

**Democritus University of Thrace**

**School of Education**

**Department of Education Sciences in Early Childhood**

**Students' Guide 2015-2016**



**Democritus University of Thrace**  
**School of Education**  
**Department of Education Sciences in Early Childhood**

**Students' Guide 2015-2016**

Edition of the Publications' Committee  
of the Department of Education Sciences in Early Childhood

Alexandroupolis, November 2015

***Postal Address:***

Democritus University of Thrace  
School of Education  
Department of Education Sciences in Early Childhood  
Nea Chili - 68100 Alexandroupolis

***Telephone numbers:*** +30-25510-30046, +30-25510-30110

***Fax number:*** +30-25510-30050

***Department Secretariat Email Address:*** [secr@psed.duth.gr](mailto:secr@psed.duth.gr)

***Department homepage:*** <http://www.psed.duth.gr>

## Table of Contents

<b>ABOUT THE DEMOCRITUS UNIVERSITY OF THRACE .....</b>	<b>5</b>
<b>ACADEMIC CALENDAR FOR UNIVERSITY YEAR 2015-16 .....</b>	<b>7</b>
<b>BUILDINGS OF THE SCHOOL OF EDUCATION.....</b>	<b>8</b>
<b>ABOUT THE DEPARTMENT OF EDUCATION SCIENCES IN EARLY CHILDHOOD.....</b>	<b>14</b>
<b>INTRODUCTION.....</b>	<b>14</b>
<b>CONTACT INFORMATION.....</b>	<b>16</b>
<b>DEPARTMENT ADMINISTRATION .....</b>	<b>16</b>
<b>DEPARTMENT STAFF.....</b>	<b>18</b>
1. <i>Department Faculty .....</i>	<i>18</i>
2. <i>Special Laboratory and Teaching Staff (E.E.D.I.P.) belonging to the School of Education.....</i>	<i>18</i>
3. <i>Special Laboratory and Teaching Staff (E.E.D.I.P.) belonging to DUTH.....</i>	<i>18</i>
4. <i>Special Technical and Laboratory Staff (ETEP).....</i>	<i>19</i>
5. <i>Administrative Staff.....</i>	<i>19</i>
6. <i>Faculty Members of Other Departments of the Democritus University Teaching in the Department of Education Sciences in Early Childhood.....</i>	<i>19</i>
7. <i>Seconded Teachers.....</i>	<i>19</i>
<b>TELEPHONE NUMBERS, E-MAIL ADDRESSES AND HOMEPAGES OF DEPARTMENT STAFF/SERVICES AND SCHOOL SERVICES .....</b>	<b>20</b>
<b>PROGRAM OF UNDERGRADUATE COURSES .....</b>	<b>23</b>
<b>A. ANALYTICAL PROGRAM OF COURSES.....</b>	<b>24</b>
<b>B. INDICATIVE PROGRAM OF COURSES (FOR STUDENTS FIRST ENROLLED FROM 2013-14 ONWARDS).....</b>	<b>28</b>
<b>C. INDICATIVE PROGRAM OF COURSES (FOR STUDENTS FIRST ENROLLED IN 2011-12 AND 2012-13) .....</b>	<b>36</b>
<b>D. PROGRAM OF TAUGHT COURSES .....</b>	<b>43</b>
<b>ABSTRACTS OF COURSES .....</b>	<b>50</b>
<b>PHILOSOPHICAL, SOCIOLOGICAL AND HISTORICAL APPROACH TO EDUCATION (K).....</b>	<b>50</b>
<b>PSYCHOLOGY (Ψ).....</b>	<b>58</b>

**PEDAGOGICS - DIDACTICS (Δ) ..... 63**  
**CULTURE AND EDUCATION (Π) ..... 70**  
**SCIENCES (Θ)..... 76**  
**METHODOLOGY (M) ..... 82**  
**STUDENT EXCHANGE..... 84**

## **About the Democritus University of Thrace**

The Democritus University of Thrace was established in 1973 with the Legislative Decree 87/73. It is a public university which was named after Democritus, the ancient philosopher who was born in Avdira, Thrace. The Schools and Departments of the Democritus University of Thrace are located at four Thracian cities: Alexandroupolis, Komotini, Orestiada and Xanthi. The Rector's Office of the University is situated in Komotini. Specifically, the Democritus University of Thrace is currently comprised of the following eighteen (18) Departments:

### **Alexandroupolis**

1. School of Medicine
2. Department of Primary Education
3. Department of Education Sciences in Early Childhood
4. Department of Molecular Biology and Genetics

### **Komotini**

1. Department of Law
2. Department of Physical Education and Sport Science
3. Department of History and Ethnology
4. Department of Philology
5. Department of Languages, Literature and Culture of the Black Sea Countries
6. Department of Social Administration and Political Science with introductory directions of Social Administration and Political Science
7. Department of Economics

### **Orestiada**

1. Department of Forestry and Management of the Environment and Natural Resources
2. Department of Agricultural Development

### **Xanthi**

1. Department of Civil Engineering
2. Department of Electrical and Computer Engineering
3. Department of Environmental Engineering
4. Department of Architectural Engineering
5. Department of Production and Management Engineering

The Departments of the University are organized into Schools as follows:

a) School of Engineering situated in Xanthi and comprising the following Departments:

1. Department of Civil Engineering
2. Department of Electrical and Computer Engineering
3. Department of Environmental Engineering
4. Department of Architectural Engineering
5. Department of Production and Management Engineering

b) School of Education situated in Alexandroupolis and comprising the following Departments:

1. Department of Primary Education
2. Department of Education Sciences in Early Childhood

c) Faculty of Law situated in Komotini and comprising the following Department:

1. Department of Law

d) Faculty of Health Sciences situated in Alexandroupolis and comprising the following Departments:

1. School of Medicine
2. Department of Molecular Biology and Genetics

e) School of Physical Education and Sport Science situated in Komotini and comprising the following Department:

1. Department of Physical Education and Sport Science

f) School of Classics and Humanities situated in Komotini and comprising the following Departments:

1. Department of History and Ethnology
2. Department of Philology
3. Department of Languages, Literature and Culture of the Black Sea Countries

g) School of Social, Political and Economic Sciences situated in Komotini and comprising the following Departments:

1. Department of Social Administration and Political Science with introductory directions of Social Administration and Political Science

2. Department of Economics

h) School of Agricultural and Forestry Sciences situated in Orestiada and comprising the following Departments:

1. Department of Agricultural Development
2. Department of Forestry and Management of the Environment and Natural Resources

### Academic Calendar for University Year 2015-16

<b>Fall semester</b>	
<b>Teaching period</b>	From Monday 5-10-2015 till Wednesday 23-12-2015 From Thursday 7-1-2016 till Tuesday 19-1-2016
<b>Examination period</b>	From Monday 25-1-2016 till Friday 12-2-2016
<b>Holidays</b>	Wednesday 28-10-2015 (National Holiday) Tuesday 17-11-2015 (National Holiday) Saturday 30-1-2016 (Education Holiday)
<b>Christmas and New Year's Day vacations</b>	From Thursday 23-12-2015 till Wednesday 6-1-2016

<b>Spring semester</b>	
<b>Teaching period</b>	From Monday 15-2-2016 till Friday 22-4-2016 From Monday 9-5-2016 till Wednesday 1-6-2016
<b>Examination period</b>	From Monday 6-6-2016 till Friday 24-6-2016
<b>Holidays</b>	From Friday 11-3-2016 till Monday 14-3-2016 (Ash Monday) Friday 25-3-2016 (National Holiday) Sunday 1-5-2016 (May Day) Monday 20-6-2016 (Feast of the Holy Spirit)
<b>Easter vacations</b>	From Monday 25-4-2016 till Friday 6-5-2016
<b>Local Holidays</b>	Saturday 14-5-2016 (Anniversary of the liberation of Alexandroupolis and Komotini)

<b>Period of second round examinations for both semesters</b> From Monday 5-9-2016 till Friday 23-9-2016
<b>Period of summer vacations</b> From Friday 1-7-2016 till Wednesday 31-8-2016

## **Buildings of the School of Education**

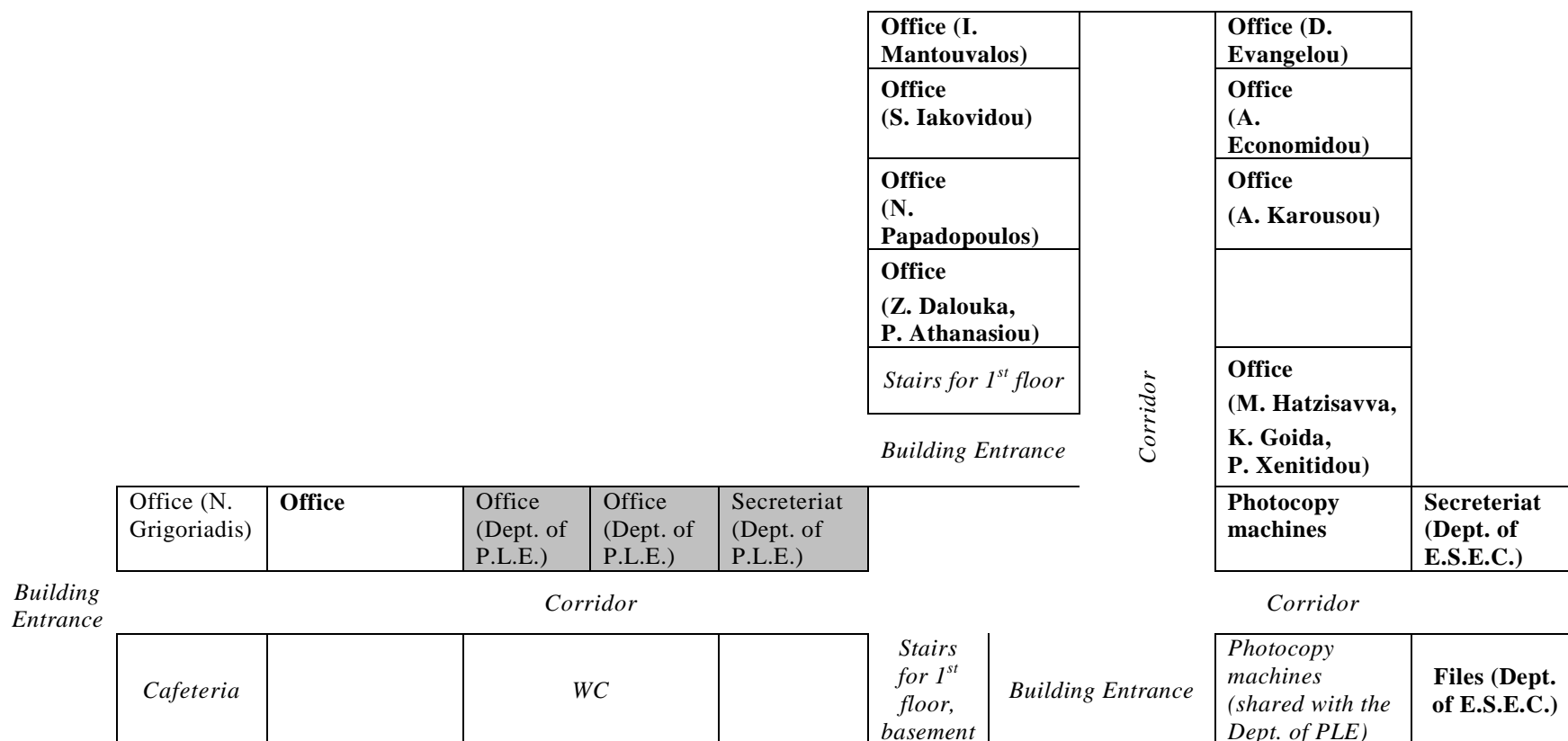
The two Departments of the School of Education, namely the Department of Education Sciences in Early Childhood and the Department of Primary Education, share three buildings in Nea Chili, Alexandroupolis. These buildings are the following:

- 1. BUILDING A (New Building)**
- 2. BUILDING B (Old Building)**
- 3. BUILDING C**



## BUILDING A (New Building)

### Ground floor



**1<sup>st</sup> floor**

<b>Office (M. Moumoulidou)</b>	<i>Corridor</i>	<b>Office (A. Dramalidis)</b>
<b>Office (A. Dimitriou)</b>		<b>Office (G. Rekalidou)</b>
<b>Office (K. Karadimitriou)</b>		<b>Office (L. Gogou)</b>
<b>Office (V. Tsakona)</b>		
<i>Stairs</i>		
Office of Interconnection		Office of Deanery
<i>Corridor</i>		
Conference Room, School of Education		

**Basement**

Classroom ‘Themelio’ (*shared with the Dept. of Primary Education*)

## BUILDING B (Old Building)

### Ground floor

#### (East corridor)

Library of School of Education  
Office of Practicum Supervisors  
Storage area

#### (West corridor)

<i>WC</i>	<i>Corridor</i>	<i>Office (Dept. of P.E.)</i>
<b>Office (G. Mavrommatis, A. Sapountzis)</b>		<b>Office (V. Brouskeli, A. Filippoupoliti)</b>
		<i>Office (Dept. of P.E.)</i>
<i>Laboratory (Dept. of P.E.)</i>		<i>Office (Dept. of P.E.)</i>
<i>Laboratory (Dept. of P.E.)</i>		<b>Laboratory of Environmental Research and Communication and Environmental Education</b>
<b>Computer Room (for PSED Students)</b>		<i>Office (Dept. of P.E.)</i>
<b>Office (D. Prentzas)</b>		<i>Office (Dept. of P.E.)</i>
<i>Corridor</i>	<i>Building Entrance</i>	
<b>Office (Faculty members of other Departments)</b>		<i>Office (Dept. of P.E.)</i>

**1<sup>st</sup> floor**

<i>Laboratory (Dept. of P.E.)</i>	<i>Corridor</i>	<i>Classrooms (Dept. of P.E.)</i>
<b>Classroom 7</b>		<i>Office of Foreign Language Instructors</i>
<i>Stairs</i>		<i>Foreign Language Classroom (shared with Dept. of P.E.)</i>
<b>Office of Educational Material – Special Library</b>		<b>Laboratory of Informatics</b>
<i>Office (Dept. of P.E.)</i>		<b>Classroom 13</b>
<i>Stairs</i>		<b>Office (A. Theodoridis)</b>
<b>Classroom 16</b>		<b>Laboratory of Pedagogical Research and Educational Practice</b>
<b>WC</b>		<b>Laboratory of Social Research and Study of the Family and Childhood</b>

## **PROKAT Building**

Videoconferencing Room (*shared with the Dept. of P.E.*)

Laboratory of Child Psychology

Teaching Room (*shared with the Dept. of P.E.*)

## **BUILDING C**

### **Ground floor**

Karatheodoris Amphitheater (*shared with the Dept. of P.E.*)

Restaurant (*shared with all Depts. of Alexandroupolis*)

### **1<sup>st</sup> floor**

Laboratory of Fine Arts and Educational Material (*shared with the Dept. of P.E.*)

Room of Practicum Workshops

# About the Department of Education Sciences in Early Childhood

## Introduction

The Department of Education Sciences in Early Childhood opened its doors to receive its first students in 1987 and has been administratively independent since 1992. Throughout these years it has been extremely active instructing educators who intend to follow careers as teachers or researchers in the area of early childhood education. In this direction it has developed:

- An undergraduate (Ptychio) program which provides the basic up-to-date scientific knowledge in the areas of the science of education, psychology, science, language and culture. The undergraduate program is thus scientifically integrated. The duration of the undergraduate studies is four years. During the fourth year of their studies, students are given the opportunity to prepare a dissertation with the aim of being introduced to the issues of scientific research in the area of early childhood education. During the first two years of studies, foreign languages are also taught. The undergraduate program includes a three - year Practicum Program which offers students the opportunity to develop skills and become familiar with methods of working with young children. The program also cultivates the cross-curricular thematic approach of the learning process and the effectuation of educational activity plans, creativity and practice in matters of assessment and self - assessment. This correlation of theory with actual practice has already proven successful in kindergartens, day care centers, museums, children's libraries as well as in the sensitive area of hospital care and education of young children.
- An Inter-Departmental Post-Graduate Program that operated from 1/1/2003 till 31/8/2008.
- The "Innovative Pedagogical Approaches in Multicultural Environments" Post-Graduate Program that started to operate in the spring semester of the academic year 2013-14.
- The "Education for the Environment and Sustainability" Post-Graduate Program that started to operate in the winter semester of the academic year 2015-16.
- Doctoral studies.

The above are supported by educational and research activities of the faculty and students, such as the conduction of research, the guidance of doctorate dissertations, the organization of lectures and conferences, the participation in scientific meetings, the planning and publication of education materials and assessment testing tools, the organization of cultural/educational activities, etc. in a continuous effort of scientific presence and mutual action with local, national

and European organizations that focus on early childhood education and relevant areas of research.

## Contact Information

### Department of Education Sciences in Early Childhood

Nea Chili 68100

Alexandroupolis

Greece

tel: +30-25510-30016, +30-25510-30110

Fax: +30-25510-30050

**Email:** skirtlio (at) psed.duth.gr

## Department Administration

**Head of the Department:** Anastasia Dimitriou, Associate Professor

*End of term:* August 31, 2016

**Vice-Head of the Department:** -

*End of term:* -

## Department Laboratories

Officially, the Department has five laboratories that have been established with Presidential Decrees:

- **Laboratory of Child Psychology** (Director: Assistant Professor Antonis Sapountzis)
- **Laboratory of Environmental Research and Communication and Environmental Education** (Director: Associate Professor Anastasia Dimitriou)
- **Laboratory of Informatics** (Director: Assistant Professor Dimitrios Prentzas)
- **Laboratory of Pedagogical Research and Educational Practice** (Director: Associate Professor Galini Rekalidou)
- **Laboratory of Social Research and Study of the Family and Childhood** (FEK for its renaming is in press)

The following laboratories are also in use in order to facilitate the instructional and research needs of the Department:

- Laboratory of Fine Arts and Educational Material
- Laboratory of Foreign Languages



**Library**

The Department of Education Sciences in Early Childhood and the Department of Primary Education share the Library of the School of Education which is located on the ground floor of the School's old building. The Library is rich in books and periodicals on education and related sciences (e.g. psychology, sociology, literature, etc.). Besides books and journals, its collection includes local and foreign newspapers and a number of specialized video-tapes and digital discs. The Library is electronically organized.

## Department Staff

### 1. Department Faculty

#### Professors

Lela Gogou Sociology of Education

#### Associate Professors

Anastasia Dimitriou Sciences and Environmental Education  
Achilles Dramalidis Mathematics and Data Analysis  
Demetra Evangelou Pedagogy and Educational Applications  
Galini Rekalidou Pedagogy and Applications in Education

#### Assistant Professors

Vasiliki Brouskeli Health Psychology  
Anastasia Economidou Literature for Children  
Anastasia Filippoupoliti Pedagogy and Museum Education  
Sophie Iakovidou Modern Greek Literature  
Konstantinos Karadimitriou Pedagogy  
Ikaros Mantouvalos Modern Greek Social History  
Georgios Mavrommatis Intercultural and Minority Education  
Maria Moumoulidou Contemporary Didactics in Early Childhood Education  
Dimitrios Prentzas Informatics  
Antonis Sapountzis Social Psychology  
Alexandros Theodoridis Philosophical Anthropology and Education  
Vasiliki Tsakona Sociolinguistics and Discourse Analysis  
Aegli Zafeirakou<sup>1</sup> Pedagogy

#### Lecturers

Alexandra Karousou Cognitive Psychology and Language Development

### 2. Special Laboratory and Teaching Staff (E.E.D.I.P.) belonging to the School of Education

Evangelia Kopsalidou Music  
Marianna Pavlidou Aesthetic Education

### 3. Special Laboratory and Teaching Staff (E.E.D.I.P.) belonging to DUTH

Maria Ammari English

---

<sup>1</sup> Currently not in the Department since she is appointed to an international organization.

Ekaterini Mavromara-Lazaridou	French
Eleni Panidou	German

#### **4. Special Technical and Laboratory Staff (ETEP)**

Panagiota Athanasiou  
Zoe Dalouka  
Kalliopi Goida  
Maria Hatzisavva  
Nikolaos Papadopoulos  
Parthenopi Xenitidou

#### **5. Administrative Staff**

Kerasoula Kirtlioti	Vice Secretariat
Eleni Emmanouilidou	(belongs to School of Education)
Maria Tsiva	

#### **6. Faculty Members of Other Departments of the Democritus University Teaching in the Department of Education Sciences in Early Childhood**

Antonios Kambas	Associate Professor, Dept of Physical Education and Sport Sciences
Constantinos Kokkinos	Professor, Dept. of Primary Education
Nikolaos Makris	Associate Professor, Dept. of Primary Education
Symeon Papadopoulos	Lecturer, Dept. of Primary Education
Charalambos Sakonidis	Professor, Dept. of Primary Education
Georgios Tektonidis	E.E.D.I.P., Dept of Physical Education and Sport Sciences
Maria Vergeti	Assistant Professor, Dept. of Primary Education

#### **7. Seconded Teachers**

Eleni Tziora	Kindergarten teacher
--------------	----------------------

**Telephone Numbers and E-mail Addresses or Homepages of Department Staff, Services and School Services**

	<b>Telephone Number</b>	<b>E-mail Address or Homepage</b>
<b>DEPARTMENT SECRETARIAT</b>	25510-30046	secr@psed.duth.gr
Kerasoula Kirtlioti	25510-30016	skirtlio@psed.duth.gr
Eleni Emmanouilidou	25510-30047	emman@alex.duth.gr
Maria Tsiva	25510-30110	mtsiva@alex.duth.gr
Fax Number	25510-30050	
<b>FACULTY MEMBERS</b>		
Vasiliki Brouskeli	25510-30113	vbrouske@psed.duth.gr
Anastasia Dimitriou	25510-30053	anadim@psed.duth.gr
Achilles Dramalidis	25510-30079	adramali@psed.duth.gr
Anastasia Economidou	25510-30006	aikonomi@psed.duth.gr
Demetra Evangelou	25510-30051	evangel@psed.duth.gr
Anastasia Filippoupoliti	25510-30062	afilippo@psed.duth.gr
Lela Gogou	25510-30117	lgogou@psed.duth.gr
Sophie Iakovidou	25510-30075	siakovid@psed.duth.gr
Konstantinos Karadimitriou	25510-30114	kkaradim@psed.duth.gr
Alexandra Karousou	25510-30040	akarouso@psed.duth.gr
Ikaros Mantouvalos	25510-30115	imantouv@psed.duth.gr
Georgios Mavrommatis	25510-30109	gmavromm@psed.duth.gr
Maria Moumoulidou	25510-30054	mmaria@psed.duth.gr
Dimitrios Prentzas	25510-30086	dprentza@psed.duth.gr
Galini Rekalidou	25510-30055	grekalid@psed.duth.gr
Antonis Sapountzis	25510-30087	ansapoun@psed.duth.gr
Alexandros Theodoridis	25510-30060	atheodor@psed.duth.gr
Vasiliki Tsakona	25510-30063	vtsakona@psed.duth.gr
<b>E.E.D.I.P.</b>		
Evangelia Kopsalidou		ekopsali@eled.duth.gr
Maria Ammari	25510-30107	mammari@pme.duth.gr

Ekaterini Mavromara-Lazaridou	25510-30107	mavlaz@alex.duth.gr
Eleni Panidou	25510-30107	
<b>E.T.E.P.</b>		
Panagiota Athanasiou	25510-30005	gathanas@psed.duth.gr
Kalliopi Goida	25510-30048	pgoida@psed.duth.gr
Zoe Dalouka	25510-30045	zdalouka@psed.duth.gr
Parthenopi Xenitidou	25510-30015	nxenitid@psed.duth.gr
Nikolaos Papadopoulos	25510-30041	npapadop@psed.duth.gr
Maria Hatzisavva	25510-30044	mhat@psed.duth.gr
<b>FACULTY MEMBERS OF OTHER DEPARTMENTS</b>		
Antonios Kambas	25310-39643	akampas@phyed.duth.gr
Constantinos Kokkinos	25510-30066, 25510-30020	kkokkino@eled.duth.gr
Nikolaos Makris	25510-30008	nmakris@eled.duth.gr
Papadopoulos Symeon	25510-30014	sypapado@eled.duth.gr
Charalambos Sakonidis	25510-30035	xsakonid@eled.duth.gr
Georgios Tektonidis		gtektoni@phyed.duth.gr
<b>LIBRARY</b>		<a href="http://lib.duth.gr">http://lib.duth.gr</a>
Maria Vasiliadou	25510-30070	education@lib.duth.gr
Kyriaki Karakyriou, Sophia Manousi	25510-30071	
Andriani Economaki	25510-30105	
(Lending Dept.)	25510-30071	
<b>CAREER OFFICE</b>	25510-30021	<a href="http://career.duth.gr/cms/">http://career.duth.gr/cms/</a>
<b>LABORATORIES</b>		
Laboratory of Child Psychology	25510-30042	<a href="http://www.psed.duth.gr/structure/department/psychology/index.en.shtml">http://www.psed.duth.gr/structure/department/psychology/index.en.shtml</a>
Laboratory of Environmental Research and Communication and Environmental Education	25510-30069	<a href="http://www.envilab.psed.duth.gr">http://www.envilab.psed.duth.gr</a>
Laboratory of Informatics	25510-30078	<a href="http://infolab.psed.duth.gr">http://infolab.psed.duth.gr</a>
Laboratory of Pedagogical Research and Educational Practice	25510-30119	<a href="http://epeep.psed.duth.gr">http://epeep.psed.duth.gr</a>

Laboratory of Social Research and Study of the Family and Childhood	25510-30061	<a href="http://childhoodfamily.psed.duth.gr">http://childhoodfamily.psed.duth.gr</a>
<b>KINDERGARTEN TEACHERS – PRACTICUM SUPERVISORS</b>	25510-30043	
<b>Office of Educational Material – Special Library</b>	25510-30068	
<b>Office of Photocopy Machines</b>	25510-30052	
<b>CAFETERIA</b>	25510-30031	
<b>RESTAURANT</b>	25510-30029	
<b>GUARDS</b>	25510-30049	

## **Program of Undergraduate Courses**

For following two academic years there will be two parallel programs of undergraduate courses: (a) the program for students that first enrolled in the academic years 2011-12 and 2012-13 and (b) the program for students that first enrolled in the academic year 2014-15 (and the following academic years) and which students that first enrolled in the academic year 2013-14 also follow. In both programs, prerequisite for graduation is the successful attendance of 51 obligatory courses and elective courses, 4 foreign language courses and the practicum. Between the two programs there are certain differences involving the sets of obligatory and elective courses, the semesters that certain courses are taught and in the credit units of the European Credit Transfer and Accumulation System (ECTS).

To handle better aspects involving the program of undergraduate courses the following are kept:

- The Analytical Program of Courses in which courses are organized in scientific groups according to their curriculum.
- The Indicative Program of Courses which includes the distribution of courses in eight semesters of study, the required hours of teaching per week for each course and the corresponding credit units. It indicates the logical course of study.
- The Program of Taught Courses which includes the actual distribution of courses in eight semesters of study, the required hours of teaching per week for each course and the corresponding credit units. It indicates the actual course of study per academic year.

## A. Analytical Program of Courses

It includes the titles of obligatory (Y), elective (E) and foreign language courses as well the titles of practicum seminars.

Philosophical, Sociological and Historical to Education (K)		Semester
K 01 E	History of Modern Greek Education	7 <sup>th</sup>
K 03 Y	Introduction to Sociology	2 <sup>nd</sup>
K 04 Y	Sociology of Education I	3 <sup>rd</sup>
K 05 Y	Sociology of Education II	6 <sup>th</sup>
K 07 E	Modern and Contemporary History of European Society	3 <sup>rd</sup>
K 13 E	Gendered Identities and Education	6 <sup>th</sup>
K 14 E	Qualitative Approaches to the Sociology of Education	8 <sup>th</sup>
K 16 Y	Introduction to Philosophy	1 <sup>st</sup>
K 17 Y	Philosophy of Education (Paideia)	8 <sup>th</sup>
K 19 E	Contemporary Philosophical Anthropology	7 <sup>th</sup>
K 20 Y	Modern Greek History	1 <sup>st</sup>
K 21 E K 39 Y	History of Childhood	4 <sup>th</sup>
K 24 Y	Intercultural Education	4 <sup>th</sup>
K 25 E	Religion and Education in Multicultural Societies	7 <sup>th</sup>
K 30 E	Educational Innovations and Entrepreneurship I	6 <sup>th</sup>
K 31 E	Educational Innovations and Entrepreneurship II	7 <sup>th</sup>
K 32 E	Texts of Philosophical – Pedagogical Reflection	4 <sup>th</sup>
K 33 E	Special Issues on Sociology of the Family	7 <sup>th</sup>
K 35 Y	Sociolinguistics	8 <sup>th</sup>
K 34 E	History and History Didactics	8 <sup>th</sup>
K 36 E	Media Literacy	5 <sup>th</sup>
K 37 E	Sociology of the Family	5 <sup>th</sup>
K 38 E	Inequalities and Social Exclusion	7 <sup>th</sup>



<b>Psychology (Ψ)</b>		<b>Semester</b>
Ψ 02 Y	Cognitive Psychology	2 <sup>nd</sup>
Ψ 03 Y	Psychology of Child Development I	3 <sup>rd</sup>
Ψ 04 Y	Psychology of Child Development II	4 <sup>th</sup>
Ψ 06 Y	Social Psychology	6 <sup>th</sup>
Ψ 14 Y	Health Psychology	4 <sup>th</sup>
Ψ 23 E	Intergroup Relations in Social Psychology	7 <sup>th</sup>
Ψ 24 E	Topics in Cross-Cultural Social Psychology	8 <sup>th</sup>
Ψ 28 E	Child and Life Events	6 <sup>th</sup>
Ψ 29 Y	Introduction to Psychology	1 <sup>st</sup>
Ψ 32 E	Sexuality and Health	5 <sup>th</sup>
Ψ 33 E	Communication and Language Development	5 <sup>th</sup>
Ψ 34 Y	Child Psychopathology	8 <sup>th</sup>
Ψ 35 Y	Educational Psychology	5 <sup>th</sup>

<b>Pedagogics – Didactics (Δ)</b>		<b>Semester</b>
Δ 01 Y	Introduction to the Sciences of Education	1 <sup>st</sup>
Δ 02 Y	Current Educational Directions	5 <sup>th</sup>
Δ 03 Y	Learning Theories and Educational Practice (for students first enrolled in 2013-14)	2 <sup>nd</sup>
Δ 04 Y	Evaluation: Theoretical Approaches and Applications in Education	4 <sup>th</sup>
Δ 05 E	Pedagogical Relations and Interactions	5 <sup>th</sup>
Δ 06 Y	Contemporary Didactics: Basic Notions and Application Proposals	3 <sup>rd</sup>
Δ 12 E	Greek Language Teaching	4 <sup>th</sup>
Δ 13 E	Health Education in Early Childhood	7 <sup>th</sup>
Δ 17 Y	Development of Pedagogical Thinking	2 <sup>nd</sup>
Δ 23 Y	Collaborative Types of Learning in Early Childhood Education	5 <sup>th</sup>
Δ 27 E	Tutoring: Theory and Research	6 <sup>th</sup>
Δ 43 Y	Special Education	6 <sup>th</sup>
Δ 37 E	Pedagogy and Play in Early Childhood Education	6 <sup>th</sup>
Δ 40 Y	Guiding Young Children in the Kindergarten	7 <sup>th</sup>
Δ 41 Y	Contemporary Early Childhood Education Programs (for students first enrolled from 2014-15 onwards)	2 <sup>nd</sup>
Δ 42 E	Child Study	6 <sup>th</sup>

<b>Culture and Education (II)</b>		<b>Semester</b>
Π 03 Y	Introduction to Linguistics: Analysis of the Greek Language	1 <sup>st</sup>
Π 05 Y	Introduction to Modern Greek Literature	1 <sup>st</sup>
Π 06 E	Modern Greek Children Literature	5 <sup>th</sup>
Π 07 E	History of Art	3 <sup>rd</sup>
Π 17 Y	Introduction to Museum Education	4 <sup>th</sup>
Π 23 Y	Illustrated Children's Books and their Reading	7 <sup>th</sup>
Π 37 E	Applied Museum Education	6 <sup>th</sup>
Π 38 E	Topics on Museology	5 <sup>th</sup>
Π 39 E	The Bildungsroman	8 <sup>th</sup>
Π 40 E	Subversive Narratives of Childhood	3 <sup>rd</sup>
Π 42 E	Intertextuality – Adaptations of Literary Texts for Children	8 <sup>th</sup>
Π 43 Y	Introduction to Children's Literature	2 <sup>nd</sup>
Π 44 E	20th Century Poetry	6 <sup>th</sup>
Π 45 E	Educational Approaches to Children's Museums and Science Museums	4 <sup>th</sup>
Π 46 E	Creative Music Activities for Kindergarten	5 <sup>th</sup>
Π 47 E	Discourse Analysis	3 <sup>rd</sup>
Π 48 E	Folk Narratology	3 <sup>rd</sup>
Π 49 E	Folk Studies	8 <sup>th</sup>

<b>Sciences (Θ)</b>		<b>Semester</b>
Θ 01 Y	Basic Concepts of Mathematics	2 <sup>nd</sup>
Θ 02 Y	Environmental Education, Sustainability and Sustainable Development	7 <sup>th</sup>
Θ 03 Y	Principles of Computer Science I	1 <sup>st</sup>
Θ 04 Y	Principles of Computer Science II	2 <sup>nd</sup>
Θ 05 E	Concepts of Science in Early Childhood	6 <sup>th</sup>
Θ 06 E	Computers in Education	4 <sup>th</sup>
Θ 07 E	Multimedia and Networks in Early Childhood Education	5 <sup>th</sup>
Θ 08 Y	Descriptive Statistics	6 <sup>th</sup>
Θ 10 Y	Mathematics in Early Childhood Education	5 <sup>th</sup>
Θ 12 Y	Teaching and Learning of Science for Early Childhood	5 <sup>th</sup>
Θ 13 E	Environmental Issues in Education	8 <sup>th</sup>
Θ 16 E	Geometrical Concepts	3 <sup>rd</sup>
Θ 17 E	Computational Environments of Data Analysis	7 <sup>th</sup>

<b>Methodology (M)</b>		<b>Semester</b>
M 01 Y	Educational Research Methodology I	3 <sup>rd</sup>
M 02 E	Educational Research Methodology II	5 <sup>th</sup>
M 03 E	A Scientific Approach to the Writing of a Scientific Paper and Undergraduate Thesis	5 <sup>th</sup>

<b>Foreign Languages (Ξ)</b>		<b>Semester</b>
Ξ 07 Φ	Foreign Language I	1 <sup>st</sup>
Ξ 08 Φ	Foreign Language II	2 <sup>nd</sup>
Ξ 09 Φ	Foreign Language III	3 <sup>rd</sup>
Ξ 10 Φ	Foreign Language IV	4 <sup>th</sup>

<b>Diploma Dissertation (X)</b>		<b>Semester</b>
X 01 E	Diploma dissertation	7 <sup>th</sup>
X02 E	Diploma dissertation	8 <sup>th</sup>
X 03 E	Diploma dissertation	8 <sup>th</sup>

<b>Practicum (A)</b>		<b>Semester</b>
A1	Practicum A1	3 <sup>rd</sup>
A2	Practicum A2	4 <sup>th</sup>
A3	Practicum A3	5 <sup>th</sup>
A4	Practicum A4	6 <sup>th</sup>
A5	Practicum A5	7 <sup>th</sup> and 8 <sup>th</sup>

## B. Indicative Program of Courses (for students first enrolled from 2013-14 onwards)

It includes the distribution of courses in eight semesters of study, the required hours of teaching per week for each course and the corresponding credit units. It indicates the logical course of study.

	<b>Course ID</b>	<b>1<sup>st</sup> Semester</b>	<b>Theory</b>	<b>Lab/ Practice Instruction</b>	<b>Units</b>	<b>ECTS Credit Units</b>
1	K 16 Y	Introduction to Philosophy	3	-	3	4
2	K 20 Y	Modern Greek History	3	-	3	4
3	Ψ 29 Y	Introduction to Psychology	3	-	3	4
4	Δ 01 Y	Introduction to the Sciences of Education	3	-	3	4
5	Π 03 Y	Introduction to Linguistics: Analysis of the Greek Language	3	-	3	4
6	Π 05 Y	Introduction to Modern Greek Literature	3	-	3	4
7	Θ 03 Y	Principles of Computer Science I	2	1	3	4
8	Ξ 07 Φ	Foreign Language I	-	-	-	2

	<b>Course ID</b>	<b>2<sup>nd</sup> Semester</b>	<b>Theory</b>	<b>Lab/ Practice</b>	<b>Instruction Units</b>	<b>ECTS Credit Units</b>
1	K 03 Y	Introduction to Sociology	3	-	3	4
2	Ψ 02 Y	Cognitive Psychology	3	-	3	4
3	Δ 17 Y	Development of Pedagogical Thinking	3	-	3	4
4	Δ 03 Y	Learning Theories and Educational Practice (for students first enrolled in 2013-14)	2	1	3	4
4	Δ 41 Y	Contemporary Early Childhood Education Programs (for students first enrolled from 2014-15 onwards)	2	1	3	4
5	Θ 01 Y	Basic Concepts of Mathematics	2	1	3	4
6	Θ 04 Y	Principles of Computer Science II	2	1	3	4
7	Π 43 Y	Introduction to Children's Literature	3	-	3	4
8	Ξ 08 Φ	Foreign Language II	-	-	-	2

	Course ID	3 <sup>rd</sup> Semester	Theory	Lab/ Practice	Instruction Units	ECTS Credit Units
1	K 04 Y	Sociology of Education I	3	-	3	4
2	Ψ 03 Y	Psychology of Child Development I	3	-	3	4
3	Δ 06 Y	Contemporary Didactics: Basic Notions and Application Proposals	2	1	3	4
4	Π 17 Y	Introduction to Museum Education	3	-	3	4
5	M 01 Y	Educational Research Methodology I	2	1	3	4
6		<i>Elective course [from the following list of elective courses]</i>				
7	Ξ 09 Φ	Foreign Language III	-	-	-	2
8	A1	Practicum I: <i>ΠΚ1. The Space Organization, the Program and the Operation of the Kindergarten Classroom</i> <i>ΠΚ2. Psychomotricity, Movement Education, Experiential Learning</i>			3	4
		<b><i>ELECTIVE COURSES</i></b>				
	K 07 E	<i>Modern and Contemporary History of European Society</i>	3	-	3	4
	Π 07 E	<i>History of Art</i>	3	-	3	4
	Θ 16 E	<i>Geometrical Concepts</i>	2	1	3	4
	Π 40 E	<i>Subversive Narratives of Childhood</i>	3	-	3	4
	Π 47 E	<i>Discourse Analysis</i>	3	-	3	4
	Π 48 E	<i>Folk Narratology</i>	3	-	3	4

	Course ID	4 <sup>th</sup> Semester	Theory	Lab/ Practice	Instruction Units	ECTS Credit Units
1	K 24 Y	Intercultural Education	3	-	3	4
2	K 34 Y	Sociological Approaches to Childhood (for students first enrolled in 2013-14)	3	-	3	4
2	K 39 Y	History of Childhood (for students first enrolled from 2014-15 onwards)				
3	Ψ 04 Y	Psychology of Child Development II	3	-	3	4
4	Ψ 14 Y	Health Psychology	3	-	3	4
5	Δ 04 Y	Evaluation: Theoretical approaches and applications in Education	2	1	3	4
6		<i>Elective course [from the following list of elective courses]</i>			3	4
7	Ξ 10 Φ	Foreign Language IV	-	-	-	2
8	A2	Practicum II: <i>ΠΚ3. Observation of the Child</i> <i>ΠΚ4. Design and Application of Educational Activities in the Kindergarten</i> <i>ΠΚ5. Music</i>			5	4
		<b><i>ELECTIVE COURSES</i></b>				
	K 21 E	<i>History of Childhood</i> (for students first enrolled in 2013-14)	3	-	3	4
	Θ 06 E	<i>Computers in Education</i>	1	2	3	4
	Π 45 E	<i>Educational Approaches to Children's Museums and Science Museums</i>	3	-	3	4
	K 32 E	<i>Texts of Philosophical - Pedagogical Reflection</i>	3	-	3	4
	Δ 12 E	<i>Greek Language Teaching</i>	2	1	3	4

	Course ID	5 <sup>th</sup> Semester	Theory	Lab/ Practice	Instruction Units	ECTS Credit Units
1	Θ 10 Y	Mathematics in Early Childhood Education	2	1	3	4
2	Δ 23 Y	Collaborative Types of Learning in Early Childhood Education	2	1	3	4
3	Δ 02 Y	Current Educational Directions	3	-	3	4
4	Ψ 35 Y	Educational Psychology	3	-	3	4
5	Θ 12 Y	Teaching and Learning of Science for Early Childhood	2	1	3	4
6		<i>Elective course [from the following list of elective courses]</i>			3	4
7		<i>Elective course [from the following list of elective courses]</i>			3	4
8	A3	Practicum III: <i>ΠΚ6. Special educational programs</i> <i>ΠΚ7. Aesthetic Education I</i> <i>ΠΚ8. Puppet theatre for children</i> <i>ΠΚ8Α. Tutorial for Dangers – Accidents</i>			5	2
		<b><i>ELECTIVE COURSES</i></b>				
	Δ 05 Y	<i>Pedagogical Relations and Interactions</i>	2	1	3	4
	Θ 07 E	<i>Multimedia and Networks in Early Childhood Education</i>	1	2	3	4
	Ψ 32 E	<i>Sexuality and Health</i>	3	-	3	4
	Π 38 E	<i>Topics on Museology</i>	3	-	3	4
	Π 06 E	<i>Modern Greek Children Literature</i>	3	-	3	4
	K 36 E	<i>Media Literacy</i>	3	-	3	4
	Ψ 33 E	<i>Communication and Language Development</i>	3	-	3	4
	M 02 E	<i>Educational Research Methodology</i>	1	2	3	4
	M 03 E	<i>A Scientific Approach to the Writing of a Scientific Paper and Undergraduate Thesis</i>	1	2	3	4
	K 37 E	<i>Sociology of the Family</i>	3	-	3	4



	Course ID	6 <sup>th</sup> Semester	Theory	Lab/ Practice	Instruction Units	ECTS Credit Units
1	K 05 Y	Sociology of Education II	3	-	3	4
2	Ψ 06 Y	Social Psychology	3	-	3	4
3	Θ 08 Y	Descriptive Statistics	2	1	3	4
4	Δ 43 Y	Special Education	2	1	3	4
5		<i>Elective course [from the following list of elective courses]</i>				
6		<i>Elective course [from the following list of elective courses]</i>				
7	A4	Practicum IV: <i>ΠΚ9. Design, Application, Observation and Assessment of the Daily Program in the Kindergarten</i> <i>ΠΚ10. Dramatic Play - Dramatization</i> <i>ΠΚ11. Aesthetic Education II</i>			5	6
		<b><i>ELECTIVE COURSES</i></b>				
	K 13 E	<i>Gendered Identities and Education</i>	2	1	3	4
	Ψ 28 E	<i>Child and Life Events</i>	2	1	3	4
	Δ 37 E	<i>Pedagogy and Play in Early Childhood Education</i>	2	1	3	4
	Π 37 E	<i>Applied Museum Education</i>	2	1	3	4
	Θ 05 E	<i>Concepts of Science in Early Childhood</i>	2	1	3	4
	K 30 E	<i>Educational Innovation and Entrepreneurship I</i>	1	2	3	4
	Δ 27 E	<i>Tutoring: Theory and Research</i>	1	2	3	4
	Π 44 E	<i>20th Century Poetry</i>	3	-	3	4
	Δ 42 E	<i>Child Study</i>	3	-	3	4

	Course ID	7 <sup>th</sup> Semester	Theory	Lab/ Practice	Instruction Units	ECTS Credit Units
1	Π 23 Y	Illustrated Children's Books and their Reading	3	-	3	4
2	Θ 02 Y	Environmental Education, Sustainability and Sustainable Development	2	1	3	4
3	Δ 40 Y	Guiding Young Children in the Kindergarten	3	-	3	4
4		<i>Elective course [from the following list of elective courses]</i>				
5		<i>Elective course [from the following list of elective courses]</i>				
6	X 01 E	<i>Diploma dissertation or Elective course [from the following list of elective courses]</i>				
7	A5	Practicum V: <i>ΠΚ12. Project Method and Working in Small Groups in the Kindergarten</i> <i>ΠΚ13. Activities within the Community</i> <i>ΠΚ16. Literacy Development and Instruction in Early Childhood</i>			3	6
		<b><i>ELECTIVE COURSES</i></b>				
	K 19 E	<i>Contemporary Philosophical Anthropology</i>	3	-	3	4
	Ψ 23 E	<i>Intergroup Relations in Social Psychology</i>	3	-	3	4
	K 25 E	<i>Religion and Education in Multicultural Societies</i>	3	-	3	4
	Θ 17 E	<i>Computational Environments of Data Analysis</i>	2	1	3	4
	K 33 E	<i>Special Topics on Sociology of the Family</i>	3	-	3	4
	Π 46 E	<i>Creative Music Activities for Kindergarten</i>	1	2	3	4
	Δ 13 E	<i>Health Education in Early Childhood</i>	3	-	3	4
	K 31 E	<i>Educational Innovation and Entrepreneurship II</i>	1	2	3	4
	K 01 E	<i>History of Modern Greek Education</i>	3	-	3	4
	K 38 E	<i>Inequalities and Social Exclusion</i>	3	-	3	4

	Course ID	8 <sup>th</sup> Semester	Theory	Lab/ Practice	Instruction Units	ECTS Credit Units
1	K 17 Y	Philosophy of Education (Paideia)	3	-	3	4
2	K 35 Y	Sociolinguistics	3	-	3	4
3	Ψ 34 Y	Child Psychopathology	3	-	3	4
4		<i>Elective course [from the following list of elective courses]</i>				
5	X 02 E	<i>Diploma dissertation or Elective course [from the following list of elective courses]</i>				
6	X 03 E	<i>Diploma dissertation or Elective course [from the following list of elective courses]</i>				
7	A5	Practicum V: <i>IK15. Organization and Management of Educational unit</i>			8	6
<b>ELECTIVE COURSES</b>						
	K 14 E	<i>Qualitative Approaches to the Sociology of Education</i>	3	-	3	4
	Ψ 24 E	<i>Topics in Cross-Cultural Social Psychology</i>	3	-	3	4
	Π 39 E	<i>The Bildungsroman</i>	3	-	3	4
	Π 42 E	<i>Intertextuality and Adaptations in Children's Literature</i>	3	-	3	4
	Θ 13 E	<i>Environmental Issues in Education</i>	2	1	3	4
	K 34 E	<i>History and History Didactics</i>	3	-	3	4
	Π 49 E	<i>Folk Studies</i>	3	-	3	4

### C. Indicative Program of Courses (for students first enrolled in 2011-12 and 2012-13)

It includes the distribution of courses in eight semesters of study, the required hours of teaching per week for each course and the corresponding credit units. It indicates the logical course of study.

	Course ID	1 <sup>st</sup> Semester	Theory	Lab/ Practice	Instruction Units	ECTS Credit Units
1	K 16 Y	Introduction to Philosophy	3	-	3	4
2	K 20 Y	Modern Greek History	3	-	3	4
3	Ψ 29 Y	Introduction to Psychology	3	-	3	4
4	Δ 01 Y	Introduction to the Sciences of Education	3	-	3	4
5	Π 03 Y	Introduction to Linguistics: Analysis of the Greek Language	3	-	3	4
6	Π 10 Y	Folk Narratology	3	-	3	4
7	Θ 03 Y	Principles of Computer Science I	2	1	3	4
8	Ξ 07 Φ	Foreign Language I	-	-	-	2

	Course ID	2 <sup>nd</sup> Semester	Theory	Lab/ Practice	Instruction Units	ECTS Credit Units
1	K 03 Y	Introduction to Sociology	3	-	3	4
2	Ψ 02 Y	Cognitive Psychology	3	-	3	4
3	Δ 17 Y	Development of Pedagogical Thinking	3	-	3	4
4	Δ 03 Y	Learning Theories and Educational Practice	2	1	3	4
5	Θ 01 Y	Basic Concepts of Mathematics	2	1	3	4
6	Θ 04 Y	Principles of Computer Science II	2	1	3	4
7	Π 05 Y	Introduction to Modern Greek Literature	3	-	3	4
8	Π 18 Y	Folk Studies	3	-	3	4
9	Ξ 08 Φ	Foreign Language II	-	3	-	2

	Course ID	3 <sup>rd</sup> Semester	Theory	Lab/ Practice	Instruction Units	ECTS Credit Units
1	K 04 Y	Sociology of Education I	3	-	3	4
2	Ψ 03 Y	Psychology of Child Development I	3	-	3	4
3	Δ 06 Y	Contemporary Didactics: Basic Notions and Application Proposals	2	1	3	4
4	Π 43 Y	Introduction to Children's Literature	3	-	3	4
5	Π 17 Y	Introduction to Museum Education	3	-	3	4
6		<i>Elective course [from the following list of elective courses]</i>				
7	Ξ 09 Φ	Foreign Language III	-	-	-	2
8	A1	Practicum I: <i>ΠΚ1. The Space Organization, the Program and the Operation of the Kindergarten Classroom</i> <i>ΠΚ2. Psychomotricity, Movement Education, Experiential Learning</i>			3	3
<b><i>ELECTIVE COURSES</i></b>						
	K 01 E	<i>History of Modern Greek Education</i>	3	-	3	4
	Π 07 E	<i>History of Art</i>	3	-	3	4
	Θ 16 E	<i>Geometrical Concepts</i>	2	1	3	4
	Π 40 E	<i>Subversive Narratives of Childhood</i>	3	-	3	4

	Course ID	4 <sup>th</sup> Semester	Theory	Lab/ Practice	Instruction Units	ECTS Credit Units
1	K 24 Y	Intercultural Education	3	-	3	4
2	K 34 Y	Sociological Approaches to Childhood	3	-	3	4
3	Ψ 04 Y	Psychology of Child Development II	3	-	3	4
4	Ψ 14 Y	Health Psychology	3	-	3	4
5	Δ 02 Y	Current Educational Directions	3	-	3	4
6	Δ 04 Y	Evaluation: Theoretical approaches and applications in Education	2	1	3	4
7	Θ 10 Y	Mathematics in Early Childhood Education	2	1	3	4
8		<i>Elective course [from the following list of elective courses]</i>				
9	Ξ 10 Φ	Foreign Language IV	-	3	-	2
10	A2	Practicum II: <i>ΠΚ3. Observation of the Child</i> <i>ΠΚ4. Design and Application of Educational Activities in the Kindergarten</i> <i>ΠΚ5. Music</i>			5	4
		<b><i>ELECTIVE COURSES</i></b>				
	K 21 E	<i>History of Childhood</i>	3	-	3	4
	Θ 06 E	<i>Computers in Education</i>	1	2	3	4
	Π 45 E	<i>Educational Approaches to Children's Museums and Science Museums</i>	3	-	3	4
	K 32 E	<i>Texts of Philosophical - Pedagogical Reflection</i>	3	-	3	4
	Δ 12 E	<i>Greek Language Teaching</i>	2	1	3	4
	Π 06 E	<i>Modern Greek Children Literature</i>	3	-	3	4

	Course ID	5 <sup>th</sup> Semester	Theory	Lab/ Practice	Instruction Units	ECTS Credit Units
1	K 23 Y	Sociology of the Family	3	-	3	4
2	Ψ 07 Y	Child Psychopathology I	3	-	3	4
3	Δ 23 Y	Collaborative Types of Learning in Early Childhood Education	2	1	3	4
4	Δ 32 Y	Special Education I	2	1	3	4
5	Θ 12 Y	Teaching and Learning of Science for Early Childhood	2	1	3	4
6		<i>Elective course [from the following list of elective courses]</i>				
7		<i>Elective course [from the following list of elective courses]</i>				
8	A3	Practicum III: <i>ΠΚ6. Special Educational Programs</i> <i>ΠΚ7. Aesthetic Education I</i> <i>ΠΚ8. Puppet Theatre for Children</i> <i>ΠΚ8Α. Tutorial for Dangers – Accidents</i>			5	3
		<b><i>ELECTIVE COURSES</i></b>				
	Δ 05 Y	<i>Pedagogical Relations and Interactions</i>	2	1	3	4
	Θ 07 E	<i>Multimedia and Networks in Early Childhood Education</i>	1	2	3	4
	Ψ 32 E	<i>Sexuality and Health</i>	3	-	3	4
	Π 38 E	<i>Topics on Museology</i>	3	-	3	4
	K 30E	<i>Educational Innovation and Entrepreneurship I</i>	1	2	3	4
	Π 44 E	<i>20th Century Poetry</i>	3	-	3	4
	Π 46 E	<i>Creative Music Activities for Kindergarten</i>	1	2	3	4
	K 36 E	<i>Media Literacy</i>	3	-	3	4

	Course ID	6 <sup>th</sup> Semester	Theory	Lab/ Practice	Instruction Units	ECTS Credit Units
1	K 05 Y	Sociology of Education II	3	-	3	4
2	Ψ 06 Y	Social Psychology	3	-	3	4
3	Θ 08 Y	Descriptive Statistics	2	1	3	4
4		<i>Elective course [from the following list of elective courses]</i>				
5		<i>Elective course [from the following list of elective courses]</i>				
6	A4	Practicum IV: <i>ΠΚ9. Design, Application, Observation and Assessment of the Daily Program in the Kindergarten</i> <i>ΠΚ10. Dramatic Play - Dramatization</i> <i>ΠΚ11. Aesthetic Education II</i>			5	5
<b>ELECTIVE COURSES</b>						
	K 13 E	<i>Gendered Identities and Education</i>	2	1	3	4
	Δ 13 E	<i>Health Education in Early Childhood</i>	3	-	3	4
	Δ 37 E	<i>Pedagogy and Play in Early Childhood Education</i>	2	1	3	4
	Π 37 E	<i>Applied Museum Education</i>	2	1	3	4
	Θ 05 E	<i>Concepts of Science in Early Childhood</i>	2	1	3	4
	M 02 E	<i>Educational Research Methodology II</i>	1	2	3	4
	K 07 E	<i>Modern and Contemporary History of European Society</i>	3	-	3	4
	K 31 E	<i>Educational Innovation and Entrepreneurship II</i>	1	2	3	4
	Ψ 19 E	<i>Child Psychopathology II</i>	3	-	3	4
	Δ 27 E	<i>Tutoring: Theory and Research</i>	1	2	3	4
	Δ 42 E	<i>Child Study (for students that first enrolled in 2012-13)</i>	3	-	3	4



	Course ID	7 <sup>th</sup> Semester	Theory	Lab/ Practice	Instruction Units	ECTS Credit Units
1	Π 23 Y	Illustrated Children's Books and their Reading	3	-	3	4
2	Θ 02 Y	Environmental Education, Sustainability and Sustainable Development	2	1	3	4
3	Δ 40 Y	Guiding Young Children in the Kindergarten	3	-	3	4
4		<i>Elective course [from the following list of elective courses]</i>				
5	X 01 E	<i>Diploma dissertation or Elective course [from the following list of elective courses]</i>				
6	A5	Practicum V: <i>ΠΚ12. Project method and Working in Small Groups in the Kindergarten</i> <i>ΠΚ13. Activities within the Community</i> <i>ΠΚ16. Literacy Development and Instruction in Early Childhood</i>			3	8
		<b><i>ELECTIVE COURSES</i></b>				
	K 19 E	<i>Contemporary Philosophical Anthropology</i>	3	-	3	4
	Ψ 23 E	<i>Intergroup Relations in Social Psychology</i>	3	-	3	4
	K 25 E	<i>Religion and Education in Multicultural Societies</i>	3	-	3	4
	Θ 17 E	<i>Computational Environments of Data Analysis</i>	2	1	3	4
	K 33 E	<i>Special Topics on Sociology of the Family</i>	3	-	3	4
	Ψ 28 E	<i>Child and Life Events</i>	2	1	3	4
	K 38 E	<i>Inequalities and Social Exclusion</i>	3	-	3	4

	Course ID	8 <sup>th</sup> Semester	Theory	Lab/ Practice	Instruction Units	ECTS Credit Units
1	K 17 Y	Philosophy of Education (Paideia)	3	-	3	4
2		<i>Elective course [from the following list of elective courses]</i>				
3	X 02 E	<i>Diploma dissertation or Elective course [from the following list of elective courses]</i>				
4	X 03 E	<i>Diploma dissertation or Elective course [from the following list of elective courses]</i>				
5	A5	Practicum V: <i>ΠΚ15. Organization and Management of Educational unit</i>			8	5
		<b><i>ELECTIVE COURSES</i></b>				
	K 14 E	<i>Qualitative Approaches to the Sociology of Education</i>	3	-	3	4
	Ψ 24 E	<i>Topics in Cross-Cultural Social Psychology</i>	3	-	3	4
	Π 39 E	<i>The Bildungsroman</i>	3	-	3	4
	Π 42 E	<i>Intertextuality and Adaptations in Children's Literature</i>	3	-	3	4
	Θ 13 E	<i>Environmental Issues in Education</i>	2	1	3	4
	K 34 E	<i>History and History Didactics</i>	3	-	3	4
	K 35 E	<i>Sociolinguistics</i>	3	-	3	4

## D. Program of Taught Courses

	CourseID	1 <sup>st</sup> Semester	Instructor(s)	ECTS Credit Units and Instruction Units	
1	K 16 Y	Introduction to Philosophy	A. Theodoridis	4	3
2	K 20 Y	Modern Greek History	I. Mantouvalos	4	3
3	Ψ 29 Y	Introduction to Psychology	A. Karousou V. Brouskeli A. Sapountzis	4	3
4	Δ 01 Y	Introduction to the Sciences of Education	M. Moumoulidou	4	3
5	Π 03 Y	Introduction to Linguistics: Analysis of the Greek Language	V. Tsakona	4	3
6	Π 05 Y	Introduction to Modern Greek Literature	S. Iakovidou	4	3
7	Θ 03 Y	Principles of Computer Science I	D. Prentzas	4	3
8	Ξ 07 Φ	Foreign Language I	M. Ammari A. Mavromara E. Panidou	2	

	CourseID	2 <sup>nd</sup> Semester	Instructor(s)	ECTS Credit Units and Instruction Units	
1	K 03 Y	Introduction to Sociology	M. Vergeti	4	3
2	Ψ 02 Y	Cognitive Psychology	A. Karousou	4	3
3	Δ 41 Y	Contemporary Early Childhood Education Programs	K. Karadimitriou	4	3
4	Δ 17 Y	Development of Pedagogical Thinking	M. Moumoulidou	4	3
5	Θ 01 Y	Basic Concepts of Mathematics	A. Dramalidis	4	3
6	Θ 04 Y	Principles of Computer Science II	D. Prentzas	4	3
7	Π 43 Y	Introduction to Children Literature	A. Economidou	4	3
8	Ξ 08 Φ	Foreign Language II	M. Ammari A. Mavromara E. Panidou	2	

	CourseID	3 <sup>rd</sup> Semester	Instructor(s)	ECTS Credit Units and Instruction Units	
1	K 04 Y	Sociology of Education I	L. Gogou	4	3
2	Ψ 03 Y	Psychology of Child Delopment I	N. Makris	4	3
3	Δ 06 Y	Contemporary Didactics: Basic Notions and Application Proposals	M. Moumoulidou	4	3
4	Π 17 Y	Introduction to Museum Education	A. Filippoupoliti	4	3
5	M 01 Y	Educational Research Methodology I	A. Sapountzis	4	3
6	Ξ 09 Φ	Foreign Language III	M. Ammari	2	
			A. Mavromara		
			E. Panidou		
7		<i>Elective course [from the following list of elective courses]</i>			
8	A1	Practicum I	M. Moumoulidou	4	3
		<i>ΠΚ1. The Space Organization, the Program and the Operation of the Kindergarten Classroom</i>			
		<i>ΠΚ2. Psychomotricity, Movement Education, Experiential Learning</i>	A. Kambas		
		<b><i>Elective Courses</i></b>			
1	Π 40 E	<i>Subversive Narratives of Childhood</i>	S. Iakovidou	4	3
2	Θ 16 E	<i>Geometrical Concepts</i>	A. Dramalidis	4	3
3	Π 47 E	<i>Discourse Analysis</i>	V. Tsakona	4	3

	CourseID	4 <sup>th</sup> Semester	Instructor(s)	ECTS Credit Units and Instruction Units	
1	K 24 Y	Intercultural Education	G. Mavrommatis	4	3
2	Ψ 14 Y	Health Psychology	V. Brouskeli	4	3
3	Δ 04 Y	Evaluation: Theoretical approaches and applications in Education	G. Rekalidou	4	3
4	Ψ 04 Y	Psychology of Child Development II	A. Karousou	4	3
5	K 39 Y	History of Childhood	I. Mantouvalos	4	3
6		<i>Elective course [from the following list of elective courses]</i>			
7	Ξ 10 Φ	Foreign Language IV	M. Ammari	2	
			A. Mavromara		
			E. Panidou		
8	A2	Practicum II  <i>ΠΚ3. Observation of the Child</i> <i>ΠΚ4. Design and Application of Educational Activities in the Kindergarten</i> <i>ΠΚ5. Music</i>	D. Evangelou K. Karadimitriou E. Kopsalidou	4	5
		<b><i>Elective Courses</i></b>			
1	K 32 E	<i>Texts of Philosophical - Pedagogical Reflection</i>	A. Theodoridis	4	3
2	Δ 12 E	<i>Greek Language Teaching</i>	V. Tsakona	4	3
3	Π 45 E	<i>Educational Approaches to Children's Museums and Science Museums</i>	A. Filippoupoliti	4	3
4	Θ 06 E	<i>Computers in Education</i>	D. Prentzas	4	3

	CourseID	5 <sup>th</sup> Semester	Instructor(s)	ECTS Credit Units and Instruction Units	
1	Θ 10 Y	Mathematics in Preschool Education	C. Sakonidis	4	3
2	Δ 02 Y	Current Educational Directions	G. Rekalidou	4	3
3	Ψ 35 Y	Educational Psychology	C. Kokkinos	4	3
4	Δ 23 Y	Collaborative Types of Learning in Early Childhood Education	K. Karadimitriou	4	3
5	Θ 12 Y	Teaching and Learning of Science for Early Childhood	A. Dimitriou	4	3
6		<i>Elective course [from the following list of elective courses]</i>			
7		<i>Elective course [from the following list of elective courses]</i>			
8	A3	Practicum III	A. Filippopoliti	3	5
		<i>ΠΚ6. Special Educational Programs</i>	V. Brouskeli		
		<i>ΠΚ7. Aesthetic Education I</i>	G. Mavrommatis		
		<i>ΠΚ8. Puppet Theatre for children</i>	M. Pavlidou		
		<i>ΠΚ8α. Tutorial for Dangers-Accidents</i>	S. Papadopoulos		
		<i>ΠΚ8α. Tutorial for Dangers-Accidents</i>	G. Tektonidis		
		<b><i>Elective Courses</i></b>			
1	Π 38 E	<i>Topics on Museology</i>	A. Filippopoliti	4	3
2	Θ 07 E	<i>Multimedia and Networks in Early Childhood Education</i>	D. Prentzas	4	3
3	Ψ 33 E	<i>Communication and Language Development</i>	A. Karousou	4	3
4	M 02 E	<i>Educational Research Methodology II</i>	A. Karousou A. Sapountzis	4	3

	CourseID	6 <sup>th</sup> Semester	Instructor(s)	ECTS Credit Units and Instruction Units	
1	K 05 Y	Sociology of Education II	L. Gogou	4	3
2	Ψ 06 Y	Social Psychology	A. Sapountzis	4	3
3	Θ 08 Y	Descriptive Statistics	A. Dramalidis	4	3
4		<i>Elective course [from the following list of elective courses]</i>			
5		<i>Elective course [from the following list of elective courses]</i>			
6	A4	Practicum IV <i>ΠΚ9. Design, Application, Observation and Assessment of the Daily Program in the Kindergarten</i> <i>ΠΚ10. Dramatic Play - Dramatization</i>	G. Rekalidou S. Papadopoulos	5	5
		<b><i>Elective Courses</i></b>			
1	Ψ 28 E	<i>Child and Lifelong Events</i>	V. Brouskeli	4	3
2	Δ 27 E	<i>Tutoring: Theory and Research</i>	M. Moumoulidou	4	3
3	Δ 37 E	<i>Pedagogy and Play in Early Childhood Education</i>	K. Karadimitriou	4	3
4	Π 37 E	<i>Applied Museum Education</i>	A. Filippopoliti	4	3
5	Θ 05 E	<i>Concepts of Science in Early Childhood</i>	A. Dimitriou	4	3
6	Δ 42 E	<i>Child Study</i>	D. Evangelou	4	3

	CourseID	7 <sup>th</sup> Semester	Instructor(s)	ECTS Credit Units and Instruction Units	
1	Θ 02 Y	Environmental Education, Sustainability and Sustainable Development	A. Dimitriou	4	3
2	Π 23 Y	Illustrated Children's Books and their Reading	A. Economidou	4	3
3	Δ 40 Y	Guiding Young Children in the Kindergarten	D. Evangelou	4	3
4		<i>Elective course [from the following list of elective courses]</i>			
5	X 01 E	<i>Diploma Dissertation or Elective course [from the following list of elective courses]</i>			
6	A5	Practicum V  <i>ΠΚ12. Project method and Working in Small Groups in the Kindergarten</i>  <i>ΠΚ13. Activities within the Community</i>	D. Evangelou  G. Mavrommatis  A. Filippoupoliti  K. Karadimitriou	8	3
		<b><i>Elective Courses</i></b>			
1	K 19 E	<i>Contemporary Philosophical Anthropology</i>	A. Theodoridis	4	3
2	K 25 E	<i>Religion and Education in Multicultural Societies</i>	G. Mavrommatis	4	3
3	Ψ 23 E	<i>Intergroup Relations in Social Psychology</i>	A. Sapountzis	4	3
4	Θ 17 E	<i>Computational Environments of Data Analysis</i>	A. Dramalidis	4	3
5	Ψ 33 E	<i>Communication and Language Development</i>	A. Karousou	4	3
6	K 38 E	<i>Inequalities and Social Exclusion</i>	L. Gogou	4	3



	CourseID	8 <sup>th</sup> Semester	Instructor(s)	ECTS Credit Units and Instruction Units	
1	K 17 Y	Philosophy of Education (Paideia)	A. Theodoridis	4	3
2		<i>Elective course [from the following list of elective courses]</i>			
3	X 02 E	<i>Diploma Dissertation or Elective course [from the following list of elective courses]</i>			
4	X 03 E	<i>Diploma Dissertation or Elective course [from the following list of elective courses]</i>			
5	A5	Practicum V <i>ΠΚ15. Organization and Management of Educational Unit</i>	N. Papadopoulos Z. Dalouka	5	8
		<b><i>Elective Courses</i></b>			
1	K 14 E	<i>Qualitative Approaches to the Sociology of Education</i>	L. Gogou	4	3
2	Ψ 24 E	<i>Topics in Cross-Cultural Social Psychology</i>	A. Sapountzis	4	3
3	Θ 13 E	<i>Environmental Issues in Education</i>	A. Dimitriou	4	3
4	Π 42 E	<i>Intertextuality and Adaptations in Children's Literature</i>	A. Economidou	4	3
5	K 35 Y	<i>Sociolinguistics</i>	V. Tsakona	4	3
6	K 34 E	<i>History and History Didactics</i>	I. Mantouvalos	4	3

## **Abstracts of Courses**

### **Philosophical, Sociological and Historical Approach to Education (K)**

#### **(K 01 E) History of Modern Greek Education (1830-1989)**

*Instructor: Ikaros Mantouvalos, Assistant Professor*

The first part of this course examines issues such as the condition of education in the first decades following the instauration of the Greek state, the applied educational methods and their representatives, the educational reforms during the 20th century and their protagonists, and finally the primary problems of modern Greek education. In the second part of the course, early childhood education is examined as it developed in the beginning of the 20th century within Greece and outside (Greek diaspora communities), along with the didactic practices applied in Greek early childhood at the time. The historical context of the particular period and its peculiarities are brought forth and are explained, offering ways of understanding the adaptation of didactics methods (interteaching/didactics F. Froebel) in early childhood, as well as the development of Greek early childhood education in general. Methodologically, the course is based exclusively on primary sources, representative exemplifications are presented of “nursery schools”, use is made of particular didactic methods and of time table applications etc., all enriched with transparencies representative of the Greek early childhood education of the examined period.

#### **(K 03 Y) Introduction to Sociology**

*Instructor: Maria Vergeti, Assistant Professor, Dept. of Primary Education*

The objective of this course is to initiate students into new ways of thought, to sharpen the capacities of observation and to strengthen their analytic skills about subjects that are related to how the social environment where we live is organised, functions, develops itself and changes, along with the phenomena that comprise it. The development of these issues will be based on the opinions expressed by the major sociological currents of thought (functionalism, conflict theory, and interaction theory). From the constellation of social processes that constitute social life we

will explore subjects as: The structural elements of human society and the way they have been interpreted by the founders of sociology (A. Comte, E. Durkheim, G. Zimel, K. Marx, M. Weber). The relation of sociology to the other social sciences. The forms of social organisation (society and community, social groups, social institutions, social inequality, social classes, social stratification, social mobility). The content of society (culture, social rules and values, socialisation and social control, divergence, anomie, alienation, ideology etc). The development of society. The rural and industrial societies. The urbanisation and the urban phenomenon. The State, the bureaucracy and the political institutions. The social alteration and the social change in the globalized environment. The revolutions and the social movements. In the course of study of the above subjects we will study how sociologists work in order to collect the necessary data to argue on their perspective, which are the steps of scientific method in sociological research and deontology.

#### **(K 04 Y) Sociology of Education I**

*Instructor: Lela Gogou, Professor*

Social and educational inequalities. The concept of social inequality. Inequalities and social stratification. Inequalities and socio-cultural differences. The school explosion. The democratisation of studying and the disparity of educational opportunities. Aspects of the concept of educational opportunities. Social stratification and social mobility. Education, financial development and the job market. The sociological approach to school failure/success. School performance and social origins. Mechanisms of school choice, evaluation as a mechanism of social choice. Sociolinguistics and school performance (B. Bernstein). Curricula, culture and social classes. Sociological approaches of education: Durkheim and the functionalist tradition. The Functionalist theorisation (T. Parsons). The Functionalist approach to education. The Marxist theorisation (an introduction). The Marxist analysis of education. The theory of Social Capital by P. Bourdieu and J-C. Passeron. The theory of Methodological Individualism (R. Boudon).

#### **(K 05 Y) Sociology of Education II**

*Instructor: Lela Gogou, Professor*

The issue of social and educational inequalities with regards to the educational democratisation constitutes a significant research matter, yet we do not disregard the importance of the theoretical approaches which are relevant to schools' operations, the social interaction inside the classroom, the strategies and the social identity of the various individual actors, the development of the content and of the methods of school knowledge, the mechanisms and the risks of innovation.

The following thematic sections are being thoroughly developed:

- The development of the theoretical analyses regarding the school. From the theories of social reproduction to sociological constructivism. The emergence of the acting subject. The researchers' interest focuses on the sociological approaches of symbolic interactionism, ethnomethodology, cognitive sociology and social phenomenology. The effect of the abovementioned theoretical approaches in the analysis of educational phenomena, both through the theory and through research methodology, which are inscribed on a micro-sociology. Attempts to combine macro and micro analysis. The study of social interaction between acting subjects inside and outside the school environment (pupils – educators, educators – parents of different social strata).
- The analysis of educational phenomena through an ethnographic perspective. The school's ethnography in English and French countries. The contribution and the limitations of the ethnographic approach.
- New horizons in the studies of the relationship between school and the environment. The school in the local and the national framework.

The aim of this module is the understanding of the mechanisms which contribute to the (re)production of social and educational inequalities. The focus on the constructivist perspective (social phenomenology, symbolic interactionism, ethnomethodology, cognitive sociology), is considered essential. The effects of these theories were particularly evident in the beginning of the 1980s through the discussions that refer to the concept of socialisation, as well as through the interest on educational strategies and practices, to which we cannot refer without acknowledging the acting subject's restricted way of thought.

## **(K 07 E) Modern and Contemporary History of European Society**

*Instructor: Ikaros Mantouvalos, Assistant Professor*

Covering the European history from the invention of typography till the three decades following the end of World War II, we attempt to highlight the various experiences of people during the early recent and modern period placing the European historic evolution in a global context. First, we investigate the important changes in a financial and social level that lead to the crisis of the seigniorial system and the emersion of European capitalism exploring the prime capitalist and subsequent capitalist financial activities. Simultaneously, emphasis is put on the concept of variation in European national, religious and social minorities and the process of composing the main European national, social and religious identities. The interest focuses on politico-social revolutions of great significance that took place during the 18<sup>th</sup> and 19<sup>th</sup> centuries while simultaneously the changes in the social structure and financial organization with the establishment of industrial capitalism are recorded. Finally, the dramatic developments of the 20<sup>th</sup> century such as World War I, World War II, the crisis during the years between World War I and II, the Cold War and process to the unified Europe.

Basic purpose of the course is to highlight the consequences of the main incidents of the European history in the social and financial organization of the European countries from the 15<sup>th</sup> till the 20<sup>th</sup> century.

### **(K 14 E) Qualitative Approaches in the Sociology of Education**

*Instructor: Lela Gogou, Professor*

In order to deal with school failure it is necessary that certain transformations will be applied to regulate the internal operations of the school, together with modifications in the relationship of the school and its environment. This way will create the circumstances for a constructive opening of the school to the society. In this regard, we consider that the qualitative approach is the only tool for the analysis of the acting subjects' rational (educators, pupils, parents etc.), as well as the identification of the terms according to which they construe social reality.

The aim of this module is to sensitise the students to the qualitative research which is relevant to the analysis of the educational phenomena, together with the presentation of the Research-Action method as an instrument for the analysis of social problems, with social transformation as its ultimate goal.

## **(K 16 Y) Introduction to Philosophy**

*Instructor: Alexandros Theodoridis, Assistant Professor*

The aporetic character of a definition of Philosophy. The historicity and the history of Philosophy. The boundaries of philosophy: Philosophy and science. Philosophy and ideology. Philosophy and religion. The division of Philosophy. The ontological paradigm of philosophizing. The concepts of “being” and “becoming” in pro-Socratic philosophy. Sophistic. Plato’s ontology. Aristotle and the foundation of Philosophy as metaphysics. Fundamental issues in the philosophy of the Middle Ages. Philosophy as a cognitive theory. Rationalism, empiricism and their synthesis in Kantian philosophy. Positivism. The linguistic-analytical paradigm of philosophizing.

## **(K 17 E) Philosophy of Education (Paideia)**

*Instructor: Alexandros Theodoridis, Assistant Professor*

Paideia as an object of Philosophy. The concept of Paideia as culture. The relation of Philosophy of Education to Philosophical Anthropology. The transformation of homo sapiens to homo computans. The disengagement of pedagogical thought from ideology. The ontological condition of the possibility of autonomy. The concept of paideia as education. Aims of paideia as education. The taught knowledge. The teaching methods. Paideia and society. The taught ethos.

## **(K 19 E) Contemporary Philosophical Anthropology**

*Instructor: Alexandros Theodoridis, Assistant Professor*

The definition of Philosophical Anthropology and the human being. The living, psychological, socio-historical, and social being. Philosophical Anthropology during Greek Antiquity, Middle Ages and Recent Times. The discourse about man in the works of Kant, Fichte Hegel and Marx.

Philosophical Anthropology between science and metaphysics and its epistemological program. The definition of human substance in the context of Philosophy of Life, Phenomenology, Existentialism and Critical Theory. The opening of the anthropological question in Castoriadis' thinking.

### **(K 20 Y) Modern Greek History**

*Instructor: Ikaros Mantouvalos, Assistant Professor*

The course attempts to highlight the issues of the modern Greek social and financial way of living from the establishment of the Greek state till the period of the military junta (1967-1974). More specifically, the interest firstly focuses on the social forces, the political structures, the ideological and institutional developments that took place in the political place during the aforementioned period. Secondly, reference is made to the financial and social reforms that took place in the Greek state with emphasis on sections in which the signs of modernization or regression and anachronism.

Basic goal of the course is to emancipate the students from their attachment to the chronological sequence as the only relation of causality among the events of modern Greek history and to broaden their speculation including in it other fields (finance, society and culture) beyond politics and diplomacy in the extension of the historic course of the modern Greek state.

### **(K 21 E, K 39 Y) History of Childhood**

*Instructor: Ikaros Mantouvalos, Assistant Professor*

The course attempts to provide an introduction and understanding of the concepts of 'childhood' and 'youth' by employing tools of social history and anthropology. By highlighting the human bonds (social, financial and political) affecting or determining the position and choices of people in Europe from the late Middle Ages till the 20th century, certain parameters of these two historic categories are investigated. Some of the main issues that are investigated are the human reproduction and the child's state in its family and social environment, the education as a formation and socio-political control, the integration of children and young people in the society as well as the forms of child labor and expression of childhood autonomy.

The main goal of the course is to highlight the variation of the social categories of ‘childhood’ and ‘youth’ in the historic space and time.

### **(K 24 Y) Intercultural Education**

*Instructor: Georgios Mavrommatis, Assistant Professor*

The aim of the course is, on the one hand, to facilitate students become familiar with the basic theories of culture and, on the other hand, to present the multiple interconnections between education and culture, emphasizing on their historical and political dimensions. The main topics of the course are:

- Civilization – Culture. Cultural relativism – cultural universalism. The issue of cultural difference – the issue of social recognition.

- Images of the “other”: stereotypes and preconceptions. Narrations for the “other”.

Ethnography.

- Racism – “race”. Dominant and dominated cultures, power relations and exploitation. From biological to cultural racism.

- Nationalism and the nation-state. Minority issues and minority relations. Historical minorities – migration and minority issues– the “familiar other”.

- National culture – national education. The education of minorities and immigrants in Greece. The education of the Turkish speaking Muslim minority in Thrace.

- Educating the “other”. From the “educational/cultural deficit” hypothesis to the hypothesis of difference.

- The relation between language and culture. Research outcomes on the relation between mother tongue and second language. Models of bilingual education.

- Intercultural education: the Greek experience.

### **(K 25 E) Religion and Education in Multicultural Societies**

*Instructor: Georgios Mavrommatis, Assistant Professor*

Following a brief analysis of religion theories there’ll be a concise presentation of major religions (Judaism, Christianity, Hinduism, Buddhism, and Islam) with particular references to the



common as well as to the different elements between these religions and to the beliefs and practices which have traditionally been points of tension. Particular emphasis will be given to the social dimensions and political uses of religion, part of which is the relation between religion and education and the connections between religious categorizations and racism.

### **(K 32 E) Texts of Philosophical – Pedagogical Reflection**

*Instructor: Alexandros Theodoridis, Assistant Professor*

Plato: Republic, Aristotle: Politics, Nichomachean Ethics, J.J. Rousseau: Emile or, On Education, I. Kant: On Education, F. Nietzsche: Lessons for Education, E. Durkheim: Moral Education, J. Dewey: Experience and Education, B. Russell: On Education in Early Childhood, A.S. Makarenko: Pedagogical Poem. The Road at Life, O.F. Bollnow: On the Spirit of Practice, E. Papanoutsos: Philosophy and Education (Paideia)

### **(K 35 E, K 35 Y) Sociolinguistics**

*Instructor: Vasiliki Tsakona, Assistant Professor*

The course concentrates on linguistic variation issues. More specifically, we discuss main principles, methods, and concepts of traditional and social dialectology, as well as how linguistic variation is related to language change and communicative competence. Furthermore, we refer to aspects of language contact, such as diglossia, bilingualism, minority languages, code-switching and code-mixing, as well as to the creation of ‘new’ languages. Language change results in language maintenance, language shift or language death, which are also discussed. In addition, a central topic of the course involves linguistic inequality in the forms of linguistic sexism, linguistic prejudice and language attitudes. Such concepts are connected to the interpretation of academic failure from a sociolinguistic perspective. In addition, we present issues concerning state language policy, such as the selection of the official language, the difference between official and national languages, status planning and corpus planning, language planning bodies

and stages. Finally, we discuss the methodology of sociolinguistic research: its stages, the main techniques for data collection and the role of communities of practice. Via specific examples, the above-mentioned concepts and theories are related to Greek sociolinguistic reality and, in particular, to Greek education.

## **Psychology (Ψ)**

### **(Ψ 02 Y) Cognitive Psychology**

*Instructor: Alexandra Karousou, Lecturer*

An introductory course to Cognitive Psychology. It will introduce students to fundamental mental processes, such as **Perception** (sensory functions, visual and auditory perception), **Attention** (selective attention, automatic and controlled attention, etc.), **Memory** (Information processing theory, levels of processing, working memory, theories of remembering and forgetting, etc.), **Thought** (representation of knowledge, problem solving, decision making, etc.) and **Language** (structure and functions of language, relation language-thought). More specifically, the methodologies by which these processes are investigated, as well as the most important theoretical frameworks and research results will be discussed.

### **(Ψ 03 Y) Psychology of Child Development I**

*Instructor: Nikolaos Makris, Associate Professor, Dept. of Primary Education*

#### *Description*

This course explores the field of developmental psychology beginning with the prenatal and continuing through early childhood period. The basic principles of human development, the research methods, the fundamental theories and major findings from contemporary research are presented throughout the course. The presentation of the specific subjects follows a thematic approach, i.e. several different aspects of development including physical, cognitive, social and emotional development are discussed.

## *Sections*

Indicative sections of the course:

- Child and his psychological study (the meaning of childhood – historical review of study of the child – objectives and aspects of child psychology).
- Research methodology in child development (observation, clinical approach, experiments)
- The role of developmental theories
- Prenatal period
- Infancy and toddlerhood (kinetic, cognitive, language, socio-emotional development)

## **(Ψ 04 Y) Psychology of Child Development II**

*Instructor: Alexandra Karousou, Lecturer*

An introductory course to early Cognitive and Linguistic Development. It will introduce students to the development of basic mental processes during the early years of life. More specifically, the course will focus on the most important theories of cognitive development and on the methodological approaches and techniques that have been devised for investigating mental processes in infants and toddlers. Recent empirical results on multiple facets of cognitive development will be discussed, namely on: **neurological development** during the first years of life, **perceptual development** (visual, auditory, tactile, etc.), **memory development** (developments in declarative memory, working memory, long term and autobiographical memory / childhood amnesia), **conceptual development** (representation of knowledge and concept formation) and **communicative and linguistic development** (prelinguistic communication, phonological development, emergence of early words, vocabulary and grammar development).

## **(Ψ 06 Y) Social Psychology**

*Instructor: Antonis Sapountzis, Assistant Professor*

In this module there is a demarcation of the subject matter of Social Psychology and a presentation of the basic theoretical traditions. Along with the research areas in social psychology the lectures include a brief history of the discipline and an introduction to the research methods

she adopts in the production of scientific knowledge. The theories presented include social cognition with emphasis to social schemata, categorization and stereotyping, attribution theory, attitude research and the relation between attitudes and behavior, the notion of social influence as well as performance, leadership and decision making in social groups.

### **(Ψ 14 Y) Health Psychology**

*Instructor: Vasiliki Brouskeli, Assistant Professor*

Health belief models, illness cognitions, health behaviors, factors that predict health behaviors, health promoting methods, psychological processes related to stress and illness, and the future of health psychology are issues to be presented and further discussed.

### **(Ψ 23 E) Intergroup Relations in Social Psychology**

*Instructor: Antonis Sapountzis, Assistant Professor*

This course focuses on how social psychology has examined the issue of intergroup relations across time. The basic theories of intergroup relations are presented from the beginning of the discipline to the most recent developments in the field. Particular attention is paid on how social psychology has approached the issue of prejudice and racism. In addition the notion of stereotypes in social psychology is examined while there is also reference to theories that aim to reduce prejudice and intergroup conflict.

### **(Ψ 24 E) Cross-Cultural Topics in Social Psychology**

*Instructor: Antonis Sapountzis, Assistant Professor*

This course aims to introduce students to the study of cross-cultural differences from a socio-psychological viewpoint and to examine the way human behavior is altered, defined and achieved in different cultural contexts. A significant part of the lectures is dedicated to the methodology

that is required in order to detect the role that culture plays in human behavior. Emphasis is also laid on whether it can be argued that there are universal aspects in human behavior, and also on the outcomes of intercultural contact.

### **(Ψ 28 E) Child and Life Events**

*Instructor: Vasiliki Brouskeli, Assistant Professor*

Death, illness, seduction, hospitalisation, operation, chronic disease, divorce and adoption are issues to be presented and discussed. Children's perception and understanding for these issues according to their age, as well as the proper guidance for prevention are discussed, according to the international bibliography.

### **(Ψ 29 Y) Introduction to Psychology**

*Instructors:*

*Vasiliki Brouskeli, Assistant Professor*

*Alexandra Karousou, Lecturer*

*Antonis Sapountzis, Assistant Professor*

The aim of the module is to introduce basic concepts of the science of psychology to the students. Besides the psychological theories, the ways psychological research is carried out is scrutinized along with the different fields in psychology. The module examines the historical development of psychology, the different areas in psychology, the neural system, the psychological development of humans, personality and individual differences, social influence and interaction, mental health and psychopathology, health psychology.

### **(Ψ 32 E) Sexuality and Health**

*Instructor: Vasiliki Brouskeli, Assistant Professor*

#### Lesson's Contents:

- Aims, content, necessity of sexual education in preschool age.
- Relationships in preschool age.
- Psychological health and sexuality.
- Sexual education programs for preschool age: applications- implications- suggestions.
- Youth's social representations of sexual contact and protection in Greece.
- Youth sexuality and its expression in Greece and other European Countries, considering the dangers for health.
- Presentation of the primary parameters for the development of child's healthy sexual behavior in the future: self- esteem, self- confidence, feelings' management and influence of peer groups.

### **(Ψ 33 E) Communication and Language Development**

*Instructor: Alexandra Karousou, Lecturer*

This course will focus on the early communication and language development of children during the preschool and early school years. It will provide students with knowledge on the contemporary research methods, as well as the most recent empirical results concerning the emergence and development of various dimensions of linguistic knowledge (e.g., the transition from preverbal to linguistic communication, phonological development, lexical, morphosyntactic and pragmatic development, development of narratives, etc.). In parallel, it will focus on the developmental milestones which are considered important indices for the distinction between 'typically' and 'atypically' developing populations. Finally, the importance of an early detection of possible deviations or delays in language development, as well as the role of the early years teacher in the process of linguistic evaluation will be discussed.

### **(Ψ 35 Y) Educational Psychology**

*Instructor: Constantinos Kokkinos, Professor, Dept. of Primary Education*

The course examines the influence of students' individual differences (i.e. cognitive, motivational, and socio-cultural) on their learning in classroom contexts. Based on the way psychological theory and various psychological concepts can be understood and applied for effective classroom instruction and improved student achievement, the course focuses on the nature and conditions of learning, critical aspects of learning, as well as the problems encountered in advancing and guiding learning. Finally, issues on students' socio-emotional development in relation to their learning and behavior are addressed.

## **Pedagogics - Didactics (Δ)**

### **(Δ 01 Y) Introduction to the Sciences of Education**

*Instructor: Maria Moumoulidou, Assistant Professor*

Definitions of: science, education, training, pedagogy, learning and teaching.

- Teaching as an art and as a science. The nature of pedagogy. The transition from philosophy to psychology and to sociology.

- Experimental pedagogy. Positivism in pedagogy.

The genesis of the term "Sciences of Education" and the transition from pedagogy to the sciences of education.

- The conditions of autonomy of the sciences of education. The decades of 1960 and 1970 and the sciences of education.

- The epistemology of the sciences of education.

- The scientific character of the sciences of education. The concept of interdisciplinarity.

- The evolution of the sciences of education in relation to other sciences. Challenging the scientific character of pedagogy.

- The usefulness of the sciences of education in educational practice.

- The research objectives and methods of the sciences of education.

- The relation of the sciences of education to teaching practices.

- Educational events and educational situations and the "objects" of education.

- The sciences of education (objects, methods, concepts):

- Economics of education

- History of Education

- Sociology of Education
- Pedagogics
- Psychology of education
- School demographics
- Education policy

### **(Δ 02 Y) Current Educational Directions**

*Instructor: Galini Rekalidou, Associate Professor*

Nowadays, the need for educational transformation, so that the school corresponds to the students' modern needs is being highlighted.

In this course four models of innovative educational approaches which were developed in Europe and the USA during the second half of the 20th century (Open School, Alternative School, School of Society and Reggio's Pedagogics) and examples of their application will be presented. Moreover, the core concepts upon which these models are based will be analyzed. Furthermore, the socio-political framework within which the core concepts have been developed as well as their special characteristics will be examined.

### **(Δ 03 Y) Learning Theories and Educational Practice**

*Instructor: Konstantinos Karadimitriou, Assistant Professor*

This course is designed as an overview of the basic elements of Educational Psychology and learning theories.

The course covers the following areas:

*Introduction to Educational Psychology*

- Definition of Educational Psychology
- Educational Psychology as a scientific theory of Educational practice
- Definition of learning

*Introduction to major learning theories*

- Behavioral Learning Theories (classical and operant conditioning)
- Cognitive Theories of Learning



- Constructivist approaches to instruction
- Information Processing Model
- Social – Cognitive Theories of Learning

*Issues about Learning and Instruction*

- factors which affect learning
- transfer of learning
- effective learning environments and classroom organization
- educational software applications

Throughout the course students are stimulated to relate theories into educational practice and evaluate current teaching practices.

**(Δ 04 E) Evaluation: Theoretical Approaches and Applications in Education**

*Instructor: Galini Rekalidou, Associate Professor*

The course examines the following: conceptual approach to evaluation; conceptual distinction of the terms ‘evaluation’ and ‘school evaluation’; evaluation in the Greek educational institution; the dispute of school assessment; assessment of the educator; positive and negative attitudes; theoretical schemata and forms of evaluation; diagnostic, formative, conclusive evaluation; evaluation features; objectives, goals, methods, and criteria of assessment; formal and informal forms of performance assessment; traditional and current forms of student assessment; The assessment of learning and the assessment as/for learning; descriptive assessment; assessment of the educational process and educator self-assessment; School evaluation; internal evaluation and planning; school self-evaluation in Greece and abroad; models of internal evaluation; evaluation in early childhood education; alternate evaluation methods: The portfolio.

**(Δ 05 E) Pedagogical Relations and Interactions**

*Instructor: Galini Rekalidou, Associate Professor*

The course examines: structural factors in teaching and their interrelations; paraprogram - academic and social learning; educational interaction and social learning; “specialized” and “common” knowledge; identity and role; the educator’s and student’s roles; the group class;

teacher-student communication; verbal and non-verbal communication; interaction process; disturbances in the interaction process between educator and student; the classroom behavioral rules; macrostrategies in securing the classroom “taxi”; analytical framework in understating the function of penalties; ecosystemic approach to behavioral problems in class; peer relationships; investigation of the classroom social relations; sociometric techniques; educator and student expectations; the functioning of the relationships among educator, student and class group; psychological climate; “problem” students; “stigma” in class; the social creation of delinquent students; decentralizing of the teaching authority; group-corroborative approach in managing behavioral problems – dealing with interpersonal conflicts.

### **(Δ 06 Y) Contemporary Didactics: Basic Notions and Application Proposals**

*Instructor: Maria Moumoulidou, Assistant Professor*

This course will examine in detail and will compare five models of didactics practices which were presented and implicated mainly in Europe right after the Second World War and which are distinguished by the child-centered approach of knowledge:

- The Open School
- The Alternative School
- The Society School
- Reggio's School
- The didactics approach of ProjeT
- Forest kindergartens
- Schools without walls

### **(Δ 12 E) Greek Language Teaching**

*Instructor: Vasiliki Tsakona, Assistant Professor*

The course begins with a brief introduction to genre theory, the main principles of the text-based approach to language, and the similarities and differences between oral, written, and electronic discourse. Then, we discuss the definitions and kinds of literacy, its relation to school success/failure, as well as concepts such as literacy practices, literacy events, literacy domains,

(critical) language awareness, and multiliteracies. Emphasis is placed on the ethnographic approach to literacy and on the cultivation of literacy in early childhood education. Reference is also made to the goals of adult literacy education, literacy at the workplace, and to the exploitation of narratives in cultivating critical literacy.

### **(Δ 13 E) Health Education in Early Childhood**

*Instructor: Vasiliki Brouskeli, Assistant Professor*

Programs promoting psychology health such as supporting self-esteem and self-confident, developing communication skills, and feelings' management are presented in detail. Programs promoting healthy diet, exercising, and hygiene, protecting from accidents and natural disasters, promoting future healthy relationships, and targeting in avoiding future addictions are also presented.

### **(Δ 17 Y) Development of Pedagogical Thinking**

*Instructor: Maria Moumoulidou, Assistant Professor*

This course is the sequel of the Introduction to the Educational Sciences course, with a focus on educational thought and its diachronic development. More specifically, we study the educational thought of major thinkers through their basic works while at the same time we explore the education practice of action people like O. Decroly, C. Freinet, M. Montessori and others, in order to bring out the double nature of Didactics: theory and practice. At the same time we inquire into the ideological and educational movements, within which the above mentioned thinking and actions are placed, such as romanticism, the movement of New Education, since they constitute part of their reference context.

The purpose of the course is to bring forth the educational thinking and didactics action beginning with the end of the 18th century until the first half of the 20<sup>th</sup> century, and to attend to the intersections and continuities, relations and questions that influenced the direction of education. Regarding approach, the course will be founded at large on primary sources and on the

published works of the examined contributors, while, wherever possible, actual didactics materials will be presented.

### **(Δ 23 Y) Collaborative Types of Learning in Early Childhood Education**

*Instructor: Konstantinos Karadimitriou, Assistant Professor*

A) The students in classroom as a social group.

B) Collaborative teaching and learning:

- Semantic specification and historic flashback
- Theoretical foundation of collaborative learning and benefits for students
- Models of collaborative teaching and learning
- Capabilities and methods of application in early childhood education
- The role of the kindergarten teacher

C) Creation of supportive context for teamwork in spontaneous and organized activities of children in the kindergarten.

D) Description and examples of activities for the reinforcement of collaborative learning in the kindergarten.

### **(Δ 27 E) Tutoring: Theory and Research**

*Instructor: Maria Moumoulidou, Assistant Professor*

1. Brief historic overview of “Peer Teaching” in Europe and Greece (17th-20th centuries). The theoretical bases of tutoring: the social construction of theories of learning (Vygotsky, Bruner, Perret-Clermont, Doise, Mugny, Winnykamen). Their contribution to the modern pedagogical and learning process.

2. The tutoring supervision in relation to:

- collaborative learning
- the cognitive and social benefits for the people involved in it
- strengthening of formal teaching
- tackling school failure

- Pedagogical support and its forms
  - assistance strategies and their management,
  - cognitive and social interactions during its application.
3. Forms of application of tutoring in the classroom and in the kindergarten within the framework of differentiated pedagogy. The research work of CRESAS.
  4. The limitations of the tutoring.
  5. The supportive learning (l'étayage) and the mediated learning. The mediating role of the teacher in the process of knowledge acquisition. The cultural dimension of mediation.
  6. The orientations of research and research paradigms for individualized learning with supervision: connecting elementary school and kindergarten, reading in kindergarten and elementary school, intercultural education, science in kindergarten, learning of methodology with supervision learning at the university.
  7. The study of the position and role of learning with supervision at the D.E.P. P. S for early childhood education.

### **(A 37 E) Pedagogy and Play in Early Childhood Education**

*Instructor: Konstantinos Karadimitriou, Assistant Professor*

The course examines play as a means of pre-school children's education and development. Initially, the historic significance that was given to play in each time period is approached. Emphasis is put on the opinions of important educators (Locke, Rousseau, Froebel, etc.) that have pointed out play as a pedagogical mean. In the following, the relation that nowadays is considered to exist between play and child development mainly based on modern play theories. Simultaneously, the role that is internationally attributed to play in early childhood education programs is analyzed and ways with which play can be exploited in practice as an activity along with object-games for the full scale advancement of children in kindergarten.

On the other hand, issues involving early childhood teachers and parents of young children are dealt with such as the ability to support play in places beyond kindergarten and speculations regarding e-games, commercialization and pedagogic exploitation of game-objects.

### **(A 41 Y) Contemporary Early Childhood Education Programs**

*Instructor: Konstantinos Karadimitriou, Assistant Professor*

This course will analyze contemporary early childhood education programs and will explore their evolution in Greece and abroad. Students will deepen their knowledge in the factors that contributed to the development of programs for early childhood as well as to their theoretical background (theories of child development and learning theories).

The following indicative programs will be examined: the program of Montessori, behavioral programs (Bereiter - Engelmann - Becker, Distar), the Bank Street Developmental-Interaction approach and the High Scope program.

## **Culture and Education (II)**

### **(II 03 Y) Introduction to Linguistics: Analysis of the Greek Language**

*Instructor: Vasiliki Tsakona, Assistant Professor*

The aim of the course is to introduce students to the scientific approach to language by concentrating on the analysis of the Greek language and by attempting to debunk widespread inaccurate views and myths on language as a communicative resource and a social phenomenon. After a brief presentation of the functions of language and the subfields of linguistics, topics such as the following are discussed: the priority of oral discourse, writing systems, historical spelling, the concepts of “linguistic error” and language sign, semantic relations, and semantic change. Emphasis is also placed on pragmatic and sociolinguistic concepts such as speech acts, text, context, coherence, intertextuality, linguistic variability, style, register, antilanguages, dialects, language attitudes, and language standardization.

### **(II 05 Y) Introduction to Modern Greek Literature**

*Instructor: Sophie Iakovidou, Assistant Professor*

This comprehensive introduction to Modern Greek Literature aims to start with the problem of definition of the two main terms it comprises: "literature"(what is literature, on which basis can we define it, how it is connected and yet differentiated to other related terms) and "Modern Greek" (in order to use this term the main criterion for a text, oral or written, is its language, as well as a certain sense conveyed by it that we could call consciously Greek). Then we proceed to its disciplines: grammatology, philology and comparative literature. After offering an overview of the main Histories of Modern Greek Literature (K. Dimaras, L. Politis, M. Vitti, R. Beaton) and to their chronological and bibliographical limits we move to the core of this course, that is an outline of the history of Modern Greek Literature. We thus cover its emergence and evolution from its early beginnings till the modern era: the centuries that preceded The Ottoman Occupation, the golden period of the Renaissance in Crete, the various types of demotic songs or Modern Greek folk poetry, the 18th Century with its focus on matters of language and education rather than on mere literary issues, the School of Eptanisa and the central figures of D. Solomos and A. Kalvos, the Athenian version of Romanticism, Modern Greek prose writing (historic novel, short stories, ithografia, realism, naturalism), K. Palamas and the second generation of Athenian romanticism, C. P. Cavafy, the generations of 20s and 30s, the Post-War generation.

## **(II 06 E) Contemporary Greek Literature for Children**

*Instructor: Anastasia Economidou, Assistant Professor*

1. Introduction to basic concepts of literature for children. The social / cultural context of children's literature. The ideological character of literary texts and the socialization of the young readers.
2. Changes in the themes and the morphology of Greek children's literature since 1974. The reasons of such changes.
3. Censorship and political correctness in children's literature
4. Texts analyses. Thematic units:
  - A. History, Memory
  - B. Family / Society: contemporary approaches
  - C. Aspects of the 'Other'
  - D. Gender identities and gender relations
  - E. The environment. Ecological approaches.

## **(II 17 Y) Introduction to Museum Education**

*Instructor: Anastasia Filippopoliti, Assistant Professor*

What does the term “museum education” mean? How does learning in the museum differ from that of other environments? Learning process includes facts, experiences and emotions. It requires an effort by the individual, yet it is also a social experience. Museum space offers that sort of social experience. Museum objects can prompt the senses and intellectual curiosity, attract attention via generating stories and eventually create a memorable and interactive learning experience. This module examines theoretical perspectives (i.e. learning theories in the museum) and practical ones (ie. educational activities) applied in the museum space focusing mainly in the early-year school groups.

## **(II 23 Y) Illustrated Children’s Books and their Reading**

*Instructor: Anastasia Economidou, Assistant Professor*

1. Genre definitions: illustrated books and picture-books
2. Do we all ‘read’ the same things in a picture? The question of the implied viewer.
3. Style as meaning
4. The paratext of illustrated books and its meanings : shape, size, covers, frames of pictures.
5. Relations between pictures and texts: complementary, oppositional, ironical.
6. Point of view and focalization in pictures: Who’s speaking? Who’s looking?
7. Ideological dimensions of pictures. Ideological dimensions of the picture/ text relations.

## **(II 37 E) Applied Museum Education**

*Instructor: Anastasia Filippopoliti, Assistant Professor*

This module focuses on museum education in practice and examines all types of museum educational programmes. It reviews Greek and international examples of museum educational activities (i.e. purpose, aims, content, didactic approach). It, also, analyses the varieties of



museum educational materials (e.g. student sheets, children's museum guides, museum kits, material for school groups etc), and the methods and techniques utilized to design such materials. Other themes treated in this module include the following: museum websites with educational content, the "project" as method, and community outreach. Particular importance is given to the relationship between museums and schools.

This module aims at introducing students to museum education in practice, the importance of the museum educator in assisting children-visitors to interpret museum objects and the approaches utilized to evaluate museum educational programmes. During this course, students will participate in museum visits, prepare short presentations on museum education topics and attend workshops on how to design museum educational materials.

### **(II 38 E) Topics on Museology**

*Instructor: Anastasia Filippopoliti, Assistant Professor*

Evolution of the "museum": from ancient Greece to modern times. The "museum" as part of the socio-cultural and epistemic contexts of each period. The modern museum: functions, problems and challenges. Museum communication: the exhibition, the educational programme and the interpretation problem. Museums and types of visitors. Museums and local community. The 21st century museum: interactivity and multiculturalism. Digital museums; on-line museums, museums on the internet.

### **(II 40 E) Subversive Narratives of Childhood**

*Instructor: Sophie Iakovidou, Assistant Professor*

Our venture in 20th century prose will focus primarily in the exploration of its hermeneutical dynamics. The deeper comprehension of individual texts on the one hand and the evaluation of the main elements that constitute the whole body of a writer's work on the other, will tend to raise an array of different issues, of a wider, cultural order: the relation between literature and sociopolitical condition, between literature and ideology, literature and other types of art, the function of literature as a privileged vehicle for the expression of desire, the dialogic imagination of literature and in particular of prose writing will be the main axes of our approach. Without

leaving aside strictly grammatical issues such as literary generations, literary genres or aesthetic movements, the inner core of this course will mainly consist in its interdisciplinarity. In the same time it aims to familiarize the audience with various tools and critical methods that can help, reinforce and extend textual analysis, not only the literary one. In order to achieve this program, our analysis won't be limited in the literary canon. It will also cover minor texts, as well as others that stand "on a slight angle" towards what is traditionally considered as literary (such as essay, biography, journalism etc) in an attempt to highlight the modern blurring between different modes of writing. This will hopefully offer a view to contemporary prose, and most probably to all the previous century leaves for the current one.

### **(II 42 E) Intertextuality – Adaptations of Literary Texts for Children**

*Instructor: Anastasia Economidou, Assistant Professor*

The course focuses on the concept of intertextuality and, specifically, on the strategy of intertextuality as applied in literature for children. We examine the various kinds of intertextual relationships between texts, the various intertexts as well as the function of the intertextual narrative strategy. To that purpose, we will analyze various examples of intertextual literary texts for children.

The course focuses especially on the commonest kind of intertextual relationship between texts, namely, on adaptations. We examine the forms an adaptation can take and the commonest adaptation techniques. Special emphasis will be put on those questions that are raised every time a text originally addressing adults is adapted for a new audience, that is, children. To that purpose we will analyze specific various examples of adaptations for children.

### **(II 43 Y) Introduction to Children's Literature**

*Instructor: Anastasia Economidou, Assistant Professor*

1. Definition of children's literature; Childhood and literature; Aims of children's literature. The role of the writer. The role of the reader.
2. Inherent problems in children's literature: A. adult writers – young readers B. the double reader C. The implied reader of children's literature

3. Socialization – Ideology – Children’s literature.
4. Classic and modern texts of children’s literature: what do we mean by ‘classic’? What do we mean by ‘modern’? Analyses of representative classic and modern texts.
5. The role of pictures in books for young readers.

## **(II 44 E) 20th Century Poetry**

*Instructor: Sophie Iakovidou, Assistant Professor*

*Take my word*

*Give me your hand*

Empirikos’ tiny little poem most probably evokes everything poetry tends to provoke, while addressing an open invitation to its public. Our course will tend to catch the different tonalities of poetic discourse: the cavafian “words that tell and hide”, Kariotakis’ corrosive sarcasm – is he a form of tomb for *Megali idea* and other great expectations? -, the so called “myth” of the generation of the 30s – did / does Greece really possess a genuine cultural core of its own that would permit an active communication with the international scene, as this much reputed generation tended to demonstrate? What is Greece’s cultural identity according to this generation? Are there any words to be found after the horror of a War and indeed after a civil grief? What happens to struggles when they face the bitterness of defeat and to political beliefs when their ideological basis tends to fall apart? What are the dynamics and limits of a discourse like poetry, especially when it constantly eroticises with silence? And what if the 20<sup>th</sup> century persistently defied its relation to any sort of meaning?

## **(II 45 E) Educational Approaches to Children’s Museums and Science Museums**

*Instructor: Anastasia Filippoupoliti, Assistant Professor*

This module departs from the theoretical context examined in the module *Introduction to Museum Education* (Year 2) and focuses in two special types of museums, which regard mainly children-visitors: the children’s museums and the science museums. These two types are approached holistically (i.e. the history of their emergence, pedagogic philosophies, contemporary mission, educational programmes and interactive exhibits). Themes treated in this

module include the following: (a) a review of children's museums in Greece and internationally, types of contemporary children's museums, exhibitions and interactive exhibits, educational programmes and pedagogic practices and (b) a review of science museums in Greece and internationally, types of science museums, science exhibitions and interactivity, children's science museums.

## **(II 47 E) Discourse analysis**

*Instructor: Vasiliki Tsakona, Assistant Professor*

The course begins with the presentation of central concepts of discourse analysis, such as context, utterance, speech acts, cooperative principle, implicatures, and deixis. Students also become familiar with the main principles and concepts of genre theory. Then, we discuss fields of study within discourse analysis, mostly conversation analysis and critical discourse analysis, followed by relevant applications, such as the analysis of child discourse, narratives, media discourse, and political discourse. Furthermore, among the theories presented during the course are politeness theory and humor theory. All the above-mentioned concepts and theories are explored via the analysis of specific examples from Greek. The primary aim of the course is to raise students' (and future teachers') communicative competence and awareness, so that they are capable of assisting their own students in realizing the various ways we use and organize discourse in the diverse contexts we participate in.

## **Sciences (Θ)**

### **(Θ 01 Y) Basic Concepts of Mathematics**

*Instructor: Achilles Dramalidis, Associate Professor*

In the course the following units are developed:

- Elements of Set Theory
- Cartesian Product
- Binary Relations
- Functions
- Introduction to Mathematical Logic
- Numeration Systems with emphasis on binary system base two

### **(Θ 02 Y) Environmental Education, Sustainability and Sustainable Development**

*Instructor: Anastasia Dimitriou, Associate Professor*

The course aims to analyze the concept of environmental education, environment, environmental problems, environmental degradation and social injustice, ecosystem, and sustainability within the frame of the interrelationship between human, environment and society. It also aims to analyze the environmental and pedagogical principles including ecosystem approach to environmental problems, interdisciplinary approaches in environmental education, systemic and critical thinking, as crucial for the examination of the environment's systemic character and analysis of the environmental crisis. The students are also become familiar with several educational methods for the implementation of the environmental education in early childhood education.

### **(Θ 03 Y) Principles of Computer Science I**

*Instructor: Dimitrios Prentzas, Assistant Professor*

This course constitutes an introduction to basic principles of Computer Science. It consists of theory and lab exercises. The theoretical part of the course provides the background to primary Computer Science issues. Such theoretical issues involve the following: evolution of computers, data representation, computer organization and architecture, Central Processing Unit, primary and secondary memory, input/output units, introduction to software, basic issues involving the Operation System, introductory issues concerning computer programming. Furthermore, introductory aspects involving educational technology will be discussed. The lab mainly involves practice in implementing educational presentations for children in early childhood.

## **(Θ 04 Y) Principles of Computer Science II**

*Instructor: Dimitrios Prentzas, Assistant Professor*

This course constitutes an introduction to basic issues involving Information and Communication Technologies and applications. It consists of theory and lab exercises. The theoretical part of the course provides the background to issues such as the following: introduction to computer networks, basic Internet technologies, basic Internet services and applications, social impact of the Internet, Internet security and aspects involving children, principles involving construction of Web pages and sites, integration of technology in education. The lab mainly involves familiarization with an authoring tool for implementation of educational activities for children in early childhood.

## **(Θ 05 E) Concepts of Science in Early Childhood**

*Instructor: Anastasia Dimitriou, Associate Professor*

The course aims to help students to examine scientific concepts and phenomena and practice using different educational methods. Scientific concepts and phenomena of physics, chemistry, ecology and biology, such as magnetism, electricity, thermodynamics, material, the human body, water cycle, weather, terrestrial and water ecosystem, plant's growth are also discussed. Students practice the experimental method for examining the different factors involving in the above mentioned concepts and phenomena.

## **(Θ 06 E) Computers in Education**

*Instructor: Dimitrios Prentzas, Assistant Professor*

The course provides background involving integration of Information and Communication Technologies (ICT) in education, familiarization with educational technology categories and acquisition of skills and development of critical thinking in integrating software and other

technological resources in education. It consists of theory and lab exercises. The theoretical part of the course provides background to primary issues such as the following: design and implementation of technology integration in education, learning theories and educational technology, education software and its basic categories, integration of other software tools to education. The lab involves familiarization with education software for early childhood (available from the Ministry of Education, open source software), image processing with open source software, desktop publishing with open source software, authoring of multimedia applications for early childhood using open source software.

### **(Θ 07 E) Multimedia and Networks in Early Childhood Education**

*Instructor: Dimitrios Prentzas, Assistant Professor*

The course provides background knowledge involving the integration of ICT in early childhood education. Furthermore, issues concerning multimedia technologies will be discussed. The course consists of theory and lab exercises. The theoretical part of the course provides background to primary issues such as the following: ICT in the curriculum of the Greek kindergarten, activities for familiarizing young children with computers, the role of early childhood teachers involving ICT, the use of ICT at home and the role of parents, case studies on using ICT in early childhood, control technology and programmable toys. The lab involves acquisition of skills in using tools for developing multimedia applications.

### **(Θ 08 Y) Descriptive Statistics**

*Instructor: Achilles Dramalidis, Associate Professor*

The aim of this course is to introduce basic concepts of Descriptive Statistics and help the students understand statistical methods and their application, so that, they can tackle their research problems successfully.

- Basic concepts of descriptive statistics
- Classifying and presenting data
- Measures of central tendency
- Measures of variation

- Coefficient of variation
- Normal distribution – Standard Normal distribution
- Correlation – Correlation coefficients
- Simple Linear Regression – Scatter diagram
- Sampling

### **(Θ 10 Y) Mathematics in Early Childhood Education**

*Instructor: Charalambos Sakonidis, Professor, Dept. of Primary Education*

The course aims to make students able to look for new procedures of teaching approaches to mathematical concepts in early childhood. More specifically, the topics to be discussed are: Mathematics and early childhood education. Which mathematical concepts do we teach in early childhood, how and why? Spatial concepts: Topological and Projective relations, Shapes, Symmetries. Temporal concepts. Grouping, Classification, Ranking. Correspondence. Conservation of quantity, Symbolism. Number concepts: Counting, Conservation of number, Cardinal and ordinal numbers from 1-10. Addition and subtraction with small numbers.

### **(Θ 12 Y) Teaching and Learning of Science for Early Childhood**

*Instructor: Anastasia Dimitriou, Associate Professor*

The course aims to analyze contemporary issues concerning the teaching and learning of sciences in early childhood including pupils' alternative conceptions of phenomena and concepts of science within the constructivist theory. It also aims to get students familiar with pedagogical strategies and methods for the development of the scientific method and the scientific skills. The module aims to help students for the implementation of sciences issues in early childhood education.

### **(Θ 13 E) Environmental Issues in Education**

*Instructor: Anastasia Dimitriou, Associate Professor*



The course aims to analyze the most pressing contemporary environmental issues and problems including air pollution, climate change, the degradation of natural resources, energy, the greenhouse effect, the depletion of ozone layer, water pollution as well as the waste management. The students are also practice using different educational methods towards the critically analysis of the above mentioned environmental problems. They are also practice for the implementation of educational methods for integrating environmental issues in early childhood and primary education.

### **(☉ 16 E) Geometrical Concepts**

*Instructor: Achilles Dramalidis, Associate Professor*

The aim of this course is to connect Euclidean Geometry to Empirical Geometry and its applications. In the course the following units are developed:

- Points – Lines – Planes – Space
- Half-lines – Segments – Angles
- Plane and Space figures
- Measure of length, area and volume
- Pythagorean Theorem
- Congruence – Similarity
- Vectors – Cartesian coordinate system – Line equation

### **(☉ 17 E) Computational Environments of Data Analysis**

*Instructor: Achilles Dramalidis, Associate Professor*

The aim of this course is to make the Statistical Package for the Social Sciences (SPSS) familiar to the students. Going further on, to make the process of statistical analysis less time consuming and painstaking, allowing them more time to think about research design and analysis.

For this course, a minimal background in Descriptive Statistics and computers, is required.

- Normal distribution
- Introduction to Hypothesis Testing – Statistical significance

- The Statistical Package for the Social Sciences (SPSS)
- Data entry, saving data, printout
- From questionnaire to SPSS
- Recoding existing variables
- Descriptive analysis for interval or scale variables
- Descriptive analysis for qualitative ordinal or nominal variables
- Crosstabulation of variables
- Correlation analysis
- t - test
- Regression analysis

## **Methodology (M)**

### **(M 01 Y) Educational Research Methodology I**

*Instructor: Antonis Sapountzis, Assistant Professor*

The aim of this course is to introduce students to some basic concepts of social research and to familiarise them with the main methodologies used in Educational Research. The first lectures illustrate the different epistemologies underpinning the main research traditions (quantitative and qualitative) of Educational Research. The ethics of Educational Research are also examined and their role in designing and conducting research in educational settings is discussed while emphasis is also laid in the issues of validity and reliability in Educational Research. The main research paradigms that are presented in the lecture include ethnography, research in naturalistic settings and action research. In addition the lecture focuses on the research tools and techniques used to collect data such as questionnaires, interviews and observation.

### **(M 02 E) Educational Research Methodology II**

*Instructors:*

*Alexandra Karousou, Lecturer*

*Antonis Sapountzis, Assistant Professor*

This course is designed to introduce students to specific issues of research methodology in the field of broader educational and social research in order to understand and to be in a position to carry out a small-scale empirical study. The aim of the course is twofold: the first aim is to provide students with knowledge of the following methods of acquiring data: survey research methods, observation, research interview, questionnaire design and distribution, and content analysis. Issues involved in choosing and using any of these methods are discussed and a number of practical exercises are employed in order to familiarize the students with the material taught. The second aim is to teach students the conventions expected in a write-up of the method section. This will also include the student being able to understand and interpret the methodology presented in scientific papers and to write a research proposal.

### *Sections*

Indicative sections of the course:

- General issues in educational research (types of educational research • fields of educational research • The educator as researcher)
- Specific research issues (sampling, randomness, representativeness • reliability and validity • triangulation, multimethod approach)
- Special research designs (the experimental methods in educational research • developmental research designs)
- Special forms of data collection techniques
- Research design and selection of data analysis methods (data coding and SPSS spreadsheets • elements of descriptive statistics • hypothesis testing – selection of statistical test)
- Results presentation techniques
- The assessment of research study
- Writing a research proposal

# Student exchange

## LIFELONG LEARNING PROGRAMME / ERASMUS

### 1. General information

The LLP/ ERASMUS program was founded under the auspices of the European Union in order to promote the collaboration of the member states in the field of Education. It pertains to higher/university education.

The aims of the LLP/ ERASMUS Program are:

- The improvement of the quality of the Higher Education which is provided in the member states
- The enhancement of the "European Dimension" of the Higher Education.

### 2. Bilateral Agreements of the Department of Education Sciences in Early Childhood

For the academic year 2015-2016, the Department of Education Sciences in Early Childhood of the Democritus University of Thrace has signed bilateral agreements for the exchange of students and members of the faculty and of research personnel with the following universities:

Country	University	Field	Student mobility (number of students X months)	Faculty member mobility
SPAIN	E CORDOBA01-Universidad de Cordoba <a href="http://www.uco.es/organiza/centros/education">http://www.uco.es/organiza/centros/education</a>	Education	3 X 10 months	1 member (1 week)
	E BURGOS01-Universidad de Burgos <a href="http://www.ubu.es">http://www.ubu.es</a>	Education	2 X 5 months	1 member (1 week)
NORWAY	N OSLO23-Oslo University College <a href="http://www.hio.no">http://www.hio.no</a>	Teacher education	2 X 5 months	1 member (1 week)

<b>FRANCE</b>	F STRASBO48-Université de Strasbourg <a href="http://www.unistra.fr">http://www.unistra.fr</a>	Modern Greek Studies	1 X 4,5 months	1 member (1 week)
<b>BULGARIA</b>	BG SOFIA06-Sofia University St Kliment Ohridski <a href="http://www.uni-sofia.bg">http://www.uni-sofia.bg</a>	Education	2 X 6 months	1 member (1 week)
	BG VELIKO01 - University of Veliko Turnovo St. Cyril and St. Methodius <a href="http://www.uni-vt.bg/">http://www.uni-vt.bg/</a>	Education	2 X 5	1 member (1 week)
<b>GERMANY</b>	D KARLSRU02 - Pädagogische Hochschule Karlsruhe <a href="http://www.en.ph-karlsruhe.de">http://www.en.ph-karlsruhe.de</a>	Education	2 x 5 months	1 member (1 week)

### 3. Specific information

- Participation prerequisites: All students who have completed their 1st year of studies can participate in the LLP / ERASMUS program.
- Time of stay abroad: Students can stay at a university abroad for three, six or nine months according to the terms of each bilateral agreement.
- Scholarship amounts: Every student receives a scholarship in accordance with the time of their stay abroad (3, 6, 9 months). The highest amount of monthly allowance is regulated annually by the European Union.
- Course Credits transfer: From 1998 - 1999 the Department of Education Sciences in Early Childhood has become affiliated with the European Community Course Credit Transfer System (ECTS). This allows the mutual recognition of the courses the students attend in affiliated University Departments abroad. Before his/her departure, the student, with the help of the program coordinator and based on his/her interests, chooses a number of courses he/she will attend in the Receiving Institution. The Sending Institution signs a special agreement (learning agreement) which obliges it to recognize these courses and the grades the student receives and to correlate them with its courses as long as the student hands in official documents certifying that he/she has completed his/her studies successfully.
- Application Procedure: Students can submit applications every year in March or April if they plan to leave the following academic year. Students are informed of the conditions and terms of the LLP/ ERASMUS PROGRAMME by the Programme co-ordinators.

For more information: <http://erasmus.duth.gr/>