UNIVERSITY OF LIMASSOL

SCHOOL: FACULTY OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT: EDUCATIONAL SCIENCES

&

UNIVERSITY OF WESTERN ATTICA FACULTY:

HEALTH AND WELFARE SCIENCES

DEPARTMENT: BIOMEDICAL SCIENCES

A8_ STUDY GUIDE

of the Interdisciplinary Postgraduate Studies Programme entitled:

"SPECIAL EDUCATION AND NEW TECHNOLOGIES"

[MSc in ''Special Education and New Technologies'']

ATHENS 2025

Contents

1. Founding history and general information about the MSc.

1.1. Foundation background

The Interdisciplinary Postgraduate Program (IPMG) entitled "**Special Education and New Technologies**" was established in 2025 by decision of the two Senates of the collaborating universities, Limassol (03/05-11-2024) and West Attica (06/07-03-2025, Theme 7).

This MSc has been developed after the cooperation between the Departments of Education of the Faculty of Social and Humanistic Studies of the University of Limassol (Senate Decision 03/05-11-2024) and the Department of Biomedical Sciences of the Faculty of Health and Welfare Sciences of the PADA (Departmental Assembly Decision 18/21-11-24 issue 6).

1.1.1. The University of Limassol

The University of Limassol is an evolution of the Cyprus International Institute of Management (CIIM), a renowned business school that has been operating in Cyprus since 1990, when it was founded as a Private School of Higher Education, by a group of top executives of the Cypriot economy and renowned academics from leading universities abroad.

Hundreds of internationally renowned scientists from foreign universities and distinguished Cypriot academics have taught at CIIM. In the 33 years of CIIM's operation, approximately 3,000 Cypriot and foreign students have studied in the 10 postgraduate programmes offered. A significant number of our graduates have received scholarships from the Republic of Cyprus and world governments, as well as from Cypriot and overseas organisations and companies. More than 500 CIIM graduates have occupied and continue to occupy managerial positions in the Public Service, Semi-Governmental Organisations, the Education Service and Local Government, while many hundreds of graduates are running organisations and businesses, not only in Cyprus but also abroad.

CIIM Innovations Ltd., the owner of CIIM, has applied to the authorities to convert CIIM into a university, in recognition of its more than 30 years of successful operation as a graduate school with international recognition and its gradual expansion into disciplines beyond business, including science and technology

computers, economics and finance. After a rigorous evaluation by the IHU, CIIM was upgraded to a university, the University of Limassol (UoL). The opening date of the university is 1^{the} September 2023.

1.1.2. The University of West Attica

The University of West Attica was established in March 2018 by Law 4521. The establishment of the University came about through the merger of the Technological Educational Institute (TEI) of Athens and the Technological Sector of the Piraeus Technological Institute (TEI) of Piraeus. In 2019, the National School of Public Health joined the newly established University.

The mission of the University of West Attica is to provide excellent quality education in the subjects it treats, to produce research achievements of international impact, while at the same time disseminating them to society, and to cultivate the arts and culture.

Aiming at high knowledge and the development of "wisdom", the University of West Attica operates with high standards (educational - research) and meets to a large extent the particularly increased demands of a modern society for the creation of executives with a serious scientific and technocratic infrastructure.

The newly established university is the third largest in the country in terms of student numbers. It has an enrolment of about 57,800 undergraduate students, 5,500 postgraduate students and 780 doctoral candidates. The University of West Attica is hosted on three campuses within the Athens metropolitan area. The Aigaleo Grove Campus is located within the administrative boundaries of the Municipality of Aigaleo, surrounded by Milos, Ag. Spyridonos, Dimitsanis and Edessis Streets. The University Campus of Ancient Eleonas is located in West Attica, in the Municipality of Egaleo, on P. Rallis and Thebes streets, within the boundaries of the historic olive grove of Athens, where the ancient Athenian philosophers taught. Finally, the Athens University Campus is located in the Municipality of Athens on Alexandra Avenue and is housed in the premises of the former National School of Public Health in a building of great historical value, which was declared a few years ago to be a listed building.

Today, the University of West Attica has a total of twenty-seven (27) departments, which are organized into six (6) faculties, covering a wide range of scientific fields: the School of Public Health, the School of Administrative, Economic and Social Sciences, the School of Food Sciences, the School of Health and Welfare Sciences, the School of Applied Arts and Culture and the School of Engineering. The disciplines of its faculties cover a wide range of contemporary scientific studies, including social, administrative and cultural sciences, and the arts and humanities.

economic sciences, engineering, health and welfare sciences, food sciences and artistic studies.

1.1.3. The Department of "Biomedical Sciences"

The Department of Biomedical Sciences of the School of Health and Welfare Sciences of the University of West Attica has as its mission the provision of high quality Undergraduate and Postgraduate Studies, Research and Lifelong Learning, in order to train the appropriate scientific potential, who will possess high-level knowledge, skills and abilities in the science and technology of the broader field of Medical and Biological Biomedical Sciences, in Health Protection and Promotion, in the prevention, diagnosis, treatment and rehabilitation of diseases.

The Department of Biomedical Sciences treats subjects of the broad and constantly evolving scientific field of Biomedical Sciences and their Applications.

1.1.4. The Department of "Education Sciences"

The Department of Education of the Faculty of Social Sciences and Humanities of the Limassol University aims to lead the shaping of the future of education by offering modern and scientifically based programmes of study. It aims to develop and promote the knowledge, skills and values required to meet the challenges of the contemporary educational landscape.

The Department offers a transformative learning experience, incorporating innovative educational practices and methods that encourage creativity, critical thinking and collaboration among students. Through ongoing research and collaborations with educational institutions, the Department ensures that students acquire the knowledge and skills that will enable them to develop and implement solutions to the educational needs of our time.

At the same time, the Department promotes the use of technology and digitalisation in the field of education, utilising the latest digital tools and educational technologies to improve the learning process and ensure efficiency in education. Through these innovative approaches, the Department seeks to enable future

professionals in the field of education capableof successfully responding to the challenges and demands of the modern education system.

1.2. Object of the MSc.

The aim of the Postgraduate Programme of Special Education and New Technologies is to provide high quality postgraduate education and deepening in the fields of Education, Applied Pedagogy, General and Special Teaching Methodology and School Psychology, in connection with Biomedical Sciences and New Technologies. The study period, with compulsory Practical Training, is four (4) academic semesters with a total of one hundred and twenty (120) credit hours (ECTS).

1.3. Purpose of the D.P.M.S.

The Programme is addressed to graduates of higher education institutions in Greece and abroad who are serving or are about to serve in General and Special Education and Education (E.A.E.), primary, secondary and/or early childhood education and care and are interested in acquiring specialised knowledge, some of it in cutting-edge fields such as Pedagogy, General and Special Teaching, Psychology and Counselling, and to be critically aware of the issues arising in the above fields and their interconnection with Education and Biomedical Sciences.

The aim of the MSc is to maximize the potential of its graduates in the educational field, on the one hand through the acquisition of a holistic approach to contemporary Pedagogical Science and the processes of Universal Design for Learning, and on the other hand through the updating of the knowledge and skills of students in the above fields.

In this context, the MSc focuses on the bridging of Biomedical Sciences with the various fields of Education, while it aims to disseminate modern interdisciplinary approaches through theory, research and application in the field of Education. The contribution of the Department of Biomedical Sciences of the University of West Attica, which covers the cognitive field of Biomedical Sciences and their Technological Applications, is of decisive importance for the Programme, because it has the appropriate scientific staff to support such an approach and the necessary high-tech specialized laboratory equipment to offer students specialized knowledge in the fields of Biology, Neurobiology, Genetics, etc..

the learning process and reframe fields such as Special Education and Inclusive Education. This approach is innovative, contemporary and unique in postgraduate programmes in the country.

An additional important innovation of the I.P.M.S. is that it functionally integrates the inclusive dimension in its Curriculum and in this way it is fully in line with modern, national and international requirements for the promotion of inclusive education and the removal of barriers to equal access to education for all students with disabilities and/or special educational needs. In particular, by integrating the inclusive/inclusive dimension, the IEPP is in line with, inter alia:

- Article 24 of the Convention on the Rights of Persons with Disabilities, which underlines the need for persons with disabilities to have access to quality, inclusive/exclusive education,
- the new European Disability Strategy 2021-2030, which promotes the principles of inclusive/inclusive education,
- the National Disability Action Plan, which provides for the creation of a new institutional framework for inclusive/inclusive education for the benefit of students with disabilities and/or special educational needs and the implementation of a Strategic Action Plan with interventions in all education sectors aimed at promoting the inclusive/inclusive goal,
- the new legislative framework for the internal and external evaluation of school units, which sets inclusive education as one of the central axes for the evaluation of the educational work of school units, with particular emphasis on issues of support for pupils with special educational needs, implementation of differentiated learning practices and individualised interventions.

Moreover, the inclusive/inclusive dimension of the Programme aims to train teachers, special educators and related professionals working in the field of special education and more broadly in the education of students with disabilities and/or special educational needs, on issues directly related to this field, such as, among others:

1) theoretical approaches in the field of special education and inclusive/inclusive education,
2) the specialised applications of Neuroscience and Genetics in the field developmental disorders (e.g. Attention Deficit Hyperactivity Disorder (ADHD;

Y), Special Learning Disorder - dyslexia, dyscalculia, dysarithmia, Autism Spectrum Disorder (ASD)),

3) of integration philosophy and policy,
4) the educational and social integration of pupils with disabilities and/or special educational needs,
5) learning and teaching in inclusive and special education contexts,
6) planning and implementing the principles of differentiated teaching and universal design for learning,
7) the design and implementation of targeted educational programmes for students with disabilities and/or special educational needs in formal and non-formal learning environments,
8) the use of alternative forms of intervention (theatre, music, visual arts) assistive technology in the education of people with disabilities and/or special educational needs.

1.4. Administrative bodies of the D.P.M.S.

The following bodies are responsible for the organization and the general operation of the Interdisciplinary Postgraduate Programme (D.P.M.S.) "Special Education and New Technologies":

- The Curriculum Committee (CPC) of the D.P.M.S.,
- The Director of the D.P.M.S..

1.4.1. The Curriculum Committee (CPC) of the D.P.M.S.

The Curriculum Committee of the Master's Degree Programme "Special Education and New Technologies":

President:	**Panagiotis Kosmas, Director of the D.P.M.S.**	**Assistant Professor, Department of Sciences of Education, Pan. Limassol.**
Ann. President:	**Efstathia Papageorgiou, Director of the D.P.M.S.**	**Professor, Department of Biomedical Sciences, P.D.A.**
Member:	**Christina Fountzoula**	**Professor, Department of Biomedical Sciences, P.D.A.**
Member:	**Kyriakos Demetriou**	**Assistant Professor, Department of Sciences of Education, Pan. Limassol.**
Member:	**Maria Karamanidou**	**Assistant Professor, Department of Education, University of Athens, Greece. Limassol.**

The Curriculum Committee of the D.P.M.S. consists of members of the Teaching and Research Staff of the collaborating Departments of "Biomedical Sciences" of the P.D.AIt is established by decision of the

Senate of the Faculty of Education of the University of Limassol, following the recommendation of the Assemblies of the collaborating Departments.

The PSC consists of five (5) members of the faculty of the collaborating Departments. Specifically, the Department of Biomedical Sciences is represented in the PSC by two (2) members and the Department of Education by three (3) members.

The H.P.S. is responsible for the organization, administration and management of the D.P.M.S. and specifically for:

1) the establishment of committees for the evaluation of the applications of prospective postgraduate students and for the approval of their enrolment in the programme,
2) the allocation of teaching work, the invitation of Visiting Professors, as well as the assignment of teaching work to the teaching categories of Article 83 of Law No. 4957/2022,
3) the recommendation to the Senate of the amendment of the decision to establish the MSc, as well as the extension of the duration of the MSc,
4) the approval of the formation of examination committees for the examination of the theses of postgraduate students and appointment of supervisors for each thesis,
5) the confirmation of the successful completion of the course of study, in order to award the title of the D.P.M.S,
6) the preparation and approval of the initial annual budget of the D.P.M.S. and its amendments, as well as the recommendation of their approval to the Research Committee of the Special Account for Research Funds (S.A.R.C.E.),
7) the approval of the expenditure of the D.P.M.S,
8) the establishment and approval of the report of the I.P.M.S,
9) approving the procedure for examining the criteria for exemption from tuition fees and adopting a reasoned decision to accept or reject the application,

10) the approval of the awarding of scholarships, contributory or not, in accordance with the provisions of the decision establishing the MSc, the Regulation of the MSc and the Regulation of postgraduate and doctoral studies of the Foundation,
11) the preparation and adoption of a plan for the modification of the curriculum,
12) the approval of the reallocation of courses between academic semesters, as the approval of issues related to the qualitative upgrading of the curriculum,
13) the approval of any other matter required for the smooth operation of the programme.

1.4.2. The Director of the D.P.M.S.

Director:	**Panagiotis Kosmas**,	**Assistant Professor, Department of Sciences Education, University of Cyprus, University of Cyprus. University of Limassol.**
Ann. Director:	**Evstathia Papageorgiou,**	**Professor, Department of Biomedical Sciences, P.D.A.**

The Director of the MSc is selected from among the members of the Teaching and Research Staff (T.R.P.) who have been appointed as the supervising Department of the MSc and have undertaken the administrative support of the Programme, and is appointed by decision of the HPS for a two-year term of office, renewable without limitation.

The Director of the D.P.M.S. has the following responsibilities:

1) chairs the Curriculum Committee (CPC), draws up the agenda of its meetings and convenes its meetings,
2) recommends issues concerning the organization and operation of the D.P.M.S. to the H.P.S,
3) recommends to the H.P.S. and to the other bodies of the UAS issues related to the effective operation of the D.P.M.S,
4) is the Scientific Manager of the project, according to article 234 of Law No. 4957/2022, and exercises the respective responsibilities,
5) monitors the implementation of the decisions of the Institutions of the I.P.M.S., the articles of the I.P.M.S.'s Rules of Procedure, as well as the implementation of the I.P.M.S.'s budget,
6) exercise any other powers specified in the decision establishing the MSc.

1.5. Message of the Director of the D.P.M.S.

As the Director of the Interdisciplinary Postgraduate Programme of Studies (IPMS) entitled "Special Education and New Technologies" of the University of Limassol and the University of West Attica, I have the great pleasure to welcome you to the IPMS.

This MSc was developed after a fruitful collaboration between the Departments of Biomedical Sciences of the University of West Attica and Education Sciences of the University of Limassol. It is characterized by interdisciplinarity and treating Pedagogy holistically, utilizing both New Technologies and approaches from the field of Biomedical Sciences (covering issues of Neurobiology, Genetics, etc.), it becomes a pioneer in the postgraduate programs of the country and the country. It has come to meet the need of a large proportion of graduates, not only of our Departments but also of the entire partner institutions, who want to engage in professional life in education, regardless of the orientation and the knowledge, skills and specialties they have acquired from their first cycle of studies in the institutions during their undergraduate studies.

The MSc is also addressed to professionals in education in general, both public and private, as well as to any graduate, employed or not, who wishes to work in education, education and care of pre-school children of all levels and Special Education. The aim in each case is to enhance professional qualifications through the acquisition of new knowledge in Pedagogical Science with an approach through innovative theories, technologies and Biomedical Approaches. The curriculum, course selection, internship and thesis work enhance the specialization and greatly increase the competitiveness and professional acumen of our graduates. The structure of the Curriculum was structured in the same framework and with a view to the possibility of acquiring Pedagogical Competence. The IEP also provides its graduates with a proficiency in computer skills, recognized by the APS. The lecturers in the IEP are, in addition to the faculty members of the two Departments in general, faculty members of other universities, researchers, Directors of Education or School Counsellors with similar qualifications, all of them renowned scholars in the fields they treat and excellent teachers and educators.

The postgraduate students of our Programme enjoy all the benefits and facilities offered to our undergraduate students in their education by the Foundation. In particular, the University of Limassol has all the necessary supportive infrastructure for the proper service of students, such as electronic secretarial processing

a shared Wi-Fi network, a library, a library, a full medical clinic, a gym, restaurants and canteens, parking spaces, a conference centre, social counselling and care, employment and career, innovation and entrepreneurship, a liaison office, as well as traineeship and lifelong learning facilities. The existing material and technical infrastructure of the University of Limassol covers the needs of the MSc (, laboratories, lecture halls, laboratory and special equipment, internet use, software with asynchronous tele-education capabilities).

Finally, the MSc is included in the continuous evaluation procedures based on the plan developed by the National Authority for Higher Education (NEAE) and the Quality Assurance Unit (QAQU) of the Institution. The evaluation includes indicators that highlight the competitiveness of the IMS in terms of its preference by prospective students and its image in the labour market.

Thank you for interest,

Panagiotis Kosmas
Director of the MSc
Department of Education University of
Limassol

1.6. Regulations of the D.P.M.S.

The current Regulations of the MSc "Special Education and New Technologies" have been drawn up in accordance with the provisions of the legislation in force, harmonized with the decision of the Senate of the University of West Attica (No. 71763/27-07-2023) on "Approval of the Regulations of the Postgraduate Studies Programmes of the University of West Attica". It has been published in the Official Gazette of the Hellenic Republic (Government Gazette 7695/τ. Β΄/31-12-2023).

1.7. Administrative and secretarial support of the D.P.M.S.

The Department of Biomedical Sciences of the University of West Attica, which has been appointed as the supervising department of the MSc, is responsible for the administrative support of the MSc.

The secretarial and administrative support of the MSc and the institutions operating within it is provided by the Secretariat of the MSc, which is staffed, following the decisions of the Programme's Scientific Committee, with external collaborators and/or members of the Administrative Staff of the University of West Attica, according to the procedures defined by the Regulations of the University of West Attica and the Special Research Funding Account of the University of West Attica, specifically for the support of this Programme.

The secretarial and administrative support of the MSc consists in the handling of all administrative and financial issues that arise during the operation of the Programme, as well as in the performance of all necessary actions in order to ensure the smooth conduct of the Programme's activities. The tasks of the Secretariat shall include, inter alia, providing secretarial services for the administrative bodies, promoting procedures for the preparation and publication of notices and the submission of applications, the collection of supporting documents from candidates and the registration of new students after the completion of the selection procedure, the compilation and continuous updating of lists of registered students, the maintenance of a file for each registered student, the updating of the Central Database Data of the Pa.D.A. (application "Student Register"), the issuance of all kinds of certificates and attestations, the promotion of scholarship awarding procedures, student ticket vouchers, parking permits in parking lots of the Institution and other benefits provided by the applicable provisions, the procedures for issuing and awarding degrees and, in general, the provision of any information concerning the operation of the programme.

The Secretariat of the MSc is located at the University of Limassol. The analogous archive of the I.P.M.S. is kept in the same place.

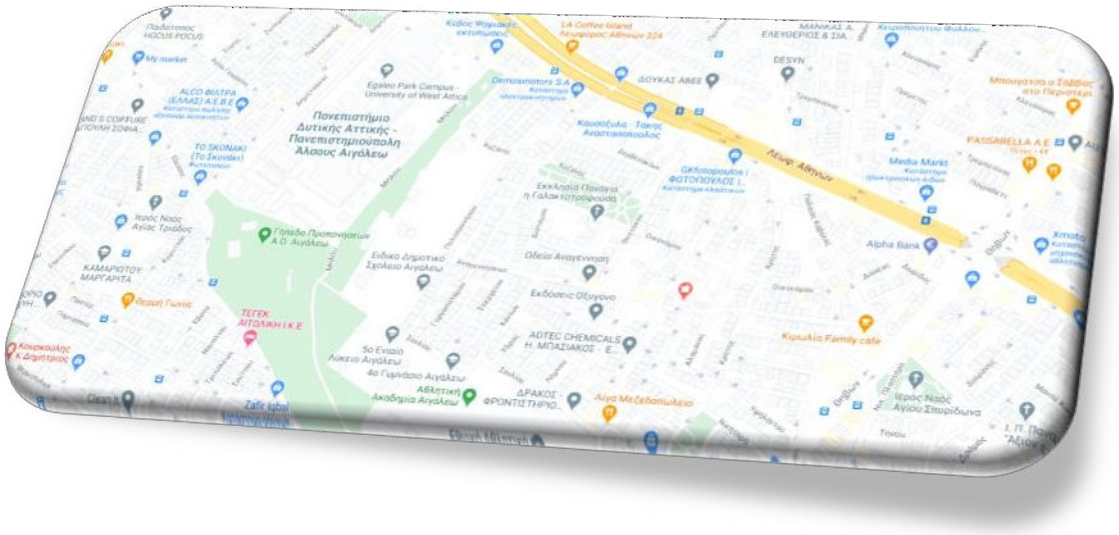
The Secretariat is open daily, with physical presence, at office 4 of the University Campus in Limassol, 11:00-15:00. The communication of candidates and active students of the D.P.M.S. is carried out in person, on the above mentioned days and hours, electronically, by e-mail atinfo@uol.ac.cy and by telephone. Information and supporting material regarding the secretarial support services of the Programme will also be provided through the website of the MSc programme.

Contact address:

Secretariat of the Master's Degree Programme "Special Education and New Technologies". University of Limassol

1.8. Course location - Infrastructure - Access

The logistical infrastructure of the University of West Attica covers the needs of the MSc (building facilities, laboratories, laboratories, lecture halls, laboratory and special equipment, libraries, internet use, software with modern and asynchronous tele-education capabilities).



Access to the Aigaleo Campus is possible by public transport as follows:

- By Metro:

  LINE 3: MUNICIPAL THEATRE - DUKISSIS PLACENTA - AIRPORT,

  Station "Agia Marina" (distance ~ 800 meters from to entrance from the Aigaleo Park Campus).

- By Bus:

  Line 829: PADA ANCIENT ELAION - F. AIGALEO - PADA ALSOS AIGALEO (KYKLIKI), Line 891. AG. ATTICA,

  Line A15: LARIS STATION - DASSOS, Line B15: LARIS

  STATION - PALATAKI,

  Line 845: PIRAEUS - ELEUSINA (via THIBON),

  Line 731: ANTHOUPOLI - ST. M. ANTHOUPOLI - ATTIKO NOSOKOMEIO - DASOS, Line 750: ATTIKO NOSOKOMEIO - ST. METRO AIGALEO - NIKAIA,

  Stop University of West Attica - University of West Attica - University of Alssous Aigaleo, Aigaleo

  Line 831: Piraeus - Aigaleo, stop Agios Nikolaos. TRIADA

Line 811: HADARI- F. ST. AG. ST. MARINA (KYKLIKI), stop DELFO

1.9. Distance learning

The Master's degree is a Distance Education programme. The online Moodle platform used by the University is designed to achieve the best learning outcomes for students. The platform's capabilities for synchronous and asynchronous Distance Education allows students to easily become familiar with its use and choose the mode that best suits them in a flexible and personalized learning nature.

The University of Limassol has a team that manages distance learning at the university. The aim of the team is to ensure high quality education and to maintain a dynamic, flexible and inclusive learning environment https://www.uol.ac.cy/el/monada-ex-apostaseos-ekpaidefsis/.

The Distance Education and New Technologies postgraduate programme is based on the pedagogical model of structured pedagogy of e-learning and is enriched with the philosophy and pedagogical foundations of Open and Distance Education. The course structure and the related tools offer students flexibility in their personalised and self-regulated path to knowledge throughout their studies at the University.

The central pillars of the pedagogical and methodological approach are:

A. A combination of videoconferencing, learning by doing, learning by , learning by case-based learning and learning by exploring.

Β. Empirical learning through the linking of learning objectives to students' real-life experiences.

Γ. Social constructivism, situated learning and learning communities are used.

Δ. Creative learning is exploited. In this context, numerous techniques for enhancing lateral thinking are proposed, which, with appropriate adaptation, are applied to online learning and used by teachers on a case-by-case basis, in relation to the subject matter and the target group.

The pedagogical model used enables students to have access to material that has been offered and posted on the electronic platform and has been discussed with the Teacher-Advisor in the modern distance communication (teleconference) in the course. At the same time, in addition to the material and teleconferences, students have the opportunity participate in interactive learning initiatives and to participate as members of the academic community of the University.

The conduct of students' practical training, as an educational activity of the MSc, may be conducted remotely, if the host institutions support the teleworking method and the supervision of the practical training is ensured.
In any case, the training process may be carried out using modern distance learning methods in the following cases:

i. in cases of force majeure or exceptional circumstances, where it is not possible to conduct educational process in person or to use the infrastructure of the University of West Attica for the conduct of its educational, research and other activities,
ii. organisation of immersion courses and tutorial exercises, in addition to the compulsory teaching hours per course.

The organisation of the educational process using distance learning methods ensures accessibility for people with disabilities and special educational needs.
The guide to distance teaching of the D.P.M.S. regulates the specific terms and conditions regarding the organization of the educational process with distance education methods of the D.P.M.S. and in particular [according to the common ministerial decision (Β΄ 1079) under 18137/Z1/15.2.2023] the following issues:
(a) issues relating to access to the integrated e-learning system, the user accreditation procedure and access rights per user category (lecturer, student, supervisor, technical and other staff),
b) issues related to the technological infrastructure of the P.D.A., the technical support, maintenance and upgrading of the infrastructure and technologies to support the distance learning process, as well as the obligations of each user,
c) the process of educational support for students,
d) the pedagogical framework for the design and implementation of courses and other educational activities using distance learning methods and student assessment,
e) the procedure for the evaluation and upgrading of the digital skills of the teaching staff participating in distance learning programmes,
(f) the process of checking operations for plagiarism through trusted applications,

(g) the policy for the protection of personal data and compliance with the provisions of the General Data Protection Regulation and Law No. 4624/2019,

(h) the information systems security policy targeting the development of e-learning systems,

(i) the information privacy and cybersecurity management policy,

(j) the criteria for the periodic internal evaluation of distance learning postgraduate programmes,

k) the procedure for the registration of students in the student register of the UAS,

l) any other issue related to the organisation of the MSc in distance education methods.

1.10. Categories of candidates

Graduates of Higher Education Institutions of the Greek Federation or similar institutions of foreign countries are admitted to the Master's programme in accordance with the provisions of the legislation. Applications may also be submitted by graduates of final year , provided that they have submitted a Certificate of Completion of Studies before the date of validation of the list of successful candidates. In this case, a copy of their degree or diploma must be submitted before the start date of the programme.

Members of the categories of S.E.P., as well as S.I.P. and S.T.E.P. and administrative staff, if decided by the H.P.S., may, upon request, be registered as supernumeraries and only one per year, without the obligation to pay tuition fees.

Foreign candidates who apply for the D.P.M.S. in the Greek language must have sufficient knowledge of Greek (holders of a B2 level certificate according to the ministerial decision Φ152/Β6/1504/30-5-2001 (ΦΕΚ 659/τ.Β΄), as in force.

1.11. Who it is aimed at

The MSc is addressed to professionals in education, both public and private, as well as to any graduate, employed or not, who wishes to work in education, early childhood education and care and Special Education. The aim, in all cases, is to enhance professional qualifications through the acquisition of new knowledge in Pedagogical Science with an approach through innovative theories, New Technologies and Biomedical Approaches.

More specifically, the MSc is addressed to:

(a) Early childhood education and care professionals, public and private. (b) Education professionals, public and private.

- Primary, secondary and higher education teachers.
- Education officials at all levels.

(c) Any graduate, employed or not, who wishes to work in Special Education and the educational and social integration of people and population groups with special educational needs and/or disabilities.

(d) Other qualified teaching, scientific or administrative staff at all levels of education and early childhood education and care.

(e) Executives of public and private sector organisations and companies, who are interested in or already employed with:

- Education, training, vocational specialisation, training and
- Human resources development through education-retraining, in-house education and training, etc.

(f) Any graduate, employed or not, who wishes to work in education and/or early childhood education and care; and:

- To acquire theoretical knowledge and specialised skills and abilities for the development of educational programmes for all ages, offered either conventionally or at a distance with the use of new technologies, as well as the necessary knowledge of research methodology in education.
- To enhance his/her professional qualifications by acquiring new knowledge (or updating knowledge) in Pedagogical Science by approaching it through innovative theories and technologies.

1.12. Number of admissions

The number of students admitted to the MSc "Special Education and New Technologies" is set **at 30 students (per department)**. In the case of a tie, the number of admission to postgraduate students will be increased in order to admit the last candidate with a tie. In addition to the number of admission, members of the categories of SNEs, HPEs and STPs are admitted as supernumerary scholarship holders.

The final distribution of the number of postgraduate students per specialisation is determined by a decision of the HPS with the final validation of the list of successful candidates.

1.13. Conditions and procedure for admission

Candidates are informed by the call for expressions of interest of the MSc, which is published on the websites of the MSc, the two participating Departments of the two universities of the PADA and in any other appropriate medium. The call for expressions of interest shall contain all relevant information (dates, method/ways and place of submission of the application for participation) on the necessary supporting documents, the application procedure, the deadline for submission of applications, as well as on the criteria for the evaluation of the candidates' applications.

The call for expressions of interest mentions:

- the conditions of participation of postgraduate candidates in the selection procedure,
- the categories of graduates and the number of entrants,
- the procedure and criteria for the selection of postgraduate students,
- the deadlines for submitting applications,
- the required supporting documents,
- any other detail deemed necessary in order to facilitate the selection process for postgraduate students.

Applications and the required supporting documents are to be submitted to the Limassol University Secretariat, in paper or electronic form, by the deadline and in the manner specified in the call for expressions of interest. The deadline for submission of applications and supporting documents may be extended by decision of the Programme Committee.

The admission of postgraduate students is based on the following documents:

1. Application form for participation in the D.P.M.S..
2. Degree(s) (higher education) and detailed marks (in case the degrees have been awarded by higher education institutions abroad, they must be accompanied by a recognition of equivalence).
3. Detailed Curriculum Vitae of the candidate.

4. Proof of good knowledge of a foreign language (B2 level) (if available). Proficiency is certified on the basis of the requirements for proficiency in a foreign language laid down by the AUEP.

5. Two (2) Letters of Constitution (if any).

6. Evidence of research, writing and professional work (if available).

7. Dissertation/undergraduate thesis (if completed).

8. Additional qualifications, scholarships, special seminars, postgraduate degrees, supplementary education degrees, etc. (if available).

1.14. Academic title awarded

Upon successful completion of the Programme, Departments of Biomedical Sciences and Early Childhood Education and Care of the University of West Attica award, from jointly, **Diploma Postgraduate Studies (D.M.S.**) level seven (7) of the National and European Framework Qualifications, with title:

"**Special Education and New Technologies**".

[**MSc in "Education sciences through innovative Technologies and Biomedical approaches"**].

1.15. Duration of the programme

The duration of the studies leading to the award of the Diploma of Postgraduate Studies (D.M.S.) of the D.P.M.S. is defined as **four (4) academic semesters** (each lasting at least thirteen (13) weeks of instruction), which correspond to thirty (30) ECTS credits and which include the time for the implementation of the Practical Training and for the preparation and submission for examination of the Postgraduate Diploma Thesis (M.D.D.), if any.

During their studies, postgraduate students are required to attend courses, carry out practical exercises and/or prepare a thesis, in order to accumulate **a total of 120 European Credit Units (ECTS)**, necessary for the completion of their postgraduate studies and for their graduation.

The permitted duration of the completion of the requirements for the M.Sc. degree is set at **four (4) academic semesters as a minimum, and up to six (6) academic semesters as a maximum**. However, in exceptional cases, a suspension of studies may be granted with

decision of the HPS, without this time being counted in the total required duration of the award of the Diploma of Postgraduate Studies (D.M.S.).

The Master's degree is completed with the award of a Diploma of Postgraduate Studies (D.M.S.), level seven (7) of the National and European Qualifications Framework, in accordance with article 47 of Law No. 4763/2020.

Successful completion of studies is determined by the successful performance in the courses of the MSc (including the Internship) and the successful completion of the Diploma Thesis, where provided.

1.16. Language of instruction

The language of instruction of the MSc is Greek, with the possibility of offering it in English.

1.17. Tuition fees

The **amount** of the tuition fees for the MSc "Special Education and New Technologies" **is** set **at five thousand euros (5,000 €)**, which can be paid in up to fifteen equal instalments. Postgraduate students of the Master's degree programme are obliged to pay these fees.

Tuition fees are paid to the University of Limassol, which is responsible for their management.

Postgraduate students are required to have paid all their financial obligations before the awarding of the Diploma of Postgraduate Studies. In cases of interruption of studies, the total amount paid will not be refunded.

1.18. Learning outcomes of the Programme

Upon completion of the programme, postgraduate students acquire highly specialised and cutting-edge knowledge in the fields of Pedagogy, General & Special Teaching, Psychology and Counselling. They also gain critical awareness of many issues in the above fields and, in particular, their interconnection with New Technologies and Biomedical Sciences.

All courses are in line with the requirements of the most modern teaching techniques and methods relevant to Pedagogical Science. Emphasis is placed on the Practical Training of postgraduate students, which includes monitoring, observation, design of educational intervention and implementation of Micro-teaching and/or teaching. Teaching in school settings or in early childhood education and care centres is autonomous and supervised.

The design of the Internship, the research projects and the Dissertation aim at enhancing the pedagogical skills of postgraduate students through the use of innovative theories and technologies.

The aim of the MSc is to maximize the potential of its graduates in the wider educational field, on the one hand through the acquisition of a holistic approach to contemporary Pedagogical Science and to the processes of Universal Design for Learning, and on the other hand through the updating of the students' knowledge and skills in cutting-edge fields of the above mentioned fields of knowledge. Thus, the MSc prepares education managers capable of devising and promoting innovations in order to improve the quality of educational work at all levels of education, enhancing critical reflection on educational processes and the improvement of school practice.

1.19. Certification of pedagogical and teaching competence of the graduates of the D.P.M.S.

With the approval of the Senate, after the issuance of the Official Certificate of Establishment, the Interdisciplinary Postgraduate Programme of Studies entitled Special Education and New Technologies", of the Departments of Biomedical Sciences of the Faculty of Health and Welfare Sciences of the Faculty of Health and Welfare of the P.D.A.and "Education Sciences" of the Faculty of Social Sciences and Humanities of the University of Limassol, ***as a Postgraduate Programme of Studies in the field of Education*** **and the** ***awarding of the Pedagogical and Teaching Competence Certificate*** to the graduates of the Programme ***will be approved.***

1.20. Relevance of the D.P.M.S. with Special Education

With the "18th Amendment of the Ministerial Decision under the reference 54929/Z1/08-04-2019 (V' 1217) on the accreditation of the relevance of Postgraduate Programmes of Studies in Greece and abroad with the subjects of Special Education and Education (E.A.E.) and

of School Psychology" (Government Gazette 308/v.B/25-01-2023), **the relevance of the D.P.M.S. with the subject of Special Education and Education (S.E.E.E.)** will be established.

1.21. Proficiency in computer skills

The MSc provides its graduates **with a level of proficiency in computer operation**, recognized by the APSEP, **by the registration of four (4) courses** of the MSc Curriculum, which fall within the area of Computer Science or Computer Operation.

1.22. Skills covered - Access to further studies

The skills provided by successful completion and graduation from the MSc, as well as the career development opportunities for graduates are defined as follows:

- Graduates of the D.P.M.S. ensure certified Pedagogical and Teaching Competence.
- Upon successful completion of four (4) computer science courses, which are included in the programme of studies, postgraduate students will obtain a certificate of computer skills, recognised by the AUEP.
- Graduates of the D.P.M.S. ensure the maximum number of points (20) in the Teacher Appointment System.
- The successful completion of the studies in the MSc programme awards the maximum number of points in the selection procedures for education managers.
- In particular, through the studies in the D.P.M.S.:
  - improve skills in planning, implementing and evaluating teaching. Specialised knowledge is provided on issues relating to behaviour in the school environment at all levels of education.
  - the possibility of applying the knowledge in a real classroom environment (Micro-teaching/Tutoring).
  - the possibility of acquiring and/or improving knowledge related to computational teaching models and e-learning.
  - knowledge is provided to identify research areas for students to be able to organise educational research.
- Graduates of the MSc are prepared for the 3rd cycle of studies leading to the award of a PhD degree.

2. Structure of the Programme of Studies

2.1. Full list of courses of the Curriculum of the D.P.M.S.

In detail, the curriculum of the MSc, by semester:

First Semester			
Course Code	**Course Title**	**Type of Course**	**Credit Units (MT/ECTS)**
EDU 655	Pedagogy of Integration and Inclusion	Y	10
EDU 660	Introduction to Educational Technology	Y	10
EDU 520	Research Methods in Education	Y	10
Total Semester Credits:			**30**

Second Semester			
Course Code	**Course Title**	**Type of Course**	**Credit Units (MT/ECTS)**
EDU 670	Educational and Social Policy for people with disabilities	Y	10
EDU 690	Application of New Technologies in Special Education	Y	10
	Selection of one of the following courses		
PSYED504	Learning Difficulties	YE	10
PSYED505	Language Development and Language Disorders	YE	10
Total Semester Credits:			**30**

Third Semester			
Course Code	**Course Title**	**Type of Course**	**Credit Units (MT/ECTS)**
EDU 680	Child and adolescent psychopathology	Y	10

EDU695	Universal Design and Production of Educational Materials in Special Education	Y	10
	Selection of one of the following courses		
PSYED501	Psychology for Education	YE	10
PSYED502	Cognitive Neuroscience in Education	YE	10
Total Semester Credits:			**30**

H'		
EDU650	Diploma Thesis (case the student chooses to take the Dissertation is exempted from three courses).	30

Fourth semester			
Course Code	**Course Title**	**Type of Course**	**Credit Units (MT/ECTS)**
EDU700	Practical Exercise	Y	10
Total Semester Credits:			**30**

Four semester Total Credit Units: 120.

Course Press Memo

Y: REQUIRED
YE: OPTIONAL COMPULSORY

2.2. Detailed course outlines

The detailed course outlines, including the title, code, type and level of each course, the number of credit hours (ECTS) awarded based on the workload required of the student to achieve the objectives or learning outcomes, the course objectives (intended learning outcomes), any prerequisites, the course content (syllabus), the recommended literature to be studied, the teaching and learning methods, the assessment/grading methods and the language of instruction are included in *Annex I* this *Study Guide.*

2.3. Final examinations

At the beginning of each semester the academic calendar of the MSc is announced to the postgraduate students, which is determined by a decision of the HPS. The academic calendar includes the start and end dates of the semesters, holidays, as well the start and end dates of the examination period of each semester.

The HPS prepares and announces the examination schedule for each examination period in good time and no later than ten (10) days before the beginning of the examinations.

There may be a re-examination period, in which postgraduate students who fail the examination of the course(s) in the regular period or postgraduate students who did not participate in the examination of the course(s) in the regular period are entitled to participate.

2.4. Examination and evaluation/grading regulations

The assessment of postgraduate students and their performance in the courses of the 's Programme of Studies is carried out through written or oral examinations or the preparation of assignments throughout the semester. Performance in each course is assessed by the lecturer(s) and graded according to the grading scale applicable to undergraduate students. Specifically, evaluation grades range from zero (0) to ten (10), to the nearest one (1) decimal place. Retention grades are defined as five (5) and higher.

The teaching and assessment of each course is generally flexible and individualised by each teacher (in consultation with course coordinator) in the course design. Teaching methods include, but are not limited to: lectures, seminars, tutorials, laboratory exercises, field exercises, presentations, interactive teaching, group participation, role-playing, project work, guest speakers, computer practice. Seminar or tutorial support will be carried out if deemed necessary.

The methods used to evaluate the performance of postgraduate students include formative or summative assessment, multiple choice tests, short answer questions, essay development questions, problem solving, written work, report-report, oral examination, public presentation, laboratory work. A full syllabus of each course is distributed at the beginning of each semester, necessarily completed with the assessment method and a bibliography list, however, the main methods of assessment for the MSc are the final examinations and the mixed system of final written and oral examinations and written assignments/projects.

For the evaluation of students with disabilities and special educational needs, the articles referring to alternative methods that may be applied on a case-by-case basis, as they apply in the Internal Regulations of the University of West Attica, apply.

In order to improve the grades of postgraduate students, they may be allowed to retake only one (1) course, in which they have successfully passed and already obtained a mark, in an examination period that includes that course.

2.5. Postgraduate Diploma Thesis (M.D.E.)

The postgraduate student is required to prepare and successfully support his/her postgraduate thesis in the respective semester of study indicated in this Guide to Studies.

The purpose of the thesis is to demonstrate the ability of the postgraduate student to expand her/his knowledge, to assimilate new knowledge and to express it correctly. Research in the context of the M.Sc. involves the reflection and review of acquired knowledge, the definition and study of a problem, the interpretation of phenomena or situations and the combination of the above, depending on the topic and the ability of the postgraduate student to analyse, synthesise and logically process data.

The most common approaches are research literature, experiments, case studies and surveys.

2.5.1 Objectives of the NDEs

With the preparation of the M.D.E., the following objectives are pursued:

- Enhancing the student's ability to deal with a problem.
- To enhance learning by studying and working through an important problem and acquiring new knowledge from the study.
- To enhance the student's ability to seek and present a complete and correct solution to problems that may arise.
- To train the student to search, investigate, select, use and record information from bibliographic sources.
- The student's practice in writing and presenting a text with information from bibliographical sources, without altering the meaning of the information from the original.
- The training of the student in the ability to write not only a thesis, but any kind of text that needs to contain scientific thinking, presentation of positions and proposals, submission of new ideas and directions and, in general, any kind of text that serves the scientific nature of the author and the promotion of his/her ideas and proposals.

2.5.2 Undertaking of M.D.E.

Postgraduate students who have completed the first two (2) semesters of study and have passed at least six (6) courses of the first year of the Programme of Studies are entitled to undertake a thesis. After the end of the second (b) semester of study or during the third (c) semester of study in the MSc, postgraduate students are invited to declare a field of scientific interest, according to a list posted on a specialized electronic platform with the subject of the thesis.

The subject of M.D.E. must be part of the broader range of scientific fields treated in the D.P.M.S.

Two types of Postgraduate Diploma Thesis are foreseen in the programme:

- Research Diploma : is an original research project.

- Systematic review: an extensive and thorough literature review on a scientific topic of great interest or other important work, which cannot, however, be considered an original research work.

Supervisors of the Master's Thesis are appointed as supervisors (faculty members or retired faculty members, or members of the Training Group or external scientific collaborators of the Master's Thesis who hold a PhD degree). For each M.Sc., a three-member Examination Committee is appointed, consisting of three (3) Supervisors. The Supervisor A ("Rapporteur") and the Supervisor B evaluate and guide the preparation of the M.D.D. The Supervisor C has a grading role in case of disagreement between the Rapporteur and Supervisor B, or replaces one of the Supervisors (A or B) in case of justified inability to participate in the evaluation process of the M.D. Each Supervisor is also appointed as Supervisor B for an equal number of theses.

2.5.3 Electronic platform for the preparation of M.D.E.

The dissertations of the D.M.P.S. are organized, coordinated and monitored through a specialized electronic platform with the subject of dissertation.

Before the start of the M.D.E., students are trained online or face-to-face on issues related to the writing of theses and the search for bibliographic sources.

2.5.4 Stages of preparation and writing of the thesis

The preparation of the M.D.E. is completed with the submission of three (3) proposals/projects, which are evaluated and graded by the two supervisors:

- Progress 1^{h} concerns the drafting and submission of the content and the initial pages of the thesis.
- Progress 2^{h} is the final draft of the text.
- In the 3^{h} stage, the final text is submitted.

The process is concluded with the support (presentation) of the M.D.E., which has been approved in the procedure of the advances, before the Supervisor A and the Supervisor

B, at least. In the absence of one of the above two supervisors, his/her place on the evaluation committee will be taken by Supervisor C.

The deadlines for the submission of theses and the dates for the presentation of theses are published on the dedicated online platform.

2.5.5 Postgraduate Thesis Grade

The evaluation of the postgraduate thesis is based on a ten-point scale (0-10) with an accuracy of one decimal place. The course of the second semester of the curriculum "Preparation of the Diploma Thesis" is awarded a grade equal to or higher than five (5).

2.5.6 Regulation for the preparation of M.D.E.

Specific issues concerning the course "Thesis Preparation" and the procedure for undertaking, preparing and completing the Master's Thesis are defined in the Postgraduate Thesis Regulation of the Master's Degree Programme, which includes the following:

1. the educational purpose of the NDE,
2. the stages of the submission of the IO,
3. the areas of research interest,
4. the stages of conducting the NDA,
5. the change of title of the M.D.E,
6. the deliverables of the course "Preparation",
7. good practices in the drafting of the text and the electronic or printed reading of the M.D.E,
8. information for studying and finding bibliographic sources,
9. guidelines for the preparation of research papers,
10. the evaluation criteria of the IO,
11. change of supervisor, etc.

2.6 Internship

In the Programme of Studies of the MSc, special emphasis is placed on the Practical Training of postgraduate students, which includes monitoring/observation, the theoretical design of an educational intervention, the implementation of a Micro-teaching and/or the development of a teaching/teaching intervention.

The implementation of the Internship aims at the practical application of the theoretical scientific knowledge acquired in the courses of the Master's Programme of Studies and the familiarization of the students with possible workplacesmainly to enhance the pedagogical and teaching skills of the postgraduate students through the use of innovative theories and technologies.

Internship is included, as a compulsory educational activity, in the Curriculum of the D.P.M.S.

2.6.1 Host/implementing organisations for traineeships

The Practical Training of postgraduate students can be implemented in formal and non-formal learning structures/organisations, General & Special Education and Education, throughout Greece (or abroad, following a decision of the HPS or through a mobility programme (Erasmus) and includes all actions and activities related to the systematic organization and effective provision of educational support and teaching services, such as:

I. School units of general education (Kindergartens, Primary Schools, Primary Schools, Secondary Schools, High Schools, Vocational High Schools).
II. School Units of Special Education and Education (Special Kindergartens, Special Primary Schools, Special Gymnasiums - Lyceums, Special Vocational Gymnasiums - Lyceums, E.E.E.E.E.K.).
III. KEDASY (throughout the working days and hours).
IV. Medical and Pedagogical Centres.
V. Municipal Counselling Centres.
VI. Day care centres/day care centres (morning or afternoon).
VII. Community Mental Health Centres.
VIII. Schools operating within public hospitals.
IX. Institutions of Higher Education.
X. Museums, Art Institutions & Culture.

XI. Public or private legal entities (N.P.D.D. or N.P.I.D.) supervised by the Ministry of Labour, Social Security and Social Solidarity, which provide education, training and counselling support
Services.

The internship of postgraduate students is carried out in the above mentioned institutions, under the supervision of a lecturer of the Master's programme. The internship may also be carried out in structures/organisations abroad, under formal and scientific conditions and provided that the supervision of the internship process is feasible.

2.6.2 Internship Regulation

Specific issues concerning the implementation of the Internship for students of the D.P.M.S. are defined in the Internship Regulations of the D.P.M.S., which include the following articles:

1. General information
2. Purpose of the Internship
3. Practical Training Conditions and Evaluation
4. Practical Training Organisations
5. Practical Exercise
6. Institutional Manager, Internship Committee and Supervisors of Internship Institutions
7. Placement of students in institutions
8. Practical Training Deliverables
9. Duties of students
10. Contact

2.7 Diploma of Postgraduate Studies (D.M.S.)

The Diploma of Postgraduate Studies (D.M.S.) is a public document. The graduate of the MSc may be awarded, prior to the award, a certificate that he/she has successfully completed the MSc and an analytical score with the corresponding ECTS credits.

2.8 Calculation of the degree of the D.M.S.

The grade of the Diploma of Postgraduate Studies (M.Sc.) is based on the grade of the evaluation in the courses, the Practical Exercise and/or the Postgraduate Diploma Thesis (M.D.E.).

More specifically, in each semester the student receives a grade in each course examined and if successfully assessed, is credited with the corresponding credits.

The final grade of the MSc is derived from the evaluation grade:

i. in the lessons,
ii. in the internship and/or
iii. in the Master's .

The grade of the Diploma of Postgraduate Studies (D.M.S.) is calculated with an approximation of two decimal places and is obtained from the formula:

B=(B1*П1+B2*П2+……..+Bv*Пv)/(П1+П2+…..Пv)

where B1,B2....Bn are the grades of all the courses the student has successfully passed and P1,P2.....Pn are the credit points corresponding to each course.

Course registration grades are defined as five (5) and above. The grading scale for evaluating the performance of graduate students is defined from zero (0) to ten (10) as follows:

- **Excellent**: from eight and fifty (8.50) to ten (10).
- **Very good**: from six and fifty (6,50) to eight and forty-nine (8,49).
- **Good**: from five (5) to six and forty-nine (6.49) or
- Rejected: from zero (0) to four and ninety-nine (4.99).

2.9 Diploma Annex

The Diploma of Postgraduate Studies is accompanied by a Diploma Supplement which is an explanatory document and does not replace the official degree or the detailed course grades. The Diploma Supplement is attached to the MSc and provides information on the nature, level, general context, content and status of the studies successfully completed by the person named on the original of the diploma. The Annex shall not be used for evaluative purposes

judgements and there are no statements of equivalence or equivalence or proposals concerning the recognition of the MSc abroad. The Diploma Supplement is issued automatically and without any financial charge in Greek and in English, and must meet the authenticity requirements for the degree awarded. The date of issue of the Diploma Supplement does not necessarily coincide with the date of award of the , but can never be earlier than that date.

2.10 Awarding of the D.M.S. - Determination

The assessment is not a component of successful completion of studies, but it is a necessary condition for the award of the Postgraduate Diploma of Studies. For reasons of force majeure (e.g. health reasons, residence or work abroad, military obligations) and upon application to the Secretariat of the , the graduate may request the award of the degree without participating in the conferral ceremony or request to participate in a subsequent conferral ceremony. Exemption from the obligation to participate in a mentoring ceremony shall be approved by the Director of the MSc. Prior to mentoring or exemption from mentoring, graduates may be given a certificate of successful completion of their studies.

A Diploma of Postgraduate Studies awarded may be revoked or cancelled if it is proven that the legal and institutional conditions for its award did not exist at the time of its acquisition. Revocation or cancellation is made following a decision of the HPS, which is communicated to the Rector of the institution.

3. Teaching staff

The lecturers of the MSc are, apart from the faculty members of the two collaborating Departments and other Departments of the University of West Attica, faculty members of other universities, Researchers, Directors of Education, Educational Project Coordinators and specialized scientists or artists with experience and the required qualifications, all of them renowned scientists in the fields they treat, excellent teachers and educators.

3.1 Members of the Board of Directors.

3.1.1 Members of the Department of Biomedical Sciences of the University of West Attica

Name, Contact Details	Grade	Cognitive Object
Papageorgiou Efstathia efipapag@uniwa.gr	Professor	
Kriembardis Anastasios akrieb@uniwa.gr	Professor	
Christina Fountzoula chfountz@uniwa.gr	Associate Professor	
Karkalousos Petros petef@uniwa.gr	Associate Professor	
Papagiorgis Petros ppapagiorg@uniwa.gr	Lecturer	
Trapali Maria ymaria@uniwa.gr	Lecturer	

3.1.2 Members of the Department of " Education Sciences " of the University of Limassol

Name, Contact Details	GRADE	SUBJECT MATTER
Kasimatis Katerina k.kasimati@uol.ac.cy	TEACHER (H.M.)	Evaluation
Kosmas Panagiotis Kosmas panagiotis.kosmas@uol.ac.cy	ASSISTANT PROFESSOR	Educational Technology
Virkki Maria m.vrikki@uol.ac.cy	ASSISTANT PROFESSOR	Language Disorders
Demetriou Kyriakos kdemetriou@gmail.com	ASSISTANT PROFESSOR	Assistive Technology in Special Education
Zachariou Antonia a.zachariou@uol.ac.cy	LECTORAS	Educational Psychology
Fotiou Maria maria.photiou@uol.ac.cy	LECTORAS	Neuroscience and Special Lawsuit
Gregoriou Markella markella@uol.ac.cy	LECTORAS	Psychopathology
Nikolidakis Simeon s.nikolidakis@uol.ac.cy	LECTORAS (Partner)	Sociology of Education and Special Education

3.1.3 Members of the Board of Directors of other departments of PADA.

Name, Contact Details	**Grade - Department**	**Courses**	**CV**
Asonitou Sofia sasonitou@uniwa.gr	Associate Professor - Department of Business Administration, P.D.A.	• MEK.4.2.2.2.1 - Dissertation • MEK.4.2.2.2.2 - Practical Training - Micro-teaching	CV
Valamontes Evangelos vala@uniwa.gr	Professor - Department Electrical and Electronic Engineering, P.D.A.	• MEK.3.2.2.2.1 - Technology and Contemporary Trends in Mathematics and Science Teaching	CV
Vivitaki Victoria vvivilaki@uniwa.gr	Assistant Professor - Department of Obstetrics, P.D.A.	• MEK.4.2.2.2.2 - Practical Training - Micro-teaching	CV
Koubouros Ioannis	Deputy Professor -		CV

ykoump@uniwa.gr	Department of Public and Community Health, P.A.D.A.	• MY.1.2 - Introduction to Educational Technology • MEY.2.2.1 - Integrating Technology into Educational Practice • MEY.2.2.2.2 - Applications of Information and Communication Technologies (ICT) and Assistive Technology in the School and Social Integration of Students with Disabilities and/or Specific Learning Needs Difficulties • MEK.4.2.2.2.1 - Preparation of a Thesis • MYK.4.3.2 - Dissertation	
Clement Dallianis Clement kntal@uniwa.gr	Professor - Department of Business Administration, P.A.D.A.	• MY.1.2 - Introduction to Educational Technology • MEY.2.2.1 - Integrating Technology into Educational Practice • MEY.2.2.2.2 - Applications of Information and Communication Technologies (ICT) and Assistive Technology in the School and Social Integration of Students with Disabilities and/or Specific Learning Needs Difficulties • MYK.4.1.2 - Preparation of a Diploma Thesis • MEK.4.2.2.2.1 - Preparation of a Thesis • MYK.4.3.2 - Dissertation	CV
Xanthos Theodoros txanthos@uniwa.gr	Vice Rector, Professor - Department of Midwifery, P.D.A.	• MEK.3.2.2.2.3 - Biomedical Science Teaching	CV
Papouli Eleni epapouli@uniwa.gr	Assistant Professor - Department of Social Work, PA.D.A.	• MY.2.3 - Universal Design for Learning: Work Plans (Project) and Implementation of Differentiated Teaching Programmes	CV
Phamelis Ioannis ifamelis@uniwa.gr	Professor, Department of Electrical and Electronic Engineering, P.D.A.	• MEK.3.2.2.2.1 - Technology and Contemporary Trends in Mathematics and Science Teaching	CV

3.1.4 Board members of other institutions

Full name	Grade - Foundation	Courses
Giastas Ioannis igkiastas@uniwa.gr	Lecturer of Applications - A.S.PAIT.T.E.	• MY.1.3 - Child and Adolescent Psychology
Gioti Lambrina lgioti@uniwa.gr	Assistant Professor - Aristotle University of Thessaloniki Thessaloniki	• MEK.3.2.2.5 - Adult Education and Lifelong Learning
Gomatos Leonidas gomatos@uniwa.gr	Professor - A.S.P.A.I.T.E.	• MEK.3.2.2.2.1 - Technology and Contemporary Trends in Mathematics and Science Teaching
Eleni Kainourgiou ekainourgiou@uniwa.gr	Assistant Professor - University of Ioannina, Greece	• MYC.3.1.3 - Professional Development Educators - Networking
Catherine Kasimatis akasimati@uniwa.gr	Professor - A.S.PAI.T.E.	• MY.1.1 - Contemporary trends in Pedagogical Science - Pedagogy of Inclusion - Inclusion • MY.2.3 - Universal Design for Learning: Work Plans (Project) and Implementation of Differentiated Teaching Programmes • MEK.3.2.2.2.4 - Evaluation in Education • MEK.4.2.2.2.1 - Dissertation
Kounenou Kalliopi kkounen@uniwa.gr	Professor - A.S.PAI.T.E.	• MY.1.3 - Child and Adolescent Psychology • MYK.3.2.1 - Psychosocial Support for Children and Adolescents - Counselling • MEK.4.2.2.2.1 - Dissertation
Kostara Spyridoula skostara@uniwa.gr	Associate Professor - Higher Education Ecclesiastical Academy of Athens	• MYK.3.2.1 - Psychosocial Support for Children and Adolescents - Counselling • MEK.4.2.2.2.1 - Dissertation

Lalu Panagiota glalou@uniwa.gr	Professor - Merchant Marine Academy	• MY.2.1 - Educational Research Methodology and Statistics • MEK.4.2.2.2.1 - Dissertation
Christina Megalonidou cmegalonidou@uniwa.gr	Assistant Professor - International University of Greece	• MYK.3.1.4 - Practical Exercise Part I - Assessment and Evaluation of Early Childhood Education Project
Mudridou Maria mariam@uniwa.gr	Assistant Professor - A.S.PAIT.T.E.	• MY.1.2 - Introduction to Educational Technology • MEY.2.2.1 - Integrating Technology into Educational Practice • MEY.2.2.2.2 - Applications of Information and Communication Technologies (ICT) and Assistive Technology in the School and Social Integration of Students with Disabilities and/or Specific Learning Needs Difficulties • MYK.4.1.2 - Preparation of a Diploma Thesis • MEK.4.2.2.2.1 - Dissertation • MYK.4.3.2 - Dissertation
Moutsios-Rentzos Andreas amoutsiosrentzos@uniwa.gr	Assistant Professor - R.C.P.A.	• MEK.3.2.2.2.4 - Evaluation in Education
Dalliani Maria mntaliani@uniwa.gr	Assistant Professor - Agricultural University of Athens	• MY.1.2 - Introduction to Educational Technology • MEY.2.2.1 - Integrating Technology into Educational Practice • MEY.2.2.2.2 - Applications of Information and Communication Technologies (ICT) and Assistive Technology in the School and Social Integration of Students with Disabilities and/or Specific Learning Needs Difficulties • MYK.4.1.2 - Preparation of a Diploma Thesis • MEK.4.2.2.2.1 - Dissertation • MYK.4.3.2 - Dissertation

Vassilis Pantazis vpantazis@uniwa.gr	Professor - University of Thessaly	• MY.1.1 - Contemporary trends in Pedagogical Science - Pedagogy of Inclusion - Inclusion • MYC.3.1.1 - Childhood: Social and Cultural Approaches
Raptis Nikolaos nraptis@uniwa.gr	Assistant Professor - University Aegean	• MYC.3.1.3 - Professional Development Educators - Networking
Sidiropoulou Maria msidiropoulou@uniwa.gr	Assistant Professor - Democritus University of Thrace, Greece	• MYC.3.1.1 - Childhood: Social and Cultural Approaches • MYK.3.1.4 - Practical Exercise Part I - Assessment and Evaluation of Early Childhood Education Project • MYK.4.1.2 - Preparation of a Diploma Thesis
Spiliotopoulou-Papantoniou Vasiliki vspiliotopoulou@uniwa.gr	Professor Emeritus - A.S.P.A.T.E.	• MEK.3.2.2.2.1 - Technology and Contemporary Trends in Mathematics and Science Teaching
Tsitsas Georgios gtsitsas@uniwa.gr	Assistant Professor - Harokopeion University University	• MY.1.3 - Child and Adolescent Psychology
Frangoulis Joseph sfaka@uniwa.gr	Professor - A.S.P.A.I.T.E.	• MEK.3.2.2.5 - Adult Education and Lifelong Learning • MEK.4.2.2.2.1 - Dissertation
Chalidias Nikolaos nchalidias@uniwa.gr	Professor - University of the Aegean	• MY.2.1 - Educational Research Methodology and Statistics • MEK.4.2.2.2.1 - Preparation of a Thesis
Hatefotiou Sevasti schatzifotiou@uniwa.gr	Associate Professor - Democritus University of Athens, Greece Thrace	• MY.2.1 - Educational Research Methodology and Statistics

3.2 External Scientific Partners

Full name	Title/ Specialty	Courses	
Alabanou Eleftheria ealampanou@uniwa.gr	Sociologist, Head of the PIGASOS-IKAROS KETHEA Unit	• MYK.3.3.2 - Practical Training Part I - Supervision and Supervised Teaching in E.A.E. and/or Inclusion institutions and school units • MIK.4.3.1 - Practical Training Part II - Supervision and Supervised Teaching in E.A.E. and/or Inclusion institutions and school units	
Dr. Evangelos Anagnou anagnouev@uniwa.gr	Educator, Scientific Associate of E.A.P.	• MEK.3.2.2.5 - Adult Education and Lifelong Learning	
Dr. Elisavet Andri andrie@uniwa.gr	Medical Doctor, Research Associate P.D.A.	• MYK.3.2.1 - Psychosocial Support for Children and Adolescents - Counselling	
Dr. Armakolas Stefanos sarmakolas@uniwa.gr	E.I.P. - University of Patras	• MEK.3.2.2.5 - Adult Education and Lifelong Learning	
Dr. Asvestas Anastasios aasvestas@uniwa.gr	Educator, Consultant Education Directorate General of Education Athens	• MEK.4.2.2.2.1 - Dissertation • MYK.4.3.2 - Dissertation	
Daktylidis Stamatios sdaktylidis@uniwa.gr	Teacher, Assistant Principal of the 4th District School of Agioi Anargyroi	• MYK.3.3.2 - Practical Training Part I - Supervision and Supervised Teaching in E.A.E. and/or Inclusion institutions and school units • MYK.4.2.1 - Practical Training - Attendance of Sample Teaching in Institutions and/or School Units and Supervised classroom teaching • MIK.4.3.1 - Practical Training Part II - Supervision and Supervised Teaching in E.A.E. and/or Inclusion institutions and school units	
Dr. Deli Hermione	E.D.I.P. - Higher School of Fine Arts Arts,	• MY.2.3 - Universal Design for Learning: Work Plans (Project) and	

ermdeli@uniwa.gr	Postdoctoral Researcher, Hellenic Academy of Sciences.	Implementation of Differentiated Teaching Programmes • MYK.3.3.2 - Practical Training Part I - Supervision and Supervised Teaching in E.A.E. and/or Inclusion institutions and school units • MYK.4.1.1.1 - Practical Exercise Part II - Attendance of Sample Teaching in Institutions and/or School Units and Supervised classroom teaching • MYK.4.2.1 - Practical Training - Attendance of Sample Teaching in Institutions and/or School Units and Supervised classroom teaching • MIK.4.3.1 - Practical Training Part II - Supervision and Supervised Teaching in E.A.E. and/or Inclusion institutions and school units • MEK.4.2.2.2.1 - Dissertation • MYK.4.3.2 - Dissertation	
Dr. Theodosius Kalamatianos tkalamatianos@uniwa.gr	Postdoctoral Researcher & Academic Fellow N.C.P.A.	• MY.1.4 - Neuroscience and Special Education	
Dr. Ignatius Karaminas ikaraminas@uniwa.gr	Educator, Consultant Education 6ς of the Board. Piraeus	• MEK.4.2.2.2.1 - Preparation of a Thesis • MYK.4.3.2 - Dissertation	
Cassianos Panagiotis pkassianos@uniwa.gr	Teacher, Supervisor, Head of the Department of Education, Mr. Associate of P.T.D.E.E.C.A., Lecturer Dr. E.K.P.A.	• MY.2.3 - Universal Design for Learning: Work Plans (Project) and Implementation of Differentiated Teaching Programmes	
Dr. Koukis Nikolaos nkoukis@uniwa.gr	Educator, Consultant Philologists Education (PE02)	• MEK.3.2.2.2.2 - Technology and Modern Trends in Language Teaching	
Dr. Koukoulas Ioannis ikoukoulas@uniwa.gr	Art Historian, Postdoctoral Researcher, Scientific Partner & Lecturer A.S.K.T.	• MY.2.3 - Universal Design for Learning: Work Plans (Project) and Implementation of Differentiated Teaching Programmes • MIK.4.3.1 - Practical Training Part II - Supervision and Supervised	

		Teaching in E.A.E. and/or Inclusion institutions and school units	
Dr. Kormousi Dina kkourmousi@uniwa.gr	E.I.P. - A.S.P.A.I.T.E.	• MY.1.3 - Child and Adolescent Psychology • MYK.3.2.1 - Psychosocial Support for Children and Adolescents - Counselling • MEK.4.2.2.2.1 - Dissertation	
Dr. Konstantakopoulou Olympia okonstantako@uniwa.gr	Researcher, Academic Fellow of PADA.	• MY.2.1 - Educational Research Methodology and Statistics	
Dr. Konstantis Urania okonstanti@uniwa.gr	E.I.P. - N.C.P.A.	• MY.1.4 - Neuroscience and Special Education • MY.2.4 - Genetics of Developmental Disorders • MEK.3.2.2.2.3 - Biomedical Science Teaching • MEK.4.2.2.2.1 - Dissertation • MYK.4.3.2 - Dissertation	
Dr. Koti Fotini Ekaterini fkoti@uniwa.gr	Academic Fellow of PADA.	• MYK.3.1.4 - Practical Exercise Part I - Assessment and Evaluation of Early Childhood Education Project • MYK.4.1.2 - Preparation of a Diploma Thesis	
Lada Aliki alada@uniwa.gr	Teacher of Special Education, Lecturer Dr. E.K.P.A.	• MYK.3.3.2 - Practical Training Part I - Supervision and Supervised Teaching in E.A.E. and/or Inclusion institutions and school units • MYK.4.1.1.1 - Practical Exercise Part II - Attendance of Sample Teaching in Institutions and/or School Units and Supervised classroom teaching • MYK.4.2.1 - Practical Training - Attendance of Sample Teaching in Institutions and/or School Units and Supervised classroom teaching • MIK.4.3.1 - Practical Training Part II - Supervision and Supervised Teaching in E.A.E. and/or Inclusion institutions and school units	

Dr. Lyrakos Georgios glyrakos@uniwa.gr	Health Psychologist	• MY.1.4 - Neuroscience and Special Education	
Margariti Maria mmargariti@uniwa.gr	Social Worker, Director of the Special Board of Zefiri	• MYK.3.3.2 - Practical Training Part I - Supervision and Supervised Teaching in E.A.E. and/or Inclusion institutions and school units • MIK.4.3.1 - Practical Training Part II - Supervision and Supervised Teaching in E.A.E. and/or Inclusion institutions and school units	
Dr. Marinos Andreas amarinos@uniwa.gr	Teacher, of the Eastern School of Education Attica	• MEK.4.2.2.2.1 - Preparation of a Thesis	
Dr. Meidasi Athanasia ameintasi@uniwa.gr	Teacher, Director of P.E. Piraeus	• MEK.4.2.2.2.1 - Dissertation • MYK.4.3.2 - Dissertation	
Dr. Michalopoulos Efstathios **Michalopoulos** smichal@uniwa.gr	Specialist Functionalist Scientist B' - Academy of Athens	• MY.1.4 - Neuroscience and Special Education • MY.2.4 - Genetics of Developmental Disorders • MEK.3.2.2.2.3 - Biomedical Science Teaching • MEK.4.2.2.2.1 - Dissertation • MYK.4.3.2 - Dissertation	
Dr. Vassiliki Xythali vxythali@uniwa.gr	Educator, Executive Education	• MYK.3.2.1 - Psychosocial Support for Children and Adolescents - Counselling	
Dr. Panopoulos Vasilios vpanopoulos@uniwa.gr	Educator	• MIK.4.3.1 - Practical Training Part II - Supervision and Supervised Teaching in E.A.E. and/or Inclusion institutions and school units • MEK.4.2.2.2.1 - Dissertation • MYK.4.3.2 - Dissertation	CV

Papageorgiou Georgios gpapageorgiou@uniwa.gr	Mathematician, Lt. Dr. P.D.A.	• MY.2.1 - Educational Research Methodology and Statistics	CV
Papadopoulos Nikolaos npapadop@uniwa.gr	Special Education Teacher, Head of 1th KEDASY Piraeus	• MIK.4.3.1 - Practical Training Part II - Supervision and Supervised Teaching in E.A.E. and/or Inclusion institutions and school units	
Dr. Papadopoulou Vasiliki vpapad@uniwa.gr	Teacher - Educational Project Coordinator, branch PE70	• MYK.4.1.1.1 - Practical Exercise Part II - Attendance of Sample Teaching in Institutions and/or School Units and Supervised classroom teaching • MYK.4.2.1 - Practical Training - Attendance of Sample Teaching in Institutions and/or School Units and Supervised classroom teaching • MEK.4.2.2.2.1 - Dissertation	
Dr. Papailia Artemis apapailia@uniwa.gr	Associate Lecturer, Democritus University of Thrace	• MYK.3.1.4 - Practical Exercise Part I - Assessment and Evaluation of Early Childhood Education Project	
Dr. Papoulides Silver apapoulidi@uniwa.gr	School Psychologist, Scientific Partner P.D.A. & E.A.P.	• MYC.3.1.1 - Childhood: Social and Cultural Approaches • MYK.3.1.4 - Practical Exercise Part I - Assessment and Evaluation of Early Childhood Education Project	
Dr. Pezirkianidis Christos cpezirkianidis@uniwa.gr	Psychologist, Postdoctoral Researcher	• MY.1.3 - Child and Adolescent Psychology • MYK.3.2.1 - Psychosocial Support for Children and Adolescents - Counselling	
Dr. Piliouras Panagiotis apil@uniwa.gr	Teacher, Counsellor A΄ of I.E.P.	• MY.1.1 - Contemporary trends in Pedagogical Science - Pedagogy of Inclusion - Inclusion • MEK.3.2.2.2.1 - Technology and Contemporary Trends in Mathematics and Science Teaching • MYK.4.1.2 - Preparation of a Diploma Thesis • MEK.4.2.2.2.1 - Dissertation • MYK.4.3.2 - Dissertation	

Dr. Polkas Lambros lpolkas@uniwa.gr	Educator, Consultant Education	• MEK.3.2.2.2.2 - Technology and Modern Trends in Language Teaching • MEK.4.2.2.2.1 - Dissertation	
Dr. Sakellariou Ekaterini asakellariou@uniwa.gr	E.I.P. E.I.P.A.	• MYK.3.3.2 - Practical Training Part I - Supervision and Supervised Teaching in E.A.E. and/or Inclusion institutions and school units • MIK.4.3.1 - Practical Training Part II - Supervision and Supervised Teaching in E.A.E. and/or Inclusion institutions and school units • MEK.4.2.2.2.1 - Dissertation • MYK.4.3.2 - Dissertation	
Sopidou Varvara vsopidou@uniwa.gr	R.I.P. University of West Attica	• MEK.4.2.2.2.1 - Dissertation • MYK.4.3.2 - Dissertation • MEK.4.2.2.2.2 - Practical Training - Micro-teaching	
Dr. Stamatiou Ioannis istamatiou@uniwa.gr	Teacher, Academic Scholar of P.D.A.	• MY.2.1 - Educational Research Methodology and Statistics	
Dr. Feidakis Michael m.feidakis@uniwa.gr	R.I.P. University of West Attica	• MEY.2.2.2.2 - Applications of Information and Communication Technologies (ICT) and Assistive Technology in the School and Social Integration of Students with Disabilities and/or Specific Learning Needs Difficulties • MEK.4.2.2.2.1 - Dissertation • MYK.4.3.2 - Dissertation	
Dr. Sotirios Fortis sfortis@uniwa.gr	Postdoctoral Researcher & Academic Fellow P.D.A.	• MY.1.4 - Neuroscience and Special Education • MY.2.4 - Genetics of Developmental Disorders • MEK.3.2.2.2.3 - Biomedical Science Teaching	

		• MEK.4.2.2.2.1 - Dissertation • MYK.4.3.2 - Dissertation • MEK.4.2.2.2.2 - Practical Training - Micro-teaching	
Dr. Fotis Paraskevi pfoti@uniwa.gr	Educator, Consultant Education	• MY.1.1 - Contemporary trends in Pedagogical Science - Pedagogy of Inclusion - Inclusion • MYK.3.1.2 - Technological Innovations and Creativity in Pedagogical Practice • MYC.3.1.3 - Professional Development Educators - Networking • MYK.4.1.2 - Preparation of a Diploma Thesis	
Dr. Hallaris Emmanuel manoshlr@uniwa.gr	Academic Fellow of PADA.	• MY.2.1 - Educational Research Methodology and Statistics	
Sultana Hasiotou schasiotou@uniwa.gr	Special Education Teacher, Lecturer Dr. University of Piraeus	• MYK.3.3.2 - Practical Training Part I - Supervision and Supervised Teaching in E.A.E. and/or Inclusion institutions and school units • MIK.4.3.1 - Practical Training Part II - Supervision and Supervised Teaching in E.A.E. and/or Inclusion institutions and school units	
Christopoulou Athena-Anna achristopoulou@uniwa.gr	Teacher of special education, Head of Department C' Y.PAI.THA. "Protecting the Rights of Students with Disabled and/or disabled educational needs"	• MY.2.3 - Universal Design for Learning: Work Plans (Project) and Implementation of Differentiated Teaching Programmes • MYK.3.3.1 - Educational and Social Inclusion of pupils with disabilities and/or special abilities	

4. Services to postgraduate students

Postgraduate students of the Master of Science programme are entitled to all the benefits and facilities offered to students of the first cycle of studies at the University of West Attica, except for the right to free textbooks.

Specifically, the University of West Attica has all the necessary supporting infrastructure for the proper service of students, such as electronic secretarial processing of requests, a shared Wi-Fi network, a library, a full medical clinic, a gym, restaurants and canteens, parking spaces, a conference centre, social counselling and care, employment and career, innovation and entrepreneurship, a liaison office, as well as internship and lifelong learning structures.

Postgraduate students who do not have access to medical and hospital care, are entitled to full medical and hospital care in the National Health System (NHS) with coverage of the relevant costs by the National Health Service Providing Organization (NHS) in accordance with article 33 of Law No. 4368/2016 (A' 83), as amended and in force. Postgraduate students are entitled to free meals based on their individual and family financial situation and their localization.

Postgraduate students may apply for external funding for their studies from various public and private sector institutions or bodies and Research Institutes.

Postgraduate students may be covered financially by funded research projects in which they participate. The relevant details are defined by a decision of the HPS, following a recommendation of the Director of the MSc.

Postgraduate students can participate in the University's student exchange programmes (e.g. ERASMUS) or in other research programmes of foreign universities, within the framework of transnational agreements with similar institutions and enrol as visiting students.

The collaborating Departments are required to ensure that postgraduate students with disabilities and/or special educational needs have accessibility to the proposed programmes and teaching or other facilities.

4.1 Electronic Services of the University of West Attica

The University of West Attica offers organized Electronic Services, which are supported by the Department of Network Support and cover educational, research and administrative-organizational needs as well as communication needs of the members of the Academic Community.

These include:

α) e-services in the educational process

The e-Class and moodle asynchronous tele-education platforms support the educational process, with the uploading of digital educational course material, the organization of work groups, the assignment of tasks, the evaluation of students, communication with teachers through announcements and messages.

Also through the modern distance learning platform MSTeams, the conducting and monitoring of lectures of courses through modern electronic classes is supported.

b) Electronic services to support administrative services - Student Register

The Department has installed a Student Register program, through which the work of the Department's Secretariat is significantly supported. It is possible for postgraduate students to register for courses via the Internet, to register course grades electronically by the members of the teaching staff, and to inform students about the results of course examinations.

4.2 Central Library

The University of West Attica has organised libraries on the three campuses, which cover the information needs of students, teaching and other staff of the University and any other interested parties. The Department is mainly served by the Library of the Aigaleo Campus, which is the Academic Library of the University of Athens and has:

- Extensive collection of books and printed scientific journals.
- A large number of electronic journals and databases, available through the Association of Greek Academic Libraries (Heal-Link).
- An institutional repository which collects all the scientific output of the University (bachelor and master theses and doctoral dissertations).
- Reading rooms.
- Internet access rooms via PCs.
- Audiovisual room for five foreign languages.
- Jobs for people with visual, hearing and mobility impairments.

Aigaleo Park Campus Library

Ag. Spyridonos, 12243 Egaleo. Contact details:

Head of Library: 2105385134

Lending Service: 2105385711

E-mail :library1@uniwa.gr URL :

http://library1.uniwa.gr

4.3 Department of International Academic Affairs and Student Exchange - Erasmus+ Programme

The Department of International Academic Issues and Student Exchange supports the ERASMUS+ programme, the mobility of staff and students abroad for studies and internships, with which the Responsible Professor who has been appointed by the supervising Department "Biomedical Sciences" cooperates.

Website of the Department of us+ Academic Affairs and Student Exchange (ERASMUS+):

https://erasmus.uniwa.gr/

Contact details:

University Campus of Aigaleo Grove Ag.

Spyridonos, 12243, Aigaleo.

E-mail address erasmus.global@uniwa.gr

Contact phone: 210 538 5174

4.4 Department of Liaison, Mediation and Innovation

The University of West Attica has an Office of Liaison, Mediation and Innovation, which provides services to support and expand communication between the academic community and the labour market. The purpose of the Office is to provide liaison, mediation, between the Institution and productive and social actors and to promote innovation and entrepreneurship.

The Office seeks to promote the research projects and services of the University to the society, with the aim of a) developing relations between the research teams of the Foundation and educational and research institutions, private and public sector enterprises, organizations, local government services and collective bodies such as chambers of commerce, cooperatives, etc. and b) providing information on innovative activities developed in the Foundation, linking it with productive bodies and supporting the creation of knowledge-intensive spin-offs.

The office participates in cooperation networks with similar offices of universities in Greece and abroad.

The staff of the Liaison, Liaison & Mediation Department Innovation of the PDO serves and provides a range of services.

Visit the Department of Liaison, Mediation and Innovation of the University of West Attica at the Ancient Eleonas Campus, in the Conference Centre - Room 4, daily 09:30-16:30, to use the libraries and computers and get information.

Contacting the Department is simple and without any financial burden. Relevant link:

https://clio.uniwa.gr/department/

4.5 Department of Career Counselling and Guidance

The Department of Career Counselling and Guidance operates at the University of West Attica, which offers students and graduates of the University information and support services for study and career issues.

Aigaleo Agiou Spyridonos Park Campus,

12243 Aigaleo Tel: +30 210 5385180

E-mail addressstadiodromia@uniwa.gr

Department website: http://stadiodromia.uniwa.gr

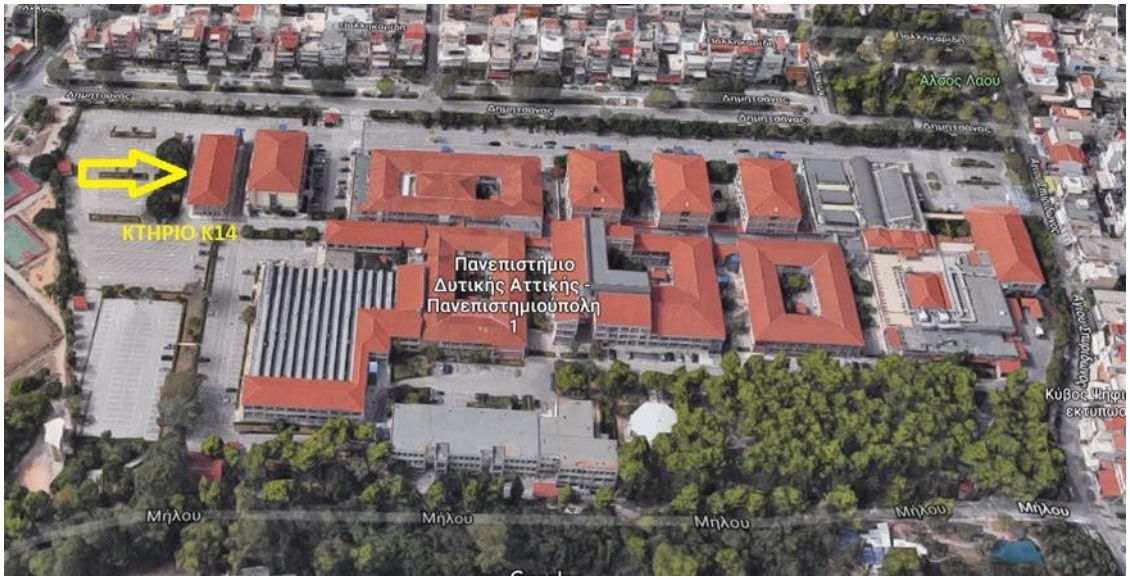
4.6 Provision of Counselling and Psychological Support

The P.D.A. offers psychosocial support services to members of the educational community and collaborates with institutions for the immediate and effective treatment of problems that require a therapeutic approach (http://merimna.uniwa.gr).

4.7 Support for Students with Disabilities / Special Educational Needs

The University of West Attica supports students with Disabilities and/or Special Educational Needs (SEN), who for various reasons (health, social, income) find it difficult to participate equally in the academic activities required by their studies. For this purpose, the "PROSVASI" (https://prosvasi.uniwa.gr/) Unit for the Support of Social Care Interventions for Students at the University of West Attica operates with funding from the NSRF and provides information services, academic support, counselling and psychological support, financial support, occupational therapy, physiotherapy, interpretation in Sign Language, exercise and wellness for students with disabilities. "PROSBASI" is managed by a committee of the Foundation headed by a faculty member appointed by the University of West Attica and belonging to the staff of the Department.

The D.I.M.S. has a Professor-Academic Advisor for students with disabilities and students with disabilities to whom students with disabilities can turn for information, instructions and general academic support, while accessible digital learning material is available for all offered courses.



4.8 Feeding of Postgraduate Students

The catering needs of the postgraduate students of the Department of Biomedical Sciences are served by the student restaurant which is located in the "Aigaleo Grounds" campus.

Postgraduate students are entitled to free meals based on their individual and family financial situation and their location. Applications for free meals in the University's restaurants are processed through the website: http://sitisi.uniwa.gr/ .

Address of the website of the Directorate of Student Affairs of PADA :

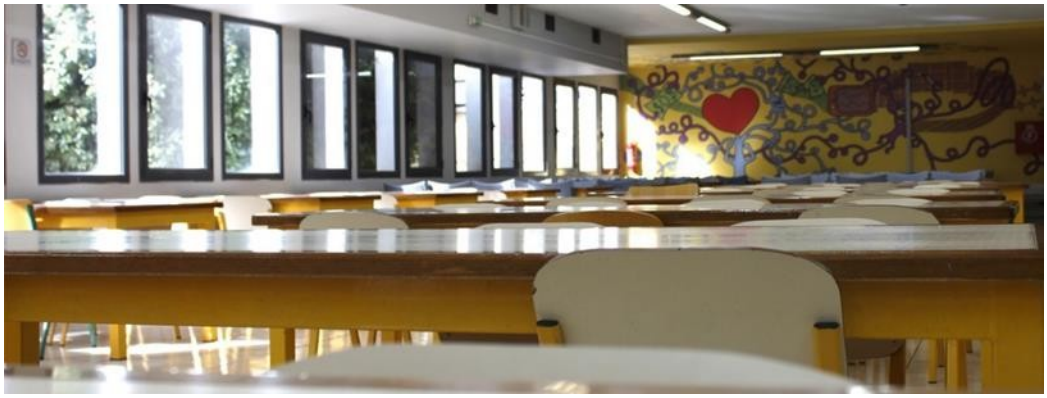
https://merimna.uniwa.gr/

Contact:

Department of Financial Support for Students of the Aigaleo Housing Centre: Tel. Contact: 2105385190-1-2

Department of Financial Support for Students of Ancient Eleonas Student Housing: Tel. Contact: 2105381732

E-mail :merimna@uniwa.grstudentserv@uniwa.gr



4.9 Health services

Postgraduate students who do not have access to medical and hospital care, are entitled to full medical and hospital care in the National Health System (NHS) with coverage of the relevant costs by the National Health Service Providing Organization (NHS) in accordance with article 33 of Law No. 4368/2016 (A' 83), as amended and in force.

Uninsured students can now contact the Public Health Structures with their AMKA (Social Security Number).The University of West Attica has medical clinics on each campus, which provide basic primary health care services to students and all types of staff https://merimna.uniwa.gr/iatrofarmakeytiki-perithalpsi/

In the Aigaleo Park Campus, specialized clinics for more specific health services (ophthalmologist, gynecologist, dermatologist, ultrasound) are operated by and under the responsibility of the faculty members of the School of Health Sciences.

4.10 Sports and Cultural Activities

The University of West Attica offers all members of the educational community the opportunity to develop sports and cultural activities. For this purpose it has equipped facilities, which are supervised and directed by a Committee for Sports and Cultural Events.

Sports activities are coordinated by the Sports Department, which organises a variety of team sports programmes, as well as internal championships. Sports facilities include sports fields and two gyms (one in

University Campus "Aigaleo Grove" and one in the University Campus "Ancient Eleonas"), are fully equipped with gymnastics equipment.

Related link: https://sports.uniwa.gr/

Regarding cultural activities, there are Music, Dance, Theatre, Photography and Film Departments, which are open to all interested members of the educational community. Relevant invitations are widely advertised at the beginning of each academic year.

4.11 Student Advocate

The institution of the Student Advocate operates at the University, in accordance with the University's Regulations and other applicable provisions, with the aim of mediating between students and professors or administrative services of the institution, maintaining legality in the context of academic freedom, dealing with phenomena of mismanagement and safeguarding the proper functioning of the University.

Contact details:

University Campus of Aigaleo Grove, Agios

Spyridonos, 12243 Aigaleo.

Student Advocate's Office Building

K12 School of Engineering 1th floor

Contact numbers: 210 5385 577 and 210 5385 578

E-mail addressadvedu@uniwa.gr

Website https://advedu.uniwa.gr/

Annex - Detailed course outlines

SEMESTER A

COURSE OUTLINE

"Pedagogy of Inclusion and Inclusion" (EDU655)

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL & HUMANITIES (LIMASSOL UNIVERSITY) & SCHOOL OF HEALTH AND WELFARE SCIENCES (WEST ATTICA UNIVERSITY)		
SECTION	DEPARTMENT OF EDUCATIONAL SCIENCES & DEPARTMENT OF BIOMEDICAL SCIENCES		
LEVEL OF STUDIES	MA		
COURSE CODE	**EDU 655**	**SEMESTER OF STUDY**	**A΄**
COURSE TITLE	**Pedagogy of Integration and Inclusion**		

INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded in discrete parts of the course e.g. Lectures, Laboratory Exercises etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number of credits*	**WEEKLY HOURS TEACHING**	**CREDIT UNITS**
LECTURES AND LABORATORY EXERCISES	3	10
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in (d).		

TYPE OF COURSE *general background, special background, specialization, general knowledge, skills development*	*General background*
PREREQUISITE COURSES:	-

LANGUAGE OF TEACHING and EXAMINATION:	GREEK
THE COURSE IS OFFERED ERASMUS STUDENTS	NO
ELECTRONIC COURSE PAGE (URL)	https://moodle.uol.ac.cy/login/index.php

(2) LEARNING OUTCOMES

Learning Outcomes

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

Consult Annex A

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

The aim of the course is to focus on the development and promotion of an educational environment that supports the integration and inclusion of students, regardless of their differences, in the school context. Through the study of theoretical approaches, research findings and good practices applied, as well as through the design of learning modules, students will understand the different challenges and needs of students with disabilities and promote the creation of environments that promote educational equity.

Specifically, students successful completion of the course will have acquired basic and sufficient knowledge about:

- the principles and objectives of inclusive education to create an accessible educational environment for all students.
- the different categories of disabilities and the specific needs associated with them.
- the design and implementation of individualised educational programmes that meet the needs of students with special educational needs.
- the use of differentiated teaching methods and strategies, such as cooperative learning and team teaching, to enhance student participation.
- developing positive attitudes and empathy towards diversity, fostering the inclusion and acceptance of pupils with special educational needs.
- modern approaches and methodologies of inclusive education and best practices that enhance the participation of all students in the classroom.

General skills

Taking into account the general competences that the graduate should have acquired (as listed in the Diploma Supplement and listed below), which one(s) does the course aim at?

Search, analysis and synthesis of data and information, using necessary technologies

Adapting to new situations Decision-making

Autonomous work Group work

Working in an international environment

Working in an interdisciplinary environment

Generating 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

Exercise of criticism and self-criticism

Promoting free, creative and inductive thinking

……

Other…

…….

The course aims to:

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Autonomous work
- Teamwork
- Working in an interdisciplinary environment

(3) COURSE CONTENT

LECTURES - UNITS

1. Pedagogical theories and models of integration

In this section we will make extensive reference to both learning theories and models of disability. Learning theories are divided into three categories. The first category includes behavioural or associative theories. The second category includes cognitive or mediational theories and the third category includes socio-cognitive theories as well as those of programmatic action.

2. Learning difficulties

In this section we will make extensive reference to the definition, the diagnostic criteria, the prevalence of Learning Disabilities in the general population and the characteristics of Learning Difficulties. In addition, the main characteristics associated with Learning Difficulties will be mentioned and the main educational needs of students with Learning Difficulties be listed and analysed.

3. Autistic spectrum disorders

In this section, we will discuss the definition, the diagnostic criteria, the prevalence of Autism Spectrum Disorders in the general population and the characteristics of Autism Spectrum Disorders. In addition, the main characteristics associated with this disorder will be mentioned and the main educational needs of students with Autism will be listed and analysed.

4. PPP-Y

In this section we will discuss the definition, the diagnostic criteria, the prevalence of ADHD in the general population and the characteristics of ADHD. In addition, the main characteristics associated this disorder will be mentioned and the main educational needs of with ADHD will be listed and analysed.

5. Mental disability.

In this section we will discuss the definition, the diagnostic criteria, the prevalence of mental retardation in the general population and the characteristics of intellectual disability. In addition, the main syndromes associated with intellectual disability will be mentioned and the main educational needs of pupils with intellectual disability will be analysed.

6. Sensory impairments: Visual and auditory disabilities and Motor disabilities.

In this section, we will discuss the definition, the diagnostic criteria, the prevalence in the general population the characteristics of sensory and motor disabilities. In addition, the main characteristics exhibited by pupils with sensory and motor disabilities will be mentioned and the main educational needs of pupils with sensory and motor disabilities will be analysed.

7. Gifted children.

In this section we will discuss the definition, the diagnostic criteria, the prevalence of charisma in the general population and the characteristics of charisma. In addition, the main characteristics displayed by gifted students will be mentioned and their main educational needs will be analysed.

8. Inclusive education: teaching approaches and strategies.

In this section, we will make extensive reference to the definition, the main characteristics and strategies of inclusive education and analyse the main benefits and challenges that emerge from its application in teaching practice.

9. Differentiated pedagogy and teaching.

In this section, we will make an extensive reference to the definition, the main characteristics and the strategies for the implementation of differentiated teaching and we will analyse the main benefits and the challenges that emerge from its implementation in teaching practice.

10. Assessment in Special Education.

In this section, we will make an extensive reference to the definition and the main characteristics of the internal evaluation of the educational work of the school unit and we will list and analyse the main benefits and the challenges that arise from its implementation in teaching practice.

11. An interdisciplinary approach to the pedagogy of inclusion.

In this section, the value of the interdisciplinary approach to inclusion pedagogy will be extensively discussed and the main benefits and challenges that emerge from its application in teaching practice will be listed and analysed.

12. Cooperation and communication between parents, teachers and specialists.

In this section we will make extensive reference to cooperation and communication between parents, teachers and experts, while the main benefits and challenges that emerge from their application in teaching practice will be listed and analysed.

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>METHOD OF DELIVERY
Face to face, Distance learning education, etc.</td><td>Distance learning</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES
Use of ICT in Teaching, Laboratory Education, Communication with students</td><td>ICT and their use in education are the subject of the course and are therefore used extensively in Teaching, in Laboratory work and in the
Education, in Communication with students.</td></tr>
<tr><td>ORGANISATION OF

Described in detail the way and the way teaching methods.

Lectures, Seminars, Laboratory Practice, Exercise Field, Study & analysis literature, Tutorial, Practice (Placement), Clinical Exercise, Artistic Laboratory, Interactive teaching, Educational visits, Project workWriting of work / assignments,

Artistic creation, etc.

The student's study hours for each learning activity as well as the hours of unguided study according to the principles of ECTS</td><td>
<table>
<tr><th>Activity</th><th>Workload Semester</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Laboratory exercises</td><td>13</td></tr>
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<tr><td></td><td></td></tr>
<tr><td>Total Course</td><td>200</td></tr>
</table>
</td></tr>
<tr><td>STUDENT ASSESSMENT

Description of the evaluation process

Language of Evaluation, Evaluation Methods, Formative or Inferential, Multiple Choice Test, Multiple Choice Test, Short Answer Questions, Test Development Questions, Problem Solving, Written Work, Report, Oral Examination, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other

Explicitly identified assessment criteria are stated and if and where they are accessible students.</td><td>Weekly interactive activities (20% in total):On a weekly basis, students will have the opportunity to
interact with the teacher, other students and/or other relevant stakeholders to complete certain
activities. These activities are
are an integral part of the course and help the student to understand and assimilate the material of each week. The instructor will select 10 interactive activities prior to the start of class that will count towards the final course grade, each worth 2% of the grade. The
other interactive activities will be available for students to complete (but will not contribute to their final grade), to facilitate self-assessment and to aid in-depth learning.

Individual and/or collaborative work (30%): the instructor will assign the students an individual and/or collaborative project and will be evaluated according to the rubric of the project.

Final examination (50%): the final examination will assess your understanding of the learning objectives set for the
course and the ability of students to apply their knowledge to real-life scenarios in the field of Special Education and New Technologies.</td></tr>
</table>

(5) RECOMMENDED-BIBLIOGRAPHY

- Suggested Bibliography:

Rix, J, Sheehy, K, Fletcher-Campbell, F, Crisp, M, &Harper, A. (2013). exploring provision for children identified with special educational needs: an international review of policy and practice. *european journal of special needs education, 28*(4): 375-391.

Thomaidis, L., Mavroeidi, N., Richardson, C., Choleva, A., Damianos, G., Bolias, K., Tsolia, M. (2020). Autism Spectrum Disorders in Greece: Nationwide Prevalence in 10-11-Year- Old Children and Regional Disparities*. journal of clinical medicine. 9, 2163.*

Mitropoulou, V., & Stoyanidis, A. (2015). Theories of learning and education. Ostracon Publishing p.c.

Papadatos, I., & Haskou, S. (2017). *Creativity and Intelligence. Education of Gifted Individuals in Greece* (pp. 1586-1588). Athens: EKPA

Stasinos, D. (2016). *Special Education 2027 plus*. In order to make the digital age a reality, we will continue to work on the development of a new generation of digital media: Athens, Greece.

Tsibidaki, A. (2016). Communication between parents of children with special educational needs and/or disabilities and special education workers. *Pedagogical Currents in the Aegean, 9-10*, 77-89.

Christakis, K. G. (2012). *The education of children with difficulties: Introduction to special education* / Volume A, B'. Athens : Diadrasis/ Atrapos.

- Related scientific journals:

Journal of Computer Assisted Learning (JCAL) - Wiley,

Journal of Disability Policy Studies

Disability & Society

Canadian Journal of Disability Studies

International Journal of Disability, Development and Education

Scandinavian Journal of Disability Research

"Introduction to Educational Technology" (EDU660)

COURSE OUTLINE

(1) **GENERAL**

SCHOOL	SCHOOL OF SOCIAL & HUMANITIES (LIMASSOL UNIVERSITY) & SCHOOL OF HEALTH AND WELFARE SCIENCES (WEST ATTICA UNIVERSITY)		
SECTION	DEPARTMENT OF EDUCATIONAL SCIENCES & DEPARTMENT OF BIOMEDICAL SCIENCES		
LEVEL OF STUDIES	MA		
COURSE CODE	**EDU 660**	**SEMESTER OF STUDY**	**A΄**
COURSE TITLE	**Introduction to Educational Technology**		

INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded in discrete parts of the course e.g. Lectures, Laboratory Exercises etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number of credits*	**WEEKLY TEACHING HOURS**	**CREDIT UNITS**
LECTURES AND LABORATORY EXERCISES	3	10
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in (d).		

TYPE OF COURSE *general background, special background, specialization, general knowledge, skills development*	*General background*
PREREQUISITE COURSES:	-
LANGUAGE OF TEACHING and EXAMINATION:	GREEK

THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO
ELECTRONIC COURSE PAGE (URL)	https://moodle.uol.ac.cy/login/index.php

(2) LEARNING OUTCOMES

Learning Outcomes

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

Consult Annex A

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

The aim of the course is to introduce students to the scientific area of Educational Technology through the presentation and discussion of various modern digital media and tools as well as the methods of their use in educational practice.

Specifically, students after successful completion of the course will have acquired basic and sufficient knowledge about:

- the transformative role of the Internet in education
- online learning opportunities (MOOCs, online courses, and open educational resources)
- web-based educational activities and their contribution to promotion of active and interactive learning
- digital libraries and repositories of educational material
- the issues of respecting/protecting the copyright of authors of content distributed via the web
- the role of *generative AI* tools to support the development of educational content
- distance and blended learning
- the Learning Management Systems
- web explorations as exploratory learning experiences
- video and interactive video as teaching and learning tools
- the modern era of the Information Society and its implications for education and learning
- the profile and needs of today's learners and the role of the teacher
- education objectives and trends for 2030 at European level
- the new technologies (cloud computing, Internet of Things, mass media technologies, etc.) participation, virtual and augmented reality, holographic projection, haptic interactions, social computing) in education
- current and emerging trends and technologies (virtual world environments, gamification and digital environments, personalised learning, applications

artificial intelligence) to enhance learning experiences and transform education

- In addition, students will be to:
- design the structure, format, functions and content of an educational website
- develop websites using modern online website building tools
- use the possibilities offered by tools for integrating interactive elements into websites
- create videos in alternative ways (screen recording, video recording, multimedia synthesis) for educational use using appropriate tools
- edit videos using appropriate tools
- create interactive videos and video lessons using appropriate tools

General skills

Taking into account the general competences that the graduate should have acquired (as listed in the Diploma Supplement and listed below), which one(s) does the course aim at?

Search, analysis and synthesis of data and information, using the necessary technologies

Adapting to new situations Decision-making

Autonomous work Group work

Working in an international environment

Working in an interdisciplinary environment

Generating 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

Exercise of criticism and self-criticism

Promoting free, creative and inductive thinking

……

Other...

…….

The course aims to:

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Autonomous work
- Teamwork
- Working in an interdisciplinary environment

(3) **COURSE CONTENT**

LECTURES - UNITS

1. Exploring the Digital Education Ecosystem: The Internet, Resources, and Educational Technology.

   This module covers issues relating to the role of the Internet in education, digital resources, and the integration of technology in teaching and learning. In particular, it discusses: the importance of the Internet for education and its transformative role; online learning opportunities (MOOCs, online courses, and open educational resources); educational activities

web-based learning and their contribution to the promotion of active and interactive learning; educational resources on the web; digital libraries and repositories of educational material; distance and blended learning; Learning Management Systems; web exploration as an exploratory learning experience.

2. Education in the Information Society.

   This section presents the current era, which brings new challenges and opportunities for the education system. Among other things, issues related to the Information Society are discussed, as well as the impact of new information and communication technologies in the modern era. The implications of the modern era for education and learning are analysed, while the most up-to-date statistics in Europe and Greece are presented. The profile of today's learners is mapped in order to understand their needs. At the same time, the role of the teacher in this new era is clarified. It also presents the objectives of education and the trends for 2030 at European level.

3. New Information and Communication Technologies in Education.

   This section presents modern technologies that are used or can be used for educational purposes. The aim is to understand these modern technologies and the possibilities they can offer in Education. In particular, the following technologies/services are presented and discussed: cloud , Internet of , crowdsourcing, virtual and augmented reality, holographic projection, haptic contacts, social computing.

4. Enhancing learning experiences through modern and emerging trends in Educational Technology
   This section presents current and emerging trends and technologies that can enhance learning experiences and have a transformative effect on education. In particular, virtual world environments, gamification and digital game environments, personalized learning, and finally artificial intelligence applications are discussed.

LABORATORY EXERCISES

1. Development of interactive educational websites

   The subject of this workshop is online website development tools such as Google Sites, Wix, etc. Their features and functions are discussed, demonstrated and tested, and their user-friendly interface is highlighted. The value of interactive elements in educationally oriented websites is highlighted. Accessibility issues as well as respect for are also discussed. Finally, the role of generative AI tools to support the development of educational websites and their content is discussed.

2. Development of interactive video-based lessons

   The second workshop will focus on video as a digital medium/tool for teaching and learning. Issues related to its possibilities, limitations and ways of its educational use are discussed and tools for video creation and editing are presented. The concept of interactive video, its role and its usefulness as an educational tool are analysed. It presents and

digital environments are tested to create interactive video lessons. Finally, the role of generative AI tools to support the development of interactive and non-instructional videos is discussed.

(4) TEACHING and LEARNING METHODS - EVALUATION

METHOD OF DELIVERY *Face to face, Distance learning education, etc.*	Distance learning
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in Teaching, Laboratory Education, Communication with students*	ICT and their use in education are the subject of the course and are therefore used extensively in Teaching, Laboratory Training, Communication with students.
ORGANISATION OF TEACHING *Described in detail the way and the way teaching methods.* *Lectures, Seminars, Laboratory Practice, Exercise Field, Study & analysis literature, Tutorial, Practice (Placement), Clinical Exercise, Artistic Laboratory, Interactive teaching, Educational visits, Study visits (project), Writing of work / assignments, Artistic creation, etc.* *The student's study hours for each learning activity as well as the hours of unguided study according to the principles of ECTS*	

Activity	***Workload Semester***
Lectures	*39*
Laboratory exercises	*13*
Interactive Teaching	*13*
Study & Literature Analysis	*26*
Study preparation	*26*
Job Writing	*36*
Independent Study	*47*
Total Course	**200**

STUDENT ASSESSMENT *Description of the evaluation process* *Language of Evaluation, Evaluation Methods, Formative or Inferential, Multiple Choice Test, Multiple Choice Test, Short Answer Questions, Test Development Questions, Problem Solving, Written Work, Report, Oral Examination, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other* *Explicitly identified assessment criteria are stated and if and where they are accessible students.*	*Weekly interactive activities (20% in total):On a weekly basis, students will have the opportunity to interact with the teacher, other students and/or other relevant stakeholders to completion of certain activities. These activities are an integral part of the course and help the student to understand and assimilate the material of each week. The instructor will select 10 interactive activities prior to the start of class that will count towards the final course grade, each worth 2% of the grade. The remaining interactive activities will be available for students to complete (but will not contribute to their final grade) to facilitate self-assessment and to aid in-depth learning.* *Individual and/or collaborative work (30%): the instructor will assign the students an individual and/or collaborative project and will be evaluated according to the rubric of the project.*

	Final examination (50%): the final examination will assess the students' understanding of learning objectives set for the course and their ability to apply their knowledge to real-life scenarios in the field of Special Education and New Technologies.

(5) **RECOMMENDED-BIBLIOGRAPHY**

- Suggested Bibliography:

Roblyer, M.D. & Doering, A.H. (2014). *Educational Technology and Teaching*. (Edited / Translated by.

Vosinakis, S. (2015). *Virtual worlds* [Undergraduate textbook]. Kallipos, Open Academic Publications. https://hdl.handle.net/11419/3187

Dukakis, S., Moudridou, M., Niari, M., & Vlamos, P. (2023). *Sustainability, human well-being and the future of education* [Undergraduate Handbook]. Calypos, Open Academic Publications. https://dx.doi.org/10.57713/kallipos-260

Komis, V. (2019) *Introduction to the educational applications of Information and Communication Technologies*. New Technologies Publications.

Tzimogiannis, A. (2019). *Digital Technologies and Learning in the 21st Century*. Athens. Kritiki Publications.

Tsiatsos, Th. (2015). *Educational internet environments* [Undergraduate textbook]. Kallipos, Open Academic Publications. https://hdl.handle.net/11419/3200

Fesakis, G. (2019). *Introduction to the applications of digital technologies in education. From Information and Communication Technologies (ICT) to Digital Literacy and Computational Thinking.* Athens.

- Related scientific journals:

International Journal of Information *and* Learning Technology (IJILT) - Emerald Publishing.

Journal *of* Computer *Assisted* Learning (JCAL) - Wiley.

Journal of Research in Innovative *Teaching & Learning* (JRIT) - Emerald Publishing.

Computers & Education - Elsevier.

Computers & Education Open (CAEO) - Elsevier.*Computers*

and Education: X Reality (CEXR) - Elsevier.*Computers &*

Education: X Reality (CEXR) - Elsevier.*Computers & Education:*

Artificial Intelligence - Elsevier. *Technology, Knowledge and*

Learning - Springer.

British Journal *of Educational* Technology (BJET) - British Educational Research Association.

Education and Information Technologies - Springer.

Educational Technology Research and Development - Springer.

International Journal of Artificial Intelligence in Education (IJAIED) - Springer.

IEEE Transactions on Learning Technologies - IEEE.

COURSE OUTLINE

"Research Methods in Education" (EDU520)

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL & HUMANITIES (LIMASSOL UNIVERSITY) & SCHOOL OF HEALTH AND WELFARE SCIENCES (WEST ATTICA UNIVERSITY)		
SECTION	DEPARTMENT OF EDUCATIONAL SCIENCES & DEPARTMENT OF BIOMEDICAL SCIENCES		
LEVEL OF STUDIES	MA		
COURSE CODE	**EDU 520**	**SEMESTER OF STUDY**	**A΄**
COURSE TITLE	**Research Methods in Education**		

INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded in discrete parts of the course e.g. Lectures, Laboratory Exercises etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number of credits*	**WEEKLY HOURS TEACHING**	**CREDIT UNITS**
LECTURES AND LABORATORY EXERCISES	3	10
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in (d).		

TYPE OF COURSE *general background, special background, specialization, general knowledge, skills development*	*General background*
PREREQUISITE COURSES:	-
LANGUAGE OF TEACHING and EXAMINATION:	GREEK
THE COURSE IS OFFERED ERASMUS STUDENTS	NO

ELECTRONIC COURSE PAGE (URL)	https://moodle.uol.ac.cy/login/index.php

(2) LEARNING OUTCOMES

Learning Outcomes

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

Consult Annex A

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

The aim of the course is to help students to understand and apply the basic methodological approaches in the design and conduct of research in the field of education, especially in Special Education and New Technologies. In addition, the course focuses on the research process of collecting quantitative and qualitative data and the statistical analysis and interpretation of the results of research design.

Specifically, students after successful completion of the course will have acquired basic and sufficient knowledge about:

- the importance and applications of educational research.
- the main types of surveys and the stages of their conduct.
- the use of various techniques for collecting quantitative and qualitative data.
- the basic strategies for analysing quantitative and qualitative data.
- the effective design of research studies, learning how to formulate research questions, select appropriate methodologies (experiments, surveys, interviews, etc.) and develop robust research designs that ensure the validity and reliability of educational research.
- a thorough review of the scientific literature in various databases to allow knowledge on a specific topic.
- the monitoring of international developments in Special Education and New Technologies.
- the critical study of research articles presenting analyses of quantitative and qualitative data in the field of Special Education and New Technologies.

General skills

Taking into account the general competences that the graduate should have acquired (as listed in the Diploma Supplement and listed below), which one(s) does the course aim at?

Search, analysis and synthesis of data and information, using necessary technologies

Adapting to new situations

Project planning and management

Respect for diversity and multiculturalism Respect for the natural environment

Decision-making *Autonomous work* *Group work* *Working in an international environment* *Working in an interdisciplinary environment Generating new research ideas*	*Demonstrate social, professional and ethical responsibility and sensitivity to gender issues* *Exercise of criticism and self-criticism* *Promoting free, creative and inductive thinking* *……* *Other…* *……*

The course aims to:

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Autonomous work
- Teamwork
- Working in an interdisciplinary environment

(3) COURSE CONTENT

LECTURES - UNITS:

1. Introduction to research methodology & Types of surveys and examples

This is an introductory session. This week focuses on the key pillars of quantitative and qualitative research methods. Students will gain a deep understanding of these vital aspects, equipping them with the skills to understand under what circumstances it is best to use qualitative or quantitative research methods to approach a research question.

2. Ethical Issues and Open Science.

This week focuses on the key pillars of Ethics and Open Science practices. Students will gain a deep understanding of these vital aspects, equipping them with the skills to design research studies that respect participants and create results accessible to all.

3. Research design - research stages.

This week focuses on the different stages of designing a study. Students will gain a deep understanding of these vital aspects, equipping them with the skills to define a research question, review existing literature, select an appropriate methodology, and appreciate the importance of evaluating results in the context of existing literature.

4. Literature Review.

This week focuses on the importance of conducting a thorough and honest literature review to generate high quality research findings.

5. Variables and Types of Variables.

This week focuses on defining variables and understanding measurement scales in research. Students will gain a deep understanding of these vital aspects, equipping them with the skills to define appropriate variables to pursue a research question.

6. Quantitative Research.

This week focuses on the concepts underlying quantitative research methods. We will discuss dependent and independent variables, different types of research designs (e.g., instruments, data analysis), and other factors that affect the robustness of research studies. Students will gain an in-depth understanding of these vital aspects while becoming familiar with quantitative research studies as they are able to design their own at the end.

7. Data Collection in Quantitative Research.

This week focuses basic methods in quantitative research. Students will gain a deep understanding of the fundamental issues, equipping them with the skills to choose the most appropriate methodology to answer research questions.

8. Qualitative Research.

This week focuses on the main pillars of qualitative research methods. Students will gain a deep understanding of these vital aspects, equipping them with the skills to design robust studies using qualitative research methods.

9. Data collection in qualitative research.

The aim of the course is for students to study the different types of interviews, the advantages and disadvantages of each type and the ways of analysing the data collected through interviews.

10. Quantitative data analysis and statistics.

This week focuses on the analysis of quantitative and qualitative data through various strategies to understand if and how research data can contribute to the field of Education and specifically to Special Education and New Technologies.

11. Validity and Reliability of Research.

This week focuses on the key pillars of validity and credibility. Students will gain a deep understanding of these key scientific criteria, cultivating the skills to ensure the quality of their research efforts.

12. Development of a Research Protocol.

This week focuses on developing a high-quality research protocol that includes all the information needed for a specific research study. Students will gain a deep understanding, cultivating skills to develop their own research protocol. Developing a research protocol is a fundamental element in any research endeavor, providing essential guidance throughout the study.

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>METHOD OF DELIVERY
Face to face, Distance learning education, etc.</td><td>Distance learning</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES
Use of ICT in Teaching, Laboratory Education, Communication with students</td><td>ICT and their use in education are the subject of the course and are therefore used extensively in Teaching, in Laboratory work and in the
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Described in detail the way and the way teaching methods.

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<tr><td></td><td></td></tr>
<tr><td>Total Course</td><td>200</td></tr>
</table>
</td></tr>
<tr><td>STUDENT ASSESSMENT

Description of the evaluation process

Language of Evaluation, Evaluation Methods, Formative or Inferential, Multiple Choice Test, Multiple Choice Test, Short Answer Questions, Test Development Questions, Problem Solving, Written Work, Report, Oral Examination, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other

Explicitly identified assessment criteria are stated and if and where they are accessible students.</td><td>Weekly interactive activities (20% in total):On a weekly basis, students will have the opportunity to
interact with the teacher, other students and/or other relevant stakeholders to complete certain
activities. These activities are
are an integral part of the course and help the student to understand and assimilate the material of each week. The instructor will select 10 interactive activities prior to the start of class that will count towards the final course grade, each worth 2% of the grade. The
other interactive activities will be available for students to complete (but will not contribute to their final grade), to facilitate self-assessment and to aid in-depth learning.

Individual and/or collaborative work (30%): the instructor will assign the students an individual and/or collaborative project and will be evaluated according to the rubric of the project.

Final examination (50%): the final examination will assess your understanding of the learning objectives set for the
course and the ability of students to apply their knowledge to real-life scenarios in the field of Special Education and New Technologies.</td></tr>
</table>

(5) RECOMMENDED-BIBLIOGRAPHY

- Suggested Bibliography:

Bluman, A. (2022). elementary statistics: a step by step approach 11e. mcgraw hill.

Creswell, J. W. (2011) Research in education: design, conduct and evaluation of quantitative and qualitative research (Edited by Charalambos Tzorbatzoudis) Athens: Ion.

Field, A. (2015) Discovering statistics using SPSS (4th ed.).

Hott, B., Brigham, F., & Peltier, C. (2021). research methods in special education (1st ed.). Routledge. https://doi.org/10.4324/9781003526315

Papanastasiou, K., & Papanastasiou, E. (2016). Methodology of Educational Research (3rd Ed.). Nicosia: Author's Publications.

- Related scientific journals:

British Journal *of Educational* Technology (BJET) - British Educational Research Association.

Education and Information Technologies - Springer.

Educational Technology Research and Development - Springer.

International Journal of Artificial Intelligence in Education (IJAIED) - Springer.

IEEE Transactions on Learning Technologies - IEEE.

Journal of Educational Research.

International Journal of Social Research Methodology.

SEMESTER 2

COURSE OUTLINE

"Educational and Social Policy for People with Disabilities" (EDU670)

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL & HUMANITIES (LIMASSOL UNIVERSITY) & SCHOOL OF HEALTH AND WELFARE SCIENCES (WEST ATTICA UNIVERSITY)		
SECTION	DEPARTMENT OF EDUCATIONAL SCIENCES & DEPARTMENT OF BIOMEDICAL SCIENCES		
LEVEL OF STUDIES	MA		
COURSE CODE	**EDU 670**	**SEMESTER OF STUDY**	**B΄**
COURSE TITLE	**Educational and Social Policy for People with Disabilities**		

INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded in discrete parts of the course e.g. Lectures, Laboratory Exercises etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number of credits*	**WEEKLY HOURS TEACHING**	**CREDIT UNITS**
LECTURES AND LABORATORY EXERCISES	3	10
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in (d).		

TYPE OF COURSE *general background, special background, specialization, general knowledge, skills development*	*General background*
PREREQUISITE COURSES:	-

LANGUAGE OF TEACHING and EXAMINATION:	GREEK
THE COURSE IS OFFERED ERASMUS STUDENTS	NO
ELECTRONIC COURSE PAGE (URL)	https://moodle.uol.ac.cy/login/index.php

(2) LEARNING OUTCOMES

Learning Outcomes

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

Consult Annex A

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

The purpose of the course is to equip students with the knowledge, skills and attitudes needed to contribute to the development and implementation of inclusive policies and programs, ensuring that people with disabilities have access to educational and social opportunities. Through the exploration of best practices and the study of supportive institutions and structures, students will enhance their ability to support the individual development and social participation of people with disabilities.

Specifically, students after successful completion of the course will have acquired basic and sufficient knowledge about:

- the basic concepts and principles of social and educational policy for people with disabilities.
- the institutional and legal framework at national and international level for the rights of people with disabilities.
- the social challenges and inequalities faced by people with disabilities in education, employment and other areas of society.
- the study of approaches to the integration and inclusion of people with disabilities in education, work and social life.
- analysing and evaluating disability policies and understanding the factors affecting their implementation.
- raising awareness and empathy around disability issues, shaping positive attitudes in society and in education and workplaces.

General skills

Taking into account the general competences that the graduate should have acquired (as listed in the Diploma Supplement and listed below), which one(s) does the course aim at?

Search, analysis and synthesis of data and information, using necessary technologies

Adapting to new situations Decision-making

Autonomous work Group work

Working in an international environment

Working in an interdisciplinary environment

Generating 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

Exercise of criticism and self-criticism

Promoting free, creative and inductive thinking

……

Other…

…….

The course aims to:

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Autonomous work
- Teamwork
- Working in an interdisciplinary environment

(3) COURSE CONTENT

LECTURES - UNITS:

1. Historical development of the rights of people with disabilities.

This week focuses on familiarising people with disabilities with current challenges and developments concerning the rights of people with disabilities, focusing on issues of accessibility, employment and equal participation in social life.

2. From the medical to the social model.

In this section, we are very interested in the presentation of the two models and their main characteristics and we will discuss the variations these different models. In addition, an important aim of the chapter is to understand the individual elements that characterize these models and to critically analyze the transition from one model to the other.

3. The evolution of legislation for people with disabilities in Greece and Cyprus.

In this section, the contribution of legislative interventions in both Greece and Cyprus, regarding persons with disabilities, will be analysed in depth, while extensive reference will be made to specific legislative acts that demonstrate the historical development of the legislation in force.

4. Study of educational structures in Greece and Cyprus for people with disabilities.

In this section, all the interventions that have been carried out in the educational systems of the two countries (Greece, Cyprus) will be presented and the appropriate formula for the effective provision of knowledge and education to people with disabilities will be sought. In addition, there will be an extensive reference to the educational policies of the two countries, as well as to the educational reforms that have been made to improve the educational structures.

5. Supportive institutions and Special Education Staff in the school unit.

In this section, the roles and responsibilities of both supportive institutions and Special Education Personnel will be presented with absolute precision, as well as a comparative analysis of cases before their introduction in Special Education. Finally, a reference will be made to the new challenges in the education of people with disabilities and how these can positively develop the above institutions.

6. Diversity and inclusion in education.

This section deals extensively with the concepts of diversity and inclusion and will refer to the actions that need to be taken in order for people with disabilities to have equal learning opportunities with typically developing people. In addition, evidence will be presented that highlights the necessity inclusive education for the smooth integration of all people in the social and economic life of the country.

7. International policies and good practices for people with disabilities.

In this section, reference will be made to the international policies that have been expressed over the years, which of them have been adopted and what were their effects on people with disabilities and society as a whole. Moreover, the analysis of good practices of States, with the constant supervision of the society of nations, will generate intense reflections and critical thinking.

8. Integration policies and educational legislation in Greece and Cyprus for people with disabilities.

In this section, reference will be made to the legislative interventions that constitute milestones for the education of people with disabilities in Greece and Cyprus respectively, while there will also be a comparison with other European legislative decrees, in order to fully understand the education system for people with disabilities.

9. Social policy and integration in the workplace for people with disabilities.

In this section, the working conditions of people with disabilities will be presented, as well as the problems they face in their everyday life, which prevents them to a significant extent to integrate smoothly in a workplace. In addition, the key social policy positions that will be mentioned will give new impetus to the challenges that people with disabilities face in their working life. Finally, it will also be worth mentioning the contribution of social policy to enhancing the role of people with disabilities in today's workplace.

10. Social entrepreneurship and disability: Promoting business models that support people with disabilities.

In this section we will refer to the emergence of business models that empower people with disabilities, emphasizing the dynamics that this issue has gained in the society nations, while highlighting the importance social entrepreneurship for people with disabilities.

11. Strategies to support families of people with disabilities.

In this section, we will present the actions and strategies that have been developed in recent years to support families of people with disabilities, as well as the impact they have on both the individuals themselves and their families. In addition, the shortcomings in the field of social care for families of people with disabilities will be highlighted and ways to address them will be sought.

12. Lifelong learning and teacher development/training on disability issues.

In this section, extensive reference will be made to the importance of continuous training and lifelong learning of teachers on issues concerning people with disabilities and ways to improve them. In addition, a major issue concerns the development of a central educational policy based on the need provide incentives for teacher training.

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
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Face to face, Distance learning education, etc.</td><td>Distance learning</td></tr>
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Use of ICT in Teaching, Laboratory Education, Communication with students</td><td>ICT and their use in education are the subject of the course and are therefore used extensively in Teaching, in Laboratory work and in the
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Described in detail the way and the way teaching methods.

Lectures, Seminars, Laboratory Practice, Exercise Field, Study & analysis literature, Tutorial, Practice (Placement), Clinical Exercise, Artistic Laboratory, Interactive teaching, Educational visits, Project workWriting of work / assignments,

Artistic creation, etc.

The student's study hours for each learning activity as well as the hours of unguided study according to the principles of ECTS</td><td>
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Explicitly identified assessment criteria are stated and if and where they are accessible students.</td><td>Weekly interactive activities (20% in total):On a weekly basis, students will have the opportunity to
interact with the teacher, other students and/or other relevant stakeholders to complete certain
activities. These activities are
are an integral part of the course and help the student to understand and assimilate the material of each week. The instructor will select 10 interactive activities prior to the start of class that will count towards the final course grade, each worth 2% of the grade. The
other interactive activities will be available for students to complete (but will not contribute to their final grade), to facilitate self-assessment and to aid in-depth learning.

Individual and/or collaborative work (30%): the instructor will assign the students an individual and/or collaborative project and will be evaluated according to the rubric of the project.

Final examination (50%): the final examination will assess your understanding of the learning objectives set for the
course and the ability of students to apply their knowledge to real-life scenarios in the field of Special Education and New Technologies.</td></tr>
</table>

(5) RECOMMENDED-BIBLIOGRAPHY

- Suggested Bibliography:

Gouvia, D. & Therianos, K. (2014). *Educational policy*. Athens.

Karalis, Th. (2016). *Adult participation in lifelong learning:* Incentives *and barriers to participation (2011- 2016).* INE GSEE and FHW GSEVEE.

Maloupas, Ch. (2015). *Special Education in Cyprus*. Retrieved February 25, 2015, from http://specialeducation-articles.com/special.php

Papakonstantinou K. D. (2019). *Work, labour relations and employment policies of people with disabilities*. Athens.

Tsibidaki, A. (2016). Communication between parents of children with special educational needs and/or disabilities and special education workers. *Pedagogical Currents in the Aegean, 10*, 77-89

- Related scientific journals:

Journal of Disability Policy Studies

Disability & Society

Canadian Journal of Disability Studies

International Journal of Disability, Development and Education Scandinavian

Journal of Disability Research

Journal of Learning Disabilities

Behavioral Disorders

COURSE OUTLINE

"Application of New Technologies in Special Education" (EDU690)

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL & HUMANITIES (LIMASSOL UNIVERSITY) & SCHOOL OF HEALTH AND WELFARE SCIENCES (WEST ATTICA UNIVERSITY)		
SECTION	DEPARTMENT OF EDUCATIONAL SCIENCES & DEPARTMENT OF BIOMEDICAL SCIENCES		
LEVEL OF STUDIES	MA		
COURSE CODE	**EDU 690**	**SEMESTER OF STUDY**	**B΄**
COURSE TITLE	**Application of New Technologies in Special Education**		

INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded in discrete parts of the course e.g. Lectures, Laboratory Exercises etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number of credits*	**WEEKLY HOURS TEACHING**	**CREDIT UNITS**
LECTURES AND LABORATORY EXERCISES	3	10
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in (d).		

TYPE OF COURSE *general background, special background, specialization, general knowledge, skills development*	*General background*
PREREQUISITE COURSES:	-
LANGUAGE OF TEACHING and EXAMINATION:	GREEK
THE COURSE IS OFFERED ERASMUS STUDENTS	NO

ELECTRONIC COURSE PAGE (URL)	https://moodle.uol.ac.cy/login/index.php

(2) LEARNING OUTCOMES

Learning Outcomes

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

Consult Annex A

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

This course examines the use and application of modern technological tools and methods to support students with disabilities and/or special educational needs. It aims to equip students with the necessary knowledge and skills to be to use new technologies to promote inclusion and accessibility in learning. The course focuses on technological applications that help to personalise teaching, support different learning styles and enhance student participation and autonomy.

Specifically, students after successful completion of the course will have acquired basic and sufficient knowledge about:

- from Exploitation of different types educational software and assistive technologies for students with special educational needs.
- the use of digital tools and software to develop and support personalised training programmes.
- the creation of educational material that is accessible and suitable for students with special needs.
- the application of gamification principles in the educational process in order to enhance student participation and motivation.
- the use of assistive technologies to support students with sensory and motor disabilities.
- the evaluation of digital educational material, ensuring its quality and suitability for use with students with special educational needs.

General skills

Taking into account the general competences that the graduate should have acquired (as listed in the Diploma Supplement and listed below), which one(s) does the course aim at?

Search, analysis and synthesis of data and information, using necessary technologies

Adapting to new situations

Decision-making

Autonomous work

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

Exercise of criticism and self-criticism

Teamwork	*Promoting free, creative and inductive thinking*
Working in an international environment	*……*
Working in an interdisciplinary environment	*Other...*
Generating new research ideas	*…….*

The course aims to:

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Autonomous work
- Teamwork
- Working in an interdisciplinary environment

(3) COURSE CONTENT

LECTURE-UNITS:

1. New Technologies and Education: challenges and perspectives.

In this section, reference will be made to the impact of new technologies in education and the appropriate formula will be sought for the safe use of digital tools, so that they can be adapted to the specific educational needs of students, in order to personalize the educational process.

2. Accessibility in Education: educational software & Educational Software and Assistive Technologies.

This section will analyse educational software and assistive technologies that encourage accessibility in the educational process, as well as the perspectives and challenges that these software face for their dynamic integration in education.

3. Analytical Programmes and Digital Tools in the Individualised Education Programme.

This section will analyse the curricula in the personalised education programme and how the use of new technologies and digital tools can be of great benefit in improving the personalised education programme.

4. Evaluation of digital educational material: Criteria and methodology.

In this section, reference will be made to the criteria and methodology for the evaluation of digital educational material and the necessity to comply with these rules will be emphasised.

5. Digital web 2 tools in Education (Learning Apps, Jigsaw Planet).

In this section, the use of digital web 2 tools in the educational process will be explored and the adaptation of teaching to the data of the digital tools Learning Apps and Jigsaw Planet will be emphasized.

6. Digital web 2 tools in Education (Kahoot, Quizizz, Crossword Labs, Wordwall).

In this section we will analyse the digital web 2 tools (Kahoot, Quizizz, Crossword Labs, Wordwall) and how they can change the educational process for the benefit of students with disabilities and learning difficulties.

7. Assistive technologies for people with sensory disabilities.

In this section, we will refer to assistive technologies for individuals and students with sensory disabilities and analyse in depth the integration of these technologies in the educational process.

8. Assistive technologies for people with disabilities.

This section will analyse assistive technologies for people and students with mobility disabilities and will make the most of the connection of these technologies with the educational process.

9. Educational Software and Tools for Children with Special Educational Needs.

In this section we will refer to educational software and digital tools designed for children and students with special educational needs, and highlight their importance in personalised teaching.

10. Introduction to Robotics for the Support of Children with Special Needs

This section will attempt a first introduction to the scientific field robotics and will seek ways that can contribute to improving the needs of children with disabilities and learning difficulties both in the educational field and in other areas of their lives.

11. Gamification and Special Education.

In this section we will analyse the importance of gamification in special education and how it has transformed the educational process into an enjoyable engagement with educational games, for the benefit of the learning community of each school unit.

12. Emerging Technologies in Education.

In this section, reference will be made to emerging technologies in the educational process and the need for their integration will be emphasized in order to improve student performance.

(4) TEACHING and LEARNING METHODS - EVALUATION

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Description of the evaluation process

Language of Evaluation, Evaluation Methods, Formative or Inferential, Multiple Choice Test, Multiple Choice Test, Short Answer Questions, Test Development Questions, Problem Solving, Written Work, Report, Oral Examination, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other

Explicitly identified assessment criteria are stated and if and where they are accessible students.</td><td>Weekly interactive activities (20% in total):On a weekly basis, students will have the opportunity to
interact with the teacher, other students and/or other relevant stakeholders to complete certain
activities. These activities are
are an integral part of the course and help the student to understand and assimilate the material of each week. The instructor will select 10 interactive activities prior to the start of class that will count towards the final course grade, each worth 2% of the grade. The
other interactive activities will be available for students to complete (but will not contribute to their final grade), to facilitate self-assessment and to aid in-depth learning.

Individual and/or collaborative work (30%): the instructor will assign the students an individual and/or collaborative project and will be evaluated according to the rubric of the project.

Final examination (50%): the final examination will assess your understanding of the learning objectives set for the
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- Suggested Bibliography:

Ismaili, J. & Ibrahimi, E. H. O. (2017). mobile learning as alternative to assistive technology devices forspecial needs students, *Education and Information Technologies.*

Doukakis, D., Christopoulou, E., (2015). *Combining App Inventor with an Arduino Robotics Education System.* Proceedings of the 4th Panhellenic Conference "Integration of ICT in the Educational Process" of the Hellenic Scientific Association of ICT in Education (ETPE), Thessaloniki, 30 October-1 November 2015.

Saipa P., Karambatsou G., Balogianni T., & Skordialos E. (2020). *The Use of Assistive Technology in People with Mobility Disabilities.* Panhellenic Conference Sciences Education Sciences, 8, 925–936. https://doi.org/10.12681/edusc.2741

Spanaka, A., & Lionarakis, A. (2017). *The Seven Principles of Educational Material Creation.* Proceedings of the 9th International Conference on Open & Distance Education, Hellenic Open University, Hellenic Network for Open & Distance Education. Athens: E.D.A..

Fokidis, E. (2017c). *Rethinking the framework for teaching programming in primary school. The findings from two research efforts.* Proceedings of the New Educator Conference, Panhellenic Conference for the Educator Today.

- Related scientific journals:

International Journal of Information *and* Learning Technology (IJILT) - Emerald Publishing.

Journal *of* Computer *Assisted* Learning (JCAL) - Wiley.

Journal of Research in Innovative *Teaching & Learning* (JRIT) - Emerald Publishing.

Computers & Education - Elsevier.

Computers & Education Open (CAEO) - Elsevier.*Computers*

and Education: X Reality (CEXR) - Elsevier.*Computers &*

Education: X Reality (CEXR) - Elsevier.*Computers & Education:*

Artificial Intelligence - Elsevier. *Technology, Knowledge and*

Learning - Springer.

British Journal *of Educational* Technology (BJET) - British Educational Research Association.

Education and Information Technologies - Springer.

Educational Technology Research and Development - Springer.

International Journal of Artificial Intelligence in Education (IJAIED) - Springer.

IEEE Transactions on Learning Technologies - IEEE.

COURSE OUTLINE

"Learning Difficulties" (PSYED504)

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL & HUMANITIES (LIMASSOL UNIVERSITY) & SCHOOL OF HEALTH AND WELFARE SCIENCES (WEST ATTICA UNIVERSITY)		
SECTION	DEPARTMENT OF EDUCATIONAL SCIENCES & DEPARTMENT OF BIOMEDICAL SCIENCES		
LEVEL OF STUDIES	MA		
COURSE CODE	**PSYED504**	**SEMESTER OF STUDY**	**B΄**
COURSE TITLE	**Learning Difficulties**		

INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded in discrete parts of the course e.g. Lectures, Laboratory Exercises etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number of credits*	**WEEKLY HOURS TEACHING**	**CREDIT UNITS**
LECTURES AND LABORATORY EXERCISES	3	10
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in (d).		

TYPE OF COURSE *general background, special background, specialization, general knowledge, skills development*	*General background*
PREREQUISITE COURSES:	-
LANGUAGE OF TEACHING and EXAMINATION:	GREEK

THE COURSE IS OFFERED ERASMUS STUDENTS	NO
ELECTRONIC COURSE PAGE (URL)	https://moodle.uol.ac.cy/login/index.php

(2) LEARNING OUTCOMES

Learning Outcomes

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

Consult Annex A

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

This course aims to familiarize students with the various methods of "Learning Difficulties", a discipline that combines cognitive neuroscience, psychology and education. In particular, through this course, students will learn about the different types of learning difficulties and the ways of managing such difficulties to ensure a quality learning process. Through assignments and discussions in the course, they will be invited to engage in critical thinking about whether knowledge about learning difficulties can indeed guide the development of learning strategies and teaching methods the point of providing useful benefits.

Specifically, students after successful completion of the course will have acquired basic and sufficient knowledge about:

- the different types of learning difficulties and how they define learning.
- the international literature on learning disabilities.
- the intervention programmes that are appropriate for each learning difficulty.
- the use of the DSM-5 in terms of assessment criteria for learning disabilities.

General skills

Taking into account the general competences that the graduate should have acquired (as listed in the Diploma Supplement and listed below), which one(s) does the course aim at?

Search, analysis and synthesis of data and information, using necessary technologies

Adapting to new situations Decision-making

Autonomous work Group work

Working in an international environment

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

Exercise of criticism and self-criticism

Promoting free, creative and inductive thinking

……

Working in an interdisciplinary environment	*Other…*
Generating new research ideas	*…….*

The course aims to:

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Autonomous work
- Teamwork
- Working in an interdisciplinary environment

(3) COURSE CONTENT

LECTURE-UNITS:

1. Sensory Difficulties - Vision Problems.
The aim of the module is for students to learn about visual impairment and its relationship with the learning process and to acquire skills for the development of support and integration programmes for students with visual impairment in the classroom and in society.

2. Sensory Difficulties - Hearing Problems.

The aim of the module is for students to learn about auditory disability and its relation to the learning process. At the same time, it was intended to discuss the support and integration programmes for students with hearing impairment in a school and social context, as well as ways of raising awareness and social sensitization regarding hearing impairment.

3. Dysarithmosis.
The aim of the module is for students to learn about dyscalculia and its relationship with learning and to critically discuss intervention methods aimed at enhancing the learning process in people with dyscalculia.

4. Attention deficit disorder and hyperactivity disorder.
The aim of the module is for students to learn about ADHD, its causes and characteristics as defined by the DSM-5.

5. Students on the Autistic Spectrum.

The aim of the module is for students to become familiar with AF, its causes and characteristics as defined by DSM-5.

6. Intellectual Disability and Down Syndrome.

The aim of the unit is for students to learn about intellectual disability and its relation to the learning process as well as to become familiar with Down's syndrome, its specific characteristics and the learning difficulties that accompany it.

7. Williams syndrome.

The aim of this unit is for students to learn about Williams syndrome, its specific characteristics and the learning difficulties that accompany it. At the same time, in this module it is considered necessary to critically discuss the support and integration programmes for students with Williams syndrome as well as to discuss the ways of informing and raising social awareness of people with Williams syndrome.

8. Turner syndrome.

The aim of this unit is for students to learn about Turner syndrome, its specific characteristics and the learning difficulties that accompany it. At the same time, in this module it is considered necessary to critically discuss the support and integration programmes for students with Turner syndrome as well as to discuss the ways of informing and raising social awareness of people with the syndrome.

9. Dyspraxia.

The aim of the module is for students to learn about dyspraxia and the possible learning difficulties that accompany it. At the same time, it is important to promote discussion around social awareness and support programmes.

10. Chronic Diseases.

The aim of the module is for students to learn about the different types of chronic conditions and the possible learning difficulties that accompany them.

11. Emotional and behavioural disorders.

The aim of the module is for students to become familiar with the process of diagnosing emotional and behavioural disorders, recognising their relationship with learning.

12. Gifted Students.

The aim of the module is for students to understand the importance of early diagnosis and use of appropriate assessment tools for the evaluation of giftedness and learning difficulties. At the same time, the module familiarises students with critical discussion of educational practices to support gifted students with or without learning difficulties.

13. Minority students.
The aim of the module is for students to understand the relationship between minority students and learning difficulties.

(4) TEACHING and LEARNING METHODS - EVALUATION

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are an integral part of the course and help the student to understand and assimilate the material of each week. The instructor will select 10 interactive activities prior to the start of class that will count towards the final course grade, each worth 2% of the grade. The
other interactive activities will be available for students to complete (but will not contribute to their final grade), to facilitate self-assessment and to aid in-depth learning.

Individual and/or collaborative work (30%): the instructor will assign the students an individual and/or collaborative project and will be evaluated according to the rubric of the project.

Final examination (50%): the final examination will assess your understanding of the learning objectives set for the
course and the ability of students to apply their knowledge to real-life scenarios in the field of Special Education and New Technologies.</td></tr>
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(5) RECOMMENDED-BIBLIOGRAPHY

- Suggested Bibliography:

Bull, M. J. (2020). down syndrome. *new england journal of medicine*, *382*(24), 2344-2352. jones, B. A., & Hensley-Maloney, L. (2015).Meeting the Needs of Students with Coexisting Visual Impairments and Learning Disabilities. intervention in School and Clinic, 50(4), 226-233. https://doi.org/10.1177/1053451214546401

Li, T., Cheng, D., Chen, C., Gong, G., Lv, J., & Zhou, X. (2023). Altered resting-state functional connectivity in the prefrontal cortex is related to the development of dyscalculia in patients with Turner syndrome.*Psychiatry and Clinical Neurosciences*.

Van Loan, C. L., & Garwood, J. D. (2020). Facilitating high-quality relationships for students with emotional and behavioral disorders in crisis.*Intervention in School and Clinic*, *55*(4), 253-256.

Zaheer, I., Maggin, D., McDaniel, S., McIntosh, K., Rodriguez, B. J., & Fogt, J. B. (2019). implementation of promising practices that support students with emotional and behavioral disorders.*Behavioral Disorders*, *44*(2), 117-128.

- Related scientific journals:

Journal of Disability Policy Studies

Disability & Society

Canadian Journal of Disability Studies

International Journal of Disability, Development and Education

Scandinavian Journal of Disability Research

Journal of Learning Disabilities

behavioural disorders

COURSE OUTLINE

"Language Development and Language Disorders" (PSYED505)

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL & HUMANITIES (LIMASSOL UNIVERSITY) & SCHOOL OF HEALTH AND WELFARE SCIENCES (WEST ATTICA UNIVERSITY)		
SECTION	DEPARTMENT OF EDUCATIONAL SCIENCES & DEPARTMENT OF BIOMEDICAL SCIENCES		
LEVEL OF STUDIES	MA		
COURSE CODE	**PSYED505**	**SEMESTER OF STUDY**	**B΄**
COURSE TITLE	**Language Development and Language Disorders**		

INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded in discrete parts of the course e.g. Lectures, Laboratory Exercises etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number of credits*	**WEEKLY HOURS TEACHING**	**CREDIT UNITS**
LECTURES AND LABORATORY EXERCISES	3	10
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in (d).		

TYPE OF COURSE *general background, special background, specialization, general knowledge, skills development*	*General background*
PREREQUISITE COURSES:	-
LANGUAGE OF TEACHING and EXAMINATION:	GREEK
THE COURSE IS OFFERED ERASMUS STUDENTS	NO

ELECTRONIC COURSE PAGE (URL)	https://moodle.uol.ac.cy/login/index.php

(2) LEARNING OUTCOMES

Learning Outcomes

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

Consult Annex A

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

This course aims to familiarize students with the use of the "Language Development and Language Disorders", a discipline that combines cognitive neuroscience, psychology and education. In particular, through this course, students will be introduced to the international literature on language development and language disorders and will have the opportunity to discuss the importance of knowledge on this topic in the effective learning process. Through course assignments and discussions, students will be challenged to think critically about whether knowledge about language development and language disorders can actually guide the development of learning strategies and teaching methods to the point of providing useful benefits.

Specifically, students after successful completion of the course will have acquired basic and sufficient knowledge about:

- the levels of language knowledge and their importance.
- the linguistic specialisation of the brain.
- dyslexia and specific language disorder.
- educational programmes at different levels of education that are based on knowledge about language development.
- the international literature on language development and language disorders.

General skills

Taking into account the general competences that the graduate should have acquired (as listed in the Diploma Supplement and listed below), which one(s) does the course aim at?

Search, analysis and synthesis of data and information, using necessary technologies

Adapting to new situations Decision-making

Autonomous work Group work

Working in an international environment

Working in an interdisciplinary environment

Generating 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

Exercise of criticism and self-criticism

Promoting free, creative and inductive thinking

……

Other…

…….

The course aims to:

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Autonomous work
- Teamwork
- Working in an interdisciplinary environment

(3) COURSE CONTENT

LECTURES - UNITS:

1. Introduction to Language Development
The aim of the module is to introduce students to the basic levels of linguistic knowledge and the basic linguistic functions.

2. Language in the Brain

The aim of the module is to introduce students to the linguistic specialization in the brain.

3. Development of Phonological and Morphological Competence
The aim of this unit is for students to become familiar with the concepts of phonology and morphology.

4. Developing Competency in Drafting
The aim of the module is for students to become familiar with the concept of syntax. Specifically, in this module it is necessary for students to define and understand the concept of syntax and to critically discuss good educational practices with a view to language development.

5. Developing Competency in Drafting and Pragmatics

The aim of the module is to introduce students to the concept of semantics and pragmatics. Specifically, in this module it is necessary for students to define and understand the concept of semantics and pragmatics and to critically discuss good educational practices in terms of language development.

6. Language Development and its Relationship to Gestures

The aim of the module is to introduce students to the relationship between gestures and the promotion of early language development. At the same time, it is appropriate to get in touch with the international literature on the relationship between gestures and early language development.

7. Developing Writing Skills

The aim of the module is for students to become familiar with the stages of development of writing skills through contact with international literature and scientific observation.

8. Development of Diagnostic Capability

The aim of the unit is for students to become familiar with the stages of reading development through contact with international literature and scientific observation.

9. Bilingualism and Multilingualism

The aim of the module is to introduce students to bilingualism and multilingualism and its relation to the learning process. At the same time, students will learn to critically discuss bilingual and multilingual promotion programmes.

10. Language Development and Sign Language

The aim of the module is for students to learn about sign language and its relation to language development and the learning process as well as to discuss critical programmes for the support and smooth integration of students who communicate through the use of sign language in a school context and in the wider society.

11. Language Disorders - Dyslexia

The aim of the module is for students to learn about dyslexia and its relationship with the learning process and to critically discuss support programmes for students with dyslexia.

12. Language Disorders - Specific Language Disorder

The aim of the module is to introduce students to the specific language disorder and its relation to the learning process and to critically discuss the support programmes for students with specific language disorder.

13. Language Disorders - Stuttering

The aim of the unit is for students to understand stuttering as a language disorder and its relation to the learning process, while at the same time strengthening the
a critical discussion framework around support programmes for students with stuttering.

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>METHOD OF DELIVERY
Face to face, Distance learning education, etc.</td><td>Distance learning</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES
Use of ICT in Teaching, Laboratory Education, Communication with students</td><td>ICT and their use in education are the subject of the course and are therefore used extensively in Teaching, in Laboratory work and in the
Education, in Communication with students.</td></tr>
<tr><td>ORGANISATION OF

Described in detail the way and the way teaching methods.

Lectures, Seminars, Laboratory Practice, Exercise Field, Study & analysis literature, Tutorial, Practice (Placement), Clinical Exercise, Artistic Laboratory, Interactive teaching, Educational visits, Project workWriting of work / assignments,

Artistic creation, etc.

The student's study hours for each learning activity as well as the hours of unguided study according to the principles of ECTS</td><td>
<table>
<tr><th>Activity</th><th>Workload Semester</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Laboratory exercises</td><td>13</td></tr>
<tr><td>Interactive Teaching</td><td>13</td></tr>
<tr><td>Study & Analysis Bibliography</td><td>26</td></tr>
<tr><td>Study preparation</td><td>26</td></tr>
<tr><td>Job Writing</td><td>36</td></tr>
<tr><td>Independent Study</td><td>47</td></tr>
<tr><td></td><td></td></tr>
<tr><td>Total Course</td><td>200</td></tr>
</table>
</td></tr>
<tr><td>STUDENT ASSESSMENT

Description of the evaluation process

Language of Evaluation, Evaluation Methods, Formative or Inferential, Multiple Choice Test, Multiple Choice Test, Short Answer Questions, Test Development Questions, Problem Solving, Written Work, Report, Oral Examination, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other

Explicitly identified assessment criteria are stated and if and where they are accessible students.</td><td>Weekly interactive activities (20% in total):On a weekly basis, students will have the opportunity to
interact with the teacher, other students and/or other relevant stakeholders to complete certain
activities. These activities are
are an integral part of the course and help the student to understand and assimilate the material of each week. The instructor will select 10 interactive activities prior to the start of class that will count towards the final course grade, each worth 2% of the grade. The
other interactive activities will be available for students to complete (but will not contribute to their final grade), to facilitate self-assessment and to aid in-depth learning.

Individual and/or collaborative work (30%): the instructor will assign the students an individual and/or collaborative project and will be evaluated according to the rubric of the project.

Final examination (50%): the final examination will assess your understanding of the learning objectives set for the
course and the ability of students to apply their knowledge to real-life scenarios in the field of Special Education and New Technologies.</td></tr>
</table>

(5) RECOMMENDED - BIBLIOGRAPHY

- Suggested Bibliography:

Beltrama, A. (2020). social meaning in semantics and pragmatics. *language and linguistics compass*, *14*(9), e12398.

Corina, D. P., & Blau, S. (2016). neurobiology of sign languages. in *Neurobiology language* (pp. 431-443).Academic Press

Demir, Ö. E., & Goldin-Meadow, S. (2016).Gesture's role in learning and processing language. In *Neurobiology of language* (pp. 275-283). Academic Press.

Dick, F., Krishnan, S., Leech, R., & Curtin, S. (2016). language development. in *Neurobiology of Language* (pp. 373-388). academic Press.

Krafnick, A. J., & Alkire, D. R. (2016). developmental dyslexia. in *Neurobiology language* (pp. 815-826). academic Press.

Sprouse, J., & Hornstein, N. (2016). syntax and the cognitive neuroscience of syntactic structure building. In *Neurobiology of language* (pp. 165-174). Academic Press.

- Related scientific journals:

Topics in Language Disorders

Journal of the American Academy of Child and Adolescent Psychiatry

Learning Disability Quarterly

Perspectives in Language Learning and Education Swiss

Journal of Psychology

Neurobiology of Language

SEMESTER 3

COURSE OUTLINE

"Child and Adolescent Psychopathology" (EDU680)

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL & HUMANITIES (LIMASSOL UNIVERSITY) & SCHOOL OF HEALTH AND WELFARE SCIENCES (WEST ATTICA UNIVERSITY)		
SECTION	DEPARTMENT OF EDUCATIONAL SCIENCES & DEPARTMENT OF BIOMEDICAL SCIENCES		
LEVEL OF STUDIES	MA		
COURSE CODE	**EDU 680**	**SEMESTER OF STUDY**	**Γ΄**
COURSE TITLE	**Child and Adolescent Psychopathology**		

INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded in discrete parts of the course e.g. Lectures, Laboratory Exercises etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number of credits*	**WEEKLY HOURS TEACHING**	**CREDIT UNITS**
LECTURES AND LABORATORY EXERCISES	3	10
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in (d).		

TYPE OF COURSE *general background, special background, specialization, general knowledge, skills development*	*General background*
PREREQUISITE COURSES:	-
LANGUAGE OF TEACHING and EXAMINATION:	GREEK

THE COURSE IS OFFERED ERASMUS STUDENTS	NO
ELECTRONIC COURSE PAGE (URL)	https://moodle.uol.ac.cy/login/index.php

(2) LEARNING OUTCOMES

Learning Outcomes

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

Consult Annex A

- *Description of the Level of Learning Outcomes for each cycle of study according the Qualifications Framework of the European Higher Education Area*
- *Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B*
- *Learning Outcomes Writing Comprehensive Guide*

This course provides an in-depth exploration of the genetic, neurodevelopmental, and biological foundations of psychopathology and deviant behavior in children and adolescents as defined by the American Psychiatric Association (APA, 2022) and the Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR). Students will develop basic skills for conducting discussions with parents/guardians and pediatric populations and for understanding psychodiagnostic and assessment tools. The course emphasizes an understanding of treatment plans and systemic psychotherapeutic interventions tailored to children and adolescents.

Specifically, students after successful completion of the course will have acquired basic and sufficient knowledge about:

- the biological, genetic and environmental factors that contribute to the development of psychopathology in children and adolescents, with an emphasis on neurodevelopmental disorders and mental health conditions as defined by the DSM-5-TR.
- the assessment and understanding of mental illness in paediatric populations, including an understanding of how psychodiagnostic tools work and how to conduct comprehensive observations.
- developing interventions, such as psychoeducation, day plans and parent education, to manage common childhood and adolescent mental health disorders such as ADHD, anxiety, depression and mood disorders.
- integrating non-clinical interventions, including school-based strategies, family therapy, psychoeducation and community supports, to create integrated treatment plans that address both academic and social functioning of young patients.
- critically assess impact risk factors such as trauma, chronic stress and adverse childhood experiences on the onset and development of mental health disorders and develop prevention strategies based on building resilience and protective factors.
- the application of ethical principles and cultural sensitivity, ensuring that all interventions are developmentally appropriate, culturally aware and aligned with contemporary mental health standards.

General skills

Taking into account the general competences that the graduate should have acquired (as listed in the Diploma Supplement and listed below), which one(s) does the course aim at?

Search, analysis and synthesis of data and information, using necessary technologies *Adapting to new situations Decision-making* *Autonomous work Group work* *Working in an international environment* *Working in an interdisciplinary environment* *Generating 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* *Exercise of criticism and self-criticism* *Promoting free, creative and inductive thinking* *……* *Other…* *……*

The course aims to:

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Autonomous work
- Teamwork
- Working in an interdisciplinary environment

(3) COURSE CONTENT

LECTURES - UNITS:

1. Introduction to Developmental Psychopathology.
This week, the fundamental principles of developmental psychopathology are presented, focusing on the interplay between biological, psychological and environmental factors that contribute to mental health outcomes in children and adolescents. Evolutionary perspectives on psychopathology will be explored and how contemporary challenges, such as increased stress and trauma, affect the development of mental health disorders will be examined. This week provides a solid foundation for understanding how developmental trajectories and contextual factors shape psychopathological outcomes.

2. Principles of classification, assessment and intervention.

This week, the focus is on the principles of classification, assessment and intervention for mental health disorders in children and adolescents. This week introduces the Clinical Scientist's Framework, which emphasizes evidence-based approaches to psychological assessment. The week will cover the basics of the DSM-5 diagnostic system, psychological assessment techniques, and mental status testing, exploring ethical issues and challenges in diagnosis. Students will learn how to conduct observations and assessments and use mental status as a basis for treatment planning.

3. Emotion regulation and attachment disorders.
This week, it is important to explore attachment theory and its role in emotional regulation, focusing on the developmental pathways of attachment from infancy adolescence. session will examine how different attachment styles - secure, avoidant, ambivalent and disorganised - affect mental health and contribute to attachment disorders such as Reactive Attachment Disorder
(RAD). The relationship between childhood temperament, early experiences, and the development of a child's own personality will also be discussed.

attachment and the development of behavioural disorders, oppositional defiant disorder (ODD) and antisocial behaviour.

4. Anxiety and obsessive-compulsive disorders in children and adolescents.
The fourth week focuses on anxiety and obsessive-compulsive disorders in children and adolescents, exploring the key symptoms and how these disorders manifest in younger populations. This week covers the fundamentals of psychopharmacological interventions, including treatment options for anxiety, obsessive-compulsive disorder (OCD), and stressor-related disorders. In addition, the impact of trauma and abuse on the developing brain will be discussed, examining how early exposure to stress and trauma can alter neurobiological development and increase vulnerability to stress-related disorders.

5. Autism Spectrum Disorder (ASD).
This week, we will examine Autism Spectrum Disorder (ASD), focusing on its key features, historical perspectives and trends in diagnosis. ASD is a neurodevelopmental disorder characterized by deficits in social communication and restricted, repetitive behaviors. The changing nature of ASD diagnoses will be explored, including the transition from separate conditions (such as Asperger syndrome) to a spectrum within the DSM-5 framework. In addition, this week will provide information on the early signs of ASD, current approaches to treatment, and the role of early intervention in improving outcomes.
6. Attention-deficit/hyperactivity disorder (ADHD).

This week, Attention Deficit Hyperactivity Disorder (ADHD) will be explored, focusing on its manifestation in children and adolescents. ADHD is characterized by persistent patterns of inattention, hyperactivity, and impulsivity that interfere with functioning or development. This week will cover the diagnostic criteria for ADHD, common comorbidities (such as learning disabilities or oppositional defiant disorder), and the role of psychopharmacological treatments, including stimulant and non-stimulant. Non-drug interventions, such as behavioural therapies and strategies to support children with ADHD in educational settings will also be considered.

7. Mood disorders in children and adolescents.

In the seventh week, teaching will expand to mood disorders in children and adolescents, focusing on the diagnostic criteria, aetiology and treatment of depressive disorders and bipolar disorders. This session will explore the unique presentation of mood dysfunction in young populations, including conditions such as disordered mood dysfunction (DMDD), pediatric depression, and pediatric bipolar disorder. We will also address risk factors such as genetic predispositions, environmental stressors, and childhood trauma, and examine the role of both psychopharmacological and psychotherapeutic interventions in the management of these disorders. In addition, we will discuss risk factors for suicide and non-suicidal self-injury (NSSI) in adolescents, and ways to assess and effectively intervene.

8. Substance-related disorders in children and adolescents.

In the eighth week, educational teaching penetrates addiction and substance-related disorders in children and adolescents. This week will focus on the unique developmental aspects of substance use disorders in youth, including the effects of early exposure to drugs, alcohol and other substances on the developing brain. Diagnostic criteria for substance-related disorders will be reviewed, including how to distinguish between primary mental health disorders and those caused by substance use. In addition, risk factors, including genetic and environmental influences, and the most effective approaches to prevention and treatment, including psychopharmacological and behavioural interventions, will be discussed.

9. Psychotic Disorders and Schizophrenia in Children and Adolescents.

This week, the focus is on psychotic disorders in children and adolescents, with a particular emphasis on schizophrenia. Although psychotic disorders are rare in this age group, they are highly disruptive to a child or adolescent's development, education and social functioning. This week covers the neurocognitive dysfunctions associated with psychosis, the role of early identification, and the use of pharmacological and therapeutic interventions. In addition, it will explore how school professionals can support students with psychotic disorders through appropriate accommodations, family engagement, and collaboration with mental health professionals.

10. Eating Disorders in Adolescents.

The tenth week focuses on eating disorders in adolescents, including anorexia nervosa, bulimia nervosa and binge eating disorder. These conditions are serious mental health disorders that affect physical health, emotional well-being and social functioning. This week will cover diagnostic criteria, risk factors and treatment approaches for eating disorders, with a particular focus on body image disorder and body dysmorphic disorder in adolescents. The role of psychopharmacology, psychotherapy and family-based interventions in the treatment of these disorders will also be explored, as well as the long-term implications for recovery and relapse prevention.

11. Sexual orientation and gender identity disorders in children and adolescents.

This week, the focus is on gender identity disorders, such as gender dysphoria, as well as psychopathology related to sexual behaviour and sexual orientation in children and adolescents. This week we will explore diagnostic criteria for gender dysphoria and gender identity disorders, including psychological distress caused by a mismatch between a person's experienced gender and the gender assigned at birth. Sexual dysfunctions and atypical sexual behaviours will also be explored, discussing clinical interventions and therapeutic approaches that can support young people facing these complex issues.

12. Clinical and non-clinical interventions in child and adolescent psychopathology.

This week, both clinical and non-clinical interventions used to treat psychopathology in children and adolescents will be explored. This week will cover a range of treatment approaches including psychopharmacology, psychoeducation, school-based interventions and family therapy. We will discuss how these interventions can be used in combination to create comprehensive treatment plans that address the diverse needs of young patients. In addition, the role of parent education, professional development for teachers, and how these strategies can improve school and community outcomes will be explored.

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>METHOD OF DELIVERY
Face to face, Distance learning education, etc.</td><td>Distance learning</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES
Use of ICT in Teaching, Laboratory Education, Communication with students</td><td>ICT and their use in education are the subject of the course and are therefore used extensively in Teaching, in Laboratory work and in the
Education, in Communication with students.</td></tr>
<tr><td>ORGANISATION OF

Described in detail the way and the way teaching methods.

Lectures, Seminars, Laboratory Practice, Exercise Field, Study & analysis literature, Tutorial, Practice (Placement), Clinical Exercise, Artistic Laboratory, Interactive teaching, Educational visits, Project workWriting of work / assignments,

Artistic creation, etc.

The student's study hours for each learning activity as well as the hours of unguided study according to the principles of ECTS</td><td>
<table>
<tr><th>Activity</th><th>Workload Semester</th></tr>
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<tr><td>Interactive Teaching</td><td>13</td></tr>
<tr><td>Study & Analysis Bibliography</td><td>26</td></tr>
<tr><td>Study preparation</td><td>26</td></tr>
<tr><td>Job Writing</td><td>36</td></tr>
<tr><td>Independent Study</td><td>47</td></tr>
<tr><td></td><td></td></tr>
<tr><td>Total Course</td><td>200</td></tr>
</table>
</td></tr>
<tr><td>STUDENT ASSESSMENT

Description of the evaluation process

Language of Evaluation, Evaluation Methods, Formative or Inferential, Multiple Choice Test, Multiple Choice Test, Short Answer Questions, Test Development Questions, Problem Solving, Written Work, Report, Oral Examination, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other

Explicitly identified assessment criteria are stated and if and where they are accessible students.</td><td>Weekly interactive activities (20% in total):On a weekly basis, students will have the opportunity to
interact with the teacher, other students and/or other relevant stakeholders to complete certain
activities. These activities are
are an integral part of the course and help the student to understand and assimilate the material of each week. The instructor will select 10 interactive activities prior to the start of class that will count towards the final course grade, each worth 2% of the grade. The
other interactive activities will be available for students to complete (but will not contribute to their final grade), to facilitate self-assessment and to aid in-depth learning.

Individual and/or collaborative work (30%): the instructor will assign the students an individual and/or collaborative project and will be evaluated according to the rubric of the project.

Final examination (50%): the final examination will assess your understanding of the learning objectives set for the
course and the ability of students to apply their knowledge to real-life scenarios in the field of Special Education and New Technologies.</td></tr>
</table>

(5) RECOMMENDED-BIBLIOGRAPHY

- Suggested Bibliography:

Buss, D. M. (2015). evolutionary psychology: the new science of the mind (5th ed.). pearson. Datta, N., Matheson, B.E., Citron, K., Van Wye, E.M. and Lock, J.D. (2023). evidence based update on psychosocial treatments for eating disorders in children and *Journal of Clinical Child &* Adolescents. *Adolescent Psychology*, *52*(2), pp.159-170.

Diamond, L.M. (2020).Gender fluidity and nonbinary gender identities among children and *Child Development Perspectives*, *14*(2), pp.110-115.

Kjeldbjerg, M.L. and Clausen, L. (2023). prevalence of binge-eating disorder among children and adolescents: a systematic review and meta-analysis.*European Child & Adolescent.*

Youngstrom, E. A., Choukas-Bradley, S., Calhoun, C. D., & Jensen-Doss, A. (2015). *clinical guide to the evidence-based assessment approach to diagnosis and treatment.* cognitive and Behavioral Practice, 22(1), 20-35.

- Related scientific journals:

Journal of the American Academy of Child and Adolescent Psychiatry Swiss

Journal of Psychology

The Journal of Neuroscience

Psychological Science in the Public Interest Journal

of Cognitive Psychology

Journal of Affective Disorders

COURSE OUTLINE

"Universal Design and Production of Educational Materials in Special Education" (EDU695)

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL & HUMANITIES (LIMASSOL UNIVERSITY) & SCHOOL OF HEALTH AND WELFARE SCIENCES (WEST ATTICA UNIVERSITY)		
SECTION	DEPARTMENT OF EDUCATIONAL SCIENCES & DEPARTMENT OF BIOMEDICAL SCIENCES		
LEVEL OF STUDIES	MA		
COURSE CODE	**EDU 695**	**SEMESTER OF STUDY**	**Γ΄**
COURSE TITLE	**Universal Design and Production of Educational Materials in Special Education**		

INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded in discrete parts of the course e.g. Lectures, Laboratory Exercises etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number of credits*	**WEEKLY HOURS TEACHING**	**CREDIT UNITS**
LECTURES AND LABORATORY EXERCISES	3	10
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in (d).		

TYPE OF COURSE *general background, special background, specialization,* *general knowledge, skills development*	*General background*
PREREQUISITE COURSES:	-
LANGUAGE OF TEACHING and EXAMINATION:	GREEK
THE COURSE IS OFFERED ERASMUS STUDENTS	NO

ELECTRONIC COURSE PAGE (URL)	https://moodle.uol.ac.cy/login/index.php

(2) LEARNING OUTCOMES

Learning Outcomes

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

Consult Annex A

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

The course aims to develop knowledge and skills for the design and production of educational materials that meet the needs of all students, especially those with disabilities or other special educational needs. It focuses on the principles of Universal Design for Learning, which promotes an educational framework that makes education accessible and participatory, incorporating flexibility and personalisation.
Specifically, students after successful completion of the course will have acquired basic and sufficient knowledge about:

- the Principles of Universal Design for Learning.
- the International Accessibility Standards and the relevant legislation.
- the design and development of adapted educational materials for students with disabilities and special educational needs.
- the creation of differentiated material, adapted to the needs of students, using multimedia, interactive videos and digital tools.
- the creation and evaluation of teaching scenarios, using digital tools.
- the use of AI tools for teachers in the creation of scenarios and differentiated activities.

General skills

Taking into account the general competences that the graduate should have acquired (as listed in the Diploma Supplement and listed below), which one(s) does the course aim at?

Search, analysis and synthesis of data and information, using necessary technologies

Adapting to new situations Decision-making

Autonomous work Group work

Working in an international environment

Working in an interdisciplinary environment

Generating 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

Exercise of criticism and self-criticism

Promoting free, creative and inductive thinking

……

Other…

…….

The course aims to:

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations

- Autonomous work
- Teamwork
- Working in an interdisciplinary environment

(3) COURSE CONTENT

LECTURES - UNITS:

1. Universal Design for Learning (UDL).
In this section, reference will be made to the principles of universal design for learning, to the challenges that the teacher must face in order for the inclusive model of education to highlight its key features.

2. Accessibility and inclusion: designing material accessible to all.
In this section we will extensively discuss the shortcomings of the educational material in the educational system and propose new experiential learning techniques, where the educational material will be responsive to all students. In addition, the need to redesign the educational material provided will be discussed.

3. Basic pedagogical principles of work projects (Project).
This module will explore the basic pedagogical principles of work projects and how they contribute dynamically to the enhancement of the educational process, creating a field of collaboration and continuous search for knowledge and information.

4. Creative approaches and diversity awareness techniques in the school and wider environment.
In this section, emphasis will be placed on diversity awareness strategies and techniques, research and statistical data will be presented on the state of acceptance of diversity in all areas of social and political life, and effective approaches for the integration of the inclusive model of education in the educational system will be sought.

5. Differentiated Teaching and Universal Design using New Technologies.
In this section, highlighting the use of new technologies in differentiated instruction and universal design will lead to safe conclusions and help in understanding the importance of new technologies in shaping an inclusive school for all students.

6. Applying Learning Theories to instructional design.
In this section, the most basic learning theories will be mentioned and how their application has contributed to the formation of the instructional design, in order for the educational process to respond to the new conditions that prevail.

7. Artificial Intelligence and Special Education: Perspectives and Challenges.
This section will provide an extensive analysis of the applications of AI and the impact it can have on special education and training, while also highlighting the challenges created by the use of AI.

8. Production of Educational Material using Artificial Intelligence Tools (Chat GPT, Perplexity).
In this section, the role of AI tools in the production of educational material will be analysed and the strategic interventions that will help in their use for the benefit of the learning community will be presented. However, reference will also be made to the negative effects of the indiscriminate and unorthodox use of these tools.

9. AI tools for teachers I (Gamma, Suno ai music generator, Vidnoz).
In this section we will discuss the digital artificial intelligence tools for
teachers (Gamma, Suno ai music generator, Vidnoz), as well as the possibilities that

offer to improve the educational process, always for the benefit of students.

10. Artificial Intelligence Tools for Educators II (Canva, Magic School, Caracter AI).
In this section we will refer to the use of AI tools (Canva, Magic School, Caracter AI) used by teachers to improve the educational process and their importance in shaping a new framework of cooperation and interaction between students with disabilities.

11. Creation of teaching scenarios using digital tools.
This section will analyse the use of digital tools in the creation of teaching scenarios by teachers, as well as the effects of these scenarios on the educational process and the participation of students with disabilities. Careful planning and the use of appropriate digital tools can radically change the design and creation of teaching scenarios. To begin with, digital tools such as Canva, Google Classroom, Padlet, Kahoot and many others provide countless possibilities for creating instructional scenarios. Through these digital tools, students develop skills and abilities such as autonomy, which helps them integrate more smoothly into the learning community.

12. Use and design of learning activities and educational scenarios.
This section will analyse the correct use and design of learning activities and educational scenarios by the teacher, the steps to be taken during the scenarios and activities, as well as the response and the expected results that the teacher should have from them. Effective educational process, depends largely on the design of learning activities and educational scenarios by the individual teacher. In order to achieve universal acceptance and, more importantly, effective implementation of the activities and scenarios, the teacher should know the conditions and steps for creating and designing them.

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>METHOD OF DELIVERY
Face to face, Distance learning education, etc.</td><td>Distance learning</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES
Use of ICT in Teaching, Laboratory Education, Communication with students</td><td>ICT and their use in education are the subject of the course and are therefore used extensively in Teaching, in Laboratory work and in the
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Described in detail the way and the way teaching methods.

Lectures, Seminars, Laboratory Practice, Exercise Field, Study & analysis literature, Tutorial, Practice (Placement), Clinical Exercise, Artistic Laboratory, Interactive teaching, Educational visits, Project workWriting of work / assignments,

Artistic creation, etc.

The student's study hours for each learning activity as well as the hours of unguided study according to the principles of ECTS</td><td>
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Description of the evaluation process

Language of Evaluation, Evaluation Methods, Formative or Inferential, Multiple Choice Test, Multiple Choice Test, Short Answer Questions, Test Development Questions, Problem Solving, Written Work, Report, Oral Examination, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other

Explicitly identified assessment criteria are stated and if and where they are accessible students.</td><td>Weekly interactive activities (20% in total):On a weekly basis, students will have the opportunity to
interact with the teacher, other students and/or other relevant stakeholders to complete certain
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are an integral part of the course and help the student to understand and assimilate the material of each week. The instructor will select 10 interactive activities prior to the start of class that will count towards the final course grade, each worth 2% of the grade. The
other interactive activities will be available for students to complete (but will not contribute to their final grade), to facilitate self-assessment and to aid in-depth learning.

Individual and/or collaborative work (30%): the instructor will assign the students an individual and/or collaborative project and will be evaluated according to the rubric of the project.

Final examination (50%): the final examination will assess your understanding of the learning objectives set for the
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</table>

(5) RECOMMENDED-BIBLIOGRAPHY

- Suggested Bibliography:

Baidoo-Anu, D., Owusu Ansah, L. (2023).Education in the Era of Generative Artificial Intelligence (AI): Understanding the Potential Benefits of ChatGPT in Promoting Teaching and Learning, *Journal of AI 7*(1), DOI:10.61969/jai.1337500 .

Creely, E. (2023) *The possibilities, limitations, and dangers of generative AI in language learning and literacy practices*, November 2023, Conference: International Graduate Research Symposium 2023.

Holmes, W., Bialik, M., & Fadel, C. (2019). *Artificial intelligence in education: promises and implications for teaching and learning*.

Matsumoto, K. (2023). exploring Patterns of Generative AI Utilization in Education, *IIAI Letters on Informatics and Interdisciplinary Research* 4:1, DOI:10.52731/liir.v004.134.

Georgouli, A. (2015). *Artificial Intelligence* [Undergraduate textbook]. Kallipos, Open Academic Publications https://dx.doi.org/10.57713/kallipos-666 .

- Related scientific journals:

International Journal of Information *and* Learning Technology (IJILT) - Emerald Publishing.

Journal *of* Computer *Assisted* Learning (JCAL) - Wiley.

Journal of Research in Innovative *Teaching & Learning* (JRIT) - Emerald Publishing.

Computers & Education - Elsevier.

Computers & Education Open (CAEO) - Elsevier.*Computers*

and Education: X Reality (CEXR) - Elsevier.*Computers &*

Education: X Reality (CEXR) - Elsevier.*Computers & Education:*

Artificial Intelligence - Elsevier. *Technology, Knowledge and*

Learning - Springer.

British Journal *of Educational* Technology (BJET) - British Educational Research Association.

Education and Information Technologies - Springer.

Educational Technology Research and Development - Springer.

International Journal of Artificial Intelligence in Education (IJAIED) - Springer.

IEEE Transactions on Learning Technologies - IEEE.

COURSE OUTLINE

"Psychology for Education" (PSYED501)

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL & HUMANITIES (LIMASSOL UNIVERSITY) & SCHOOL OF HEALTH AND WELFARE SCIENCES (WEST ATTICA UNIVERSITY)		
SECTION	DEPARTMENT OF EDUCATIONAL SCIENCES & DEPARTMENT OF BIOMEDICAL SCIENCES		
LEVEL OF STUDIES	MA		
COURSE CODE	**PSYED501**	**SEMESTER OF STUDY**	**Γ΄**
COURSE TITLE	**Psychology for Education**		

INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded in discrete parts of the course e.g. Lectures, Laboratory Exercises etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number of credits*	**WEEKLY HOURS TEACHING**	**CREDIT UNITS**
LECTURES AND LABORATORY EXERCISES	3	10
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in (d).		

TYPE OF COURSE *general background, special background, specialization, general knowledge, skills development*	*General background*
PREREQUISITE COURSES:	-
LANGUAGE OF TEACHING and EXAMINATION:	GREEK
THE COURSE IS OFFERED ERASMUS STUDENTS	NO

ELECTRONIC COURSE PAGE (URL)	https://moodle.uol.ac.cy/login/index.php

(2) LEARNING OUTCOMES

Learning Outcomes

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

Consult Annex A

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

This introductory course lays the foundation for training teachers, psychologists and anyone else interested in educational psychology. It guides students through research, theories, and practices related to cognitive, moral, and psychosocial development and behavior change. The program aims to equip students with the knowledge and skills to create a better, more effective and more meaningful educational experience for all students.
Specifically, students after successful completion of the course will have acquired basic and sufficient knowledge about:

- the principles of educational psychology.
- the areas of student diversity and methods of inclusion of students with different needs in the school context.
- the analysis and critical discussion of basic and contemporary theoretical approaches to learning.
- developing supportive intervention programmes in collaboration with teachers create an effective learning environment.
- from evaluation of effectiveness various educational and psychological principles and theories in practice.
- demonstrating effective communication and collaboration skills in working with students, teachers and parents.

General skills

Taking into account the general competences that the graduate should have acquired (as listed in the Diploma Supplement and listed below), which one(s) does the course aim at?

Search, analysis and synthesis of data and information, using necessary technologies

Adapting to new situations Decision-making

Autonomous work Group work

Working in an international environment

Working in an interdisciplinary environment

Generating 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

Exercise of criticism and self-criticism

Promoting free, creative and inductive thinking

……

Other...

…….

The course aims to:

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Autonomous work
- Teamwork
- Working in an interdisciplinary environment

(3) COURSE CONTENT

LECTURES - UNITS:

1. Introduction to Psychology.
This is an introductory meeting. This week focuses on introducing psychology as a discipline. Throughout this week, students will delve into the fundamental aspects of psychology, gaining an in-depth understanding of its characteristics, its different disciplines, and its specialized areas of study. The goal is to equip students with the skills necessary to identify the optimal application of each discipline, whether in exploring research questions or effectively navigating various real-world situations.

2. Psychology for Education.
This week will introduce the link between psychology and education, emphasising the importance of educational psychology in optimising teaching and learning processes. It will explore the scientific study of behavioral and cognitive processes in psychology, emphasizing their importance in learning and general well-being. In addition, throughout this week, students will engage in a critical discussion of the role of teachers, emphasizing the need for a deep understanding of pedagogy and the implementation of effective teaching practices. The integration of psychology with education will be explored, presenting the role of educational psychology in understanding learning processes and addressing the factors that influence them. The distinction between educational and school psychology will be clarified and the specificity and contribution of each will be described. Ultimately, students will gain knowledge of how educational psychology informs instruction, practices and supports student learning, encouraging a deeper understanding of the complexities within the educational context.

3. The Role of Research in Educational Psychology.
This week will highlight key concepts in educational psychology research. discussions, students will explore and gain a deep understanding of the different methods used in educational psychology to study various empirical questions and critically reflect on their appropriateness in real-life scenarios.

4. Piaget's Cognitive and Moral Development Theory & Kohlberg's Theory of Moral Development. This week focuses on the basic theories of human development, exploring how individuals develop and change in different areas over the lifespan. The week will focus on cognitive, language, social-emotional and personality development. Understanding these critical areas is fundamental educators as they create learning experiences tailored to the specific age and developmental stages of students.

5. Vygotsky's Cognitive Development Theory.
This week's lecture will equip students with an in-depth understanding of Vygotsky's theory of cognitive development, emphasizing how social interactions and cultural context shape cognitive development. Specifically, students will delve into key concepts such as the zone of proximal development and descending support

learning, gaining insights into how these ideas influence learning and educational practices.

6. Erikson's Psychosocial Theory.
This week, students will explore the main pillars of Erikson's psychosocial theory. They will develop a deep understanding of these fundamental aspects, equipping them with valuable skills to enrich their teaching and learning processes.

7. Development in Childhood and .
This week focuses on understanding the different stages of physical, cognitive and socio-emotional development in different age groups: preschool, middle childhood and adolescence. The lecture delves into the key milestones and challenges associated with each developmental stage, drawing on prominent developmental theories such as those proposed by Piaget, Erikson and Vygotsky. In addition, the lecture highlights the implications of these developmental changes for teachers and educational psychologists in designing effective educational practices and providing appropriate support for students. This week aims to equip students with the knowledge and skills necessary to effectively address the diverse needs of students at different developmental stages in the educational setting.

8. Behavioral Learning Theories.
This week focuses on the key pillars of classical and contributory conditional learning, as well as social learning. Students will gain a deep understanding these vital aspects, equipping them with the skills to understand and apply various learning theories in educational settings.

9. Motivation for learning.
This week focuses on understanding motivational theories and their applications in educational contexts. Students will learn about various motivational theories, including Maslow's Hierarchy of Needs, performance theory, expectancy theory, and achievement motivation. They will also learn about the implications of these theories for teaching and learning practices, such as encouraging intrinsic motivation, addressing acquired feelings of helplessness, and fostering a supportive learning environment. In addition, students will learn how teachers can effectively motivate students and enhance their learning experiences.

10. Memory and Learning.
The lecture on memory and learning describes the key pillars of understanding how our brain stores and retrieves information, which is vital for accessing the past, envisioning the future and facilitating learning. It delves into the three types of memory storage: sensory memory, short-term and long-term memory, each with distinct functions, capacities and durations. In addition, the lecture explores the information transition processes between memory types as defined as attention, encoding, and recall. Strategies for improving memory, such as integrated processing and retrieval cues, are discussed, along with factors that affect memory and learning, including interference, sleep quality, and diet. By understanding these concepts, students gain a comprehensive understanding of effective learning strategies, emphasizing cognitive development over mere memorization, aligning with the goals of modern education.

11. Students with Disabilities.
This week focuses on key pillars such as understanding different specialties, recognizing the roles of the teacher and psychologist in diagnosis, exploring strategies for integrated education, emphasizing early intervention, and stressing the importance of parental cooperation. Through this, students will develop skills in
identifying different learning difficulties, understanding professional roles in the learning process, and

diagnosis, devising integrated education strategies, implementing early intervention programmes and promoting collaboration between stakeholders to effectively support children with special needs.

12. Impact of violence on cognitive, socio-emotional development and learning.
This week focuses on the key pillars of understanding violence and its manifestations, its impact on individuals and prevention and intervention strategies. Students will gain a deep understanding of these key aspects, equipping them with the skills to
recognise signs of violence, respond appropriately to situations of violence and contribute to creating safe and supportive environments for themselves and others.

(4) TEACHING and LEARNING METHODS - EVALUATION

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Description of the evaluation process

Language of Evaluation, Evaluation Methods, Formative or Inferential, Multiple Choice Test, Multiple Choice Test, Short Answer Questions, Test Development Questions, Problem Solving, Written Work, Report, Oral Examination, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other

Explicitly identified assessment criteria are stated and if and where they are accessible students.</td><td>Weekly interactive activities (20% in total):On a weekly basis, students will have the opportunity to
interact with the teacher, other students and/or other relevant stakeholders to complete certain
activities. These activities are
are an integral part of the course and help the student to understand and assimilate the material of each week. The instructor will select 10 interactive activities prior to the start of class that will count towards the final course grade, each worth 2% of the grade. The
other interactive activities will be available for students to complete (but will not contribute to their final grade), to facilitate self-assessment and to aid in-depth learning.

Individual and/or collaborative work (30%): the instructor will assign the students an individual and/or collaborative project and will be evaluated according to the rubric of the project.

Final examination (50%): the final examination will assess your understanding of the learning objectives set for the
course and the ability of students to apply their knowledge to real-life scenarios in the field of Special Education and New Technologies.</td></tr>
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(5) RECOMMENDED-BIBLIOGRAPHY

- Suggested Bibliography:

Carey, B., (2014) How we learn: the surprising truth about when, where, and how it happens. New York. Random House.

Cherry, K. (2017).What is classical conditioning? A step-by-step guide to how classical conditioning really works. Retrieved July 16, 2023, from https://www.verywell.com/classical-conditioning-2794859.

Gray, P., & Bjorklund, D. (2018) Psychology (8th ed.) New York: Worth Publishers.

Lyman, L. (2016). brain science for principals: what school leaders need to know. maryland: rowman & littlefield.

Roediger, R. (2015) Make It Stick: The Science of Successful Learning and Memory. Presentation at Learning and the Brain Society Conference on Memory.

- Related scientific journals:

International Journal of Psychology The

Journal of Neuroscience

Psychological Science in the Public Interest

Journal of Cognitive Psychology
International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE)
Journal of Educational Psychology
Psychology: Journal of the Hellenic Psychological Society

COURSE OUTLINE

"Cognitive Neuroscience in Education" (PSYED502)

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL & HUMANITIES (LIMASSOL UNIVERSITY) & SCHOOL OF HEALTH AND WELFARE SCIENCES (WEST ATTICA UNIVERSITY)		
SECTION	DEPARTMENT OF EDUCATIONAL SCIENCES & DEPARTMENT OF BIOMEDICAL SCIENCES		
LEVEL OF STUDIES	MA		
COURSE CODE	**PSYED502**	**SEMESTER OF STUDY**	**Γ΄**
COURSE TITLE	**Cognitive Neuroscience in Education**		

INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded in discrete parts of the course e.g. Lectures, Laboratory Exercises etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number of credits*	**WEEKLY HOURS TEACHING**	**CREDIT UNITS**
LECTURES AND LABORATORY EXERCISES	3	10
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in (d).		

TYPE OF COURSE *general background, special background, specialization, general knowledge, skills development*	*General background*
PREREQUISITE COURSES:	-
LANGUAGE OF TEACHING and EXAMINATION:	GREEK
THE COURSE IS OFFERED ERASMUS STUDENTS	NO

ELECTRONIC COURSE PAGE (URL)	https://moodle.uol.ac.cy/login/index.php

(2) LEARNING OUTCOMES

Learning Outcomes

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

Consult Annex A

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

This course covers the exciting meeting of cognitive neuroscience and educational psychology. By exploring the biological foundations of learning, memory, and brain development, students are expected to gain a deeper understanding of how to optimize educational practices for students of all ages. The course aims to equip psychologists, educators, and education professionals with the principles of cognitive neuroscience and to facilitate learning processes through exploration of how the brain develops and functions. The course will discuss the effectiveness of educational practices in light of research evidence of brain function and cultivate the ability to develop strategies to promote optimal learning and cognitive development in diverse age groups. Through an integrated approach, students will gain valuable insights into the complex functions of learning in the brain, enabling them to create a more effective, inclusive, and interactive learning environment for students of all ages.
Specifically, students after successful completion of the course will have acquired basic and sufficient knowledge about:

- exploring brain imaging techniques used in research and using findings from these techniques to improve educational approaches.
- analysing differences in brain structure and function at different age stages.
- understanding the concept of brain neuroplasticity and its impact on learning and development.
- a description of the structure and function of neurons, neurotransmitters and neuroplasticity and their role in learning and development.
- understanding how sleep, memory and emotions affect learning and cognitive development.
- evaluating existing educational programmes and their adaptability to different stages of brain development.
- the design of appropriate educational practices for different age groups (childhood, adolescence, late adolescence) based on the principles of Cognitive Neuroscience.
- exploring the international literature on the application of Cognitive Neuroscience in educational psychology.

General skills

Taking into account the general competences that the graduate should have acquired (as listed in the Diploma Supplement and listed below), which one(s) does the course aim at?

Search, analysis and synthesis of data and information, using necessary technologies

Adapting to new situations Decision-making

Autonomous work Group work

Working in an international environment

Working in an interdisciplinary environment

Generating 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

Exercise of criticism and self-criticism

Promoting free, creative and inductive thinking

……

Other…

…….

The course aims to:

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Autonomous work
- Teamwork
- Working in an interdisciplinary environment

(3) COURSE CONTENT

LECTURES - UNITS:

1. Introduction to cognitive neuroscience in educational psychology.
This week focuses on the concepts of cognitive neuroscience and educational psychology. Students will gain a deep understanding of these aspects, the ways in which these concepts relate to each other, and the potential implications for research and practice.

2. Imaging techniques in neuroscience.
This week focuses on imaging techniques. Students will gain a deep understanding of these techniques by cultivating skills in understanding the difference between the techniques presented.

3. Brain development during fetal age.
This week focuses embryogenesis and all changes that occur during this phase. Students will gain a deep understanding of the factors that take part in embryogenesis and how they can have a long-term impact on brain development during embryogenesis.

4. Neurons, Neurotransmitters and Neuroplasticity of the Brain.
This week focuses on the main pillars of the nervous system and neuroplasticity. Students will gain a deep understanding of these topics, cultivating skills based on the question of how knowledge, about neuroplasticity, can have practical applications in educational psychology.

5. Introduction to the structure of the brain.
This week focuses on the basic pillars of brain structure. Students
will gain a deep understanding of these issues, cultivating skills to analyse the

function of the main cortices of the brain and both hemispheres while applying current findings in practice.

6. Intelligence and Neuroplasticity.
This week focuses on the relationship between intelligence and neuroplasticity. Students will gain a deep understanding of these concepts and discuss around how fixed and developmental mindsets can affect learning and teaching.

7. Sleep, memory and learning.
This week focuses on sleep, memory and the factors that affect sleep.

8. Emotions and learning.
This week focuses on the key pillars of emotions and learning. Students will gain a deep understanding of these topics by analyzing how stress can affect memory consolidation while students will discuss educational practices to ensure a positive learning environment to promote learning well-being and improve learning outcomes.

9. Brain, Arts and Emotional Control.
This week focuses on understanding how the arts relate to the regulation of emotions.

10. Exercise, neuroplasticity and learning.
This week focuses on the relationship between exercise, neuroplasticity and learning from the perspective of students, parents and teachers.

11. Development of educational practices in childhood.
This week focuses on understanding the basic changes that occur in the brain during childhood.

12. Developing educational practices for adolescence and late adolescence.
This week focuses on the ways in which a teacher could
create a developmentally appropriate learning environment for adolescence and late adolescence.

(4) TEACHING and LEARNING METHODS - EVALUATION

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Stillman C.M., Cohen, J., Lehman, M.E., & Erickson, K.I. (2016). *mediators of physical activity on neurocognitive function: a review at multiple levels of analysis*. frontiers in human neuroscience 10:626. doi 10.3389/fnhum.2016.00626. doi 10.3389/fnhum.2016.00626.

Wilcox, G., MacMaster, F. P., & Makarenko, E. (2022). cognitive neuroscience foundations for school psychologists: brain-behavior relationships in the classroom.Routledge.

- Related scientific journals:

International Journal of Psychology The

Journal of Neuroscience

Psychological Science in the Public Interest

Journal of Cognitive Psychology
International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE)
Journal of Educational Psychology
Psychology: Journal of the Hellenic Psychological Society

COURSE OUTLINE

"Diploma Thesis" (EDU 650)

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL & HUMANITIES (LIMASSOL UNIVERSITY) & SCHOOL OF HEALTH AND WELFARE SCIENCES (WEST ATTICA UNIVERSITY)		
SECTION	DEPARTMENT OF EDUCATIONAL SCIENCES & DEPARTMENT OF BIOMEDICAL SCIENCES		
LEVEL OF STUDIES	MA		
COURSE CODE	**EDU 650**	**SEMESTER OF STUDY**	**Γ΄**
COURSE TITLE	**Diploma Thesis**		

INDEPENDENT TEACHING ACTIVITIES *in case the credits are awarded in discrete parts of the course e.g. Lectures, Laboratory Exercises etc. If credit is awarded for the whole course, indicate the weekly teaching hours and the total number of credits*	**WEEKLY HOURS TEACHING**	**CREDIT UNITS**
LECTURES AND LABORATORY EXERCISES	3	10
Add rows if necessary. The teaching organisation and the teaching methods used are described in detail in (d).		

TYPE OF COURSE *general background, special background, specialization, general knowledge, skills development*	
PREREQUISITE COURSES:	-
LANGUAGE OF TEACHING and EXAMINATION:	GREEK
THE COURSE IS OFFERED ERASMUS STUDENTS	NO

ELECTRONIC COURSE PAGE (URL)	https://moodle.uol.ac.cy/login/index.php

(2) LEARNING OUTCOMES

Learning Outcomes

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

Consult Annex A

- *Description of the Level of Learning Outcomes for each cycle of study according the Qualifications Framework of the European Higher Education Area*
- *Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B*
- *Learning Outcomes Writing Comprehensive Guide*

This course aims to familiarize students with the integrated completion of a Diploma Thesis related to the field of Education and specifically to Special Education and New Technologies. Specifically, through this course, students will be invited to complete all stages of a research project including the selection or design of methodological tools, data collection, analysis and interpretation of their data. Through the different research stages they will be asked to exercise critical thinking about whether the process they are following is valid, reliable and ethically sound. The aims to enhance the students' research skills and critical thinking, while contributing to their understanding of the research process in the field of Education and Special Education and New Technologies.

Specifically, students after successful completion of the course will have acquired basic and sufficient knowledge about:

- the formulation of well-defined and investigable research questions and hypotheses.
- the development of literature search skills using valid and reliable sources.
- developing skills in synthesising the literature to support their research questions.
- the cultivation of skills to develop a high-quality research protocol.
- an understanding of the importance of the reliability and transparency of a research study.
- the development of data collection skills.
- developing analytical and critical thinking skills to interpret results and highlight knowledge gaps.
- developing writing skills present the results and findings of the research.

General skills

Taking into account the general competences that the graduate should have acquired (as listed in the Diploma Supplement and listed below), which one(s) does the course aim at?

Search, analysis and synthesis of data and information, using necessary technologies

Adapting to new situations

Project planning and management

Respect for diversity and multiculturalism Respect for the natural environment

Demonstrate social, professional and ethical responsibility

Decision-making	*and sensitivity to gender issues Exercising*
Autonomous work	*criticism and self-criticism*
Group work	*Promoting free, creative and inductive thinking*
Working in an international environment	*……*
Working in an interdisciplinary	*Other…*
environment Generating new research	*…….*
ideas	

The course aims to:

- Search, analysis and synthesis of data and information, using the necessary technologies
- Adapting to new situations
- Autonomous work
- Teamwork
- Working in an interdisciplinary environment

(3) COURSE CONTENT

LECTURES - UNITS:

1. Formulation of Research Purpose, Questions and Cases.
During this week, students will be adequately prepared to formulate their own research questions and hypotheses for research studies. This process will also provide them with the ability to critically evaluate existing research in the field they are investigating and will enable them in the future to design research studies that answer meaningful questions and contribute to the advancement of knowledge. It is worth noting that students will, from the beginning of this course, become familiar with the application and relevant forms required to apply to the National Bioethics Committee for ethical approval. This process is important as the application and related forms will be completed gradually throughout the course, with students adding relevant information as their study progresses.

2. Literature Review Synthesis.
This week's focus equips students with the skills to conduct a thorough literature review. Students will learn to effectively search academic databases using Boolean operators and filters to locate relevant sources. Strategies for locating key articles, such as reviewing reference lists and utilizing controlled vocabulary will be explored. In addition, open access tools, such as Mendeley and Zotero, will be introduced to streamline source organization, collaboration, and APA reference formatting. Through these skills and resources, students will be prepared to assemble the necessary literature to identify a research gap and build a strong foundation for their research project.

3. Development of a Research Protocol.
By the end of this week, students will have an in-depth understanding of the critical role of research protocol in guiding a research study. They will be able to identify the key elements of a well-structured protocol, including research purpose, objectives, hypotheses, methodologies, data collection methods, and ethical criteria. In addition, students will be familiar with the importance of peer review and platforms such as registered reports to ensure the integrity of the research protocol before data collection begins. Ultimately, this knowledge will enable students to develop high quality research protocols that promote transparency, reliability and ethical behavior throughout their research endeavors.

4. Bioethical Evaluation.
By the end of this week, students will have a better understanding and appreciation of the importance and process of securing bioethics committee approval for research involving human participants. They will understand the role that bioethics committees play in ensuring the rights, welfare and autonomy of research participants. Students will also be familiar with the key ethical principles - beneficence, non-abuse, fairness and autonomy - that underpin bioethics committees, ensuring that research is conducted ethically and, ultimately, the validity and reliability of research results. In addition, students will gain valuable insights into the National Bioethics Committee's review process, including the different categories of research studies and associated fees. This knowledge will allow them to effectively navigate the bioethics approval process for their own future research efforts.

5. Preparation for data collection - Part A'.
During this week, students will be properly prepared to collect appropriate data, gathering reliable information for their research. They will master participant recruitment, pilot studies, and basic data collection practices. This includes following protocols, estimating duration and maintaining confidentiality. Students will also learn to minimize bias, utilize technology, and ensure data accuracy. These skills will enable them to assemble the foundation for strong research results.

6. Preparation for data collection - Part B'.
week is a continuation of the Thematic Unit - Week 5.
Students who have received ethical approval for their studies will be authorised to start data collection. If unforeseen issues arise during this stage, they are encouraged to discuss them with their fellow students or tutor for guidance and problem-solving strategies. Students still awaiting ethical approval will be advised to use this time productively. They are encouraged to improve their research drafts by incorporating the feedback they receive from their instructors on their literature review. In addition, they can focus on developing the Methods module by describing the specific procedures they will use to collect their data. This proactive approach ensures that they are prepared to hit the ground running once they are given ethical approval.

7. Data Management, Control and Preparation.
Section A applies to students who used quantitative research and Section B applies to students who used a quantitative research design.
Module A' (Quantitative Research)
During data collection and after the completion of this process, it is necessary to perform a preliminary data check using the statistical tool that will be used for data analysis. The available statistical tools that could be used are SPSS, MATLAB, R-studio (free), Jamovi (free) and Jasp (free). Students should be familiar with the functions and capabilities of the statistical tool to be used before this stage. By following the data pre-processing steps and adhering to the principles of Open Access, students/researchers can ensure the quality, transparency and reproducibility of their statistical analyses.
Section B (Qualitative Research)
Qualitative data analysis involves a deeper exploration of issues, experiences and perspectives. The first step involves a thorough review of data collected from students, such as interview notes, focus group notes or observation records. This initial phase allows students to familiarize themselves with the data and become familiar with the raw data to gain
a comprehensive understanding of the content. Preparing and organizing systematically

their qualitative data, students create a solid basis for rigorous analysis. Clear documentation ensures transparency and allows future researchers to understand their data processing procedures. This focus on quality and traceability sets the stage for creating rich and meaningful information from their qualitative research.

8. Data Analysis and Interpretation: quantitative and qualitative approaches.
During this week, students will be adequately prepared to align analyses with research questions and data types, adhering to best practices for code sharing and documentation, presenting results clearly. In this way, they can ensure the integrity and transparency their findings. In addition, the content this week provides the necessary foundation for navigating this critical stage of research, and ongoing guidance from supervisors further enhances the validity and credibility of the research effort. Through thorough attention to detail and commitment to the principles of open science, researchers can strengthen the advancement of knowledge in their field of study.

9. Discussion and conclusions.
The "Discussion and Conclusion" section is crucial for a research study, as it demonstrates the researchers' ability to interpret and understand their findings. This section also address the practical relevance of research findings and highlight the relationship of the results to the research questions and hypotheses. Having completed this week, students will be well prepared to present the "Discussion and Conclusion" section as the culmination of their research, offering a clear interpretation of the findings, their relevance to the field, and potential real-world applications.

10. Report research limitations and recommendations for future research.
Identifying and communicating research limitations is an integral aspect of the research process. In the section "Limitations of research", discussion of omissions, limitations and weaknesses of the study is imperative. Articulating these aspects contributes to a full understanding of the limitations of the study and the potential impact of these limitations on the validity and generalizability of the results.

11. Final Revision and Formatting of the Thesis and Preparation of the Reports.
By the end of this week, students will acquire the necessary knowledge and skills to methodically prepare a research paper for final submission. This includes a comprehensive understanding of the key modules of a research paper, from cover page and abstract to discussion, limitations and references. In addition, students will gain proficiency in following APA formatting guidelines, ensuring consistency in style, presentation, and citation throughout the paper. In addition, the week will equip students with strategies for meticulous proofreading, including everything from proper grammar and punctuation to accurate citations and page numbering. Ultimately, students will develop the confidence to create a polished and professional research paper ready for final revision and submission.

12. Preparation of Presentation.
This week is dedicated to guiding students in the final revision and polishing of their research papers before submission. The focus will be on ensuring that their paper complies with formatting guidelines, is free of errors and plagiarism, and presents their findings in a clear and
effective way. Students will be encouraged to bring any questions they have during this meeting or any challenges they encountered along the way.

TEACHING and LEARNING METHODS - EVALUATION

METHOD OF DELIVERY *Face to face, Distance learning education, etc.*	Distance learning
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES *Use of ICT in Teaching, Laboratory Education, Communication with students*	ICT and their use in education are the subject of the course and are therefore used extensively in Teaching, in Laboratory work and in the Education, in Communication with students.
ORGANISATION OF TEACHING *The way and methods of teaching are described in detail.* *Lectures, Seminars, Laboratory Exercise, Field Exercise, Study & Analysis of Literature, Tutoring, Practical (Placement), Clinical Exercise, Artistic Workshop, Interactive teaching, Educational visits, Study visits, Project work, Writing work / assignments, Artistic creation, etc.* *The student's hours of study for each learning activity and the hours of unguided study according ECTS principles are indicated.*	

Activity	***Workload Semester***
Lectures - Supervision	*50*
Research Protocol	60
Study & Analysis Bibliography	90
Collection and Study Data	100
Analysis Results	*120*
Control and Bibliography	*45*
Job Writing	*25*
Presentation	*10*
Total Course	**500**

STUDENT ASSESSMENT *Description of the evaluation process* *Language of Evaluation, Evaluation Methods, Formative or Inferential, Multiple Choice Test, Multiple Choice Test, Short Answer Questions, Test Development Questions, Problem Solving, Written Work, Report, Oral Examination, Oral Examination, Public Presentation, Laboratory Work, Clinical Examination of a Patient, Artistic Interpretation, Other* *Explicitly identified assessment criteria are stated and if and where they are accessible students.*	<u>Composition & Identifying Knowledge Gaps: creating a First Draft for the Literature Review (20% in total):</u> In this activity (Week 3), students will begin to explore existing published and peer-reviewed research related their chosen topic. Students will analyse and summarise key findings from relevant academic sources and identify areas where further research is needed or findings are inconclusive. This initial draft of the literature review serves as the basis for the research project. <u>Final Thesis (70%)</u> By the end of this course students are expected to design a comprehensive research project that will be a key component of their final grade. Their research project will be evaluated based on the clarity of their research question, the effectiveness of methodology they have chosen, the completeness of the

	their analysis and the quality of their written description. The final evaluation will also take into account effective graphs, tables and other visual material summarising their findings. <u>Oral Presentation of the Thesis</u> <u>(10%)</u> This course requires students to deliver an oral presentation summarizing the findings of the graduate research study. The presentation is an opportunity to demonstrate their research skills, analytical skills, and communication effectiveness.

(4) RECOMMENDED-BIBLIOGRAPHY

- *Suggested Bibliography:*

Bos, J. (2020). *research ethics for students in the social sciences* (p. 287) Springer Nature.

Coe, R., Waring, M., Hedges, L. V., & Ashley, L. D. (Eds.).(2021). *research methods and methodologies in education*. sage.

Masic, I., & Jankovic, M. S. (2020). why Registering Your Research Study Involving Human Subjects Before Its Onset *International Journal of Biomedicine and Healthcare*, *8*(2), 64-67.

Patten, M. L. (2016). understanding research methods: an overview of the essentials. routledge.

Paul, J., & Criado, A. R. (2020). The art of writing literature review: what do we know and what do we need to know *International business review*, *29*(4), 101717.

- *Related scientific journals:*

International Journal of Information and Learning Technology (IJILT) - Emerald Publishing.

Journal of Computer Assisted Learning (JCAL) - Wiley.

Journal of Research in Innovative Teaching & Learning (JRIT) - Emerald Publishing. Education -

Elsevier.

Computers & Education Open (CAEO) - Elsevier. Education:

Artificial Intelligence - Elsevier The Journal of Neuroscience

Psychological Science in the Public Interest

Journal of Cognitive Psychology
International Journal of Cognitive Research in Science, Engineering and Education (IJCRSEE)
Journal of Educational Psychology
Psychology: Journal of the Hellenic Psychological Society

SEMESTER 4

OUTLINE OF THE PRACTICAL TRAINING

Practical Training (EDU 700)

Article 1

General

The inter-university postgraduate programme "Special Education and New Technologies" includes the implementation of an internship for postgraduate students as an optional educational activity.

The Programme of Studies places particular emphasis on the practical training of postgraduate students, which includes monitoring/observation, theoretical design of educational intervention, implementation of Micro-teaching and/or development of teaching/teaching intervention.

The Practical Training is carried out during the second year of studies (fourth (d) semester of the postgraduate programme), as follows:

- Practical Training - Monitoring and Supervised Teaching in Special Education and Education and/or Inclusion Institutions and School Units.

Article 2

Purpose

The implementation of Practical Training aims at the practical application of the theoretical scientific knowledge cultivated in the courses of the postgraduate programme and the familiarisation of students with potential workplaces, and mainly at the enhancement of the pedagogical and teaching skills of postgraduate students through the use of innovative theories and technologies.

Article 3

Prerequisites and Evaluation Eligible for an

internship are:

-students who are in their second year of studies (second semester),

-students who have successfully completed the first year courses (first, second and third semesters) with a minimum of 80%.

Students are assessed by evaluating their response to the following criteria:

-The evaluation of the final project (as described in Article 8 of this document).

-The uninterrupted and consistent presence in the Practical Training organization, as it has been defined.

-The evaluation of the student by the supervisor of the institution.

-The consistent attendance of the student at the weekly meetings of the internship with the supervisor, as defined by the timetable.

Article 4

Practical Training Organisations

The internship of postgraduate students can be carried out in formal and non-formal learning structures/organisations, general and non-formal learning institutions, in the fields of Special Education and Education, throughout Greece (abroad, following a decision of the HPS or through a mobility programme (Erasmus)) and includes actions and activities related to the systematic organization and effective provision of educational support and teaching services, such as:

a. School units of general education (Kindergartens, Primary Schools, Primary Schools, Secondary Schools, High Schools, Vocational High Schools).

b. School Units of Special Education and Education (Special Kindergartens, Special Primary Schools, Special Secondary Schools - Lyceums, Special Vocational Secondary Schools - Lyceums, E.E.E.E.E.K.).

c. Centre for Interdisciplinary Assessment of Counselling and Support (KEDASY, throughout working days and hours).

d. Medical and Pedagogical Centres.

e. Municipal Counselling Centres.

f. Day care centres (morning or afternoon).

g. Community Mental Health Centres.

h. Schools operating within public hospitals.

i. Institutions of Higher Education.

j. Museums, Art Institutions & Culture.

k. Public or private legal entities (N.P.D.D. or N.P.I.D.) supervised by the Ministry of Labour, Social Security and Social Solidarity, which provide education, training and advisory support services.

Student internships are carried out at the above-mentioned institutions, hereinafter referred to as

"host/implementing organisations (H/I)", under the supervision of a lecturer of the Master's Programme. The internship may also be carried out in structures/organisations abroad, under formal and scientific conditions and provided that the supervision of the internship process is feasible.

Article 5

Practical Training - Structure and Content

The practice of the Curriculum "Special Education and New Technologies" is inextricably linked to the Programme's main objective of operationally integrating the inclusion/inclusive dimension in its Curriculum in order to fully harmonize it with modern - national and international - requirements for the promotion of inclusive/inclusive education and the removal of barriers to equal access to education for all students, including pupils with disabilities and/or special educational needs.

Supervised internships in host institutions linked to Special Education and Education (SEE), aim to:

1) To enable postgraduate students to enhance and utilize their scientific knowledge on learning and teaching issues in inclusive and special education contexts on a professional level.

2) To give postgraduate students the opportunity to connect, in real-life conditions, their theoretical knowledge with the field of special education and inclusive education, as well as with issues related to the pedagogical management of diversity and special educational needs and other issues related to vulnerable social groups (e.g. refugees, migrants, etc.).

3) To give postgraduate students the opportunity to attend seminars, sample teaching sessions, workshops by specialists and practitioners who have many years of experience in the field of their interest.

4) To provide postgraduate students with opportunities to familiarize themselves with alternative forms of intervention (theatre, music, visual arts) and

assistive technology in the education of people with disabilities and/or special educational needs.

5) To give graduate students the opportunity to reflect and communicate their experiences to the group. Then, to practise analysing their experiences in the context of a co-working, an element considered a key pedagogical process.

6) In conclusion, postgraduate students will develop a range of professional skills and experience and gain substantial and credible experience, acceptable to the labour market.

In particular, the Internship can be implemented in host institutions, such as:

1) General education school units attended by pupils with special educational needs and/or disabilities (morning and full-day).

2) Integration departments of general schools (Kindergartens, Primary Schools, Primary Schools, Secondary Schools, High Schools, Vocational High Schools).

3) School Units of Special Education and Education (Special Kindergartens, Special Primary Schools, Special Secondary Schools - Lyceums, Special Vocational Secondary Schools - Lyceums, E.E.E.E.E.K.).

4) Centre for Interdisciplinary Assessment of Counselling and Support (KEDASY, throughout working days and hours).

5) Medical and Pedagogical Centres.

6) Municipal Counselling Centres.

7) Day care centres (morning or afternoon).

8) Community Mental Health Centres.

9) Schools operating within public hospitals.

10) Institutions of Higher Education.

11) Museums, Art Institutions & Culture.

12) Public or private legal entities (N.P.D.D. or N.P.I.D.) supervised by the Ministry of Labour, Social Security and Social Solidarity, which provide education, training and counselling support services to persons over fifteen (15) years old with disabilities.

The host/implementing organisations will offer the trainees an open field of work, observation, investigation and reflection, in key areas such as:

1. Modern Trends in Teaching in the Differentiated Classroom

2. Educational, social and cultural approaches to child education

3. Learning difficulties and educational interventions

4. Innovative educational interventions in educational integration

5. Child/Adolescent Psychosocial Support and Counselling

6. Universal design for learning & differentiated teaching

7. Creating inclusive learning environments

And in specific , concerning pupils with different educational needs, pupils with disabilities and/or special educational needs:

a. Teaching methodology for the education of people with disabilities.

b. Education of people with autism, intellectual disability.

c. Training for people with mobility disabilities.

d. Education of people with speech, language and communication difficulties.

e. Teaching people with learning and adaptation difficulties.

f. Collaborative practices for the educational and social inclusion of people with special needs and/or disabilities.

g. Strategies for managing emotional and behavioural problems of people with special educational needs and/or disabilities.

h. Introduction to Assistive Technology - Information and Communication Technologies in Special Education.

i. Curriculum Diversification and Adaptations in Teaching.

The content of the internship includes:

a. Theoretical support, with specialised seminars and/or workshops on applied pedagogy, learning and teaching and/or case studies, for the education and inclusion of people with different educational needs, special educational needs and/or disabilities. The main objective of the theoretical support cycle is to prepare students for the field and the factors that make up the of the placement. At the same time, they will be supported on the design of teaching or educational interventions as well as the implementation of their scientific work (e.g. issues of bibliographic references, types of research, research methodology, etc.).

b. Supervision of internships: Students are required to participate in supervision activities with the Coordinator/Supervisor and/or lecturers, with the aim of preparing, managing and solving educational problems that arise during the internship activities.

c. Field placement, including observation, lesson planning or educational interventions, participation in teaching, supervised and autonomous teaching, in specific learning environments, subject to appropriate preparation and supervision by the Coordinator/Supervisor and in collaboration with the responsible officers/teachers.

Indicatively, activities may include the following:

- standard processing tasks (e.g. taking a history, filling in documents, etc.).
- psycho-pedagogical evaluation.
- involvement in teaching.
- counselling sessions, individual or group.
- meetings of members of the interdisciplinary team.
- educational/educational activities.
- other actions or activities that fall within the professional tasks and skills of the specialised officials.

d. Exploratory work in the field, to systematically review sources, to identify literature sources, research bases and applications, with the aim of collecting data for feedback on the field experience, possible enhancement of the thesis, synthesis of a scientific text such as publication, participation in a scientific conference, etc.

e. Design of educational interventions/applications for the field, for the indirect and/or direct involvement of trainees in the teaching practice.

f. Preparation of a reflective internship project (deliverable).

The internship corresponds to 30 ECTs and 500 hours of workload, of which 300 hours are carried out at the host organisation.

Activity	**Indicative hours**
Theoretical support/attendance of seminars	20
Study of material-Preparation of deliverables-Collaboration with supervisors	130
Exercise-Field presence (Design of educational interventions/applications in the field) field)	300
Preparation of a reflective paper internship (deliverable)	50
Total:	500

Finally, the internship of each student must take place in host/implementing institutions where he/she has the right to appointment or employment, based on his/her specialization. For example, primary school teachers do internships in primary structures and speciality teachers only where their appointment is provided for.

Article 6

1. Institutional Manager and Internship Committee

By decision of the Senate of the P.D.A., the Institutional Manager of the internship of the P.D.A. may be appointed. .

By decision of the H.P.S. of the D.P.M.S. per academic year, the following are appointed:

a. The Supervisor, who is a lecturer of the MSc [a member of the Teaching Research Staff (D.R.P.) or Laboratory Teaching Staff L.T.P.) or Special Education Staff (S.E.P.)) or Specialised Technical Laboratory Staff (STS) etc.], has as its objective the general supervision of the educational process of the internship within the curriculum, the coordination of the Internship Supervisors and the host/implementing organisations.

b. The Internship Committee, which consists of members of the faculty members of the D.I.P. or E.I.P. or E.E.P. or E.T.E.P. of the D.P.M.S, which is headed by the Internship Supervisor, whose task is to evaluate the applications/applications of students wishing to carry out an internship, to coordinate the activities related to student internships, to solve problems, to appoint a Supervisor for each student intern, to prepare and submit an annual report on the implementation and evaluation of the internship programme to the HPS, as well as the submission of recommendations for the modification of the curriculum with regard to internship issues.

The Supervisor is responsible for the guidance and support of students throughout the whole process of the internship in host/implementing organisations, the communication with the host/implementing organisations for the achievement of the intended learning outcomes and informing the Supervisor and the Internship Committee.

2. Supervisors of Y/S Practical Training Institutions

The Internship Institutions should have notified the Inter-University Curriculum (IHU) of their framework and rules of operation as well as the persons responsible for the internship of the postgraduate students (e.g. special educators, professors of specialties, etc.). The programme of activities and duties of the intern where he/she undertakes an internship are determined by the supervising specialist, in consultation with the supervisor/manager/director of the institution.

The Supervisor of the Institution guarantees the realization of the , within the principles of educational ethics and the Regulations of the I.P.S., monitors the progress of the activities and the consistent presence of the trainee during the internship and intervenes in an advisory capacity whenever he/she deems appropriate. The Supervisor is in constant contact and cooperation with the Internship Coordinator/Supervisor.

Article 7

Placement of students in institutions

The procedure of the registration of the host/implementation of the Internship by the students takes place after the beginning of the relevant courses each semester and after the relevant information of the Internship Coordinator.

In particular:

- Students are required to submit a declaration of the organisation where they intend to carry out the internship. The organisation is approved or rejected by the Internship Coordinator. If the selected organisation is rejected on the basis of the criteria described in the "Guide to the Internship", the student has the right to resubmit a declaration of organisation.

- For the implementation of the internship of postgraduate students, an internship agreement is concluded between the D.P.S. and the host institution, which is signed by the intern, the representative of the host institution and the Director of the D.P.S.

- In special cases, where all the circumstances are considered, the internship can be carried out in the organisation where the students are already working. In no case, however, may the Internship hours coincide with the intern's working hours at the institution.

- Postgraduate students who carry out an internship are subject to the mandatory insurance of the National Organization for the Provision of Health Services (E.O.P.Y.Y.) through the Electronic National Social Security Institution (e-NSIFKA) (formerly the Social Insurance Foundation - Unified Fund for the Insurance of Employees - I.K.A. - E.T.A.M.), in accordance with par. 10 of Article 15 of Law No. 3232/2004 (A 48) only for the accident branch.

- Students are required to register (start) and deregister (end), by the Responsible of the Institution, in the "ERGANI" system, as defined by the legislation (Government Gazette 2639/T.B/28-06-2019).

Article 8

Practical Training Deliverables

All the necessary documents related to the internship will be available through the D.P.S. platform. Even when the required number of hours has been completed, the internship is considered completed only if all the documents (deliverables) have been officially handed over by the student within the deadlines.

- Each intern, at the completion of the internship and within specific timeframes, must submit the final work for the internship for evaluation/grading.

- The Internship assignment consists of a file, which includes:

a. Preparation of a reflective project per semester.

b. "Trainee Card", for all the attendance during the course (seminars/workshops, supervision, observations & field activities).

c. "Certificate of completion of the postgraduate student's internship", from the Supervisor of the Institution.

d. "Intern Evaluation Form", by the Supervisor of the Institution.

e. "Intern's Reflection Journal", for the Internship experience.

f. Design of an educational intervention, from the supervised involvement of the trainees in the institution.

g. The "Single Form for Notification of Start/Changes of Practical Training for Students" from the "Ergani" system.

Article 9

Duties of students

- Students take note of the announcements concerning the internship at their own risk, whether they are posted on the D.P.S. platform, or through the electronic communication of the D.P.S. Secretariat, in the students' institutional accounts.

- After the submission of the declaration and the placement in an institution, each student commits himself/herself to carry out his/her internship in the specific institution, according to the provisions of these Regulations.

- During their internship, students are obliged to consistently observe the hours of attendance at the institution, which has been established by the supervisor or the person in charge of the institution and the , according to the needs and nature of the institution.

- During the internship students are required to apply the principles of educational ethics and professional conduct. The key points of ethics are listed in the following areas:

a) Proficiency: students do not exceed the limits of their knowledge and capabilities or the technical and administrative resources of the Centre.

b) Integrity and responsibility: students act with honesty, sincerity and fairness, separate their personal needs and values from their professional obligations and avoid inappropriate relationships in the workplace.

c) Respect for the rights and dignity of individuals: students respect the privacy of personal data, recognise individual differences based on gender, age, race, ethnic/cultural origin, religion, sexual orientation, special needs and socio-economic status.

d) Overall purpose: students apply their academic and professional skills to promote the well-being of the individual and the community.

e) In addition to the above commitments, students must define their actions within the framework of the activities assigned to them by the supervisor and be consistent with the commitments arising from the specific objectives and the operation of the institution. If this is not the case, and following a well-founded recommendation from the supervisor, the Traineeship Committee may decide to terminate the student's traineeship. For their part, students must inform the Traineeship Committee in good time if serious difficulties or problems arise in the organisation.

f) Each student is responsible for the handling, completion and submission of his/her internship documents to the Internship Coordinator.

Article 10

Contact

- With the Coordinator, via e-mail to his/her institutional account.
- Through the platform of the PPC.

- By contacting the Secretariat of the D.P.S. by e-mail (secedutech@uniwa.gr) and/or by telephone (210 538 5373 and 210 538 5349).

Information about the Internship will be posted and updated on the website of the D.P.S. "Special Education and New Technologies".