

1. IDENTITY

Name	Panayiota Karagianni
Position	Assistant professor
Area	Inclusive Education
Tel	2310-991275/991244
E-mail	pkaragi@eled.auth.gr
Office	709 Tower of Pedagogy
Office Hours	Wednesday: 15.00-17.00 Tuesday: 16.00-18.00

2. STUDIES

- 2003** Completed her PhD at the National & Kapodistrian University of Athens, Department of Preschool Education
- 1995** *Completed her Master degree in Special Education, University of Birmingham, School of Education, England.*
- 1992** *Completed her Bachelor at the University of Ioannina*

3. RESEARCH INTERESTS

Inclusive Education, Disability Studies, Roma children & Disability, Social Policy & Education, Education and Social Justice

4. TEACHING

Undergraduate Courses

- **Inclusive Education (A-4) ECTS 4.5**

This module focuses for the most part on those aspects of Inclusion related to disability. The module will introduce students to Inclusion and to the theoretical frameworks in which it is grounded. It will develop students' knowledge, understanding and capacity to critically appraise and reflect on : -Disability: Language, history, special education, politics and disability movements -Inclusive education: concepts and context - Approaches: medical and social models of Inclusion, together with the associated policies - Values, structures and processes of the greek educational system and its role in supporting or preventing the development of inclusive practice - Disability studies and their role in Inclusive Pedagogy.

- **Research methods in Educational Research (A-22) ECTS 4.5**

(with A. Aidinis, A. Liabas, E. Drenoyianni)

Aims of the course: The theoretical study and practical approach to basic research methods in the field of social sciences and humanities. More specifically the course tries to address general issues concerning the design of an investigation, research data collection methods and basic processing techniques and analysis of qualitative and quantitative data. Practical examples from the wider field of educational research will be used. *Contents:* -Design and formulation of research questions, assumptions and anticipation - Sampling techniques -General issues of research design (longitudinal study, cross-sectional study, correlational study, experimental study etc). -Action research and the teacher as researcher. - Research data collection methods: interview, observation, data coding and key descriptors, parametric and non parametric tests. Research data analysis methods: qualitative analysis, implementation and utilization of action research results

- **Teaching Practice and Disability (E-22) ECTS 4.5**

Pupils with disabilities have in many instances been denied the opportunity to participate fully in all aspects of school life. Deficit models continue to dominate the ways in which pupils are categorized and taught. If we are to move towards an inclusive form of schooling, it is necessary to reform schools as a whole, including the curriculum, the teaching methods, and the means of assessment in which we value the performance of pupils. This module aims at introducing to student:

- Braille, Sign Language, planning, teaching and learning
- Differentiation of National curriculum
- Additional resources to support learning and participation

- **Inclusive Education and children with mental difficulties (E-36) ECTS 4.5**

The aim of this module is to equip students with essential knowledge of the contemporary theories which refer to intellectual disability. The following issues will also be addressed:

- Classification, labeling and the social construction of intellectual disability
- A critical evaluation of assessment and measurement of ability
- Intellectual disability in low and middle class incomes
- IQ tests
- Homogenization and ability
- Behaviour and intellectual ability
- Teaching approaches and the differentiated National curriculum
- Task analysis as a teaching tool.

<u>Postgraduate Courses</u>

- She taught several years at the Master course in the area of Special Education, Department of Early Childhood Education, National and Kapodistrian University of Athens.

- She taught one module at the Master course in the area of Special Inclusive Education Department of Education, University of Cyprus
- She taught several hours as a visitor at the Master Course Counseling & Special Education, Special Education Department, University of Thessaly
- She was a tutor (1995-2002) at the Distance Education Unit, Severe Learning Difficulties, University of Birmingham

SELECTED PUBLICATIONS

Zoniou-Sideri A. & Karayianni, P. (2000). «Echolalia versus Inclusion: A Case Study of a Blind Child». *British Journal of Special Education*, V 28, n 3, p. 181-186.

Zoniou-Sideri A., Karayianni P. & Deropoulou, E., (2001). *Evaluation Report of the CBR's*. Gaza, Palestine: MsF.

Zoniou-Sideri , A, Karagianni, P, Deropoulou-Derou, E, Spandagou, I. (2004). *Educational Material; ideas for teachers working with blind pupils*. (Vol. I, II, I), Athens: KETEEP.

Zoniou-Sideri , A, Karagianni, P, Deropoulou-Derou, E, Spandagou, I. (2004). Educational Policy and Inclusion. *Special Education Issues*, 26, 23–25. [in Greek]

Zoniou-Sideri A., Karagianni, P., Nteropoulou-Nterou E., Spandagou I. (2003). Designation of Educational Disability inclusion in the new world order. The examples of Greece, Palestine and England in *Diversity and Society*, proceedings on CD-ROM of the international conference in cooperation with the Association “Internationale des Sociologues de langue Francaise” (AISLF), the University of Athens, the National Centre for Social Research (E.K.K.E.), the French Institute, the Association of Greek Sociologists (HAR) and the General Secretariat of Social Security, (p.13). [in Greek]

Zoniou-Sideri, A., Karagianni, P., Nteropoulou-Nterou E., Papastavriniidou, G. & Spandagou, I. (2004). The importance and role of curriculum in inclusive education of blind children in Greece in *Education and Blindness: Current trends and prospects*, edited by A. Zoniou-Sideri, H. Spandagou, Ellinika Grammata: Athens, (pp. 189-200).[in Greek]

Zoniou-Sideri, A., Karagianni, P., Nteropoulou –Nterou, E., Spandagou, I. (2005). *Educational assessment of disabled students. Critical analysis of the positions of the Greek political parties in Assessment in Education: Education and Teaching Dimension*, edited by D.M. Kakana, K. Botsoglou, N. Haniotakis, E. kavalary, Kyriakidis Brothers: Thessaloniki, (pp. 333-346). [in Greek]

Zoniou-Sideri, A., Karagianni, P., Deropoulou, E. & Spandagou, I. (2005). «Inclusive Classes in Greece: New Names Old Institutions». www.isec2005.org.uk/.../zoniou-Sideri_a.shtml

Zoniou-Sideri, A. Karayianni, P. Deropoulou, E. & Spandagou, I. (2006). «Inclusive Discourse in Greece: Strong Voices, Weak Policies». *International Journal of Inclusive Education*, V10, N 2-3 pp. 279-291

Karayianni, P. & Zoniou-Sideri, A. (2006). The social model of disability. Theory and Research practice. *Makednon, V.15, pp.223-232[in Greek]*

Tressou, E. Mitakidou, S. & Karagianni, P. (2007). «The Diversity in the University: Students' Ideas on Disability Issues». *The International Journal of Diversity in Organizations, Communities & Nations*. V7. pp. 259-266.

Mitakidou, S. Tressou, E. & Karagianni, P. (2007). «Students' Reflection on Social Exclusion». *The International Journal of Diversity in Organizations, Communities & Nations*. V8, I5. pp. 191-198.

Karagianni, P. Mitakidou, S. & Tressou, E.(2010). «Inclusive and Cross-Cultural Education: Reflections on Common Theoretical Fields and Divergent Policy and Practice». *Inclusion in the Balkan Countries: Policy & Practice*. Thessaloniki: Kyriakidis Brothers. pp. 261-269.

Karagianni, P., Mitakidou, S. & Tressou, E. (2013).What's Right in Children's Rights? The Subtext of Dependency. In B. Swadener, L. Lundy, J. & N. Blanchet-Cohen *Children's Lives and Education in Cross-national Contexts: What Difference Could Rights Make?* p.p:82-99 New York: Palgrave

Mitakidou, S., Tressou, E., & Karagianni, P. (2013 υπό έκδοση). *Implementing culturally sensitive assessment tools for the inclusion of Roma children in mainstream schools*. Conference paper: Repositioning Culture in Evaluation and Assessment. Chicago, Illinois, USA, April 2013 - College of Education, University of Illinois at Urbana-Champaign