaki@uth.gr
Other teaching staff	

Objectives

The objective of the course is to provide the intellectual grounding and, mainly, the practical strategies a teacher needs to be effective and intentional instructor, to meet educational and psychological challenges and to carry through educational decisions in favor of his/her students.

Content

- Defining learning and achievement problems in educational settings
- Assessing students' abilities and personality characteristics
- Conditions of effective communication – Communication and counselling skills
- Counselling psychology for educators
- Psychological interventions in school: theoretical approaches and methods.
- Developing students' motivation
- Teaching life skills

Assessment

- Written exams
- Essay

Recommended reading

- Hatzichristou, C. (2004). *Introduction in School Psychology* [in Greek].
- Malikioti-Loizos, M. (2001/2011). *Counselling Psychology in Education* [in Greek]. Pedio Books.
- Geldard, K., & Geldard, D. (2004). *Counselling Psychology in children*.

Special Education: Education of Provision for Students with Behavior Problems

Course code EA26E	ECTS units 3,5	Workload 75 hours	Level Special Education
Year of studies 3 rd	Semester Winter	Type Elective	Teaching methods Lectures and Seminars
Hours/week 3	Hours/semester 39	Prerequisites -	Language Greek

Instructor

Name	Eleni Didaskalou
Position	Assistant Professor
Office	18
Tel / e-mail	++30 2421074741/edidask@uth.gr
Co-instructors	

Objective of the course

By the end of the course students should be aware of:

- The history of educational provision for students with behavior problems
- The different models of position underpinning educational responses
- The current educational trends emphasizing on the inclusion of students displaying behavior difficulties within mainstream classroom settings

Course contents

- The nature and development of behaviour problems according to different models of causation
- The history of provision for students with behaviour problems in some western European contexts including Greece
- Current educational responses to students displaying behaviour problems
- Students' involvement in the implementation of educational responses: theory and practice

Assessment

Exams 100%

Recommended reading

- Cooper, P., Smith, C., & Uptron, G. (1994) *Emotional and Behavioural Difficulties-Theory to Practice*. London: Routledge
- Laslett, R., Cooper, P., Maras, P., Rimmer, A. & Law, B. (1998) *Changing Perceptions-Emotional and Behavioural Difficulties since 1945*. AWCEBD Publications.
- Molnar, A. & Lindquist, B. (1994) *Changing Problem Behaviour in Schools*. San Francisco- Bass Publishers.

Qualitative Research Methods

Course code ΘΕ15Ε	ECTS units 3,5	Workload 75 hours	Level Science
Year of studies 3 rd	Semester Winter	Type Elective	Teaching methods Lectures, Workshops
Hours/week 3	Hours/semester 39	Prerequisites ...	Language Greek

Instructor

Name/surname	Elias Avramidis
Title	Lecturer
Office	12A
Tel/e-mail	2421074853 – Avramidis@uth.gr
Other teaching staff	-

Objectives

The module aims to introduce students to qualitative research methods in the field of social science. Students will acquire knowledge about different qualitative approaches (e.g. grounded theory, phenomenological and hermeneutic approaches, ethnographic research approaches, narrative research, case study research) and will familiarise themselves with a range of data collection techniques. Students will be asked to work in small groups to design and implement their own small-scale qualitative study in an area of their interest. The emphasis is placed on gaining experience of analysing qualitative data through workshops and practical activities.

Content

- Philosophical and epistemological principles of qualitative research
- The researcher's role in a qualitative study
- Qualitative research approaches (grounded theory, phenomenological and hermeneutic approaches, ethnographic research approaches, narrative research, case study research)
- Action research and its importance in education
- Designing qualitative research
- Qualitative methods for research data collection (interviewing, participant observation, documents, visual data)
- Techniques for qualitative data analysis
- Judging the value of qualitative research (validity and reliability in qualitative research)
- Ethical issues in qualitative research
- Writing up a qualitative research project

Assessment

Research project (70%)
Oral examination (30%)

Recommended reading

1. Bell J (1999) *Doing your research project: a guide to first time researches in education and social science*. Milton Keynes: Open University Press.
2. Bryman, A. (2004). *Social Research Methods*. Oxford: Blackwell.
3. Cohen, L. Manion, L & Morrison, K (2006) *Research Methods in Education*. London: Routledge
4. Mertens, D. M. (2000) *Research and Evaluation in Education and Psychology*. London: Sage.
5. Miles M,B, and Humberman A M (1994) *Qualitative data Analysis: an expanded sourcebook*. 2nd ed. Thousand Oaks, California; London: Sage.
6. Robson C. (2002) *Real world research second edition*. Oxford, Blackwell Publishers.
7. Wellington, J. (2000) *Educational Research: Contemporary Issues and Practical Approaches*. London: Continuum.
8. Yin, R. (2002). *Case Study Research*. London: Sage.

Instruction and Methodology of Early Education Activities I

Course code PK8E	ECTS units 3,5	Workload 75 hours	Level Ped/Soc
Year of studies 3 rd	Semester Winter	Type Elective	Teaching methods Lectures
Hours/week 3	Hours/semester 39	Prerequisites -	Language Greek

Instuctor

Name/surname	Kafenía Botsoglou
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Other teaching staff	

Objectives

The course refers to the general principals of instruction and methodology, which help the early childhood education teacher to organize early childhood activities

Content

The content of the course refers to the follow points:

- What is curriculum?
- Old and new curriculum.
- What is instruction methodology?
- General principals of instruction
- Development principals of early education children that guide to developmental appropriate practices in early childhood education programs.
- The curriculum: philosophy, pedagogical concepts, and internal organization.
- The aims of early childhood education. The organization of school time and school environment.
- The content of curriculum
- The daylong early education school.
- Teacher's role

Assessment

Exams in the end of semester

Bibliography

Page, J. (2000). *Reframing the early childhood curriculum: Educational imperatives for the future*. London, New York: Routledge Falmer

Psychophysiology of Learning Disorders

Course code EA4E	ECTS units 3,5	Workload 75 hours	Level Special Education
Year of studies 3 rd	Semester Winter	Type Elective	Teaching methods Lectures, Exercises
Hours / week 3	Hours/semester 39	Prerequisites -	Language 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 physiological reasons that constitutes the sub layer for the appearance generalized or special learning disorders, so that it facilitates teachers in handling and educating more appropriate their students.

Content

- Brain and cognitive functions
- Determination of learning disorders.
- Neurophysiologic approaches of learning disabilities
- Neurobiological factors of linguistic disabilities.
- Neurobiological factors of dyslexia & dysgraphia-Educational applications.
- Neurobiological factors of dyscalculia - Educational applications.
- Neurobiological factors of ADHD - Educational applications.

Assessment

- Assignments (20%)
- Final exams (80%)

Recommended reading

Notes of course
Kandel, E., Schwartz, I., & Jessel, T. (2002) Neuroscience and Behavior. Heraklion: Academic Publications Crete

Literacy Development of deaf Children

Course code EA20E	ECTS units 3,5	Workload 75 hours	Level Special Education
Year of studies 3 rd	Semester Winter	Type Elective	Teaching methods Lectures and Seminars
Hours/week 3	Hours/semester 39	Prerequisites -	Language Greek

Instructor

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

Other teaching staff -

Objectives

To develop a deep understanding regarding the educational needs of deaf children and the required conditions that will enable deaf children's access to the curriculum.

Content

- The literacy process and the challenges of deaf children in literacy development.
- Emergent literacy in deaf children and how to encourage it.
- Assessing deaf children's performance in reading and writing.
- Reading and teaching strategies and their application in the education of deaf children.
- Development of reading and writing lessons: the use of GSL to enhance reading comprehension, developing and adjusting exercises so that they could be accessible for deaf children and encourage their reading and writing development.

Assessment

Assignments and Exams

Recommended reading

- Paul, P. (1998). Literacy and Deafness: The development of reading, writing and literate thought. Needham, Heights, MA: Allyn and Bacon.
- Schirmer, B. (2000). Language and literacy development in children who are deaf. Needham, Heights, MA: Allyn and Bacon

Cognitive Functions and Intellectual Disability

Course code EA21E	ECTS units 3,5	Workload 75 hours	Level of course Special Education
Year of study 3 rd	Semester Winter	Type Elective	Teaching methods Lectures, project
Hours / week 3	Hours/semester 39	Prerequisites	Language Greek

Instructor

Name	Panayiota Stavroussi
Position	Assistant Professor
Office	12B
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Co-instructors	-

Objectives

The aim of this course is to provide students with an in-depth understanding of the main issues concerning the cognitive development of children with intellectual disability. It also aims to acquaint students with the theoretical approaches and research findings concerning the development of basic cognitive processes and strategy use in children with intellectual disability. The course also aims to familiarize students with current trends in research concerning the cognitive/linguistic profile of specific genetic syndromes associated with intellectual disability. The application of relevant concepts and findings to the education of children with intellectual disability is emphasized.

Content

- Cognitive characteristics of children with intellectual disability.
- Critical presentation of theoretical approaches regarding the cognitive development and functioning of persons with intellectual disability.
- Memory, Attention, Language – Information processing – Cognitive strategies: strengths and weaknesses in children with intellectual disability – educational implications.

- Cognitive and metacognitive skills and intellectual disability – cognitive strengths and weaknesses in children with intellectual disability and learning process – interventions.
- Trends in studying the profiles of strengths and weaknesses (cognitive/linguistic profile) in different genetic syndromes of intellectual disability – Theoretical background and research evidence – The role of special education.
- Factors affecting the performance of children with intellectual disability on cognitive tasks.
- Presentation and discussion of relevant research studies.

Assessment

Final exams (100%)

Recommended reading

- Bishop, D. (Ed.). (2001). Language and cognitive processes in developmental disorders. East Sussex: Psychology Press.
- Bray, N. W. (Ed.). (1997). International review of research in mental retardation. San Diego: Academic Press.
- Burack, J. A., Hodapp, R. M., & Zigler, E. (Eds.). (1998). Handbook of mental retardation and development. Cambridge: Cambridge University Press.
- Hodapp, R. M. (2005). *Αναπτυξιακές θεωρίες και αναπηρία. Νοητική καθυστέρηση, αισθητηριακές διαταραχές και κινητική αναπηρία* (Επιμ. Α. Ζώνιου-Σιδέρη & Η. Σπανδάγου). Αθήνα: Μεταίχμιο.
- Αλευριάδου, Α. & Γκισαούρη, Σ. (2009). *Γενετικά σύνδρομα νοητικής καθυστέρησης: αναπτυξιακή και εκπαιδευτική προσέγγιση*. Θεσσαλονίκη: University Studio Press.

Instructional Strategies for Teaching Social Understanding to Students with Autism

Course code	ECTS units	Workload	Level
EA3E	3,5	75 hours	Special Education
Year of studies	Semester	Type	Teaching methods
3 rd	Winter	Elective	Lectures
Hours/week	Hours/semester	Prerequisites	Language
3	36	-	Greek

Instructor

Name/surname	Sophia Mavropoulou
Position	Assistant Professor
Office	11
Tel/e-mail	++30 2421074757/ smavrop@uth.gr
Other teaching staff	

Objectives

The main objective is to discuss the main instructional methods for the teaching of social understanding to students with autism, with special emphasis on cognitive-behavioral techniques.

Content

- Social understanding in children with autism: research evidence.
- Curricular adaptations for teaching social skills.
- Social Stories
- Incidental teaching
- Use of Information technology.
- Video modelling
- Peer tutoring
- Social skills groups

- Groups for self awareness for persons with Asperger syndrome
- Controlling emotions and self-control strategies.

Assessment

Written exams (100%)

Recommended Reading

- Attwood T. (1998). Asperger's syndrome: a guide for parents and professionals. London; Philadelphia: Jessica Kingsley.
- Baker, J. (2001). The autism social skills picture book: teaching communication, play and emotion. Arlington, TX: Future Horizons.

3rd year (spring semester)

Compulsory courses

Inclusive Pedagogy

Course code EA5Y	ECTS Units 4	Workload 100 hours	Level Special Education
Year of studies 3 rd	Semester Spring	Type Compulsory	Teaching methods Lectures, Seminars & Projects
Hours / week 3	Hours/semester 39	Prerequisites Non	Language Greek

Instructor

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

Objectives

- To present and analyse the practices and policies that either promote or hinder the implementation of more inclusive learning environments.
- To present the theoretical framework, empirical data and practical implementation of inclusive pedagogy.

Content

- Inclusive pedagogy: definitions, aims, and principles.
- The importance of inclusive pedagogy.
- Different models, types and levels of inclusive pedagogy.
- Role and functioning of categorization: Practical implications.
- Differences between pull-out programs and in-classroom support: Practical implications.
- The role of special and general education teachers in an inclusive context.
- Structural and organizational preconditions for promoting more inclusive practices.
- Inclusion and Curricula.
- Inclusion and Instruction.
- Research –based methods for the classroom.
- Inclusion efficacy research

Assessment

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

Recommended reading

- Karten, T. (2005) Inclusion strategies that work: Research-based methods for the classroom. California: Corwin Press.
- Swain, J., French, S., Barnes, C & Thomas, C. (2004) Disabling barriers – Enabling Environments. London: SAGE Publications.

Movement Disorders-Multiple Disabilities

Course code EA4Y	ECTS units 4	Workload 75 hours	Level Special Education
Year of studies 4 th	Semester 8	Type Compulsory	Teaching methods Lectures and Seminars
Hours/week 3	Hours/semester 39	Prerequisites -	Language Greek

Instructor

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

Objectives

This lesson focuses on the movement disorders and physical handicaps, which can be due to cerebral palsy, muscular or orthopaedic diseases, acquired or congenital, and may disturb gross and fine mobility, school integration and global development of children.. Furthermore, co- existing disabilities are presented, as well as methods of intervention and support of the child and its family.

Content

- Basics of Anatomy of the Myoskeletal System.
- Motor development from birth to school age.
- General and fine mobility development.
- Movement disorders, description and classification.
- Cerebral Palsy: classification, manifestations, causes.
- Co- existing problems: Epilepsy, vision and hearing, mental disability.
- Plasticity of the brain in childhood –Early intervention-
- Treatment interventions and services.
- Collaboration of the teacher with the multidisciplinary intervention group and the family in order to facilitate social integration of the handicapped child.

Assessment

Assignments and Exams

Recommended reading

- World Health Organisation. International Classification of Functioning . Disability and Health Geneva: WHO, 2001.
- Fernandez-Alvarez E.& Aicardi J. Movement Disorders in Children. Mc Keith Press, London, 2001.
- Amiel- Tison C. L' infirmite motrice d' origine cerebrale. Masson, Paris, 2004.

Neuropsychology and learning disabilities

Course duration EA15E	ECTS units 4	Work load 75 hours	Level Psychology- Language
Year of studies	Semester	Type	Teaching

3 rd Hours/week 3	Spring Hours/semester 39	Elective Prerequisites -	Lecture Language Greek
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Professor

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

Objectives

Objectives:

The aim of this course is a Neuropsychological research of learning disabilities from the view of diagnosis, assessment and rehabilitation. Furthermore, the students will be able to study the mechanisms responsible for the forming of learning disorders and they will be able to identify these disorders and guide properly and on time the problematic pupils.

Content

- . Learning difficulties and brain function
- . Intelligence and learning disorders
- . Academic Failure
- . Special writing disorders
- . Pathology of the written language
- . Pathology of Dyslexia - Rehabilitation
- . Pathology of writing (Dysgraphia, Dysorthographia)-Rehabilitation
- . Pathology of Maths (Dyscalculia)- Rehabilitation

Assessment

Oral exams at the end of the semester

Bibliography

1. Camos V. Le role du langage dans les apprentissages numeriques. ANAE 2004;76-77:111-6.
2. De Barbot F, Meljac C. Les dyscalculies spatiales et leur remediation, troubles specifiques des apprentissages. Livret 7. Paris : Signes Editions, 2004:83.
3. Dortier JF. Le cerveau et la pensee. Paris: Editions Sciences humaines, 2003.
4. Ducrot S., Lete B. Le developpement des capacites visuo- attentionnelles au cours de l'acquisition de la lecture .In : Vision, espace et cognition .Villeneuve-d'Ascq : Presses Universitaires du Septentrion, 2005.
5. Galaburda A. Kemper T. Cytoarchitectonic abnormalities in developmental dyslexia .Ann Neurol 1979; 6:94-100.
6. Grigorenko El. Genetics bases of developmental dyslexia : a capsule review of heritability estimates .Enfance, 2004;3:273-288.
7. Habib M et al. Effet d'un entrainement phonologique utilisant la parole temporellement modifiee chez des enfants souffrant de dyslexie phonologique .In : Apprentissage de la lecture et dyslexie. Marseille : Solal, 2004.
8. Habib M. La dyslexie a livre ouvert. Marseille, Resodys, 2003:123-5
9. Καραπέτσας Β. Ανάργυρος, Η δυσλεξία στο παιδί, Ελληνικά Γράμματα, 2002.
10. Lyytinen et al. Development of children at familiar risk for dyslexia before school age .Enfance 2004;3:289-309.
11. Meljac C. Qui donc a invente les mathematiques?, Paris: La Martiniere, 2003.
12. Piolat A. La prise de note : ecriture de l'urgence .In : Piolat A, ed. Ecriture, approches en sciences cognitives. Aix – en Provence : Publication de l'Universite de Provence, 2004.
13. Ramus F. Developmental dyslexia : specific phonological deficit or general sensorimotor dysfunction? Curr Opin Neurobiol 2003;13(2) :212-8.
14. Temple E et al. Neural deficits in children with dyslexia ameliorated by behavioral remediation: evidence from functional MRI. Proc Nat Acad Sci USA 2003; 100(5) :2860-5.

15. Van Hout A, Fischer Jp., Meljac C. Troubles du calcul et dyscalculies chez l'enfant .Paris : Masson , 2005.
16. Valdois S. Les sous- types de dyslexies développementales .In : Apprentissage de la lecture et dyslexies. Marseille: Solal, 2004:171-98.
17. Vinckenbosch E, Eliez S. L'IRM cérébrale : un outil pour la compréhension de la dyslexie de développement; une revue sélective .Enfance 2004;3:311-22.
18. Zesiger P. Neuropsychologie développementale et dyslexie. Enfance 2004;3:237-243.

School Practice II-Primary Education

Course code	ECTS units	Workload	Level
PK3	7,5	150	Ped/Soc
Year of studies	Semester	Type	Teaching methods
3 rd	Spring	Compulsory	Teaching Practices
Hours/week	Hours/semester	Prerequisites	Language
9	117	Teaching Practice in General didactics I...	Greek

Instructor

Name/surname	Part-time instructor
Title	
Office	
Tel/e-mail	
Other teaching staff	...

Objectives

Teaching Practice I and II, which are connected the two first phases of the courses Teaching Theory I and II, aim to bring in direct contact the students with the instructive action of teaching, not only in level of analysis of instructive forms and approaches but also in their level of application.

Content

The second phase of Teaching Practice is realized each Wednesday 8p.m. - 2 m.m. at the 6th semester of study with visits in prescribed primary schools and includes:

- Systematic teachings in all classes and all subjects of primary school for one day per week.
- Two whole weeks teaching in a specific class.
- Interdisciplinary teaching of a subject in a specific class.
- Construction of all teaching material necessary for the interdisciplinary teaching.
- Discussions on the observations and the teachings with responsibility of experienced schoolteachers
- Feedback by the tutors of the course.
- Taking part in observations in primary schools for Teaching Practice II is obligatory.

Assessment

Evaluation of "teaching plans", teaching material, and actual teaching

Recommended Reading

- Dillon. J & Maguire M.(2001) Becoming a teacher, Open University Press, London.
- Day, C (2004) A passion for teaching, Routledge Falmer, London.
- Manen, M(1991) The Tact of Teaching, The Meaning of Pedagogical Thoughtfulness, The Althouse Press, Ontario, Canada.

School Practice II-Preschool Education

Course code ΠΑ4	ECTS units 7,5	Workload 150 hours	Level Ped/Soc
Year of studies 3 rd	Semester Spring	Type Compulsory	Teaching methods teaching to early childhood education schools, feedback meetings
Hours/week 3	Hours/semester 39	Prerequisites -	Language Greek

Instructor

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

Objectives

This course aims to practice students in real conditions. Students make 5 teachings in couples and 5 personal teachings in nursery classes. Between the teachings, students have feedback meetings in university, which goals to answer to every question that students have after teaching experience.

Content

The course includes 5 teachings in couples and 5 personal teachings by students in nursery school classes. Between teaching students and academic staff have 5-8 feedback meetings in university, in which have the opportunity to discuss about their teaching experiences.

Assessment

Teaching portfolio

Recommended Reading

Irvninem, M. (2000). Early childhood education: A training manual. United Nations Educational Scientific and Cultural Organization (UNESCO).

Elective courses

Cognition and Learning Skills

Course code ΨΓ15E	ECTS units 3,5	Workload 75 hours	Level Psy/Lang
Year of studies 3 rd	Semester Spring	Type Elective	Teaching methods Theory, applications, essays
Hours/week 3	Hours/semester 39	Prerequisites -	Language Greek

Instructor

Name/surname	Irini Dermizaki
Title	Associate Professor
Office	10
Tel/e-mail	++30 2421074790/ idermizaki@uth.gr
Other teaching staff	

Objectives

The aim of this course is twofold: a. to study the role of students' and teacher's cognitive, metacognitive and affective processes in learning, teaching, and knowledge acquisition, b. to provide skills and techniques for effective learning and instruction. The interactions between cognitive functioning and various intra-individual and contextual factors are also addressed.

Content

- Cognitive functioning and cognitive processes in learning: Educational implications
- The representation and organization of cognition – Influential factors on learning and cognition
- Basic principles of cognitive functioning
- Thinking and problem solving: Processes and forms of thought
- The teaching of thinking. Becoming reflective students and teachers. Psychological research on cognitive intervention and cognitive acceleration.
- Cognitive and metacognitive skills and strategies during learning and problem solving.
- Self-regulated learning skills, study strategies
- Motivational and affective factors influencing effective learning

Assessment

- Written exams
- Essay

Recommended reading

- Efklides, A. (2005/2011). *Metacognitive processes and self-regulation* [in Greek].
- Koliadis, E.A. (2002). *Cognitive psychology, cognitive neuroscience and education, Vol. 4.* [in Greek].
- Vosniadou, S. (1998). *Cognitive Psychology: Studies and essays* [in Greek]. Gutenberg.
- Efklides, A. (1996/2011). *Psychology of thinking* [in Greek]. .

Concepts of Science Education in Early Childhood Education

Course code ΘΕ10Ε	ECTS Units 3,5	Workload 75 hours	Level Sciences
Year of studies 3 rd	Semester Spring	Type Elective	Teaching methods Lectures and Exercises
Hours / week 3	Hours/semester 39	Prerequisites -	Language Greek

Instructor

Name	Denis Vavougiou
Position	Assistant Professor
Office	12c
Tel / e-mail	++30 2421074885/ dvavou@uth.gr
Co-instructors	

Objectives

The purpose of this course is two folded: (a) to provide students with specific tools in creating and implementing effective teaching practices in the area of Science Education and (b) to induce them to the process of a continuously search for adequate teaching methods that will have as a resulting the development of various activities suitable for the early childhood education.

Content

- The research field.
- Approaching the scientific knowledge.
- The nature of Science.
- Following the scientific method of analysis.

- Children ideas on science themes and their relation to the teaching of Science.
- A modern approach to teaching and learning Science for the early childhood education.
- The educational software and its role to the teaching of Science.

Assessment

Exams 100%

Recommended reading

- Hadzigeorgiou, Y. (1998). The Physics through the eyes of a little child. Athens (in Greek).
- Ravanis, K. (1999). The Physical Sciences in the preschool age. Athens: Publication G Dardanos. (In Greek).

Classroom Behaviour Management

Course code ΠΚ18Ε	ECTS units 3,5	Workload 75 hours	Level Special Education
Year of studies 3 rd	Semester Spring	Type Elective	Teaching methods Lectures & Seminars
Hours/week 3	Hours/semester 39	Prerequisites -	Language Greek

Lecturer

Name	Eleni Didaskalou
Position	Assistant Professor
Office	18
Tel / e-mail	++30 2421074741/ edidask@uth.gr
Co-instructors	

Objective of the course

To make students: a) aware of the process of running an organized and effective classroom and b) acquire a practical guide of classroom behavior management approaches and strategies.

Course contents

- The nature of class control and management problems
- Causes of Problems I: The Children
- Causes of Problems II: The School and Teachers
- Strategies I: The Behavioural Approach
- Strategies II: The Cognitive Approach
- Strategies III: Management Techniques
- Teacher Behaviours and Classroom Control
- Teacher Self-perceptions and Self-Management

Assessment methods

Exams 100%

Recommended reading

- Fontana, D (1994) *Managing Classroom Behaviour*. London: The British Psychological Society.
- Fontana, D. (1994) *Managing Classroom Behaviour*. London: The British Psychological Society.

Abnormal Psychology

Course code ΨΓ13Ε	ECTS units 3,5	Workload 75 hours	Level Psy/Lang
Year of studies 3 rd	Semester Spring	Type Elective	Teaching methods Lectures

Hours/week 3	Hours/semester 39	Prerequisites =	Language Greek
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Instructor

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

Objectives

Introduction to psychopathology: definition, description, characteristics and understanding of the most important mental disorders.

Content

- Definition of abnormal behavior
- Anxiety, Somatoform and Dissociative Disorders
- Mood and Personality Disorders
- Schizophrenia, Autism and Asperger Disorder
- Learning and Communication Disorders
- Attention-Deficit/Hyperactivity Disorder
- Oppositional Defiant Disorder and Conduct Disorder
- Mental Retardation
- Eating, Elimination and Sleep Disorders
- Sexual and Gender Identity Disorders

Assessment

Final exams (100%)

Recommended Reading

- Davison, G. C., & Neale, J. M. (2000). *Abnormal Psychology* (8th ed.). New York: Wiley.
- Oltmanns, T. F., Neale, J. M., & Davison, G. C. (1998). *Case studies in abnormal psychology* (5th ed.). New York: Wiley.
- American Psychiatric Association (1994). *Diagnostic and statistical manual of mental disorders – DSM-IV* (4th ed.). Washington, DC: Author.

Instruction and Methodology of early childhood education activities II

Course code PK12YE	ECTS units 3,5	Workload 75 hours	Level Ped/Soc
Year of studies 3 rd	Semester Spring	Type Elective	Teaching methods Lectures
Hours/week 3	Hours/semester 39	Prerequisites -	Language Greek

Instructor

Name/surname	Kafenia Botsoglou
Title	Assistant Professor
Office	8
Tel/e-mail	++30 2421074838/ kmpotso@uth.gr
Other teaching staff	...

Objectives

The course refers to the instruction of the early childhood education program, and helps the students to organize and develop early childhood education activities through the combination of theory and

practice.

Content

- The development of early childhood education children-Learning objects of curriculum
- The meaning, the aims, the content and the methodological approach of early childhood education activities.
- The Interdisciplinary approach of learning in early childhood education
- Spontaneous and directed activities in early childhood education
- The project approach
- Working in small groups.

Assessment

Exams in the end of semester

Recommended Reading

Harms, T., Clifford, R. M. & Cryer, D. (2005) *Early Childhood Environment Rating Scale Revised Edition (ECERS-R)* (New York, Teachers College Press).

Science Education

Course code 0E9YE	ECTS Units 3,5	Workload 75 hours	Level Sciences
Year of studies 3 rd	Semester Spring	Type Elective	Teaching methods Lectures and Exercises
Hours / week 3	Hours/semester 39	Prerequisites -	Language Greek

Lecturer

Name	Denis Vavougios
Position	Assistant Professor
Office	12c
Tel / e-mail	++30 2421074885/ dvavou@uth.gr
Co-instructors	

Objectives

The purpose of this course is two folded: (a) to provide students with specific tools in creating and implementing effective teaching practices in the area of Science Education and (b) to induce them to the process of continuously search for adequate teaching methods that will improve the implementation of the enacted curriculum.

Content

- The research field.
- Approaching the scientific knowledge.
- The nature of Science.
- Following the scientific method of analysis.
- A program for the Science Education.
- A modern approaching in teaching and learning Science.
- Learning difficulties in sciences.
- Children ideas on science themes and their relation to the teaching of Science.
- The experimental teaching of Science.
- Teaching constructively about science.
- The educational software and its role to the teaching of Science.

Assessment

Exams 100%

Recommended reading

- Kokkotas, P. (2004). Science Education. Athens. (In Greek).
- Kokkotas, P. (2004). Instructive Approaches in Science Education: Modern Reflections. Athens: Publication G Dardanos. (In Greek).
- Solomon, J. (1993). Teaching Science Technology and Society. Open University Press
- Driver, R., Guesne, E., Tiberghien, A. (1985). Children Ideas in Science. Open University Press, London.

Educational Interventions for Learning Disabilities

Course code EA14E	ECTS units 3,5	Workload 75	Level Special Education
Year of studies 3 rd	Semester Spring	Type Elective	Teaching methods Lectures
Hours/week 3	Hours/semester 39	Prerequisites -	Language Greek

Instructor

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

Objectives

The objectives of this course is to increase the students' awareness of the educational approaches, teaching methods and strategies related specifically to accommodating students with learning disabilities (LD).

Content

- Educational approaches and teaching methods for reading, writing, and maths for LD
- RTI
- Cognitive and metacognitive strategies for LD
- Curriculum adaptations for LD
- Differentiated instruction

Assessment

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

Recommended Reading

Textbook:
Tzouriadou, M. Anagnostopoulou, E. (2010). Educational programs for children with learning disabilities. Promithephs publications (in Greek)

Other materials:
Notes of lectures
On line materials of course (e-class)

Applied Didactics of Mathematics

Course code ΘΕ6Ε	ECTS units 3,5	Workload 75 hours	Level Sciences
Year of studies 3 rd	Semester Spring	Type Elective	Teaching Laboratory
Hours/week 3	Hours/semester 39	Prerequisites ...	Language Greek

Instructor

Name/surname	Charikleia Stahopoulou
Title	Assistant Professor
Office	16
Tel/e-mail	++30 2421074622-6973201279/hastath@uth.gr
Other teaching staff	...

Objectives

The main objective of this course is to engage undergraduate students in mathematics teaching in a meaningful way. The course is focused on teaching design. The course has a strong practice related aspect.

Content

- Students, collaborating in groups, are asked to apply theoretical knowledge from the field of didactics of mathematics into designing practical activities
- Students' designed activities are evaluated upon specific design criteria as well as their potentiality for application in the maths classroom.

Assessment

Students have to submit a group-portfolio that includes classroom's activities and projects conducted during the course.

Recommended Reading

- Course material
- Papers on mathematics teaching/learning