

COURSE DESCRIPTION

Course Title	Didactics for Vulnerable Social Groups				
Course Code	DLADE205				
Type of course	Elective				
Level	Master				
Year / Semester of study	1 st or 2 nd semester , 2 nd or 3 rd semester				
Teacher's name	Dr Maria Kagiavi, Dr Panayiota Christodoulou				
ECTS	10	Lectures / per week		Workshops / per week	
Course Objectives	<p>The aim of the course is to investigate the field of education of adults belonging to vulnerable social groups such as people with disabilities, prisoners, released prisoners, refugees, migrants, returnees, members of national minorities, unemployed, women, heads of single-parent families, elderly, users of psychotropic substances, people who do not have access to services, etc., through the study of their special characteristics and special needs. Students are introduced to the field of education of vulnerable social groups, clarify the concepts of vulnerability and social exclusion, identify any correlations and stand critically against the conditions that create social exclusion. At the same time, it seeks to raise their awareness on the issue, through reflection and personal introspection on the adoption of stereotypical forms of behavior towards vulnerable social groups.</p>				
Learning Outcomes	<p>Students are expected to:</p> <ul style="list-style-type: none"> - combine relevant theoretical knowledge with critical thinking - recognize the characteristics of each vulnerable group (migrants/refugees, prisoners, users, etc.) - critically examine contemporary questions concerning vulnerable groups and social exclusion. - investigate any stereotypical forms of behaviour towards people from vulnerable groups - address complex problems regarding the social conditions affecting people with vulnerability. - recognize the ways in which to reach out educationally to people belonging to vulnerable population groups. - identify methods for investigating the educational needs of vulnerable groups. - develop problem-solving skills related to the education of this population. - apply appropriate methods when teaching vulnerable groups. - analyze and evaluate the results of their teaching. 				
Prerequisites	/		Co-requests	/	
Course Content	<ul style="list-style-type: none"> - In the context of the course, students are introduced to the field of education of vulnerable social groups, clarify the concepts of vulnerability and social exclusion, identify any correlations and stand 				

	<p>critically against the conditions that create social exclusion. At the same time, it seeks to raise their awareness on the issue, through reflection and personal introspection on the adoption of stereotypical forms of behavior towards vulnerable social groups. Thus, an attempt is made to deepen the importance of the special role of the adult educator addressing vulnerable groups, the requirements of this role as well as the specialized knowledge and skills that he needs to have. Finally, through the teaching of this course, emphasis is placed on the fact that education is a key parameter for reducing social exclusion and the suffering it brings.</p>
Teaching Methodology	<p>The teaching methodology is distance, with synchronous and asynchronous way of teaching. Students will have the opportunity to take part in group meetings through synchronous distance learning and by utilizing the tools provided by a corresponding platform. At the same time, asynchronous communication and collaboration through discussion forums, chat rooms, etc. is utilized</p>
Literature	<p>Vergidis, D. (1996) Gypsy education. Development of teaching materials. Athens: Ministry of Education: GSLE.</p> <p>Dimitrouli, K., Themeli, O., Rigoutsou, E. (2006), Adult Education in Prisons. The result of an effort. Panhellenic Scientific Conference "Lifelong Learning for Growth, Employment and Social Cohesion", General Secretariat for Adult Education, Volos, 31 March – 2 April 2006.</p> <p>Exarchos, G. (2004). Social exclusion of Gypsies. In K. Kassimatis (ed.), Social Exclusion: The Greek experience, Gutenberg, Athens, pp. 67-85</p> <p>Themeli, O. (2008). Crisis management in "all-out institutions". The example of prison. In O. Giotakos (ed.). Intervention in the crisis. Urgent psychological problems (pp. 339-354). Archipelagos Publications.</p> <p>Themeli, O. (2008). The "Suffering of Incarceration" and Prisoner Counseling. In S. Vidalis and P. Zagoura, (eds.), Prisoner counseling. Laboratory of Penal and Forensic Studies, 10: 21-39. Sakkoulas Publications.</p> <p>Themeli O., (production of educational material) (2010). Training of Trainers and Executives for Vulnerable Social Groups, 25-hour program, Ministry of Education, Lifelong Learning and Religious Affairs – IDEKE. Athens, pp.64-84</p> <p>Kalantzi-Azizi, A., Zoniou-Sideris, A., Vlachou, A. (1998). Prejudices and stereotypes. Create and Address. Ministry of National Education and</p>

Religious Affairs – General Secretariat for Popular Education.

Karantinos, D., Maratou-Aliprantis, L., Fronimos E. (eds.) (2002). Dimensions of social exclusion in Greece. issues and identification of policy priorities. Athens: National Centre for Social Research (EKKE),

Kassimati K. (2004) Identity of immigrants, factor of xenophobia and racism – The case of Albanian and Polish immigrants in Kasimati K. (ed.). National and European identity. Convergences and divergences (159-198) Athens: Gutenberg.

Malikiosis - Loizou, M (ch.x.e). Immigration. In: A. Vakalios, S. Gideon, V. Gizeli, A. Efstratoglou, M. Kakouros, M. Loizou - Malikiosis, Chr. Michalopoulou, G. Polydorides. Problems of society and man, Athens: OEDB

Markou, G. (ed.) (1999). Intercultural Education - Issues of Intercultural Education. Athens: National and Kapodistrian University of Athens - Center for Intercultural Education

Moussourou, L. (1998). Social exclusion and social protection. In K. Kassimatis (ed.), Social Exclusion: The Greek Experience, Gutenberg, Athens

Moucheli, A. (2002). Gypsies and social exclusion. In Dimensions of Social Exclusion in Greece, volume I, (pp. 491-523). Athens: EKKE.

Feronas, A. (2006). Social Exclusion: Scientific and social political dimensions of a contemporary social phenomenon. In S. Katsikidis (ed.), Social phenomena: Analytical approaches, Gutenberg, Athens, pp.-105-134

Chantzis, A. (2006). Social stereotypes and intergroup relations. In S. Papastamou (ed.) Introduction to Social Psychology, volume II (pp. 225-257), ed. Ellinika Grammata, Athens.

Chrysakis, M. (2002)Vergidis, D. (1996) Gypsy education. Development of teaching materials. Athens: Ministry of Education: GSLE.

Courau, S. (2000) The Basic Tools of the Adult Educator. Athens:

	<p>Metaichmio.</p> <p>Jacques, D. (2004) Group Learning: Handbook for those coordinating groups of adult learners. Athens: Metaichmio.</p> <p>Gougoulakis, P. (2014). "Didactics for the vulnerable" – What? Why? How? In: Goudiras, D.B. (ed.). International Conference "Education and Social Integration of Vulnerable Groups. Thessaloniki: University of Macedonia, pp. 977-993.</p> <p>Miller, A. G. (1982). Historical and contemporary perspectives on stereotyping. In A.G</p> <p>Miller (Ed.), In the eye of the beholder: Contemporary issues in stereotyping (pp. 1- 140). New York: Praeger Publishers.</p> <p>Selected (recent) Articles from reputable journals in the field such as:</p> <p>Adult Education Quarterly</p> <p>Journal of Adult and Continuing Education</p> <p>New Directions for Adult and Continuing Education</p> <p>Studies in Education of Adults</p>
Evaluation	<ul style="list-style-type: none"> • Weekly Educational Activities (10 %) • Task 1 (40 %) • Task 2 (40 %) • Final Exam (50 %)
Language	English / Greek