

SEMINAR: EDUCATION ON SPECIAL NEEDS

(1) GENERAL

SCHOOL	HEALTH SCIENCES		
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY		
LEVEL OF STUDIES	UNDERGRADUATE PROGRAM (LEVEL 6)		
COURSE CODE	slt -86	SEMESTER	8
COURSE TITLE	SEMINAR: EDUCATION ON SPECIAL NEEDS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures	2	4	
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek and English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://moodle.ioa.teiep.gr/enrol/index.php?id=230		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
<p>Given the need for educational support to people with disabilities, this course aims at providing appropriate training so that students:</p> <ul style="list-style-type: none"> • Are able to distinguish, understand and describe the diverse needs of heterogeneous groups of people with disabilities. (Levels 1 & 2: Knowledge/Remembering & Understanding) • Deploy multiple uses of modern scientific discoveries, by developing treatment programs to optimize the parameters that make life difficult for these individuals. (Levels 2, 3, 4 & 5: Understanding, Applying, Analyzing & Creating) • Become competent in interpreting behaviors and weaknesses of people with disabilities, as well as be able to formulate and suggest views on optimizing their

living conditions, in line with current scientifically documented interventions. (Levels 2, 3, 4, 5 & 6: Understanding, Applying, Analyzing, Creating, Evaluating)

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking.....</i>
<i>Working in an interdisciplinary environment</i>	<i>Others.....</i>
<i>Production of new research ideas</i>	

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| <ul style="list-style-type: none"> • <i>Research, analysis and synthesis of data and information, with the use of the required technology</i> • <i>Adapting to new situations</i> • <i>Decision-making</i> • <i>Working independently</i> • <i>Teamwork</i> • <i>Working in an interdisciplinary environment</i> | <ul style="list-style-type: none"> • <i>Production of new research ideas</i> • <i>Respect for difference and multiculturalism</i> • <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> • <i>Criticism and self-criticism</i> • <i>Development of free, creative and inductive thinking</i> |
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(3) SYLLABUS

1. Introduction to Special Education - Purpose and Challenges.
2. Mental Retardation.
3. Learning difficulties.
4. Attention Deficit - Hyperactivity Disorder.
5. Communication Disorders.
6. Deafness and Hearing loss.
7. Blindness and other vision disorders.
8. Emotional or behavioral disorders.
9. Autistic Spectrum Disorders.
10. Physical and multiple disabilities - Chronic diseases.
11. Charismatic and exceptional children.

12. The need to support the family and caregivers of people with disabilities in a diverse society.
13. Special education in adult life.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face: In class	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of audio-visual methods (e.g. PowerPoint presentations) Support the learning process through the e-class platform.	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	26
	Teamwork Research Project	11
	Essay Writing	20
	Personal Study	43
	Course total	100
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	<p>I. Written final exam (50%): -Multiple choice test -Short answer questions</p> <p>II. Written Essay-Individual (15%) (with Pass, Merit and Distinction criterion accessible by students)</p> <p>III. Mini Clinical Research-Teamwork (10 %) (with Pass, Merit and Distinction criterion accessible by students)</p> <p>IV. Midterm examination (25%)</p> <p>The final exams will be offered in Greek & English</p>	

(5) ATTACHED BIBLIOGRAPHY

Suggested bibliography:

- Heward, W. L. (2011). *Παιδιά με ειδικές ανάγκες - Μια εισαγωγή στην Ειδική Εκπαίδευση*, Αθήνα: Τόπος. **Κωδικός Βιβλίου στον Εύδοξο: [Προτεινόμενο Σύγγραμμα]**
- Παπάνης, Ε., Γιαβρίμης, Π. & Βίκη, Α. (2009). *Καινοτόμες Προσεγγίσεις στην Ειδική Αγωγή-Εκπαιδευτική Έρευνα για τις ευάλωτες ομάδες πληθυσμού*, Αθήνα: Σιδέρης. **Κωδικός Βιβλίου στον Εύδοξο:...[Προτεινόμενο Σύγγραμμα]**
- Συλλογικό Έργο (2008). *Παιδιά και Έφηβοι με Ψυχοκοινωνικές και Μαθησιακές Διαταραχές*, (Επιμ.) Κουρκούτας, Η.Ε., Chartier J.P. & Ξενάκη, Χ. Αθήνα: Τόπος.
- Ματσαγγούρας, Η.Γ. (2008). *Εκπαιδύοντα παιδιά υψηλών ικανοτήτων μάθησης- Διαφοροποιημένη Συνεκπαίδευση*, Αθήνα: Gutenberg.
- Benitez, A. & Carugno, P. (2018). *Special Education*. Stat Pearls [Internet]. Treasure Island (FL): Stat Pearls Publishing LLC

Related academic journals:

- ***Exceptional children***
<https://journals.sagepub.com/home/ecx>
- *Remedial and Special Education*
<https://journals.sagepub.com/home/rse>
- *European Journal of Special Needs Education*
<https://www.tandfonline.com/toc/rejs20/current>
- ***The Journal of Special Education***
<https://journals.sagepub.com/home/sed>
- ***Journal of Research in Special Educational Needs***
<https://onlinelibrary.wiley.com/journal/14713802>