

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

Students' Guide 2013 – 2014



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Edition of the Department of Education Sciences in Early Childhood

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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, for the present, the Democritus University of Thrace is comprised of the following eighteen (18) Departments in every city:

Alexandroupolis

1. Department 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 Sports Science
3. Department of History and Ethnology
4. Department of Greek Philology
5. Department of Language, Literature and Culture of the Black Sea Countries
6. Department of Social Administration and Civil Science with introductory directions of Social Administration and Civil Science
7. Department of Financial Sciences

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 Engineering and Management

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

a) School of Engineering situated in Xanthi and comprising of 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 Engineering and Management

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

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

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

1. Department of Law

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

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

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

1. Department of Physical Education and Sports Science

f) School of Classical and Humanitarian Studies situated in Komotini and comprising of the following Departments:

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

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

1. Department of Social Administration and Civil Science with introductory directions of Social Administration and Civil Science
2. Department of Financial Sciences

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

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

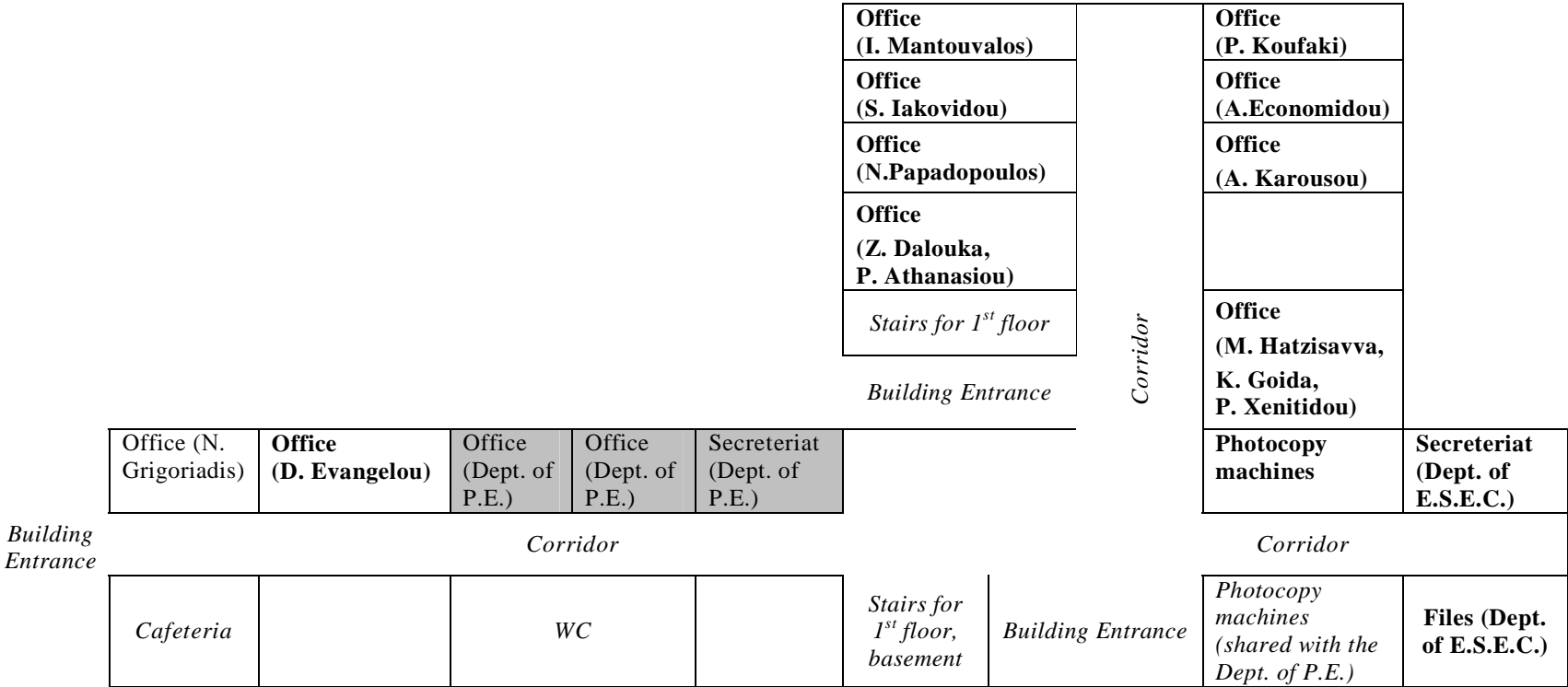
Buildings of the School of Education

The two Departments of the School of Education Sciences, 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



1st floor

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

Basement

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

BUILDING B (Old Building)

Ground floor

(East corridor)

- Library of School of Education Sciences
- Office of Practicum Supervisors
- Storage area

(West corridor)

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

1st floor

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

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*)

1st 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 scientific issues of 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.
- A Post - Graduate Program that started to operate in the spring semester of the academic year 2013-14.
- Doctoral studies.

The above are aided 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.

Contact Information

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Department Administration

Head of the Department: Galini Rekalidou, Associate Professor

End of term: August 31, 2014

Vice-Head of the Department: Achilleas Dramalidis, Associate Professor

End of term: August 31, 2014

Department Laboratories

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

- *Laboratory of Child Psychology*
- *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* (FEK for its renaming is in press) (Director: Associate Professor Galini Rekalidou)
- *Laboratory of Social Research and Study of the Family and Childhood* (FEK for its renaming is in press) (Director: Associate Professor Paraskevi Koufaki)

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

Both the Department of Education Sciences in Early Childhood and the Department of Primary Education share the Library of the School of Education Sciences 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 periodicals, its collection also includes local and foreign newspapers and a number of specialized video-tapes and digital discs. The Library is electronically organized.

Antonis Sapountzis

Social Psychology

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

Evangelia Kopsalidou

Music

Marianna Pavlidou

Aesthetic Education

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

Maria Ammari

English

Ekaterini Mavromara-Lazaridou

French

Eleni Panidou

German

4. Special Technical and Laboratory Staff (ETEP)

Panagiota Athanasiou

Kalliopi Goida

Zoe Dalouka

Parthenopi Xenitidou

Nikolaos Papadopoulos

Maria Hatzisavva

5. Administrative Staff

Kerasoula Kirtlioti

Vice Secretariat

Elisavet Chantzi

Eleni Emmanouilidou

(belongs to School of Education Sciences)

Maria Tsiva

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

Ekaterini Arvaniti	Lecturer, Dept. of Medicine
Aggeliki Davazoglou	Professor, Dept. of Primary Education
Antonios Kambas	Assistant Professor, Dept of Physical Education and Sport Sciences
Symeon Papadopoulos	Lecturer, Dept. of Primary Education
Alkiviadis Prepis	Associate Professor, Dept. of Architectural Engineering
Charalambos Sakonidis	Professor, Dept. of Primary Education
Aspasia Serdari	Lecturer, Dept. of Medicine
Vasiliki Theodorou	Associate Professor, Dept. of Primary Education

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

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(Lending Dept.)	25510 30071	
CAREER OFFICE	25510 30021	http://career.duth.gr/cms/
TEACHING STAFF ACCORDING TO PRESIDENTIAL DECREE 407/80	25510 30040	
LABORATORIES		
Laboratory of Child Psychology	25510 30042	
Laboratory of Environmental Research and Communication and Environmental Education	25510 30069	http://www.envilab.psed.duth.gr
Laboratory of Informatics	25510 30078	http://infolab.psed.duth.gr
Laboratory of Pedagogical Research and Educational Practice	25510 30119	http://epeep.psed.duth.gr
Laboratory of Social Research and Study of the Family and Childhood	25510 30061	

KINDERGARTEN TEACHERS – PRACTICUM SUPERVISORS	25510 30043	
Office of Educational Material – Special Library	25510 30068	
Office of Photocopy Machines	25510 30052	
CAFETERIA	25510 30031	
RESTAURANT	25510 30029	
GUARDS	25510 30049	

Program of Undergraduate Courses

During the spring semester of the academic year 2013-2014 a new program of undergraduate studies was approved by the members of the Department. This program involves students that first enrolled in the academic year 2014-15 (and onwards). Students that first enrolled in the academic year 2013-14 also follow this program.

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.

In the following, information about the new program of studies and the previous program of studies involving students enrolled in the academic years 2011-12 and 2012-13 is given.

Analytical Program of Courses (for students first enrolled in the academic years 2014-15, 2013-14)

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 th
K 03 Y	Introduction to Sociology	2 nd
K 04 Y	Sociology of Education I	3 rd
K 05 Y	Sociology of Education II	6 th
K 07 E	Modern and Contemporary History of European Society	3 rd
K 13 E	Gendered Identities and Education	6 th
K 14 E	Qualitative Approaches to the Sociology of Education	8 th
K 15 E	The School and Multicultural Society	7 th
K 16 Y	Introduction to Philosophy	1 st
K 17 Y	Philosophy of Education (Paideia)	8 th
K 19 E	Contemporary Philosophical Anthropology	7 th
K 20 Y	Modern Greek History	1 st
K 21 E	History of Childhood	4 th
K 23 Y	Sociology of the Family	5 th
K 24 Y	Intercultural Education	4 th
K 25 E	Religion and Education in Multicultural Societies	7 th
K 30 E	Educational Innovations and Entrepreneurship I	6 th
K 31 E	Educational Innovations and Entrepreneurship II	7 th
K 32 E	Texts of Philosophical – Pedagogical Reflection	4 th
K 33 E	Special Issues on Sociology of the Family	7 th
K 34 Y	Sociological Approaches to Childhood	4 th
K 35 Y	Sociolinguistics	8 th
K 34 E	History and History Didactics	8 th
K 36 E	Media Literacy	5 th

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

Pedagogics – Didactics (Δ)		Semester
Δ 01 Y	Introduction to the Sciences of Education	1 st
Δ 02 Y	Current Educational Directions	5 th
Δ 03 Y	Learning Theories and Educational Practice (for students first enrolled in 2013-14)	2 nd
Δ 04 Y	Evaluation: Theoretical Approaches and Applications in Education	4 th
Δ 05 E	Pedagogical Relations and Interactions	5 th
Δ 06 Y	Contemporary Didactics: Basic Notions and Application Proposals	3 rd
Δ 12 E	Greek Language Teaching	4 th
Δ 13 E	Health Education in Early Childhood	7 th
Δ 17 Y	Development of Pedagogical Thinking	2 nd
Δ 23 Y	Collaborative Types of Learning in Early Childhood Education	5 th
Δ 27 E	Tutoring: Theory and Research	6 th
Δ 32 Y	Special Education	6 th
Δ 37 E	Pedagogy and Play in Early Childhood Education	6 th
Δ 40 Y	Guiding Young Children in the Kindergarten	7 th
Δ 41 Y	Contemporary Early Childhood Education Programs	2 nd
Δ 42 E	Child Study	6 th

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

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

Methodology (M)		Semester
M 01 Y	Educational Research Methodology I	3 rd
M 02 E	Educational Research Methodology II	6 th

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

Diploma Dissertation (X)		Semester
X 01 E	Diploma dissertation	7 th
X02 E	Diploma dissertation	8 th
X 03 E	Diploma dissertation	8 th

Practicum (A)		Semester
A1	Practicum A1	3 rd
A2	Practicum A2	4 th
A3	Practicum A3	5 th
A4	Practicum A4	6 th
A5	Practicum A5	7 th and 8 th

B. Indicative Program of Courses (for students first enrolled in 2014-15 and 2013-14)

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 st 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 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	-	3	-	2

	Course ID	2nd 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 (for students first enrolled in 2013-14)	2	1	3	4
4	Δ 41 Y	Contemporary Early Childhood Education Programs (for students first enrolled in 2014- 15)	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	-	3	-	2

	Course ID	3 rd 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	-	3	-	2
8	A1	Practicum I: <i>ΠΚ1. The Space Organization, the Daily Schedule and the Child in the Kindergarten</i> <i>ΠΚ2. Psychomotricity, Movement Education, Experiential Learning</i>			3	4
<i>ELECTIVE COURSES</i>						
	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 th 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 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>				
7	Ξ 10 Φ	Foreign Language IV	-	3	-	2
8	A2	Practicum II: <i>IIK3. Observation of the Child</i> <i>IIK4. Design and Implementation of Educational Activities in Kindergarten</i> <i>IIK5. Music</i>			5	4
		<i>ELECTIVE COURSES</i>				
	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

	Course ID	5 th Semester	Theory	Lab/ Practice	Instruction Units	ECTS Credit Units
1	K 23 Y	Sociology of the Family	3	-	3	4
2	Θ 10 Y	Mathematics in Early Childhood Education	2	1	3	4
3	Δ 23 Y	Collaborative Types of Learning in Early Childhood Education	2	1	3	4
4	Δ 02 Y	Current Educational Directions	3	-	3	4
5	Ψ 35 Y	Educational Psychology	3	-	3	4
6	Θ 12 Y	Teaching and Learning of Science for Early Childhood	2	1	3	4
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 Course on Hazards and Accidents</i>			5	2
ELECTIVE COURSES						
	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

	Course ID	6 th 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 32 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
ELECTIVE COURSES						
	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
	M 02 E	<i>Educational Research Methodology II</i>	1	2	3	4
	K 30E	<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 th 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
		<i>ELECTIVE COURSES</i>				
	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 15 E	<i>The School and Multicultural Society</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
	Ψ 33 E	<i>Communication and Language Development</i>	3	-	3	4
	K 01 E	<i>History of Modern Greek Education</i>	3	-	3	4

	Course ID	8 th 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>IIK15. Organization and management of educational unit</i>			8	6
		<i>ELECTIVE COURSES</i>				
	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 st 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	-	3	-	2

	Course ID	2nd 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 rd 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	M 01 Y	Educational Research Methodology I	2	1	3	4
7		<i>Elective course [from the following list of elective courses]</i>				
8	Ξ 09 Φ	Foreign Language III	-	3	-	2
9	A1	Practicum I: <i>ΠΚ1. The Space Organization, the Daily Schedule and the Child in the Kindergarten</i> <i>ΠΚ2. Psychomotricity, Movement Education, Experiential Learning</i>			3	3
ELECTIVE COURSES						
	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 th 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 Implementation of Educational Activities in Kindergarten</i> <i>ΠΚ5. Music</i>			5	4
		<i>ELECTIVE COURSES</i>				
	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 th 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 Course on Hazards and Accidents</i>			5	3
ELECTIVE COURSES						
	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

	Course ID	6 th 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
		ELECTIVE COURSES				
	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 th 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>IIK12. Project Method and Working in Small Groups in the Kindergarten</i> <i>IIK13. Activities within the Community</i> <i>IIK16. Literacy Development and Instruction in Early Childhood</i>			3	8
ELECTIVE COURSES						
	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 15 E	<i>The School and Multicultural Society</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
	Ψ 33 E	<i>Communication and Language Development</i>	3	-	3	4

	Course ID	8 th 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>IIK15. Organization and management of educational unit</i>			8	5
		<i>ELECTIVE COURSES</i>				
	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

Abstracts of Courses

Philosophical, Sociological and Historical Approach to Education (K)

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

Instructor: Ikaros Mantouvalos, Lecturer

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: -

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) Recent and Contemporary History of European Society

Instructor: Ikaros Mantouvalos, Lecturer

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 18th and 19th 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 20th 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 15th till the 20th century.

(K 13 E) Gendered Identities and Education

Instructor: Paraskevi Koufaki, Associate Professor

The historical dimension of the social position of women and their education.

Feminist approaches to gender segregation in education (liberalism, Marxism, radical feminism) and theories about gender differences (psychoanalytic, biological, social learning, cognitive development). Social conditions for gender identity formation (female and male identities). Social stereotypes and discrimination in the family and work. Professional expectations of the sexes in education. Social gender stereotypes reproduction in education process (teaching material, curricula and "hidden" programs, education process). Gender equality and teachers' training (research data, conclusions and recommendations).

(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 15 E) The School and Multicultural Society

Instructor: Lela Gogou, Professor

The concept of the multicultural society. The myth of multicultural homogeneity in contemporary society. Migration and religious pluralism in Europe. Social integration and social exclusion in contemporary society. Immigrants and social integration. Otherness and multiculturalism. The transition from a multicultural to an intercultural society. The intercultural example. The intercultural approach and social integration. Intercultural education and civil society. Training the educators on intercultural education.

Based on the understanding of the concepts of multiculturalism and otherness we aspire to give the students the ability to approach the intercultural example, so that they will recognise that the specific example is founded upon a democratic society and is engaged by its fundamentals.

(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 Y) 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, Lecturer

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) History of Childhood

Instructors:

Ikaros Mantouvalos, Lecturer

Vasiliki Thoedorou, Associate Professor, Dept. of Primary Education

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 23 Y) Sociology of the Family

Instructor: Paraskevi Koufaki, Associate Professor

The aim of the course is to understand the student to which extent and in which ways the family is a social space in which occurring processes which determinate children's as well as adult members' socialization. The following questions specify the levels of understanding:

1. In which way family and kinship systems are associated with the wider social system?
2. In which way the family is formed, historically, as a social phenomenon?
3. Which family records were maintained and which were overthrown in modern (industrial) era, compared to the traditional (pre-industrial) era?
4. Which are the characteristics of the new phenomena accompanying its modernization and influence its members?
5. Which theories and how do they explain the new functions are undertaken by the family for its members?
6. How and with which characteristics the child and his upbringing are included in family life?
7. How and why the family imposes patterns of behavior on its members? Whom these ways are informed by? How are all of them associated to culture and its particular expressions?
8. What about family roles and their readings?
9. What are the orientations of the research and what are the research data on the family socialization?

(K 24 Y) Intercultural Education

Instructor: Georgios Mavrommatis, Lecturer

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, Lecturer

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 36 E) Media Literacy

Instructor: -

The course is designed to explore the way that media works. The presence of media in everyday life is a phenomenon analysed with particular emphasis in the effective development of an integrative communicative space for the children. It is a process of teaching about media through the media.

The course schedule includes the following topics:

- Theoretical issues concerning the image of a child raised by the media
- The effects of media on the personality of the child
- The audio-visual policy on child protection in the media
- The educational role of the media for children
- Children and advertising
- Media and violence

(K 30 E) Educational Innovations and Entrepreneurship I

Responsible: Paraskevi Koufaki, Associate Professor

Theoretical framing of creativity and innovation. Applications to various disciplines of science education, implemented in school and out-of-school structures (new technologies, radio, television, educational, games, movies etc.). Connecting innovative educational ideas with the entrepreneurship, under conditions of expansion of learning environments. Basic management and training services marketing principles under free market conditions (rules and limits of the free market, developing both internationally and in Greece). Best practices presentation.

(K 31 E) Educational Innovations and Entrepreneurship II

Responsible: Paraskevi Koufaki, Associate Professor

Presentation and developing business plans in sciences education various disciplines (e.g. Information and Communication Technologies, Educational Toys, managing social situations, cultural heritage management etc).

(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 33 E) Special Issues on Family's Sociology

Instructor: Paraskevi Koufaki, Associate Professor

The aim is to understand: a) How belief systems for the family life are built? b) How through social processes family interactions are shaped and the identities of the family group are formed? The approach to these questions will be attempted with the theoretical support of systemic and feminist vision, on two levels:

1. Understanding the factors who shape the beliefs about "socially available" family life models (family life cycles, gender and power inequalities, rituals, family myths, meanings etc.)
2. Analysis of the data set each time by the social context. Analysis of the ways in which individual choices, family identities and family dynamics are organized (parental care, job sharing, paid work, power and inequality, parenting roles as negotiating identities etc).

(K 34 Y) Sociological Approaches to Childhood

Instructors:

Paraskevi Koufaki, Associate Professor

Ikaros Mantouvalos, Lecturer

The institutional recognition of "diversity" of the childhood is the basis of understanding the way by which societies establish social relationships providing social continuity, coherence and change. From this point of view the study of the way for approaching childhood in space and time acquires big sociological importance.

Consequently, the objective of this course is to help the student to understand: a) how and under what conditions social reading of childhood's diversity is expressed in space and time; b) how the interpretations of differences and particularities of childhood are incorporated in a wider world order created by the adult society or how they are transcribed into expectations, regulatory standards, rights, obligations and dependencies of both children themselves and all persons involved in their development; c) how all these reflect into the contemporary society the real children's needs in the process of establishing their identities, given the social inequalities and social exclusion that characterize it, and d) how the word of children themselves is expressed in the context of their interaction with the adult society.

Psychology (Ψ)

(Ψ 02 Y) Cognitive Psychology

Instructor: Alexandra Karousou, Lecturer

Introductory aspects - Historic flashback – Cognitive Psychology Methods. Conception: Conception and perceptive operations, visual and auditive perception, perception development. Attention: selective attention, automated and attention controlled processing, lookout, excitation and performance. Memory: theory of information processing and memory, the model of processing layers, the model of working memory, neuropsychological findings, oblivion theories, ways of memory improvement. Thought: knowledge representation, problem solving, speculation, computational thinking models. Language: language structure, language and thought, language acquisition, social views to language use. Intelligence: Theoretical approaches to intelligence, IQ tests, genetic and environmental impact on intelligence, differences among groups.

(Ψ 03 Y) Psychology of Child Development I

Instructor: -

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

1. Development of perception (visual, haptic, auditive, olfactive, gustative). Perception of shapes and objects. The role of movement in object perception. Time-space perception. Perception of beings and emotions. Total and analytic processing.
2. Memory perception – interpretation of the enhancement of mnemonic abilities.
3. Cognitive development (brain maturity and cognitive development), Development of reasoning – acquisition of concepts.

(Ψ 06 Y) Social Psychology

Instructor: Antonis Sapountzis, Lecturer

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, Lecturer

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, Lecturer

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, Lecturer

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, Lecturer

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, Lecturer

Antonis Sapountzis, Lecturer

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, Lecturer

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.

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 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 “taxis”; 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

(A 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.

(A 13 E) Health Education in Early Childhood

Instructor: Vasiliki Brouskeli

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 20th 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, Lecturer

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 28 E) Planning - Implementation - Evaluation of Intercultural Educational Projects

Instructor: Georgios Mavrommatis, Lecturer

Comparative study of intercultural education models. Study of intercultural educational programs both on national and local level. Special emphasis will be given to:

- The analysis of the political conjuncture in the context of which these programs are planned and implemented.
- Discourse analysis of the rhetoric about “interculturalism” (proclamations of politicians, administrators and the related legislation).
- The documentation and interpretation of the involved people’s attitudes (as administration, teachers, parents, pupils, local authorities and communities, etc).
- The ways these programs are implemented and evaluated in comparison to their initial targets.

A considerable part of the course will be dedicated to the programs of bilingual education and particularly to those focusing on Roma and Muslim children.

The aim of the course is, on the one hand, to help students develop an analytical and compositional critical way of thinking and, on the other hand, to offer an essential body of knowledge necessary for the planning and implementation of an intervention in the field of intercultural education.

Prerequisite to attend this module is to have successfully completed the “Intercultural Education” course (K 24 Y).

(A 32 Y) Special Education I

Instructor: Aggeliki Davazoglou, Professor, Dept. of Primary Education

The course deals with the introductory meanings, the philosophy, the definitions, the aim, the goals and the theoretical examinations of Special Education. There is a synopsis on the development of Special Education in Greece, the synchronous trends, the categorization of the children with special educational needs (S.E.N.) and the Legislation (structure and function of the Centers of Differentiated Diagnosis, Diagnosis and Support). The supply of special supportive services for the benefit of the children with special educational needs is described in the frame of General and Special Education. There is also presented the role of the teacher in the detection and

diagnosis of the children with special educational needs. Cognitive constrictions, sensory disabilities in vision and hearing and kinetic disabilities are analyzed.

(Δ 37 E) Pedagogy and Play in Early Childhood Education

Instructor: Konstantinos Karadimitriou, Lecturer

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.

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, Lecturer

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 07 E) History of Art

Instructor: Alkiviadis Prepis, Associate Professor, Dept. of Architectural Engineering

The main phases of art evolution are examined, giving specific emphasis to Greece during the ancient and Byzantine periods. More specifically, the course includes the following: The art of the great ancient civilizations (Egypt, Mesopotamia). Cycladic – Minoan – Mycenaean world. Archaic – classical – Hellenistic art. The Roman world. Christian and Byzantine art. Romanesque and Gothic art. The European Renaissance. Mannerism – Baroque – Rococo. Art in modern times. The movements of modern art. The presentations of the course involve slide and film projection.

(II 10 Y) Folk Narratology

Instructor:-

This course introduces students to the study of folklore genres (i.e. myth, legend, folktale, proverb and riddle). It focuses, in particular, on folktale, the theories about its origins, the variety of themes and motives and the ways of oral transmission in historical and social contexts. International folktale catalogues and several examples of well-known collections of Greek and foreign folktales are examined. The course discusses also the uses of folktale in modern education and early childhood learning contexts.

(II 17 Y) Introduction to Museum Education

Instructor: Anastasia Filippoupoliti, Lecturer

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 18 Y) Folk Studies

Instructor:-

This course examines some aspects of folk culture, for instance folk arts and crafts and the related practices and knowledge. Rituals, folk dances, folk architecture, crafts, music and food customs are examined as products of a collective need that is linked to individual active participation. Special focus is also given on the changes occurred in the Greek modern way of living and its impact on folk culture. Students will become familiar with aspects of folk culture so that they apply that knowledge to the production of educational activities in classroom.

(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 Filippoupoliti, Lecturer

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 Filippoupoliti, Lecturer

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, Lecturer

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 writers' 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 grammatological 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, Lecturer

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 20th 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, Lecturer

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.

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 Education

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 Sciences in 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.

(Θ 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

(Θ 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, Lecturer

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

Instructor: Antonis Sapountzis, Lecturer

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 Programme 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 2013 – 2014, 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 http://www.uco.es/organiza/centros/education	Education	3 X 10 months	1 member (1 week)
	E BURGOS01-Universidad de Burgos http://www.ubu.es	Education	2 X 5 months	1 member (1 week)
CYPRUS	CY NICOSIA04-Cyprus Pedagogical Institute http://www.pi.ac.cy	Education	----	1 member (1 week)
NORWAY	N OSLO23-Oslo University College	Teacher	2 X 5	1 member

	http://www.hio.no	education	months	(1 week)
FRANCE	F LILLE03-Universite Charles de Gaulle Lille 3 http://www.univ-lille3.fr/fr/	Sciences de l'education	2 X 5 months	1 member (1 week)
	F STRASBO48-Université de Strasbourg http://www.unistra.fr	Modern Greek Studies	1 X 4,5 months	1 member (1 week)
	F ORLEANS01-IUFM http://www.orleans-tours.iufm.fr/	Formation des enseignants	----	1 member (1 week)
BELGIUM	B KORTRIJ01-Katholieke Hogeschool Zuid-West-Vlaanderen http://www.katho.be	Teaching and training	2 X 4 months	1 member (1 week)
BULGARIA	BG SOFIA06-Sofia University St Kliment Ohridski http://www.uni-sofia.bg	Education	2 X 6 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/>