**COURSE OUTLINE**

1. **GENERAL**

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| **SCHOOL** | School of Classics and Humanities |
| **DEPARTMENT** | Department of Greek Philology |
| **LEVEL OF STUDIES** | Interdepartmental Postgraduate Program - Level 7 |
| **COURSE CODE**  | **KOM04428** | **SEMESTER** | **3rd** |
| **COURSE TITLE** | PEDAGOGY OF INTEGRATION |
| **COORDINATOR** | PANAGIOTIS MANTAS |
| **TEACHING ACTIVITIES** *If the ECTS Credits are distributed in distinct parts of the course e.g. lectures, labs etc. If the ECTS Credits are awarded to the whole course, then please indicate the teaching hours per week and the corresponding ECTS Credits.* | **TEACHING HOURS PER WEEK** | **ECTS CREDITS** |
| Seminars / Lectures, Forum discussions | 3 | 5 |
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| *Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.* |  |  |
| **COURSE TYPE***Background, General Knowledge, Scientific Area, Skill Development* | Scientific area, Skills Development |
| **PREREQUISITES:** |  |
| **TEACHING & EXAMINATION LANGUAGE:** | Greek |
| **COURSE OFFERED TO ERASMUS STUDENTS:** | No |
| **COURSE URL:** | <https://eclass.duth.gr/courses/KOM04428/> |

1. **LEARNING OUTCOMES**

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| **Learning Outcomes** |
| *Please describe the learning outcomes of the course: Knowledge, skills and abilities acquired after the successful completion of the course.* |
| Upon successful completion of the course students will be able to:* Understand the concepts and philosophy of inclusion, inclusive education, inclusion
* Know the international trends regarding the inclusion of students with disabilities in the education system
* Know what Universal Learning Planning is
* Know to a satisfactory level the principles and the way of application of the differentiated teaching
* Know the problems and conditions of school integration of students with SAN/ disabilities
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| **General Skills** |
| *Name the desirable general skills upon successful completion of the module*  |
| Search, analysis and synthesis of data and information, using the necessary technologiesAutonomous workTeamworkWork in an international environmentWork in an interdisciplinary environment | Respect for diversity and multiculturalismExercise criticism and self-criticismPromoting free, creative and inductive thinking |
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1. **COURSE CONTENT**

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| 1. Conceptual definitions and philosophy of inclusion, inclusive education and inclusion
2. International trends-declarations and resolutions for the Integration of students with disabilities in the educational system
3. International school integration practices - The Greek reality
4. Attitudes, Stereotypes and Prejudices about the diversity and integration of students with SAN/disabilities
5. Problems and Conditions of school integration-Preparation of all factors
6. Organization of infrastructure and shaping of education and learning environment
7. Universal Design for Learning
8. Review and Configuration of curricula
9. Differentiated teaching and its contribution - Objectives, process, learning content and teaching materials
10. The role and perceptions of teachers about integration
11. The contribution of ICT to the integration of students with SAN/disabilities
12. Presentation of students’ assessments
13. Course evaluation
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1. **LEARNING & TEACHING METHODS - EVALUATION**

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| **TEACHING METHOD***Face to face, Distance learning, etc.* | Face to face, Distance Learning |
| **USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)***Use of ICT in Teaching, in Laboratory Education, in Communication with students* | * Teaching through Internet
* Distance learning system - via E-class, Zoom and Skype
* Use of digital audiovisual material both in teaching (power point presentations, audiovisual excerpts, online resources) and in the E-class digital platform.
* Distance learning through the digital platform.
* Communication using email
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| **TEACHING ORGANIZATION***The ways and methods of teaching are described in detail.**Lectures, Seminars, Laboratory Exercise, Field Exercise, Bibliographic research & analysis, Tutoring, Internship (Placement), Clinical Exercise, Art Workshop, Interactive learning, Study visits, Study / creation, project, creation, project. Etc.**The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.* |

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| ***Activity*** | ***Workload/semester*** |
| Lectures | 36 |
| Completion of internship protocols | 14 |
| Internship (observation-pedagogical assessment of students with SAN/disabilities) in schools  | 75 |
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| Course Total | **125** |
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| **Student Evaluation***Description of the evaluation process**Assessment Language, Assessment Methods, Formative or Concluding, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Exam, Presentation in audience, Laboratory Report,* *Clinical examination of a patient,* *Artistic interpretation, Other/Others**Please indicate all relevant information about the course assessment and how students are informed*  | The evaluation language is Greek.The evaluation method is "Written Assignment" / "Public Presentation"* For the final assessment:

The project / study plan is submitted during the 2nd week of courses and its elaboration is systematically monitored by the teachers through the counselling meetings.The submission of the assessment / study is done from the 11th to the 12th week of courses.* Evaluation criteria:

1. Preparation of assessment and study according to the Instructions provided in the live and asynchronous Consulting Meetings.2. Scientific methodology, linguistic clarity, semantic completeness, sufficient bibliographic documentation, scientific adequacy.3. Public Presentation of the assessment / studyLectures’ attendance is mandatory |

1. **SUGGESTED BIBLIOGRAPHY**

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| Alevriadou, A. & Giaouri, S. (2015). The impact of executive functions on the written language process: Some evidence from children with writing disabilities. Journal of Psychologists and Counselors in Schools (former Australian Journal of Guidance and Counseling), 25(1), 24-37Angelides, P., Stylianou, T., & Gibbs, P. (2006). Preparing teachers for inclusive education in Cyprus. *Teaching and teacher education*, *22*(4), 513-522.Anastasiou, D., Kauffman, J., M. & Di Nuovo. S. (2015). Inclusive education in Italy: description and reflections on full inclusion. *European Journal of Special Needs* *Education.* <http://dx.doi.org/10.1080/08856257.2015.1060075>Conservative Party (2007) *Commission on Special Needs in Education*.<http://www.conservatives.com/tile.do?def=news.story.page&obj_id=137766>)DfES (Department of Education and Skills) (1978). *Warnock Committee Report.*London: HMSO.DfES (Department of Education and Skills) (2006). *Government Response to Education and Skills*. Committee Report on Special Educational Needs.Hall, T. (2002). *Differentiated instruction,* Wakefield, MA: National Center onAccessing the General Curriculum, Retrieved 10/05/2008 from<http://www.cast.org/publications/ncac/ncac_diffinstruc.html>Lindsay, G. (2007) Educational Psychology and the effectiveness ofinclusion/mainstreaming. *British Journal of Educational Psychology*, 77, 1-29Minder, M. (2007). *Λειτουργική Διδακτική*. Μτφρ. Φ. Αρβανίτης. Αθήνα: Πατάκη.Norwich B (2002) *Special school placement and Statements for English LEAs 1997- 2001*. Report for CSIE, University of Exeter.Norwich , B. (2007a) *Dilemmas of difference, inclusion and disability: international perspectives*, London, Routledge (in press).Norwich, B. (2007b) Dilemmas of inclusion and the future of education, in Cigman, R. *Included or excluded? The challenge of the mainstream for some SEN children*. London, Routledge.Norwich, B. and Gray, P. (2007) Special schools in the new era: conceptual and strategicperspectives, in *Special schools in a new era: how do we go beyond generalities?*SEN Policy Options Paper 2 series 6. (online on 8.8.2007 at<http://www.nasen.org.uk/NewsArticle.asp?id=SX98DC-A77F9FF2>)Stathopoulou, A., Karabatzaki, Z., Loykeris, D., Mantas, P., Kokkalia, G. & Drigas, A. (2018). Cyber bulling and Traumatic experiences: The impact on Learning disabilities. International. Journal of Recent Contributions from Engineering, Science & IT (iJES). 6, (1), 74-87Tomlinson, C. (2004). *Διαφοροποίηση της εργασίας στην αίθουσα διδασκαλίας*. Μτφρ. Χ. Θεοφιλίδης & Δ. Μαρτίδου-Φορσιέ. Αθήνα: Γρηγόρη.Tomlinson, C.A. (2011). Πώς να διαφοροποιήσουμε τη διδασκαλία σε τάξεις μικτής ικανότητας (Ειρ. Κορρέ, Μτφρ.). Αθήνα: Γρηγόρη.UNESCO (1994). *The Salamanca statement and framework for action on special needs education*. Paris: UNESCO.Warnock, M. (2005). *Special Educational Needs: a new look*. London: Philosophy of Education Society of GB.Αγαλιώτης, Ι. (2013). Προϋποθέσεις και προοπτικές της επιτυχούς εκπαιδευτικής και κοινωνικής συμπερίληψης μαθητών με ειδικές ανάγκες στο ελληνικό γενικό σχολείο, *Δελτίο εκπαιδευτικού προβληματισμού και επικοινωνίας,* 51, 15-19.Αγγελίδης, Π. & Χατζησωτηρίου Χ. (2013). Συμπεριληπτική εκπαίδευση, *Δελτίο εκπαιδευτικού προβληματισμού και επικοινωνίας,* 51, 10-14.Αγγελίδης, Π., & Αβραμίδου, Λ. (2011). *Ανάπτυξη συμπεριληπτικής εκπαίδευσης μέσα από άτυπα περιβάλλοντα μάθησης*. Στο Π. Αγγελίδης (Επιμ.), Παιδαγωγικές της συμπερίληψης. Αθήνα: Διάδραση.Αγγελίδης κ.ά.(2002), «Καθ' οδόν προς τη συμπεριληπτικήεκπαίδευση στην Κύπρο»Βαλιαντή, Σ. (2015). Η Διαφοροποίηση της Διδασκαλίας σε Τάξεις Μικτής Ικανότητας μέσα από τις Εμπειρίες Εκπαιδευτικών και Μαθητών: Μια Ποιοτική Διερεύνηση της Αποτελεσματικότητας και των Προϋποθέσεων Εφαρμογής της. *Επιστήμες Αγωγής*, 1/2015, 7-35. Γερμανός, Δ. (2006). *Οι Τοίχοι της Γνώσης. Σχολικός Χώρος και Εκπαίδευση.* Αθήνα: Gutenberg.Γερμανός, Δ. (2011). Ο χώρος ως παράγοντας αναβάθμισης του εκπαιδευτικού περιβάλλοντος στο νηπιαγωγείο. Στο Χρυσαφίδης, Κ. και Σιβροπούλου, Ε. (Επιμ.). *Αρχές και προοπτικές της προσχολικής εκπαίδευσης* (σ.σ. 23-42).Αθήνα: Κυριακίδη.Δελλασούδας, Λ. (2003). *Σχολική ένταξη μαθητών με ειδικές εκπαιδευτικές ανάγκες*. Αθήνα: Ατραπός.Ζώνιου- Σιδέρη, Α. (1998). *Οι ανάπηροι και η εκπαίδευσή τους*. Αθήνα: ΕλληνικάΓράμματα.Καραμπατζάκη-Δημητρίου, Ζ. (2010). Θέματα Ειδικής Αγωγής και Εκπαίδευσης. Αθήνα: ΠάραλοςΟικονομίδης, Β., Λιναρδάκης, Μ. (2012). *Η ποιότητα της αίθουσας διδασκαλίας στο νηπιαγωγείο: γωνίες δραστηριοτήτων και εξοπλισμός.* Στο Πρακτικά Συνεδρίου: Η Ποιότητα στην Εκπαίδευση: Τάσεις και Προοπτικές. (11-13 Μαΐου 2012). 1, 770-781.Σούλης, Σ.-Γ. (2008). *Ένα σχολείο για Όλους, απο την έρευνα στην πράξη* (Τόμ.Β').Αθήνα: Gutenberg.Σταμάτης, Π. Ι. (2006). Κτιριολογικός σχεδιασμός εκπαιδευτικών μονάδων. Στο Συλλογικό Τόμο του ΤΕΠΑΕΣ. Στο Φ. Καλαβάσης και Α. Κοντάκος (Επιμ.), *Θέματα Εκπαιδευτικού Σχεδιασμού*, Αθήνα: Ατραπός, 84-99.  |