

UNIVERSITY OF WEST ATTICA

Interdepartmental Postgraduate Studies Program of
Departments

Education Sciences through Innovative Technologies
and Biomedical Approaches

<http://edutech.uniwa.gr/>

Internship Guide

Specialization: Inclusive Education

Design 2023-2024

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INTRODUCTION

According to the Study Regulations, the subject/purpose of the Inter-institutional Postgraduate Studies Program of the Departments "Pedagogy through Innovative Technologies and Biomedical Approaches" (IPP) is the provision of specialized Pedagogical and Didactic knowledge through new Technologies as well as Biomedical knowledge and Psychology, to Higher Education Institution (HEI) Graduates of Greece and equivalents from abroad who serve or are about to serve in education (primary and secondary) and/or in the care and education of preschool children, so that they acquire a holistic approach to Pedagogical science and learning processes and maximize their potential in education, while simultaneously updating their knowledge in cutting-edge areas of the aforementioned cognitive fields. The program aims to investigate and disseminate modern approaches of the sciences, behavior and pedagogy, technology and Biomedical sciences, by providing specialized knowledge and developing skills in issues concerning theory, research and application in these fields. The Program is interdisciplinary and focuses on bridging Biomedical Sciences and New Technologies with Education. All courses are integrated within the framework of the most modern teaching techniques and methods, related to Didactics, Pedagogy, New Technologies and Psychology. Emphasis is placed on the practical training of postgraduate students, which includes attendance, observation, design of educational intervention and implementation of Microteaching and/or teaching. Teaching in school units or educational institutions or in preschool children's care and education centers will be autonomous and supervised. The design of the practical training, research papers, as well as the thesis aim to enhance the teaching and pedagogical skills of postgraduate students through the use of innovative theories and technologies (...). (Government Gazette of Approval 5312, Vol. B, 27.11.2018, Art. 2).

Current developments, as well as the country's development needs, led to the amendment of the Internal Regulations of the IPP, aiming to deepen scientific knowledge and promote research through the specialization of scientists in Special Needs Education (Government Gazette 6118, Vol. B, 31.12.2020). The IPP functionally integrates the inclusive/comprehensive dimension into its Study Program, thereby fully harmonizing with contemporary national and international mandates for the promotion of inclusive/comprehensive education and the removal of barriers to equal access to education for all students, including students with disabilities and/or special educational needs.

The IPPS is addressed to:

- A. Professionals in early childhood education and care, public and private.
- B. Education professionals, public and private.
 - 1. Primary, secondary, and tertiary education teachers.
 - 2. Education executives at all levels.
- C. Other specialized educational, scientific, or administrative staff at all levels of education, as well as early childhood education and care.

D. Executives of organizations and businesses in the public and private sector who are interested in or are already employed in:

- a. Education, training, professional specialization, vocational training, and
- b. Development of human resources through education-retraining, corporate training, etc.

E. Any graduate, employed or not, who wishes to engage in education or early childhood education and care and:

- a. To acquire theoretical knowledge and specialized abilities and skills for the development of educational programs aimed at all ages and adults,¹ offered either conventionally or remotely by utilizing new technologies, as well as the necessary knowledge of research methodology in education.
- b. To enhance their professional qualifications by acquiring new knowledge (or updating existing knowledge) in Pedagogical Science through an approach via innovative theories and technologies.

Taking the above into account, the Program, through the opportunity it provides to postgraduate students for specialization in issues of inclusive education, aims to train educators, special pedagogues, special educational staff, and/or related professionals active in the field of special needs education and, more broadly, the education of students with disabilities and/or special educational needs on issues directly related to this field. Particular emphasis is given to the "Internship," which is a necessary and compulsory course and provides students with the opportunity to practice the investigation and reflective application in the field of modern and innovative processes of didactic practice, functioning as educators and learners. Specifically, the course, with a system of procedures and tools, seeks to bring postgraduates into direct contact with modern educational practice in order to provide feedback and improve their personal design and action. The training includes attendance, observation, design of educational intervention, and implementation of Microteaching and teaching in real classroom conditions. Teaching/educational intervention in school units and/or early childhood care and education centers is autonomous and supervised.

Thus, during the C' and D' Semesters of Postgraduate Studies (2nd cycle of studies), the students of the IPP are required to implement a supervised "Internship," in accordance with the principles of Applied Pedagogy & Didactics, in conjunction with School Psychology, Biomedical Sciences, and New Technologies.

The specializations that the relevant subjects of the new study cycle follow, with the corresponding dynamic of credit units (ECTS) are:

- (a) Specialization: Preschool Education, Primary & Secondary Education
- (b) Specialization: Inclusive Education "Inclusive Education"

INCLUSIVE EDUCATION SPECIALIZATION

A. Objectives of the Internship

The objective of the Program's "Internship" is the acquisition of well-founded knowledge in the field of Applied Pedagogy & Didactics, in conjunction with School Psychology, Biomedical Sciences, and New Technologies, through the trainees' contact with General & Special Needs Education structures/providers, as well as the achievement of two-way communication between higher education and the social work environment.

Thus, the supervised internship in Providers of the specialization linked to S.N.E. (Special Needs Education) aims to:

1. Enable the student to strengthen and utilize their scientific knowledge on issues of learning and teaching in inclusive and special educational contexts at a professional level.
2. Enable students to connect, in real conditions, theoretical knowledge with the field of special needs and inclusive education.
3. Enable students to address issues related to the pedagogical management of diversity and special educational needs, as well as other issues concerning socially vulnerable groups (e.g., refugees, migrants, etc.).
4. Enable students to attend seminars, sample teachings, and workshops by specialized scientists and practitioners who have many years of experience in the field that interests them.
5. Provide students with opportunities to familiarize themselves with alternative forms of intervention (theater, music, visual arts) as well as assistive technology in the education of individuals with disabilities and/or special educational needs.
6. Enable students to reflect and communicate their experiences within the group. Subsequently, to practice analyzing their experiences within a collaborative framework, an element considered a fundamental pedagogical process.
7. In conclusion, for students to develop a range of professional skills and experiences and to acquire substantial and reliable work experience, acceptable to the labor market.

B. Internship Providers

The Internship of the specialization can be implemented in General & Special Needs Education and Training Structures/Providers throughout Greece and includes all actions and activities related to the systematic organization and effective provision of educational support and teaching services, such as:

- a. General education school units where students with special educational needs and/or disabilities attend (morning and full-day)
- b. Inclusion classes in general schools (Kindergartens, Primary Schools, Junior High Schools, High Schools, Vocational Junior – Senior High Schools)

c. Special Needs Education and Training School Units (Special Kindergartens, Special Primary Schools, Special Junior High Schools – Senior High Schools, Special Vocational Junior High Schools – Senior High Schools, E.E.E.E.K. - Laboratories of Special Vocational Education and Training)

d. KESY (Diagnostic Evaluation and Support Centers) (throughout working days and hours)

e. Medical-Pedagogical Centers

f. Municipal Counseling Stations

g. KDAPmeA (Creative Activity Centers for People with Disabilities) (morning or afternoon)

h. Community Mental Health Centers

i. Schools operating within public hospitals

j. Public or Private Legal Entities (N.P.D.D. or N.P.I.D.) supervised by the Ministry of Labor, Social Security and Social Solidarity, which provide education, training, and supportive counseling services to individuals over fifteen (15) years of age with disabilities.

Collaborating Providers do not pay any form of financial or other compensation nor are they burdened with insurance coverage or other benefits to the students. Furthermore, no employment relationship of any kind is created between the students and the collaborating Providers.

The Host/Implementation Internship Providers (HIPs) have notified the IPP of their operational framework and rules, as well as the individuals responsible for the postgraduate students' internship (e.g., special educators, subject teachers, etc.). The program of activities and the duties of the trainee during the internship are determined by the supervising specialist, in consultation with the head/director of the Provider.

In the case of School Units and K.E.S.Y. (Centers for Educational and Counseling Support), the Directors are exclusively responsible for informing the parents & guardians of the students about the postgraduate internship and take the necessary actions.

The supervisor of the Provider guarantees the implementation of the internship within the principles of educational ethics and the IPP Regulations, monitors the progress of activities and the consistent presence of the trainee during the internship, and intervenes with advice whenever deemed appropriate. The supervisor is in constant contact and cooperation with the Coordinator/Supervisor of the IPP.

As it is possible that working educators and specialists may be attending the IPP, provision has been made for flexibility in the implementation of the internship, without disrupting the smooth operation of the Providers in any way. More specifically:

a. Each student's internship must take place in school units where they have the right of appointment, based on their specialty. This means, for example, that primary school teachers do their internship in primary education structures, and subject-specific teachers only where their appointment is provided for. For example, a physics teacher cannot attend an internship at an E.E.E.E.K. (Workshop for Special Vocational Education and Training), because they are not appointed there, but can attend a Special Junior High School or an Inclusion Class. Similarly, an English teacher can go to a special school but not to an Inclusion Class, where the hiring of English teachers is not provided for. This also affects the issuance of corresponding entry permits to schools.

b. Students can only carry out their internship in school units where their specialty exists. Institutionally, the Director of the school unit is designated as responsible for coordinating the internship at the school and collaborates with those responsible for designing the Internship.

c. IPP students may carry out their internship in the school unit where they already work as teachers, provided that students with diagnosed special educational needs attend that unit and a special educator serving in the unit can undertake their supervision. In the case of students working as special educators, their supervision in the school unit is undertaken by a member of the IPP's scientific team.

d. For IPP students who have a license to practice as psychologists or other specialties of Special Educational Staff (EEP) and are conducting their internship in school units, S.N.E. providers, and structures, the internship can also be co-supervised by the psychologist or the corresponding EEP specialties serving in that specific structure (in collaboration with the person in charge).

e. The school nurse has the right of appointment only in special primary or secondary schools, and therefore can only do their internship there. Not in Inclusion Departments and not in general schools (because school nurses working in general schools are substitutes; there are no permanent appointment positions).

f. In the case of nurses who are appointed and work in a hospital, the Provider and the framework of the internship in the specialization must fall within the scope of their job responsibilities; that is, they should do their internship in structures compatible with their profession from which they can gain substantial knowledge and experience regarding inclusion.

g. Any prior work experience in school units is NOT considered an internship.

h. Finally, private educational interventions are NOT recognized as an internship.

The IPP has an official Network of Collaborators and may suggest Internship Providers such as general and special education units, Higher Education Institutions, Museums, & Hospitals that implement programs for individuals with disabilities and/or special educational needs (e.g., Special Care Center for Children PN), KESY, KDAPmeA, etc., i.e., Providers distinguished for their modern inclusive actions and innovative inclusionary applications.

C. Subject of Internship

Internship Providers will offer trainees of the specialization an open field for work, observation, investigation, and reflection, in key areas such as:

1. Contemporary Trends in Didactics within the differentiated classroom
2. Educational, social, and cultural approaches to child education
3. Learning difficulties and educational interventions
4. Innovative educational interventions in educational inclusion
5. Psychosocial Support for children/adolescents and Counseling
6. Universal design for learning & differentiated instruction
7. Creation of inclusive learning environments

And in specific cognitive subjects, concerning students/individuals with different educational needs, students/individuals with disabilities and/or with special educational needs:

- a. Didactic Methodology for the education of Persons with Disabilities
- b. Education of individuals with autism, intellectual disability
- c. Education of individuals with motor disabilities
- d. Education of individuals with speech, language, and communication difficulties
- e. Teaching individuals with learning and adjustment difficulties
- f. Collaborative practices for the educational and social inclusion of individuals with special needs and/or disabilities
- g. Strategies for managing emotional and behavioral problems of individuals with special educational needs and/or disabilities
- h. Introduction to Assistive Technology - Information and Communication Technologies in Special Needs Education and Training
- i. Curriculum Differentiation and Adjustments in Teaching

According to Law 3699/2008 "1. Students with disabilities and special educational needs are considered those who for their entire or a specific period of their school life exhibit significant learning difficulties due to sensory, intellectual, cognitive, developmental problems, mental and neuropsychiatric disorders which, according to interdisciplinary assessment, affect the process of school adjustment and learning. Students with disabilities and special educational needs include, in particular, those who present with intellectual disability, sensory visual disabilities (blind, amblyopic with low vision), sensory hearing disabilities (deaf, hard of hearing), motor disabilities, chronic incurable diseases, speech-language disorders, specific learning difficulties such as dyslexia, dysgraphia, dyscalculia, dysanagnosia, dysorthographia, attention deficit disorder with or without hyperactivity, pervasive developmental disorders

(autism spectrum), mental disorders and multiple disabilities² (...) 3. Students with special educational needs also include students who have one or more intellectual abilities and talents developed to a degree that far exceeds what is expected for their age group."

Within the framework of the internship, students of the specialization will also deal with other subjects/issues related to socially vulnerable groups (e.g., refugees, migrants, etc.).

D. Duration of Internship

Based on the IPP design, the Internship in the Inclusive Education specialization, as defined by the "Internship Guide – Specialization: Inclusive Education," is developed as follows:

C' Semester

| Specialization: Inclusive Education |

Course Code	Course Title	Course Type	Credit Units ECTS
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MYK.3.3.1	Educational and Social Inclusion of Students with Disability and/or Special Educational Needs	Y	8
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MYK.3.3.2	Internship Part 1 - Observation and Supervised Teaching in S.N.E. and/or Inclusion providers and school units *	Y	22
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	Total		30
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[Y = Compulsory]

D' Semester

| Specialization: Inclusive Education | |

Course Code	Course Title	Course Type	Credit Units ECTS
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MYK.4.3.1	Internship Part II - Observation and Supervised Teaching in S.N.E. and/or Inclusion providers and school units	Y	15
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MYK.4.3.2	Thesis Elaboration	Y	15
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	Total		30
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[Y = Compulsory]

E. Internship Forms

1. Student's declaration for the Host/Implementation Internship Provider (HIP)
2. Letter from the IPP Director regarding the student's internship
3. Trainee's card, for all attendances during the course (seminars/workshops, supervision, observations & field activities)
4. Certificate of internship completion for the student, from the Supervisor of the HIP
5. Trainee Evaluation Form, from the Supervisor of the HIP
6. Trainee's Reflection Journal, for the internship experience
7. Design of educational intervention, from the supervised involvement of trainees at the HIP

All the above are available via the eClass of Internship I & II or from the IPP Secretariat. Each student is responsible for the circulation, completion, and submission of their internship documents. Even when the required number of hours has been completed, the internship is considered complete only if all documents (Deliverables) have been collected in the student's individual file, within the specified deadlines.

Students who are to carry out their internship outside Attica, for reasons of residence, family-raising of minor children, work, or health, must additionally submit to the IPP Coordinator/Supervisor:

1. A solemn declaration by the student that they permanently reside outside Attica.
2. A certificate from the Provider/school unit or Structure that accepts the student for the implementation of the internship.

F. Internship Team

- Coordinator/Supervisor: Ermioni S. Deli ermdeli@uniwa.gr
- Person in Charge: Petros Karkalousos petef@uniwa.gr
- e-Secretariat: <http://edutech.uniwa.gr/e-grammateia/>
- Support: Eleni Choumi echoumi@uniwa.gr

G. Useful links

Information on matters concerning the internship: Digital course classroom (eclass) & Moodle Platform

Website: <http://edutech.uniwa.gr/>

The Internship Framework

The "Internship" course in the specialization of Inclusive Education in S.N.E. Providers and School Units and/or Inclusion, corresponds to 37 ECTS credits and includes, in total for the semesters, two main action cycles as follows:

1st action cycle

a. Fieldwork (C & D semester): total activity 330 hours

a. Exploratory fieldwork (C & D semester): 100 hours

b. Design of educational interventions/applications in the field (C & D semester): 175 hours

c. Elaboration of a reflective internship paper (Deliverables C & D semester): 100 hours

2nd action cycle

a. Theoretical support/Seminars (C & D semester): 50 hours

b. Internship supervision (C & D semester): 170 hours

The content of the course

The content of the course includes:

a. Theoretical support, with specialized seminars and/or workshops on topics of applied pedagogy, learning and teaching, and/or case studies, for the education and inclusion of individuals with different educational needs, with special educational needs and/or disability. Students will be prepared for the environment and the factors that constitute the framework of the Internship in the specialization. Concurrently, they will be supported regarding the design of lessons or educational interventions as well as the implementation of their scientific papers (e.g., issues of bibliographic references, types of research, research methodology, etc.).

b. Internship supervision.

Students must participate in supervision activities with the Coordinator/Supervisor and/or the instructors, aiming at the preparation, management, and resolution of educational problems that arise during the conduct of internship activities. Supervision activities will take place either in person at a UNIWA venue or remotely, via a digital platform, following relevant announcement.

c. Fieldwork, which includes observation, design of lessons or educational interventions, participation in teaching, supervised and autonomous teaching, in special learning environments, provided there is appropriate preparation and

supervision by the Coordinator/Supervisor professor and in collaboration with the responsible officials/educators. Indicatively, activities may concern the following:

1. typical processing tasks (e.g., taking history, completing documents, etc.)
2. psycho-pedagogical assessment
3. involvement in teaching
4. counseling sessions, individual or group
5. meetings of interdisciplinary team members
6. educational/training activities
7. other actions or activities that fall within the professional duties and skills of special practitioners.
 - Individualized sessions of students with pupils of the school unit where the internship is implemented are not permitted.
 - If a student is absent from the HIP for a period exceeding 10% of the prescribed time, they are considered not to have successfully completed the internship and will have to repeat it. In the case of an internship in a school unit, the Director, as the person responsible for coordinating the Internship, may request its termination if the students do not comply with the conditions and obligations in the school unit.
 - d. Exploratory fieldwork, for the systematic review of sources (primary/secondary/tertiary) for identifying bibliographic sources, research databases, and applications, aiming to collect data for feedback on the experiential experience in the field, possible enhancement of the thesis, composition of a scientific text such as a 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 didactic practice. The educational, differentiated, and/or individualized intervention of the trainee should include:
 - a. the initial assessment of an individual or group
 - b. the design and implementation of the program
 - c. the intermediate or corrective assessment of the individual or working group
 - d. the final assessment of the individual or working group
 - e. the evaluation of the educational intervention program (e.g., achievement or not of the short-term and long-term goals set, etc.).More specifically, after students select the individuals or the working group, they should proceed with their assessment, which will be based on:
 1. Gathering information they consider useful for developing educational programs, according to the internship supervisor's instructions. If an official diagnosis exists, they can use it, if permitted.
 2. Systematic observation and accurate recording of the individual's/group's strengths and weaknesses, characteristics, and behaviors, at specified time intervals or for specific activities. For each specific objective, students should identify appropriate educational activities, select specific strategies, practices, techniques using specific materials, means, and tools that will lead to the implementation of the educational program.

3. Students should make a special effort to apply general principles and specialized techniques, preparing in IPP courses for the education of students with special educational needs and/or disabilities.
4. The final evaluation of the educational program by the students themselves is essential, based on the achievement of the goals they initially set or after the corrective evaluation during implementation. In case of non-achievement of goals, there should be a proposal for corrective changes, modifications, and adaptations. f. Elaboration of a reflective internship paper per semester (deliverables).

Semester Planning

C' SEMESTER - Internship Part I

Observation and Supervised Teaching in S.N.E. and/or Inclusion Providers and School Units

- a. Theoretical support/Seminars: 25 hours
- b. Internship supervision: 100 hours
- c. Fieldwork: 200 hours
- d. Exploratory fieldwork: 70 hours
- e. Design of educational interventions/applications in the field: 100 hours
- f. Elaboration of a reflective internship paper (Deliverables): 70 hours

D' SEMESTER - Internship Part II

Observation and Supervised Teaching in S.N.E. and/or Inclusion Providers and School Units

- a. Theoretical support/Seminars: 25 hours
- b. Internship supervision: 70 hours
- c. Fieldwork: 130 hours
- d. Exploratory fieldwork: 30 hours
- e. Design of educational interventions/applications in the field: 75 hours
- f. Elaboration of a reflective internship paper (Deliverables): 30 hours

Useful Instructions

1o. At the start of the Internship

IPP students:

- a) Attend, are informed about the steps and procedures, and collaborate consistently with the Coordinator who supervises the progress of the internship.
- b) Conduct research regarding the structure/Provider they wish to be placed in to learn details about the job description, which must be relevant to their studies or, in some cases, related to their basic degree.
- c) Can contact (by phone or email) the structure/Provider they are interested in or, if this is not possible, make a visit.
- d) Must inform the structure/Provider about the framework in which the Internship is implemented, their specialty, the tasks/supervisors/collaborators they will have during the training, the start, end, and schedule at the structure/Provider, within the timeframe defined by the Program's Internship Guide.
- e) Declare in the digital classroom (eClass) the structure/Provider where they wish to implement their Internship, in which their specialty exists, so that the IPP can take the necessary actions for approval from the Ministry of Education, Religious Affairs and Sports (Y.PAI.TH.).
- f) Obtain all necessary official Internship forms (Ministry of Education Permit, Attendance Sheet, Diary, etc.) from the educational platform.

2o. During the Internship

In the field of training, IPP students are obliged to:

- a) Adhere to the working hours stipulated by the Internship Guide and/or the Program of the Host/Implementation Internship Provider (HIP).
- b) Organize their time and workload.
- c) Keep an Attendance Sheet/Diary and make records with tools (sheets, checklists, etc.), to gather observations for the critical processing of their actions and material (psychosocial, motor domain, basic skills, communication, interaction, etc.). for the development of supervised teaching, as a complete proposal for educational intervention.
- d) Participate actively and responsibly in matters related to their work tasks.
- e) Develop professional behavior and respect all their colleagues.

f) Try to resolve problems and/or conflicts that may arise, in collaboration with the person in charge of the structure/Provider.

g) Report any problems and/or conflicts to the IPP Internship Coordinator.

h) Identify what went wrong so that it is not repeated and/or can be better addressed in a future instance.

3o. Upon completion of the Internship

a) Upon completion, each trainee must submit as a final paper their teaching proposal, the autonomous teaching for students/individuals with different educational needs, disability and/or special educational needs, which they implemented at the Provider, under supervision. The teaching program may concern the design, implementation, and evaluation of an individualized educational intervention for a student, as a case study.

b) Trainees submit all forms to the educational platform to be evaluated by the Coordinator/Supervisor, based on their overall participation in the course work.

c) Trainees evaluate the course as well as the Coordinator/Supervisor, according to the formal procedures defined by the Program. All evaluation data is collected and processed to create a reliable database concerning the Program's Internship.

d) Postgraduate students can remain in contact with the host Provider for possible future employment and/or collaboration opportunities.