COURSE OUTLINE

1. GENERAL

FACULTY	SOCIAL SCIENCES		
SECTION	PSYCHOLOGY		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE CODE	ΨΧ3201	**SEMESTER OF STUDY**	6th
COURSE TITLE	SPECIAL EDUCATION		

INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded to distinct parts of the course e.g. lectures, laboratory exercises, etc. If the credits are awarded uniformly for the entire course, indicate the weekly teaching hours and the total credits*	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures by the instructor	3	4
Add rows if needed. The teaching organization and teaching methods used are described in detail in 4.		

COURSE TYPE *Background, General Knowledge, Scientific Area, Skills Development*	Scientific Area-Elective Course
PREREQUISITE COURSES:	Not required
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=3805

2. LEARNING OUTCOMES

Learning Outcomes

The learning outcomes of the course are described, the specific knowledge, skills and competencies of an appropriate level that students will acquire after the successful completion of the course.

Consult Appendix A

- *Description of the Level of Learning Outcomes for each cycle of study according to the Qualifications Framework of the European Higher Education Area*
- *Descriptors of Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Learning Outcomes Writing Summary Guide*

In this course, students will explore the basic concepts, principles, and models of Special Education. The course will build upon the fundamental theoretical approaches covered in Developmental Psychology I and II, Educational Psychology, and School Psychology, which students have already studied in the corresponding prerequisite courses offered as part of their program. Through the presentation of all contemporary approaches in the field of Special Education, students will become familiar with the different categories of special educational needs/disabilities as well as the various psycho-educational approaches that can be applied to each of these categories and which have been referenced in the foundational courses. All aspects of Special Education are approached through the lens of its practical application in various areas of life (both regarding the inclusion of these students in various educational settings and their integration into society), always within the framework of

current legislation. In addition, students will be sensitized to issues related to individuals with special educational needs/disabilities

During the course, students are expected to:

- Become familiar with the core and contemporary literature in the field of special education.
- To reflect on the ethical implications and practical applications of research in the field of the course.
- Become familiar with the concept, philosophy, and purpose of Special Education, as well as current trends in Special Education in Greece and internationally
- To understand the concept of disability and special educational needs, as described in the international literature and in the current legislation of our country.
- Acquire knowledge of the basic elements and nature of special educational needs.
- Acquire knowledge of the basic elements regarding assessment methods for students with disabilities and special educational needs
- To connect theoretical knowledge about the nature of various types of disabilities with methods for supporting students with disabilities and special educational needs

General Competencies

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

Search, analyze and synthesize data and information, using the necessary technologies
Adapting to new situations
Decision-making
Autonomous work
Teamwork
Working in an international environment
Working in an interdisciplinary environment
Generation of new research ideas
Project planning and management
Respect for diversity and multiculturalism
Respect for the natural environment
Demonstrate social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Promoting free, creative, and inductive thinking

- Searching for, analyzing, and synthesizing data and information, including the use of necessary technologies
- • Working independently
- • Respect for diversity and multiculturalism, and sensitivity to gender issues
- • Exercising critical and self-critical thinking
- • Promoting free, creative, and inductive thinking
- • Teamwork

3. COURSE CONTENT

The course content is linked to the five core pillars of the curriculum:
Scientific Foundations [1], Scientific Research and Critical Thinking [2], Ethics and Social Responsibility [3], Communication Skills [4], Basic Preparation for Career Decisions and Professional Development [5].

Week 1: Presentation of the course outline and introductory information. Purpose and objectives of special education—Theoretical approaches and historical overview [1,2]
Week 2: Presentation of the current legislative framework for the education and training of students with special educational needs/disabilities in Greece. Presentation of contemporary trends in special education internationally [1,2,3]
Week 3: Issues of Diagnosis, Assessment, and Early Intervention. The role of the family in the education of individuals with disabilities [1,2,3,4]

Week 4: Students with intellectual disabilities [1,2,3,4,5]
Week 5: Students with ASD (Autism Spectrum Disorder) [1,2,3,4,5]
Week 6: Students with sensory disabilities (blindness, deafness) [1,2,3,4,5]
Week 7: Specific Learning Disabilities [1,2,3,4,5]
Week 8: ADHD [1,2,3,4,5]
Week 9: Emotional difficulties and behavioral problems [1,2,3,4,5]
Week 10: Students with Chronic Health Problems [1,2,3,4,5]
Week 11: Gifted and Talented Children [1,2,3,4,5]
Week 12: Disability and Adulthood [1,2,3,4,5]

Week 13: Review/Conclusions, Q&A, and instructions/feedback [1,2,3,4,5]

4. TEACHING AND LEARNING METHODS - ASSESSMENT

DELIVERY *METHOD Face to face, Distance learning, etc.*	Face to face
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in Teaching, Laboratory Training, Communication with students*	Use of ICT in teaching. Support of the learning process through the electronic platform e-learn
TEACHING ORGANIZATION *The method and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliography Study & Analysis, Tutorial, Internship (Placement), Clinical Practicing, Art Workshop, Interactive Teaching, Educational visits, Project Writing, Writing a project / assignments, Artistic creation, etc.* *The student's study hours for each learning activity are listed as well as the hours of unguided study so that the total workload at semester level corresponds to ECTS standards*	
STUDENT EVALUATION *Description of the evaluation process* *Assessment Language, Assessment Methods, Formative or Summative, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay/Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other/Others* *Explicitly defined evaluation criteria and whether and where they are accessible to students are mentioned.*	Written final exam (100%) (and oral exam for students who have difficulties in writing) The assessment is conducted in Greek. For Erasmus students, in English. The assessment criteria are presented during the first class held in the lecture hall and are posted on the course website.

Activity	***Semester Workload***	***ECTS credits***
Lectures	39	1,56
Independent Study	60	2,4
Final exams	3	0,12
Total Course	**102**	**4,08**

5. RECOMMENDED-BIBLIOGRAPHY

Heward, W. L. (2003). *Exceptional Children An Introduction to Special. Education*. New Jersey: Merrill, Prentice Hall.

Kirk, S. A., Gallagher, J. J., & Coleman, M. R. (2015). *Educating exceptional children* (14th ed.). Belmont, CA: Cengage.

Scientific Journals

- *Journal of Special Education*

- *International Journal of Special Education*
- *Remedial and Special Education*
- *Teaching Exceptional Children*