

## 4<sup>th</sup> year (winter semester)

### Compulsory courses

#### Teaching Practice in Special Educational Settings I

<b>Course duration</b> ΠΑ1	<b>ECTS units</b> 9	<b>Work load</b> 150	<b>Level</b> Special Education
<b>Year of studies</b> 4 <sup>th</sup>	<b>Semester</b> 8 <sup>th</sup>	<b>Type</b> Compulsory	<b>Teaching</b> Theory and school placement
<b>Hours/week</b> 7	<b>Hours/semester</b> 84	<b>Prerequisites</b> ...	<b>Language</b> Greek

#### Instructor

Name/surname	Tzivinikou Sotiria
Title	Lecturer
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Other teaching staff	-

#### Objectives

The objectives of the course are the connection of theory with practice (applied pedagogy) and the planning and application of instructional methods for students with SEN.

#### Content

This course includes a theoretical part (attending class lectures in a weekly basis) and teaching in the special education context.

#### Assessment

- Portfolio of observations.
- Assignments.

#### Bibliography

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

### Elective courses

#### Practice in the Laboratory about the Motor Skills Disorders and Visual Perception

<b>Course code</b> ΨΓ13E	<b>ECTS units</b> 3,5	<b>Workload</b> 75 hours	<b>Level</b> Psy-Lang
<b>Year of studies</b> 4 <sup>th</sup>	<b>Semester</b> Winter	<b>Type</b> Elective	<b>Teaching methods</b> Lectures
<b>Hours/week</b> 3	<b>Hours/semester</b> 39	<b>Prerequisites</b> -	<b>Language</b> Greek

#### Instructor

Name/surname	Argyris B. Karapetsas
Title	Professor
Office	3
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Other teaching staff ...

### Objectives

The practical study and comprehension of the brain structures and the role they play in the expression of the human behavior. The field of neuropsychology considers the behavior as a consequence of function and control of the central nervous system, so our students can infiltrate into the secrets of brain and human behavior. The significance of the lesson consists to the fact that students are training in a practical way not only in the study of the relationships between the brain and behavior but also in the responsibility these relationships have for school achievement and for the disorders which a special educator has to deal with.

### Content

- Motor-Skills disorders
- Visuo-Spatial disorders
- Visual-Motor disorders
- Dyspraxia and eye contact disorders
- Visuospatial disorders and school performance (reading, writing, mathematics, etc. Rehabilitation, intervention, remedy.
- Visual Pathology
- Visual Agnosies
- Visual Disgnosies
- Cortical Blindness
- Agnosies of Pictures
- Other Visual Agnosies
- Visual perception disorders
- Rehabilitation, Intervention, Remedy

### Assessment

Oral exams at the end of the semester

### Recommended reading

- Amiel Tison C, Gosselin J. Demarche Clinique en neurologie du developpement. Paris : Masson , 2004.
- Crouail A, Marechal F. Prise en charge et reeducation des enfants souffrant de troubles moteurs et cognitifs . Paris : Masson, 2006.
- Dalens H et coll. La reconnaissance visuelle d'images chez l'enfant normal de 3 a 8 ans (100 CAS). Revue de Neuropsychologie 2003;13(4) :411-425.
- Hommet C et al . Neuropsychologie de l'enfant et troubles du developpement . Marseille : Solal, 2005: p.223.
- Humphrey Gw, Riddoch Mj . The fractional for visual agnosia IN: Visual Object processing , a neuropsychological approach. Hillsdale Nj , Lawrence Erlbaum Ass, 1987.
- Καραπέτσας Β. Ανάγκη Νευροψυχολογία του Αναπτυσσόμενου Ανθρώπου , Εκδόσεις Σμυρνιακάκη , 1991.
- Le Lostec C. Dyspraxie visuo- spatiale et ecriture au clavier . Readaption 2005 ; 522:40-44
- Mazeau M. Conduite du bilan neuropsychologique chez l'enfant. Paris , Masson, 2004.
- Mazeau M, Le Lostec C. Permettre ou faciliter la scolarite grace a l'ordinateur . LADAPT(www.ladapt.net), 2004.
- Rodieck RW. La Vision . Bruxelles: De Boeck, 2003.

## Main Geometrical Concepts and their Teaching

<b>Course code</b> ΘΕ7Ε	<b>ECTS units</b> 3,5	<b>Workload</b> 75 hours	<b>Level</b> Sciences
<b>Year of studies</b> 4 <sup>th</sup>	<b>Semester</b> Winter	<b>Type</b> Elective	<b>Teaching methods</b> Lectures/ Workshops

<b>Hours/week</b>	<b>Hours/semester</b>	<b>Prerequisites</b>	<b>Language</b>
3	39	-	Greek

### Instructor

Name/surname	Charikleia Stahopoulou
Title	Assistant Professor
Office	16
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Other teaching staff	...

### Objectives

The connection of the axiomatic foundation of Euclidean Geometry with the Practical Geometry and its applications

### Content

- Principal notion, axiom, theorem
- Straight line, segment
- Angles
- Triangle - polygon
- Geometrical solids
- Measuring of magnitudes
- Transformations
- Software like sketchpad, cabri, is going to be used for didactical purposes.

### Assessment

Projects (30%)  
Final exams (70%)

### Recommended reading

- Course material

## Clinical Psychology Workshop: Counseling in Parents and Children

<b>Course code</b>	<b>ECTS units</b>	<b>Workload</b>	<b>Level</b>
ΨΓ3E	35	75 hours	Psy-Lang
<b>Year of studies</b>	<b>Semester</b>	<b>Type</b>	<b>Teaching methods</b>
4 <sup>th</sup>	Winter	Elective	Workshops
<b>Hours/week</b>	<b>Hours/semester</b>	<b>Prerequisites</b>	<b>Language</b>
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 to basic concepts and skills of Counselling Psychology and communication, in order to approach effectively and support children with special needs and their parents. The course has a theoretical as well as a practical part in class, in order for the students to assimilate the taught notions and skills.

### Content

- Introduction to the Counselling process. Historical review. Counselling place. Counselor and

counselee's Personality.

- Verbal and non-verbal behavior. First interview. The rapport.
- Empathy. Attending behavior. Examples. Practice in class.
- Opening communication. The role of open and closed questions. Examples. Practice in class.
- Encouraging. Paraphrasing. Hearing the counselee accurately.
- Characteristics of effective paraphrasing. Examples. Practice in class.
- Noting and reflecting feelings. Verbal and emotional content.
- Characteristics of effectively reflecting feelings. Examples. Practice in class.
- Summarizing. Functions of summarizing
- Characteristics of effective summarizing. Examples. Practice in class.
- Identification, classification and integration of basic attending skills.
- Integration of basic attending skills. Examples. Practice in class.

### Assessment

Final exams (100%)

### Recommended reading

- Nelson-Jones, R. (2003). Basic counselling skills: A helper's manual. London: Sage.
- Nelson-Jones, R. (1999). Introduction to counselling skills: Text and activities. London: Sage.
- Egan, G. (2001). The skilled helper: A problem-management and opportunity-development approach to helping (7th ed.). Pacific Grove, CA: Brooks/cole.
- Ponterotto, J. G., Casas, J. M., Suzuki, L. A., & Alexander, C. M. (Eds.) (2001). Handbook of multicultural counseling. London: Sage.
- Ivey, A. E., Gluckstern, N. B., & Bradford Ivey, M. (1996). Συμβουλευτική μέθοδος πρακτικής προσέγγισης. Αθήνα: Ελληνικά Γράμματα.
- Μαλικιώση-Λοϊζου, Μ. (2001). Η συμβουλευτική ψυχολογία στην εκπαίδευση: Από τη θεωρία στην πράξη. Αθήνα: Ελληνικά Γράμματα.
- Μαλικιώση-Λοϊζου, Μ. (1999). Συμβουλευτική ψυχολογία. Αθήνα: Ελληνικά Γράμματα.

### Physiology of Learning and of Memory

Course code	ECTS units	Workload	Level
ΨΓ10Ε	3,5	75 hours	Psych/Lang
Year of study	Semester	Type	Teaching methods
4 <sup>th</sup>	Spring	Elective	Lecture, Exercise
Hours/week	Hours/semester	Prerequisites	Language
3	39	-	Greek

### Instructor

Name	Filippos Vlachos
Position	Associate Professsor
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 processes that constitutes the base of learning and memory, so the future teacher can draw and apply methods and techniques of teaching that facilitate and found more constant the educational process.

### Content

- Human brain and learning.
- Nervous base of learning and memory.
- Experimental models of studing learning and memory.
- Cellular mechanisms of learning and memory.

- Educational extensions of neurobiological knowledge

### Assessment

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

### Recommended reading

- Notes of course
- Carew T, Menzel R. & Shatz C. (1997) Mechanistic Relationships between Development and Learning. New York: John Wiley & Sons
- Smokovitis A. (2000) The physiology of memory. Athens: University Studio Press

## Students with Attention Deficit/Hyperactivity Problems: Educational Interventions

<b>Course code</b> EA13E	<b>ECTS units</b> 3,5	<b>Workload</b> 75 hours	<b>Level</b> Special Education
<b>Year of studies</b> 4 <sup>th</sup>	<b>Semester</b> Winter	<b>Type</b> Elective	<b>Teaching methods</b> Lectures & Seminars
<b>Hours/week</b> 3	<b>Hours/semester</b> 39	<b>Prerequisites</b> -	<b>Language</b> Greek

### Instructor

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

### Objectives

The course aims to equip students with the necessary theoretical background concerning the symptomatology and nature of the problems that pupils with attention Deficit/Hyperactivity disorder (AD/HD) experience in the academic and social domains. In addition, it aims to enable students to plan and implement a variety of educational interventions and strategies in order to deal effectively with pupils with AD/HD in their classrooms.

### Content

- Definition and description of AD/HD
- Behavioural characteristics of AD/HD
- AD/HD in the middle and high school
- Classroom management and positive discipline practices
- Individualized behaviour management, interventions and supports
- Strategies to increase listening, following directions and compliance
- Strategies for engaging, maintaining and regulating students' attention
- Learning strategies and study skills
- Strategies for enhancing students' with AD/HD self-management

### Assessment

Final exams (100%)

### Recommended reading

- Reid, R. & Johnson, R. (2011). *Teachers' guide to ADHD*. Guilford Press.
- Barkley, R. (2006). *ADHD in the Classroom-Strategies for Teachers*. Guilford Press.
- Rief, S. (2005). *How to Reach and Teach Children with ADD/ADHD* (2<sup>nd</sup> Edition).

### Learning Social and Prevocational Skills

<b>Course code</b> EA6E	<b>ECTS units</b> 3,5	<b>Workload</b> 75 hours	<b>Level of course</b> Special Education
<b>Year of study</b> 4 <sup>th</sup>	<b>Semester</b> Winter	<b>Type</b> Elective	<b>Teaching methods</b> Lectures, project
<b>Hours/week</b> 3	<b>Hours/semester</b> 39	<b>Prerequisites</b> -	<b>Language</b> Greek

#### Instructor

Name	Panayiota Stavroussi
Position	Assistant Professor
Office	12B
Tel / e-mail	++30 2421074708 / stavrusi@uth.gr
Co-instructors	-

#### Objectives

The objective of this course is to provide students with an understanding of the concept and the various dimensions of social and prevocational skills, as well as the importance of such skills for the transition of persons with intellectual disability to adult life. This course also aims at providing students with an understanding of the current approaches concerning the acquisition and development of these skills in persons with intellectual disability. Emphasis is also given to specific topics, such as intervention planning, content of relevant educational interventions for children with intellectual disability, requirements for appropriate assessment and support. Another objective of the course is to familiarize students with the principles of various educational programs and strategies that aim at promoting the social functioning of children with intellectual disability and preparing them for the transition to adult life and work.

#### Content

- Social skills – prevocational skills: concept – dimensions.
- Social skills – prevocational skills: assessment strategies and methods.
- Social/prevocational/vocational skills development in persons with intellectual disability: Social and prevocational skills instruction - strategies and methods.
- The concept of transition to adult life – Career development.
- Preparing students with intellectual disability for transition to adult life and work – critical skills – the importance of social and prevocational skills acquisition.
- Educational programs: life skills/functional skills acquisition – transition to adult life and work – transition practices.
- Development of self-determination skills and quality of life.
- The role of context – Collaboration among school – family – community.
- Prevocational education services.

#### Assessment

Final exams 100% or  
Assignments 20% and final exams 80%

#### Recommended reading

- Brolin, D. E., & Loyd, R. J. (2004). *Career development and transition services*. NJ: Pearson.
- Jackson, D. A., Jackson, N. F., & Bennett, M. L. (1998). *Teaching social competence to youth and adults with developmental disabilities. A comprehensive program*. Texas: Pro – Ed.
- Wehmeyer, M. L., Agran, M., Hughes, C., Martin, J. E., Mithaug, D. E., & Palmer, S. B. (2007). *Promoting self-determination in students with developmental disabilities*. New York: Guilford Press.

- Wehman, P. (2006). *Life beyond the classroom: Transition strategies for young people with disabilities*. Baltimore: Brookes.
- Δελλασούδας, Λ. (2006). *Εισαγωγή στην ειδική παιδαγωγική – Ποιότητα ζωής ατόμων με αναπηρία (τόμος Δ')*. Αθήνα: αυτοέκδοση.

### The Braille code-Development of Reading and Writing Skills

<b>Course code</b> EA17E	<b>ECTS units</b> 3,5	<b>Workload</b> 75 hours	<b>Level</b> Special Education
<b>Year of studies</b> 4 <sup>th</sup>	<b>Semester</b> Winter	<b>Type</b> Elective	<b>Teaching methods</b> Lectures, seminars and workshops
<b>Hours/week</b> 3	<b>Hours/semester</b> 39	<b>Prerequisites</b> -	<b>Language</b> Greek

#### Instructor

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

#### Objectives

The main objectives are: i. to provide students basic information about the structure of tactile and Braille codes, ii. to provide students historical elements regarding the appearance of other embossed systems combined with their development and current form in Braille, iii. to introduce students resources of reading and writing highlighting the importance of pre-writing and pre-reading activities and iv. to practice on literary and scientific (Nemeth) Braille code, as well as on matters of teaching methodology.

#### Content

- Initial codes of writing and reading before the appearance of Braille code.
- Introduction to the Braille code. Its invention and his evolution up to today. Tendencies and prospects. The Greek Braille code.
- Inquiring data with regard to the use of Braille code :
  - Relations between haptic and visual reading. Reading speed
  - Which is the suitable hand for reading
  - Reading techniques
  - Characteristics of experienced – novice readers.
- The development of haptic perception – The Perception of Braille cell
- The students' first contact with the Braille code. The use of Braille typewriter (Perkins – Tatrapoint) – prerequisite dexterities. The use of Slate and stylus. Pre-reading / Pre-writting activities – Activities in order to strengthen the hands.
- Learning of Greek literary Braille code and its rules of use (Reading and typing) – Practice
- Learning of NEMETH code for the scientific symbols and its rules of use (Reading and typing) - Practice.

#### Assessment

Final exams (100%)

#### 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.
- Koenig, A., J. & Holbrook, M. C. (2000). Foundations of Education. Vol. II. Instructional Strategies for Teaching Children and Youths with Visual Impairments. AFB Press.

### Assessment

Assignments and/or exams

### Recommended reading

- Mason, H & McCall, S. (eds), Visual Impairment: Access to Education for Children and Young People. David Fulton Publishers: London.
- Warren, D.H. (1994). Blindness and Children. An individual Differences Approach. Cambridge University Press.
- Pagliano, P. (1999). Multisensory Environments. David Fulton Publishers. London.
- Kramer, G. (1992). Auditory display: Sonification, Audification and Auditory Interfaces: Proceedings. International Conference on Auditory Display. Santa Fe

## Contemporary Issues in Special Education

Course code	ECTS units	Workload	Level
EA22E	3,5	75 hours	Special education
Year of study	Semester	Type	Teaching methods
4 <sup>th</sup>	Winter	Elective	Lectures and Workshops
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	

### Objectives

The course intends to critically approach some of the most recent trends of special education at both national and international contexts.

### Content

- Contemporary trends and policies of special education in Europe and other westernized countries
- The "educational ecology" of special needs
- Critical approaches to marginalization and exclusion: current state
- The politics of disablism
- The cultural approach of disability
- Extending the role of special schools and special teachers
- Creating multidisciplinary networks
- Assessment and special education.

### Assessment

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

### Recommended reading



- Selected Papers
- James, P. Lavelly, C. Cranston-Gingras, A & Taylor, E. (2002) Rethinking Professional Issues in Special Education (Contemporary Studies in Social and Policy Issues in Education). Ablex Publishing Company.

## 4<sup>th</sup> year (spring semester)

### Compulsory courses

#### Teaching Practice in Special Educational Settings II

<b>Course code</b> ΠΑ6	<b>ECTS units</b> 9	<b>Work load</b> 200 hours	<b>Level</b> Special Education
<b>Year of studies</b> 4 <sup>th</sup>	<b>Semester</b> 8 <sup>th</sup>	<b>Type</b> Compulsory	<b>Teaching</b> Theory and school placement
<b>Hours/week</b> 7	<b>Hours/semester</b> 84	<b>Prerequisites</b> Teaching Practice SEN I	<b>Language</b> 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 the course are the connection of theory with practice (applied pedagogy) and the planning and application of instructional methods for students with SEN.

#### Content

This course includes a theoretical part (attending class lectures in a weekly basis) and the teaching in the special education context.

#### Assessment

100% essays

#### Bibliography

- Class notes
- Selected articles

### Elective courses

#### Development of ICT: Applications for Learning and Special Education

<b>Course code</b> ΘΕ9Ε	<b>ECTS units</b> 3,5	<b>Workload</b> 75 hours	<b>Level</b> Sciences
<b>Year of studies</b> 4 <sup>th</sup>	<b>Semester</b> Spring	<b>Type</b> Elective	<b>Teaching methods</b> Theory
<b>Hours/week</b> 3	<b>Hours/semester</b> 39	<b>Prerequisites</b> -	<b>Language</b> Greek

### Instructor

Name/surname	Charalampos Karagiannidis
Title	Associate Professor
Office	11B
Tel/e-mail	++30 2421074895/karagian@uth.gr
Other teaching staff	-

### Objectives

The course aims to introduce the main applications of information and communication technologies in special education, as well as the main tools for developing such applications. Students are expected to fully design and prototype a new application for special education.

### Content

- Developing special education applications
- Multimedia development tools
- Web development tools
- Educational content accessibility guidelines
- Web content accessibility guidelines

### Assessment

Project (100%)

#### Recommended reading

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

### Social Ecology

<b>Course code</b> ΘΕ7Ε	<b>ECTS units</b> 3,5	<b>Workload</b> 75 hours	<b>Level</b> Sciences
<b>Year of studies</b> 4 <sup>th</sup>	<b>Semester</b> Spring	<b>Type</b> Elective	<b>Teaching methods</b> Lectures
<b>Hours/week</b> 3	<b>Hours/semester</b> 39	<b>Prerequisites</b> -	<b>Language</b> Greek

### Instructor

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

### Objectives

This course will enable students to understand the relationship between social and natural systems.

### Content

The course focuses on the various aspects of nature-culture relationship. It starts with a historical account of the relation of humanity with nature, from the prehistoric times till modern industrial revolution and continues with a critical analysis of the problematic aspects of human activities through the centuries. The final part of the course presents and discusses modern environmental problems, their importance, their causes and their possible alternative solutions.

### Assessment

Final Exams (100%)

### Recommended reading

- Turk J. & A. Turk (1988). Environmental science, Saunders college publishing, N.Y.
- Goudie A. (1990). The nature of the environment, B. Blackwell, Oxford.
- Sarre P. (Ed) (1991). Environment, population and development, Open University, London

### Sociological Analysis of Educational Needs: Perspectives and Problems of Educational Systems

<b>Course code</b> PK17E	<b>ECTS units</b> 3,5	<b>Workload</b> 75 hours	<b>Level</b> Ped/Soc
<b>Year of studies</b> 4 <sup>th</sup>	<b>Semester</b> Spring	<b>Type</b> Elective	<b>Teaching methods</b> Lectures and Seminars
<b>Hours/week</b> 3	<b>Hours/semester</b> 39	<b>Prerequisites</b> -	<b>Language</b> 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 and explain the interrelation between knowledge (everyday knowledge, scientific knowledge, school knowledge and pedagogic scientific knowledge), students' ability and school practices.

### Content

This course investigates three main hypotheses:

- A part of the subjects' ability is socially determined.
- School knowledge is socially constructed.
- Pedagogic scientific knowledge is socially depended.
- The socially constructed elements of pupils' ability and knowledge (school and scientific) determine school practices.

Moreover, these lectures analyze the concepts of knowledge (everyday knowledge, school knowledge, scientific knowledge) power, social control, symbolic control, recontextualization etc.

### Assessment

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

### Recommended reading

- LAMNIAS, C. (2009) Perspectives and Problems of Educational Systems: A Sociological Approach. Volos: University of Thessaly Publications (in Greek).
- BERNSTEIN, B. (1991) Pedagogic Codes and Social Control. Athens: Alejandria (in Greek).
- WHITTY, G. (2007) Sociology and School Knowledge. Athens: Epikentro (in Greek).
- LAMNIAS, C. (2002) Sociological Theory and Education: Distinct Perspectives. Athens: Metaixmio (in Greek).
- BERNSTERIN, B. (2000) Pedagogy, Symbolic Control and Identity. Boston: Rowman & Littlefield Publishers, inc.

### Neuropsychological Practice on pathology of language, memory and executive functions

<b>Course code</b> ΨΓ16Ε	<b>ESTS units</b> 3,5	<b>Workload</b> 75 hours	<b>Level</b> Psych-Lang
<b>Year of studies</b> 4 <sup>th</sup>	<b>Semester</b> Spring	<b>Type</b> Elective	<b>Teaching methods</b> Lectures
<b>Hours/week</b> 3	<b>Hours/semester</b> 39	<b>Prerequisites</b> -	<b>Language</b> Greek

### Instructor

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

### Objectives

The objectives are : Neuropsychological practice and research of students in the domain of assessment, diagnosis and treatment methods of learning disabilities . The subject of this course is very significant for the teachers of special education because they can learn how to improve the normal learning procedure and how to treat the disturbed behaviour. This knowledge can qualify the students of the Department of Special Education to identify these disorders in children's behaviour and offer their proper help and support as specialists.

### Content

- Language acquisition
- Functional language's organization
- Pathology of Language
- Types of dysphasia
- Types of dysarthria.
- Rehabilitation
- Memory's Functions
- Memory's Types
- Pathology of Memory
- Specific Memory's Disorders
- Function and Pathology of Working Memory
- Rehabilitation
- Functions of Attention
- Types of Attention
- Pathology of the Mechanisms responsible for Attention
- Rehabilitation
- Executive Functions and the Brain
- Rehabilitation

### Assessment

Oral exams at the end of the semester

### Recommended reading

- ANAE.Dysphasies :aspects scientifiques , pedagogiques et vie quotidienne.No 76-77,2004.
- De Agostini Metal .Immediate memory in children age 3 to 8.ANAE 1996;36:4-10
- Franc S.Gerard Cl.Devenir scolaire des enfants dysphasiques.ANAE 2004.
- Καραπέτσας Β. Ανάργυρος .Κλινική και Εξελικτική Νευροψυχολογία, Ηγλώσσα του παιδιού,Ανάπτυξη-Παθολογία-Διάγνωση- Θεραπεία , εκδόσεις Σμυρνωτάκη,1993.
- Majerus S.,Van der Linden M.Belin C.Relations entre perception , memoire de travail et memoire a long terme.Marseille :Solal , 2001.
- Mazeau M.Evaluation des troubles mnésiques.In :Conduite du bilan neuropsychologique.Paris: Masson, 2003,pp.129-168.
- Meulemans T et coll.Evaluation et prise en charge des troubles mnésiques.Marseille :Solal,2003.
- Phillippe A.Facteurs genetiques dans les troubles spécifiques du developpement du langage.ANAE

- 2004; 76-77:34-7.
- Segui J, Ferrand L. Leçons de parole. Paris : Editions Odile Jacob, 2000.
- Van Der Linden M et al. Neuropsychologie des lobes frontaux. Marseille : Solal, 1999.

## Multiliteracies and Education

<b>Course code</b> ΨΓ9Ε	<b>ECTS units</b> 3,5	<b>Workload</b> 75 hours	<b>Level of course</b> Psych-Lang
<b>Year of study</b> 4 <sup>th</sup>	<b>Semester</b> Spring	<b>Type</b> Elective	<b>Teaching methods</b> Lectures and Seminars
<b>Hours/week</b> 3	<b>Hours/semester</b> 39	<b>Prerequisites</b> -	<b>Language of instruction</b> Greek

### Instructor

Name	Eleni Gana
Position	Lecturer
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Co-instructors	

### Objectives

This course focuses on the presentation and analysis of the proposals that have been advanced for the determination of literacy, with an emphasis on the approaches that promote its sociocultural or ideological character. In order to found the claim that different social environments support differing types of literacy, the course will discuss literacy processes realized within the family, work or broadly social environments and the consequences of adopting of such a multi-variant literacy environment within school.

### Content

- Proposals for the determination of literacy: From the autonomous to the socio-cultural model.
- The multimodality of literacy - Relations of written language with other semiotic systems- The notion of text and the role of the reader.
- Written language as social action. Functional, critical literacy.
- Literacy in the family, work and broadly social environments.
- Written language at school- Prevalent assumptions about school literacy-Text types used at school to support the learning of literacy.

### Assessment

Exams 60%  
Assignments 40 %

### Recommended reading

- Banyham, M. (2002). Literacy Practices: Investigating Practices in social context, Athens, Metehmio (in greek)
- Kress, G. (2002). Linguistic processes and sociocultural practices, Athens, Savalas (in greek)

## Psycholinguistics and Educational Applications

<b>Course code</b> ΨΓ11Ε	<b>ECTS units</b> 3,5	<b>Workload</b> 75 hours	<b>Level of Course</b> Psych/Lang
<b>Year of Study</b> 4 <sup>th</sup>	<b>Semester</b> Spring	<b>Type</b> Elective	<b>Teaching Methods</b> Theory
<b>Hours/ Week</b>	<b>Hours/Semester</b>	<b>Prerequisites</b>	<b>Language</b>

3	39	No	Greek
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### Instructor

Name	Georgia Andreou
Position	Associate Professor
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### Objectives

The objective of this course is the presentation of current theoretical trends in Psycholinguistics and their applications within education. The introduction of the students in the principles of Psycholinguistics is aimed. This is the science that focuses on discovering and interpreting the psychological processes which make possible the acquisition, evolution and use of language.

### Content

- The birth and the subject of Psycholinguistics.
- Fundamental principles of language.
- Methods of study and organization of the mental lexicon.
- Linguistic and cultural relevance.
- Communication intentions and speech acts.
- Educational applications of the findings of Psycholinguistics in educational reality.

### Assessment

Final exams (100%)

### Recommended reading

- Dirven, R., & Verspoor, M. (2004). Cognitive explorations in Language and Literature (Athanasiadou A., & Milapidis, M., Greek Translation). Thessaloniki: University Studio Press.
- Peta, R., & Christidou -Kiosseoglou, s. (2003). Neuroscience of Language. Thessaloniki: University Studio Press.

### Curricula for Students with Autism

<b>Course duration</b> EA10E	<b>ECTS units</b> 3,5	<b>Work load</b> 75	<b>Level</b> Special Education
<b>Year of studies</b> 4 <sup>th</sup>	<b>Semester</b> Winter	<b>Type</b> Elective	<b>Teaching</b> ...
<b>Hours/week</b> 3	<b>Hours/semester</b> 39	<b>Prerequisites</b> -	<b>Language</b> Greek

### Professor

Name/surname	Sophia Mavropoulou
Position	Assistant professor
Office	11
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Other teaching staff	...

### Objectives

The main objective is the understanding of the key role of the curriculum for the effective education of students with autism. Students will plan and make educational activities/tasks, based on the principles and instructional methodology of the specialized curricula for students with autism, developed by the Paedagogical Institute.

### Content

Curricula in special education: aims and content.  
Theoretical approaches in curriculum development in special education.  
Assessment practices for the IEP: aims and methodology.  
Curriculum for teaching: social skills/behaviors, communication, play behaviors, readiness skills.  
Curriculum adaptations for teaching: Language, Maths, Social Studies, I.T.

### **Assessment**

Written exams (100%)

### **Bibliography**

Matson, J.L. & Minshawi N.F. (2006). *Early intervention for autism spectrum disorders: a critical analysis*. Amsterdam ; Boston : Elsevier.  
Mesibov G.B., Shea V. & Adams L. (2001). *Understanding Asperger syndrome and high functioning autism*. New York: Plenum Press.