

COURSE OUTLINE

1. GENERAL

SCHOOL	SCHOOL OF CLASSICS AND HUMANITIES STUDIES		
DEPARTMENT	GREEK PHILOLOGY		
LEVEL OF STUDIES	PG LEVEL 7		
COURSE CODE	4385	SEMESTER	B
COURSE TITLE	Learning disabilities		
TEACHING ACTIVITIES	<p>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.</p>		
	Lectures/ Seminars	3	7,5
	Please, add lines if necessary. Teaching methods and organization of the course are described in section 4.		
COURSE TYPE	Scientific Area, Skill Development		
	Background, General Knowledge, Scientific Area, Skill Development		
PREREQUISITES:			
TEACHING & EXAMINATION LANGUAGE:	Greek		
COURSE OFFERED TO ERASMUS STUDENTS:	NO		
COURSE URL:	https://eclass.duth.gr/courses/KOM04385/		

2. LEARNING OUTCOMES

<p>Learning Outcomes</p> <p>The purpose of the course for the students is to understand the main principles of learning, the meaning and the features of learning disabilities, and the appropriate teaching methods for students with learning difficulties.</p> <p><i>Upon successful completion of the course students will be able to :</i></p> <ul style="list-style-type: none"> • What is learning • The concept of learning disabilities (all the types) • Creative factors • Current data about the specific learning disabilities ; Dyslexia – Reading difficulties –Grammar Difficulties- Writing difficulties- Dyscalculia -Developmental Coordination Disorder • The importance of early detection of learning difficulties 																
<p>General Skills</p> <p><i>Name the desirable general skills upon successful completion of the module</i></p> <table border="0"> <tr> <td>Search, analysis and synthesis of data and information, ICT Use</td> <td>Project design and management Equity and Inclusion</td> </tr> <tr> <td>Adaptation to new situations</td> <td>Respect for the natural environment</td> </tr> <tr> <td>Decision making</td> <td>Sustainability</td> </tr> <tr> <td>Autonomous work</td> <td>Demonstration of social, professional and moral responsibility and sensitivity to gender issues</td> </tr> <tr> <td>Teamwork</td> <td>Critical thinking</td> </tr> <tr> <td>Working in an international environment</td> <td>Promoting free, creative and inductive reasoning</td> </tr> <tr> <td>Working in an interdisciplinary environment</td> <td></td> </tr> <tr> <td>Production of new research ideas</td> <td></td> </tr> </table>	Search, analysis and synthesis of data and information, ICT Use	Project design and management Equity and Inclusion	Adaptation to new situations	Respect for the natural environment	Decision making	Sustainability	Autonomous work	Demonstration of social, professional and moral responsibility and sensitivity to gender issues	Teamwork	Critical thinking	Working in an international environment	Promoting free, creative and inductive reasoning	Working in an interdisciplinary environment		Production of new research ideas	
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3. COURSE CONTENT

1. What is learning - principles learning theories
2. Learning difficulties: categories, classification, creative factors -social, emotional development and their impact on learning
3. Early detection of learning disabilities
4. Dyslexia
5. Reading Difficulties –Grammar difficulties
6. Dyscalculia
7. Developmental Coordination Disorder
8. Learning difficulties in Secondary schools
9. Evaluation of Learning difficulties- Planning intervention programs
10. Differentiated teaching for students with learning disabilities
11. Experiential approach of Learning difficulties in Secondary schools
12. Summing up –presentations
13. Assessment

4. LEARNING & TEACHING METHODS - EVALUATION

TEACHING METHOD <i>Face to face, Distance learning, etc.</i>	<i>Face to face, Distance learning</i>	
USE OF INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT) <i>Use of ICT in Teaching, in Laboratory Education, in Communication with students</i>	Eclass. Ppt Email Zoom	
TEACHING ORGANIZATION <i>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.</i> <i>The supervised and unsupervised workload per activity is indicated here, so that total workload per semester complies to ECTS standards.</i>	Activity	Workload/semester
	<i>Lectures/ Seminars</i>	36
	<i>Bibliographic research & analysis</i>	70
	<i>Project</i>	32
	<i>Study Creation</i>	50
	Total course	188
STUDENT EVALUATION <i>Description of the evaluation process</i>	<i>The language of evaluation is Greek.</i>	

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 method is "Formative Test" / "Written Assignment" / "Public Presentation"

The evaluation criteria are :

(a) the elaboration of individual studies related to the individual teaching subject of the course, which is delivered with agreed deadlines after the completion of the subject

(b) elaboration of group work, from two (2) to five (5) people per group, of a written study, based teachers constant instructions.

The submission of studies takes place from the 11th to the 12th week of the semester.

Attendance at lectures is mandatory.

Purpose of evaluation: The control of the course of the students in relation to the educational objectives, feedback and possible modification of the teaching.

Evaluation criteria:

1. Preparation of work and study according to the Instructions provided.

2. Linguistic clarity, semantic completeness, adequate documentation, scientific adequacy.

3. Public Presentation of teamwork / study.

Instructions can be found by students in the e-class of the course.

5. SUGGESTED BIBLIOGRAPHY

- Αναγνωστόπουλος Δ.Κ., Σίνη Α. (2004). Διαταραχές της σχολικής μάθησης και ψυχοπαθολογία. Αθήνα:Βήτα.
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- Φλωράτου Μ. (1992). Μαθησιακές Δυσκολίες και όχι Τεμπελιά. Αθήνα:

