DEMOCRITUS UNIVERSITY OF THRACE

SCHOOL OF EDUCATION SCIENCES

DEPARTMENT OF EDUCATION SCIENCES

IN EARLY CHILDHOOD

STUDY GUIDE 2026-27

DEMOCRITUS UNIVERSITY OF THRACE

DEMOCRITUS
UNIVERSITY
OF THRACE

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATION SCIENCES IN EARLY CHILDHOOD

Study Guide 2026 – 2027

Alexandroupolis

Edition of the Publications' Committee

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 in seven Thracian cities: Alexandroupolis, Didymoteicho, Drama, Kavala, Komotini, Orestiada and Xanthi. The Rector's Office of the University is situated in Komotini. Specifically, the Democritus University of Thrace is currently comprised of the following twenty-eight (28) Departments:

Alexandroupolis, Didymoteicho

1. School of Medicine (in Alexandroupolis)
2. Department of Molecular Biology and Genetics (in Alexandroupolis)
3. Department of Primary Education (in Alexandroupolis)
4. Department of Education Sciences in Early Childhood (in Alexandroupolis)
5. Department of Psychology (in Didymoteicho)
6. Department of Nursing (in Alexandroupolis)

Komotini

1. Department of Law
2. Department of Physical Education and Sport Science
3. Department of Economics
4. Department of Social Politics
5. Department of Social Work
6. Department of Political Science
7. Department of Occupational Therapy
8. Department of Humanities Studies

Orestiada

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

Xanthi

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

Drama

1. Department of Forest and Natural Environment Sciences
2. Department of Agricultural Biotechnology and Oenology

Kavala

1. Department of Management Science & Technology
2. Department of Accounting and Finance

3. Department of Computer Science
4. Department of Physics
5. Department of Chemistry

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

a) **School of Engineering** situated in Xanthi and comprising the following Departments:
1. Department of Civil Engineering
2. Department of Electrical and Computer Engineering
3. Department of Environmental Engineering
4. Department of Architectural Engineering
5. Department of Production and Management Engineering

b) **School of Education** situated in Alexandroupolis and Didymoteicho and comprising the following Departments:
1. Department of Primary Education (in Alexandroupolis)
2. Department of Education Sciences in Early Childhood (in Alexandroupolis)
3. Department of Psychology (in Didymoteicho)

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

d) **Faculty of Health Sciences** situated in Alexandroupolis and comprising the following Departments:
1. School of Medicine
2. Department of Molecular Biology and Genetics
3. Department of Nursing

e) **School of Physical Education, Sport Science and Occupational Therapy** situated in Komotini and comprising the following Departments:
1. Department of Physical Education and Sport Science
2. Department of Occupational Therapy

f) **School of Humanities** situated in Komotini and comprising the following Departments:
1. Department of Humanities Studies

g) **School of Social, Political and Economic Sciences** situated in Komotini and comprising the following Departments:
1. Department of Economics
2. Department of Social Politics
3. Department of Social Work
4. Department of Political Science

h) **School of Agricultural and Forestry Sciences** situated in Orestiada and Drama and comprising the following Departments:
1. Department of Agricultural Development (in Orestiada)
2. Department of Forestry and Management of the Environment and Natural Resources (in Orestiada)

3. Department of Forest and Natural Environment Sciences (in Drama)
4. Department of Agricultural Biotechnology and Oenology (in Drama)

i) **School of Science** situated in Kavala and comprising the following Departments:

1. Department of Computer Science
2. Department of Physics
3. Department of Chemistry

j) **School of Management Science and Accounting** situated in Kavala and comprising the following Departments:

1. Department of Accounting and Finance
2. Department of Management Science and Technology

ACADEMIC CALENDAR 2026-27

FALL SEMESTER

Teaching period
From Monday 28-09-2026 to Friday 15-01-2027

Examination period
From Monday 18-01-2027 to Friday 05-02-2027

Holidays
Wednesday 28-10-2026 (National Holiday)
Tuesday 17-11-2026 (Educational Holiday)
Wednesday 06-01-2027 (National Holiday)

Christmas and New Year's holidays
From Thursday 24-12-2026 to Wednesday 06-01-2027

SPRING SEMESTER

Teaching period
From Monday 08-02-2027 to Friday 28-05-2027

Examination period
From Monday 31-05-2027 to Friday 18-06-2027

Holidays
Monday 15-03-2027
Thursday 25-03-2027 (National Holiday)
Saturday 01-05-2027 (May Day)
Monday 21-06-2027 (Educational Holiday)

Easter Holidays
From Great Monday 26-04-2027 to Friday 07-05-2027

Local Holidays
Friday 14-05-2027 (Anniversary of the liberation of Alexandroupolis and Komotini)

Resit examination period (for both semesters)
From Wednesday 01-09-2027 to Tuesday 21-09-2027

Summer Holidays for Educational Work
From Thursday 01-07-2027 to Tuesday 31-08-2027

ABOUT THE DEPARTMENT OF EDUCATION SCIENCES IN EARLY CHILDHOOD

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/Bachelor) program which provides the basic up-to-date scientific knowledge in the areas of the pedagogy, methodology, psychology, anthropology, philosophy, literature, music, theatrical education, aesthetic education, science education, environmental education, mathematics education, statistics, computing and foreign language learning. 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 scientific research in the area of early childhood education. The undergraduate program includes an Internship 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 ("Socio-cultural Education and Training of Animators") that operated from 1/1/2003 until the academic year 2010-11.
- The Post-Graduate Program in "Innovative Pedagogical Approaches in Multicultural Educational Environments" that started to operate in the spring semester of the academic year 2013-14. The last candidates were accepted in the academic year 2017-18.
- The Post-Graduate Program in "Education for the Environment and Sustainability" that started to operate in the fall semester of the academic year 2015-16. The last candidates were accepted in the academic year 2017-18.
- The Post-Graduate Program in "Education Sciences: Innovative Pedagogical Approaches in Multicultural Educational Environments" that started to operate in the fall semester of the academic year 2019-20. The last candidates were accepted in the academic year 2021-22.
- A new Master's Degree Program "Education Sciences: Intercultural Pedagogical Approaches and Innovative Applications in Multicultural Educational Environments" that has not been established yet.
- Doctoral studies.

The above are supported by educational and research activities of the faculty and students, such as the guidance of doctorate dissertations, the organization of lectures and conferences, the participation in scientific meetings, the planning and publication of education materials

and assessment testing tools, the organization of cultural/educational activities, etc. in a continuous effort of scientific presence and mutual action with local, national and European organizations that focus on early childhood education and relevant areas of research.

Department Administration

Head of the Department: Antonios Sapountzis, Professor
Vice-Head of the Department: Alexandros Theodoridis, Associate Professor

End of term: August 31, 2028

Laboratories

Officially, the Department has four laboratories that have been established with Presidential Decrees and are in use:

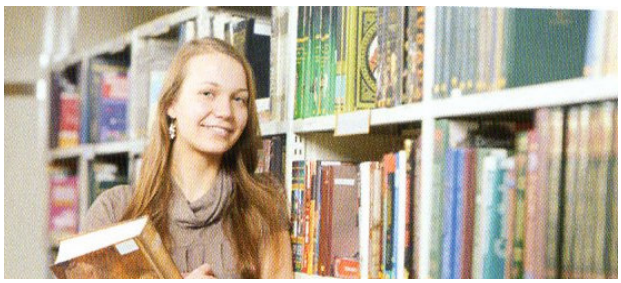
- **Laboratory of Child Psychology**
  Director, A. Sapountzis, Professor
- **Laboratory of Environmental Research and Communication and Environmental Education**
- **Laboratory of Informatics**
  Director, D. Prentzas, Associate Professor
- **Laboratory of Pedagogical Research and Educational Practice**
  Director, K. Karadimitriou, Associate Professor

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

- **Laboratory of Foreign Languages**
- **Laboratory of Fine Arts and Educational Material**
- **Videoconferencing Room (jointly used with the Department of Primary Education)**

University Library

The relative needs of of the Department are met by the School of Educational Sciences library which offers:



- Lending Department
- Magazine Section
- Computer Department
- Reading room, and
- Space for organizing the material

The Central Library of the Democritus University website (http://lib.duth.gr/), offers access to various online services (Online databases, access to the Hellenlink Greek Academic Libraries Network, interlibrary loan service, etc.)

DEPARTMENT STAFF

Department Faculty

Professors	
Demetra Evangelou	Pedagogy and Educational Applications
Sophie Iakovidou	Modern Greek Literature
Antonios Sapountzis	Social Psychology
Associate Professors	
Vasiliki Brouskeli	Health Psychology
Konstantinos Karadimitriou	Pedagogy and Applications in Education
Eleni Lipourli	Cognitive and Language Development
Georgios Mavrommatis	Intercultural and Minority Education
Efthymia Penderi	Social Pedagogy and Applications in Early Childhood Education
Dimitrios Prentzas	Informatics, Software Systems and Applications
Maria (Maretta) Sidiropoulou	Reading and Writing: Teaching Approaches and Applications
Alexandros Theodoridis	Philosophical Anthropology and Education
Assistant Professors	
Ivi Daskalaki	Anthropology of Education
Anna Klothou	Mathematics Education in Early Childhood
Lydia Mitits	Applied Linguistics: Bilingualism and Education
Nikolaos Zarkadis	Science Teaching and Learning in Early Childhood
To be appointed	*Museum Education*

Emeritus Professors

Professors

Anastasia Economidou	Literature for Children
Galini Rekalidou	Pedagogy and Applications in Education

Collaborating Faculty of other Departments (DUTH)

Antonios Kambas	Professor, Department of Physical Education and Sport Science

Athanasios Karafyllis	Professor, Department of Primary Education
Athanasios Koutsoklenis	Associate Professor, Department of Primary Education
Athanasios Mogias	Associate Professor, Department of Primary Education
Aspasia Serdari	Associate Professor, Department of Medicine

Specialized Educational Staff

Evangelia Kopsalidou	Music Education
Myrsini Lantzouraki	Theatrical Education
Marianna Pavlidou	Aesthetic Education
Maria Ammari	English Language

Specialized Laboratory and Teaching Staff

Ekaterini Gioftsali	Pedagogy and Practicum
Ioulia Ntousi	Pedagogy and Practicum
Efthymia Papanastasiou	Pedagogy and Practicum

Specialized Technical and Laboratory Staff

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

Administrative Staff

Ekaterini Mastrogiannidou (Secretariat)
Angela Soufli (Vice Secretariat)

Adjunct Lecturers

Children's Literature
Educational Psychology
Museum Education
Statistics
Tutorial on Hazards and Accidents

Seconded Teachers

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ADJUNCT LECTURERS

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Laboratory of Environmental Research and Communication and Environmental Education	25510 30069	http://www.psed.duth.gr/envilab
Laboratory of Informatics	25510 30078	https://www.psed.duth.gr/en/laboratory-of-informatics/
Laboratory of Pedagogical Research and Educational Practice	25510 30119	http://epeep.psed.duth.gr

SCHOOL OF EDUCATION SCIENCES		https://edu.duth.gr/
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Secretary of the School	25510 30013	secr@edu.duth.gr

DUTH CAREER OFFICE		http://career.duth.gr/cms/

LIBRARY [http://lib.duth.gr/]	**Telephone**	**Email**
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Kyriaki Kyriakakou	25510 30071
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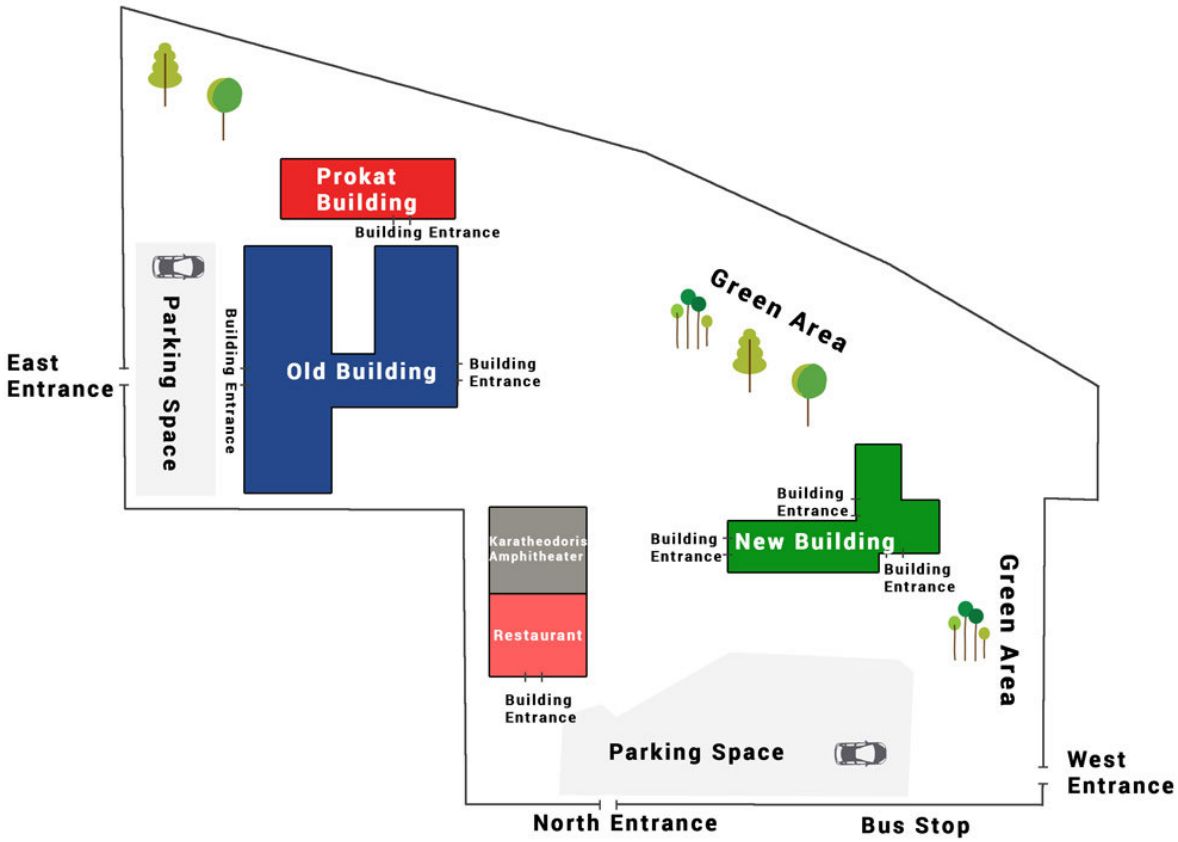
Office of Educational Material	25510 30068
Practicum Training Supervisors	25510 30043
CAFETERIA	25510 30031
RESTAURANT	25510 40270
SECURITY GUARDS	25510 30082
UNIVERSITY EMERGENCY NUMBER	**11314**

Buildings of the School of Education Sciences in Alexandroupolis

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



BUILDING A (New Building)

Ground floor: Department Secretariat, Offices of Staff

1st floor: Offices of Faculty Members, Meeting/conference room (shared with the Department of Primary Education)

Basement: Teaching Room (shared with the Department of Primary Education)

BUILDING B (Old Building, Western Aisle)

Offices of Faculty Members, Laboratory of Environmental Research and Communication and Environmental Education

BUILDING B (Old Building, Eastern Aisle)

Ground floor: Library of School of Education Sciences

1st floor: Office of Educational Material – Special Library, Laboratory of Informatics, Laboratory of Pedagogical Research and Educational Practice, Offices of Faculty Members, Teaching rooms, Teaching Room for Foreign Languages (shared with the Department of Primary Education), Office of Foreign Language Teaching Staff, Unicef Office.

BUILDING D (PROKAT)

Videoconferencing Room (shared with the Department of Primary Education)

Laboratory of Child Psychology

Teaching Room (shared with the Department of Primary Education)

BUILDING C

Ground floor

Karatheodoris Amphitheater (shared with the Department of Primary Education)

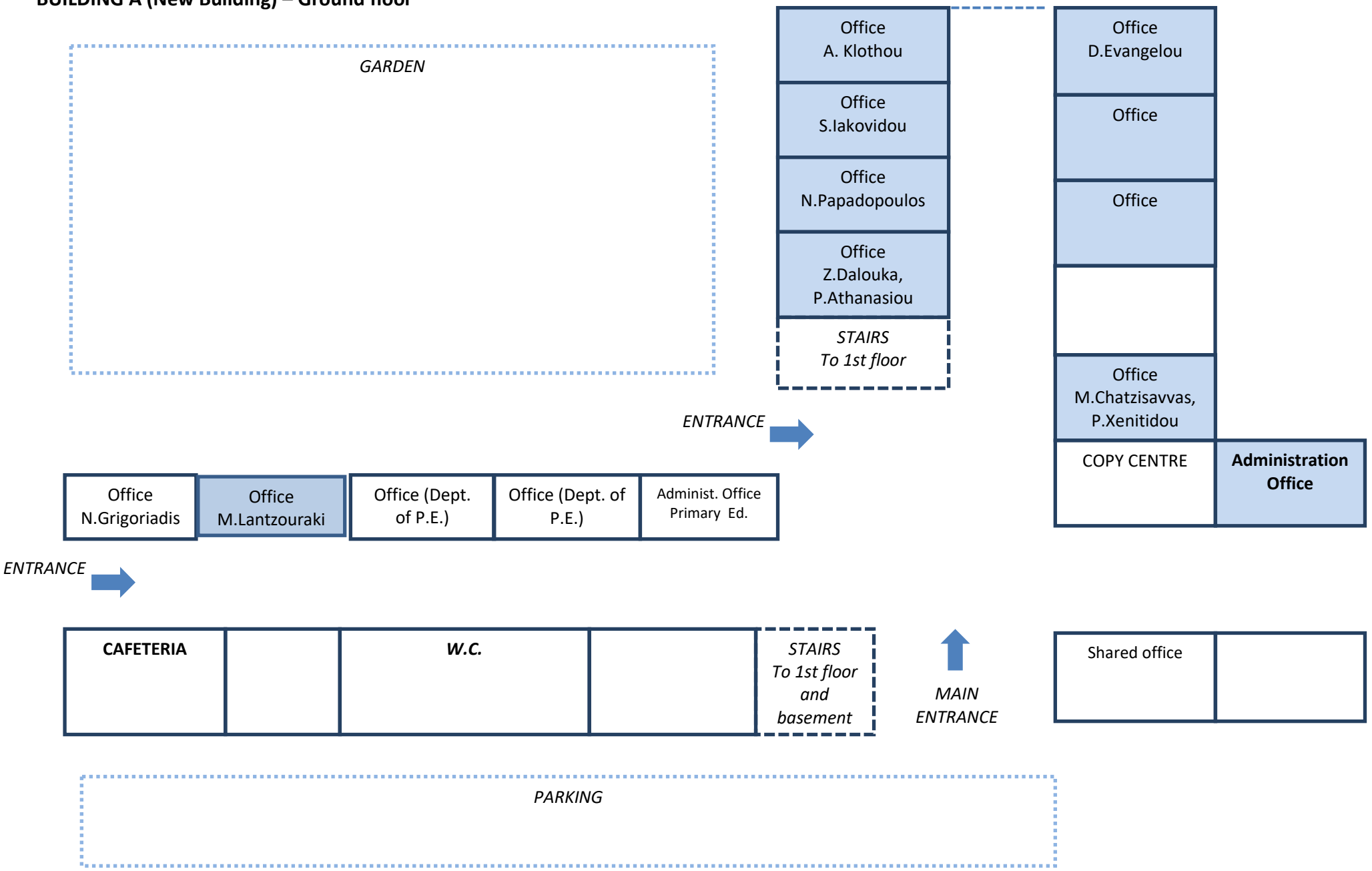
Restaurant (shared with all Department of Alexandroupolis)

1st floor

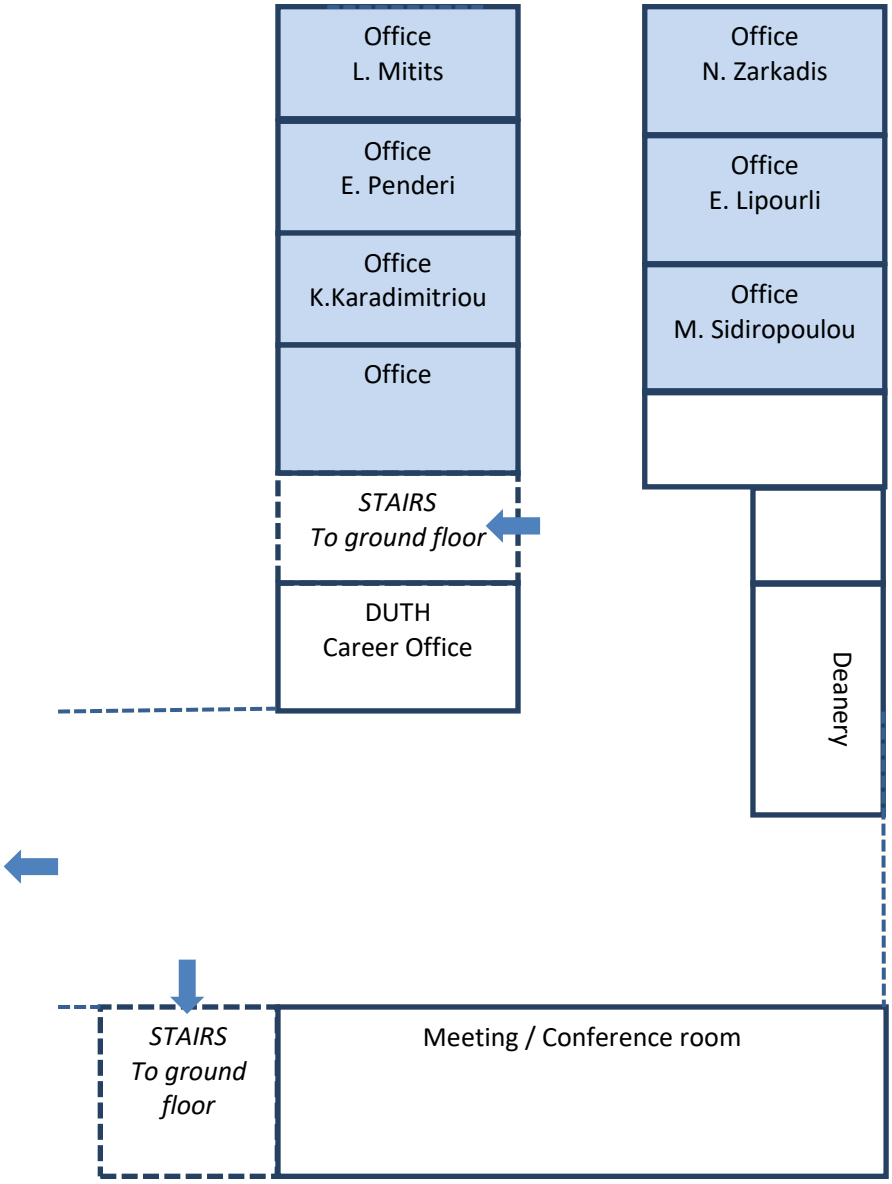
Laboratory of Fine Arts and Educational Material (shared with the Department of Primary Education)

Room of Practicum Workshops

BUILDING A (New Building) – Ground floor

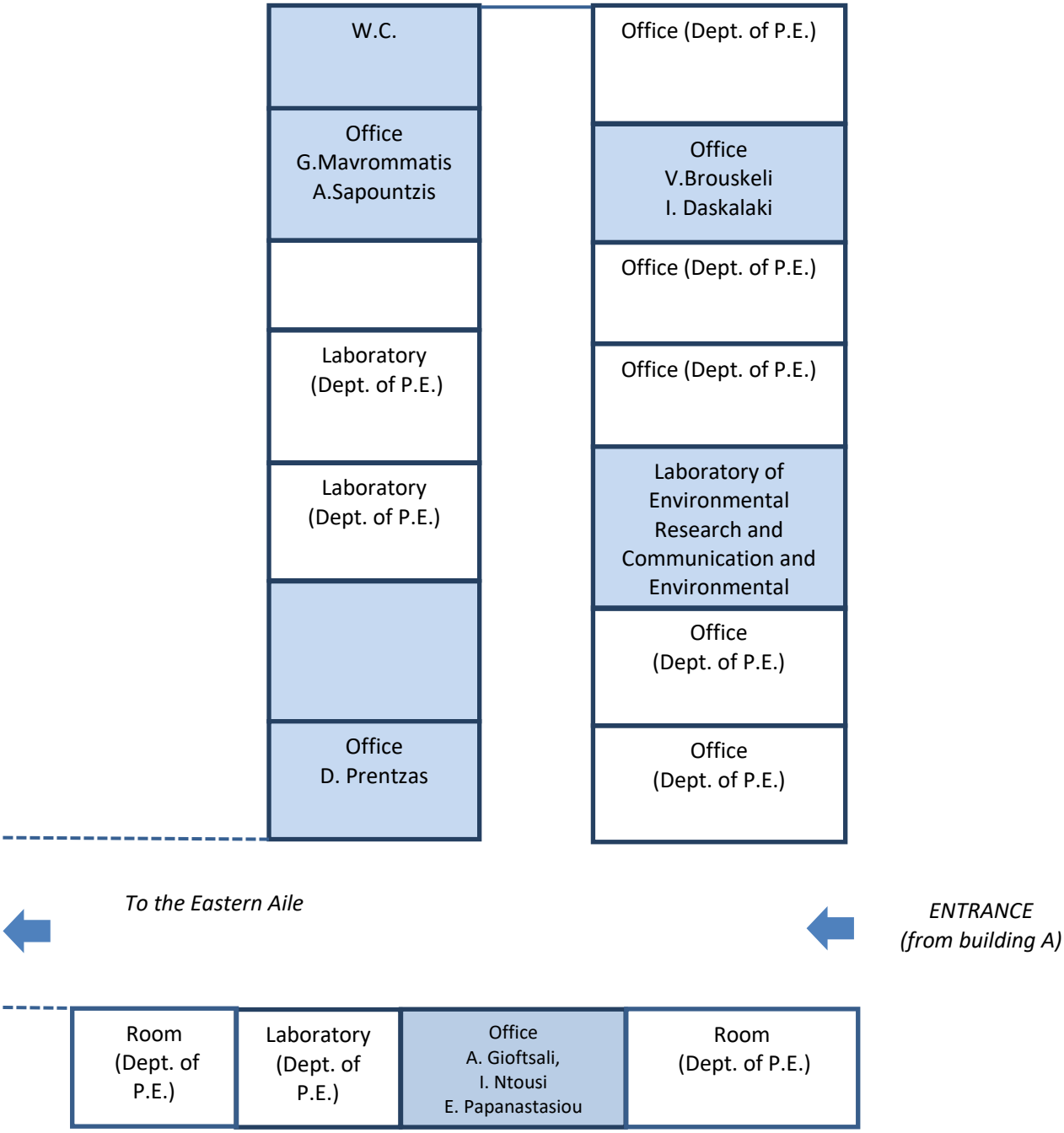


BUILDING A (New Building) – 1st floor



BUILDING B (Old Building)

Ground floor (Western Aisle)



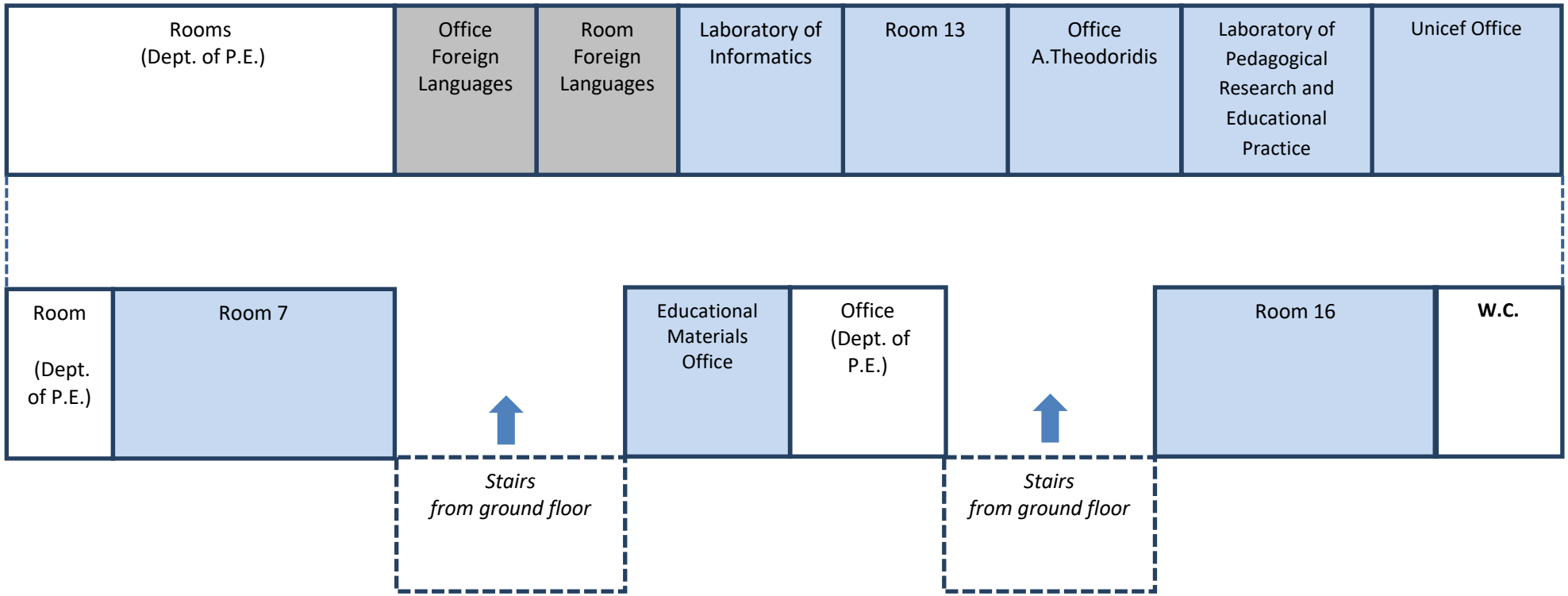
Ground floor (Eastern Aisle)

Library

Stairs to the 1st floor

Building B (Old Building)

1st floor



PROGRAM OF UNDERGRADUATE STUDIES

The Undergraduate Degree in Education Sciences in Early Childhood requires four years of studies. The academic year begins on September 1 of each year and ends on 31 August of the following year. Each academic year is divided in two semesters (fall and spring). Each semester consists of at least 13 weeks of classes and usually three weeks of examinations.

Credit Units, Types of Courses, Dissertation, Diploma Supplement

Each course in the curriculum corresponds to **credit units**. The credits correspond to the teaching hours per week during the semester. Credits represent students' workload during the semester in successfully following the course and achieving the corresponding learning outcomes under the **European Credit Transfer and Accumulation System (ECTS).** Workload is the result of attending lectures, tutorials and workshops, self study, work, examinations, etc. Each credit unit corresponds to a workload of 25-30 hours during the semester. According to the ECTS specifications, the total number of credits per semester is 30. The total number of credits for the four years of study at the Department is 240. During the four years of study, the student may accumulate additional credits (over 240) by successfully attending optional courses offered in the curriculum.

The curriculum includes **compulsory courses, elective courses, and compulsory modules of Internship**. In order to obtain the degree, each student is required to successfully attend all compulsory courses and each compulsory module of the Internship. In addition, each student is required to successfully select and attend some of the elective courses offered.

Students have the option to prepare a dissertation in their fourth year of study if they so wish. If they do not prepare a dissertation, they will have to successfully attend three additional elective courses. In addition, foreign language courses (English) are offered.

Upon graduation, apart from their Bachelor’s Degree, students receive the Diploma Supplement. The Diploma Supplement based on the ECTS specifications is an accompanying and explanatory document describing the general curriculum of each graduate's degree. It is published in Greek and English and includes among others the list of courses attended by the graduate.

Learning Outcomes of the Undergraduate Studies

Upon successful completion of the studies, the graduates acquire the necessary scientific knowledge, skills and competences on the field of Education Sciences in Early Childhood and have the opportunity to pursue their professional development. They will be able to:

- Construct a broad humanitarian education capable of critically interpreting the contemporary challenges.
- Understand and interpret scientific theories and concepts from the field of education sciences and effectively transfer and apply them in early childhood education settings.
- Understand a variety of factors that contribute to the social and educational reality.
- Apply educational practices and methods that have as a focal point the child's holistic development, its personal rhythms and its perspectives of integration in the cultural environment.
- Design, implement and evaluate innovative educational programmes (curricula) in institutional and alternative early childhood educational areas and self-evaluate themselves.
- Direct and manage early childhood institutions.
- Design and implement programmes for the internal evaluation of educational units.

According to the Presidential Decree 320/83, the holder of the Undergraduate Degree in Education Sciences in Early Childhood can work as a teacher in public and private kindergartens. In addition, they can be employed in a broad range of related social institutions.

Academic Counselor of Undergraduate Studies

The Faculty members act as academic counselors for undergraduate students. Each academic year, each freshman is assigned to a Faculty member who will act as the academic counselor throught the individual's undergraduate studies. The academic counselor chooses how to approach and assist the students assigned to him/her. The academic counselor informs, gives advice and assists students during their studies.

The assignment of students to Faculty members is done randomly. The distribution of this assignment is even. In case an academic counselor is absent for a long time period (e.g., sabbatical leave, health

issues), the General Assembly temporarily assigns the corresponding students to other Faculty members.

The Department has approved a regulation for the academic counselor which is available on the website of the Department. Further details about the institution of the academic counselor is available in the specific regulation (in Greek). This regulation is based on a corresponding draft regulation approved by the Democritus University of Thrace.

The Department applies the institution of the academic counselor since the academic year 2019-20. In previous years, a committee of student affairs operated in the Department consisting of one to two Faculty members for each one of the four year of studies.

Organizational Aspects

For organizational purposes, the curriculum is presented as follows:

♣ The **Analytical Program of Studies** in which the Studies have been organized in groups based on their scientific subject.

♣ The **Indicative Program of Studies**, which includes the distribution of the courses in the eight semesters of full-time study, as well as the teaching hours of the courses with the corresponding credit units. This indicates the scientifically logical course of studies.

♣ The **Programme of Offered Courses** for the current acedemic year, which includes the actual distribution of the courses taught in the eight semesters of full-time study, the required hours of teaching for each course per week and the corresponding credit units.

The compulsory, elective and optional course codes contain the letter "Υ", "Ε" and "Π" respectively as the final character. The Analytical and Indicative Curriculum includes optionally elective courses that may not be taught by the Faculty staff of the Department during the current academic year. The cells corresponding to these courses are indicated by gray shading in the tables on the Analytical and Indicative Curriculum.

Finally, in Appendix I, the Course Outlines are presented, detailing the learning objectives, the content, the evaluation methods and the bibliography of each course. Course curricula have been drafted based on a relevant template outline available on the website of the Hellenic Quality Assurance & Accreditation Agency (HQA).

Analytical Program of Studies (for Admissions from 2023-24)

It includes the titles of compulsory courses (Y) and elective courses (E) with their characteristic code. Courses based on their scientific subject have been organized in groups as follows:

Subject group	Number of Compulsory Courses	Number of Elective Courses
Philosophical, Sociological, Anthropological and Historical Approaches to Education (K)	4	17
Psychology (Ψ)	6	11
Pedagogics – Didactics (Δ)	9	13
Culture and Education (Π)	4	16
Sciences (Θ)	6	8
Methodology (M)	1	1
Foreign Languages (Ξ)	2	2
Programme of Internship (A)	4	-

Note: Students are taught compulsory modules of the Internship Programme in the four years of study.

Philosophical, Sociological, Anthropological and Historical Approaches to Education (K)		Semester
K 16 Y	Introduction to Philosophy	1
K 17 Y	Philosophy of Education (Paideia)	8
K 24 Y	Intercultural Education	4
K 43 Y	Anthropology of Education	3
K 01 E	History of Modern Greek Education	8
K 05 E	School-Community Relations	6
K 07 E	Modern and Contemporary History of European Society	3
K 13 E	Gendered Identities and Education	7
K 19 E	Contemporary Philosophical Anthropology	7
K 20 E	Modern Greek History	4
K 21 E	History of Childhood	6
K 25 E	Religion and Education in Multicultural Societies	7
K 29 E	Educational Policy	7
K 30 E	Educational Innovation and Entrepreneurship	8
K 32 E	Texts of Philosophical – Pedagogical Reflection	4
K 40 E	Anthropological Approaches to Reading	7
K 41 E	Visual Literacy	8
K 42 E	Anthropological Approaches of Kinship and Family	8
K 44 E	Sociological and Anthropological Approaches to Childhood	5
K 45 E	Professional Development and Mentoring of Teachers	8
K 46 E	The Muslim Minority of Thrace: History and Education	7

Psychology (Ψ)		Semester
Ψ 02 Y	Cognitive Psychology	2
Ψ 03 Y	Developmental Psychology*	1
Ψ 04 Y	Language Development**	2
Ψ 06 Y	Social Psychology	6
Ψ 14 Y	Health Psychology	4
Ψ 35 Y	Educational Psychology	5
Ψ 23 E	Intergroup Relations in Social Psychology	7
Ψ 24 E	Topics in Cross-Cultural Social Psychology	8
Ψ 28 E	Child and Life Events	6
Ψ 32 E	Sexuality and Health	5
Ψ 34 E	Evaluation and Support of Children with Special Educational Needs	8
Ψ 35 E	Child Psychopathology	8
Ψ 36 E	Motivation, Self-regulation and Learning	7
Ψ 37 E	Special Topics on Cognitive Psychology	7
Ψ 38 E	Practical Applications of Educational Psychology: Designing Effective Learning Environments	7
Ψ 40 E	School Bullying and Victimization: Interpretation and Interventions	8
Ψ 41 E	Psychosocial Issues in Early Childhood and School Age: Prevention and Treatment	8

* Renaming of the course entitled "Psychology of Child Development I" (from 2024-25 onwards)

** Renaming of the course entitled "Psychology of Child Development II" (from 2024-25 onwards)

Pedagogy - Didactics (Δ)		Semester
Δ 01 Υ	Introduction to Education Sciences	1
Δ 02 Υ	Current Educational Directions	5
Δ 04 Υ	Innovative Approaches to Assessment in Early Childhood Education and Social Processes	3
Δ 06 Υ	Contemporary Didactics: Basic Notions and Application Proposals	3
Δ 12 Υ	Greek Language Teaching	4
Δ 23 Υ	Collaborative Types of Learning in Early Childhood Education	4
Δ 50 Υ	Organization, Management and Administration in the Educational Unit I	4
Α05ΠΚ	Organization, Management and Administration in the Educational Unit II	5
Δ 51 Υ	Inclusive Education	6
Δ 13 Ε	Health Education in Early Childhood	7
Δ 24 Ε	Bilingualism and Education	3
Δ 28 Ε	Planning – Implementation – Evaluation of Intercultural Educational Projects	8
Δ 37 Ε	Pedagogy and Play in Early Childhood Education	5
Δ 40 Ε	Child Guidance in Early Childhood Education	7
Δ 41 Ε	Contemporary Early Childhood Education Programs	8
Δ 42 Ε	Child Study	6
Δ 43 Ε	Emergent Reading and Writing: Teaching Approaches for Preschool and Early School Age	5
Δ 44 Ε	The Socio-Pedagogical Dynamics of Relationships and Contexts in the Learning Process	6
Δ 46 Ε	Psychomotricity, Movement Education and Experiential Learning	6
Δ 47 Ε	Social Pedagogy	4
Δ 48 Ε	Basic Issues in Social Pedagogy and Innovative Educational Interventions	8
Δ 49 Ε	The Pedagogy of STEM	8

Culture and Education (Π)		Semester
Π 03 Y	Introduction to Linguistics: Analysis of the Greek Language	2
Π 05 Y	Introduction to Modern Greek Literature	1
Π 09 Y	Arts in Education I	1
Π 17 Y	Introduction to Museum Education	4
Π 43 Y	Introduction to Children's Literature	2
Π 56 Y	Arts in Education II	2
Π 06 E	Contemporary Greek Literature for Children	5
Π 21 E	Dramatic Play - Dramatization	3
Π 23 E	Illustrated Children's Books and Their Readings	6
Π 33 E	Creative Writing	8
Π 37 E	Applied Museum Education	7
Π 38 E	Topics on Museology	6
Π 39 E	The Bildungsroman	8
Π 40 E	Subversive Narratives of Childhood	3
Π 44 E	20th Century Poetry	6
Π 46 E	Creative Music Activities for Kindergarten	6
Π 48 E	Musical Ensembles for Children	7
Π 52 E	Narrative Techniques – Approaches to the Oral Speech	5
Π 53 E	Drama in Education	4
Π 54 E	The Child and the Literary Book	8
Π 55 E	Monolingual/Bilingual pragmatic competence	8
Π 57 E	Didactics of Visual Arts	3
Π 58 E	Artistic Practices in Museum Education	5

Sciences (Θ)		Semester
Θ 02 Y	Environmental Education, Sustainability and Sustainable Development	7
Θ 03 Y	Principles of Informatics with Applications in Education I	2
Θ 04 Y	Principles of Informatics with Applications in Education II	3
Θ 08 Y	Descriptive Statistics	5
Θ 10 Y	Mathematics in Early Childhood	5
Θ 12 Y	Science Teaching and Learning in Early Childhood	6
Θ 05 E	Science Concepts in Early Childhood	7
Θ 06 E	Informatics in Education	4
Θ 07 E	Multimedia, Robotics and Artificial Intelligence in Early Childhood Education	5
Θ 13 E	Environmental Issues in Education	8
Θ 17 E	Computational Environments of Data Analysis	7
Θ 19 E	Topics in Mathematics Teaching: Field applications	7
Θ 20 E	Problem Solving in Mathematics Education	8
Θ 21 E	Science Teaching with Experiments in Early Childhood	7

Methodology (M)		Sem.
M 01 Y	Educational Research Methodology I	3
M 02 E	Educational Research Methodology II	6

Foreign Languages (Ξ)		Sem.
Ξ 03 Y	English as a Foreign Language	1
Ξ 04 Y	French as a Foreign Language (admissions 2023-24)	1
Ξ 01 Y	English for Specific Purposes	2
Ξ 02 Y	French for Specific Purposes (admissions 2023-24)	2
Ξ 03 E	English for Specific and Academic Purposes I	5
Ξ 05 E	English for Specific and Academic Purposes II	6

Diploma Dissertation (X)		Sem.
X 01 E	Diploma Dissertation	7
X 02 E	Diploma Dissertation	8
X 03 E	Diploma Dissertation	8

Practicum (A)		Sem.
A03ΠΚ	Field Practice I	2
A04ΠΚ	Field Practice II	3
A06ΠΚ	Field Practice III	6
A07ΠΚΑ	Internship	7-8

Categorization of the Courses of the Program of Studies according to Thematic Units

The courses of the Undergraduate Program of Studies have been organized in groups in the Analytical Program of Studies based on their scientific subject. The course may be also grouped cross-sectionally based on thematic units or the interests of the students. Below are tables in which the courses are grouped according to the following thematic units:

(1) Inclusion and Intercultural dimensions of education

(2) Utilization of non-formal and informal forms of education

(3) Sensory-motor and development through music and movement

(4) Development and learning issues

(5) New technologies in education

(6) Language, reading and childhood

(7) Pedagogical thinking and educational practice

(8) Basic scientific theory

(9) Childhood in sciences

(10) Entrepreneurship, creativity and innovation

Pedagogics – Didactics (Δ)		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Δ 01 Y	Introduction to Education Sciences	*						*	*		
Δ 02 Y	Current Educational Directions	*	*					*	*	*	
Δ 04 Y	Innovative Approaches to Assessment in Early Childhood Education and Social Processes	*			*			*	*	*	
Δ 06 Y	Contemporary Didactics: Basic Notions and Application Proposals	*			*			*			
Δ 12 Y, Δ 12 E	Greek Language Teaching				*		*		*		
Δ 23 Y	Collaborative Types of Learning in Early Childhood Education	*	*		*			*			
Δ 50 Y	Organization, Management and Administration in the Educational Unit I						*	*			*
Α05ΠΚ	Organization, Management and Administration in the Educational Unit II	*	*					*			
Δ 51 Y	Inclusive Education	*			*			*			
Δ 13 E	Health Education in Early Childhood		*							*	
Δ 24 E	Bilingualism and Education	*	*		*		*	*	*		
Δ 28 E	Planning – Implementation – Evaluation of Intercultural Educational Projects	*									
Δ 37 E	Pedagogy and Play in Early Childhood Education	*	*	*				*			*
Δ 40 E	Child Guidance in Early Childhood Education		*		*			*			
Δ 41 E	Contemporary Early Childhood Education Programs	*		*				*			*
Δ 42 E	Child Study		*		*			*			
Δ 43 E	Emergent Reading and Writing: Teaching Approaches for Preschool and Early School Age				*		*	*			
Δ 44 E	The Dynamics of Relationships and Contexts in the Learning Process	*	*		*			*	*		
Δ 46 E	Psychomotricity, Movement Education and Experiential Learning	*	*	*	*						
Δ 47 E	Social Pedagogy	*	*					*	*	*	
Δ 48 E	Basic Issues in Social Pedagogy and Innovative Educational Interventions	*	*	*	*	*	*	*			*
Δ 49 E	The Pedagogy of STEM	*	*		*	*		*		*	*

Philosophical, Sociological, Anthropological and Historical Approaches to Education (K)		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
K 16 Y	Introduction to Philosophy				*			*	*		
K 17 Y	Philosophy of Education (Paideia)	*			*			*	*	*	
K 20 Y, K 20 E	Modern Greek History								*		
K 24 Y	Intercultural Education	*	*					*		*	
K 43 Y	Anthropology of Education	*	*		*			*	*	*	
K 01 E	History of Modern Greek Education							*	*		
K 05 E	School-Community Relations	*	*					*			
K 07 E	Modern and Contemporary History of European Society								*		
K 13 E	Gendered Identities and Education	*						*	*	*	
K 19 E	Contemporary Philosophical Anthropology	*							*		
K 21 E	History of Childhood						*			*	
K 25 E	Religion and Education in Multicultural Societies	*						*	*		
K 29 E	Educational Policy	*	*		*	*	*	*			*
K 30 E	Educational Innovation and Entrepreneurship		*			*					*
K 32 E	Texts of Philosophical – Pedagogical Reflection				*			*	*		
K 40 E	Anthropological Approaches to Reading	*	*				*			*	
K 41 E	Visual Literacy		*				*	*			
K 42 E	Anthropological Approaches of Kinship and Family	*	*		*				*		
K 44 E	Sociological and Anthropological Approaches to Childhood	*	*		*				*	*	
K 45 E	Professional Development and Mentoring of Teachers	*	*			*		*			
K 46 E	The Muslim Minority of Thrace: History and Education										

Psychology (Ψ)		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Ψ 02 Y	Cognitive Psychology			*	*				*		
Ψ 03 Y	Developmental Psychology (renaming of the course "Psychology of Child Development I")			*	*				*	*	
Ψ 04 Y	Language Development (renaming of the course "Psychology of Child Development II")			*	*				*	*	
Ψ 06 Y	Social Psychology	*							*		
Ψ 14 Y	Health Psychology		*						*	*	
Ψ 35 Y	Educational Psychology	*	*		*			*	*		
Ψ 23 E	Intergroup Relations in Social Psychology	*							*		
Ψ 24 E	Topics in Cross-Cultural Social Psychology	*							*		
Ψ 28 E	Child and Life Events		*		*					*	
Ψ 32 E	Sexuality and Health		*						*	*	
Ψ 34 E	Evaluation and Support of Children with Special Educational Needs	*	*	*	*		*			*	
Ψ 35 E	Child Psychopathology	*							*	*	
Ψ 36 E	Motivation, Self-regulation and Learning				*				*	*	
Ψ 37 E	Special Topics in Cognitive Psychology			*	*		*				
Ψ 38 E	Practical Applications of Educational Psychology: Designing Effective Learning Environments	*	*		*			*			
Ψ 40 E	School Bullying and Victimization: Interpretation and Interventions	*			*				*	*	
Ψ 41 E	Psychosocial Issues in Early Childhood and School Age: Prevention and Treatment	*	*		*			*	*	*	

Culture and Education (Π)		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Π 03 Y	Introduction to Linguistics: Analysis of the Greek Language						*		*		
Π 05 Y	Introduction to Modern Greek Literature						*		*		
Π 09 Y	Arts in Education I	*	*	*				*			*
Π 17 Y	Introduction to Museum Education	*	*					*	*		
Π 43 Y	Introduction to Children's Literature	*	*								
Π 56 Y	Arts in Education II	*	*	*				*			*
Π 06 E	Modern Greek Children Literature		*				*				
Π 21 E	Dramatic Play – Dramatization	*	*	*							
Π 23 E	Illustrated Children's Books and Their Reading	*	*				*	*			
Π 33 E	Creative Writing						*				*
Π 37 E	Applied Museum Education	*	*					*	*		
Π 38 E	Topics on Museology		*					*	*		
Π 39 E	The Bildungsroman		*				*	*		*	
Π 40 E	Subversive Narratives of Childhood		*				*			*	
Π 44 E	20th Century Poetry		*				*		*		
Π 46 E	Creative Music Activities for Kindergarten		*	*				*			*
Π 48 E	Musical Ensembles for Children	*	*	*							*
Π 52 E	Narrative Techniques – Approaches to the Oral Speech	*	*				*				*
Π 53 E	Drama in Education	*	*	*				*			*
Π 54 E	The Child and the Literary Book		*				*				*
Π 55 E	Monolingual/Bilingual Pragmatic Ability				*		*	*	*		
Π 57 E	Didactics in Visual Arts	*	*					*			*
Π 58 E	Artistic Practices in Museum Education		*	*				*			*

Sciences (Θ)		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Θ 02 Y	Environmental Education, Sustainability and Sustainable Development		*					*	*		*
Θ 03 Y	Principles of Informatics with Applications in Education I		*			*		*	*		*
Θ 04 Y	Principles of Informatics with Applications in Education II		*			*		*	*		*
Θ 08 Y	Descriptive Statistics								*		*
Θ 10 Y	Mathematics in Early Childhood				*			*			
Θ 12 Y	Science Teaching and Learning in Early Childhood				*			*		*	
Θ 05 E	Science Concepts in Early Childhood							*		*	
Θ 06 E	Informatics in Education					*		*	*		
Θ 07 E	Multimedia, Robotics and Artificial Intelligence in Early Childhood Education					*					*
Θ 13 E	Environmental Issues in Education		*					*		*	*
Θ 17 E	Computational Environments of Data Analysis										*
Θ 19 E	Topics in Mathematics Teaching: Field Applications				*			*			
Θ 20 E	Problem Solving in Mathematics Education				*			*			
Θ 21 E	Science Teaching with Experiments in Early Childhood							*		*	

Methodology (M)		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
M 01 Y	Educational Research Methodology I								*		*
M 02 E	Educational Research Methodology II								*		*

Foreign Languages (Ξ)		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Ξ 03 Υ, Ξ 01 Π	English as a Foreign Language					*		*			
Ξ 04 Υ	French as a Foreign Language (admissions 2023-24)					*		*			
Ξ 01 Υ	English for Specific Purposes					*					
Ξ 02 Υ	French for Specific Purposes (admissions 2023-24)					*					
Ξ 03 Ε	English for Specific and Academic Purposes I				*	*					
Ξ 05 Ε	English for Specific and Academic Purposes II				*	*					

Practicum (Α)		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
Α03ΠΚ	Field Practice I	*			*	*		*	*		*
Α04ΠΚ	Field Practice II	*	*	*	*	*	*	*	*		*
Α06ΠΚ	Field Practice III	*	*	*	*	*	*	*	*		*
Α07ΠΚΑ	Internship	*	*	*	*	*	*	*	*		*

Indicative Program of Studies (for Admissions from 2023-24)

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 scientifically logical course of study.

NR	ID	1st SEMESTER	THEORY	LAB/ PRACTICE	INSTRUCT. UNITS	ECTS
1	Κ 16 Υ	Introduction to Philosophy	3	-	3	4.5
2	Δ 01 Υ	Introduction to Education Sciences	3	-	3	4.5
3	Π 05 Υ	Introduction to Modern Greek Literature	3	-	3	4.5
4	Π 03 Υ	Introduction to Linguistics: Analysis of the Greek Language	2	1	3	4.5
5	Ψ 03 Υ	Developmental Psychology (renaming of the course "Psychology of Child Development I")	3	-	3	4.5
6	Π 09 Υ	Arts in Education I	3	-	3	4.5
7	Ξ 03 Υ	English as a Foreign Language (for admissions from 2024-25)	2	1	3	4.5
-	**Choice of a compulsory foreign language course (for 2023-24 admissions)**					
-	Ξ 03 Υ	English as a Foreign Language	2	1	3	4.5
-	Ξ 04 Υ	French as a Foreign Language	2	1	3	4.5

NR	ID	2nd SEMESTER	THEORY	LAB/ PRACTICE	INSTR. UNITS	ECTS
1	Ψ 04 Y	Language Development (renaming of the course "Psychology of Child Development II")	3	-	3	4.5
2	Ψ 02 Y	Cognitive Psychology	3	-	3	4.5
3	Π 43 Y	Introduction to Children's Literature	3	-	3	4.5
4	Θ 04 Y	Principles of Informatics with Applications in Education I	2	1	3	4.5
5	Π 56 Y	Arts in Education II	2	1	3	4.5
6	A03ΠK	Field Practice I	2	1	3	3
7	Ξ 01 Y	English for Specific Purposes (for admissions from 2024-25)	2	1	3	4.5
7	**Choice of a compulsory foreign language course (for 2023-24 admissions)**					
	Ξ 01 Y	English for Specific Purposes	2	1	3	4.5
	Ξ 02 Y	French for Specific Purposes	2	1	3	4.5

NR	ID	3rd SEMESTER	THEORY	LAB/ PRACTICE	INSTR. UNITS	ECTS
1	K 43 Y	Anthropology of Education	3	-	3	4.5
2	Δ 06 Y	Contemporary Didactics: Basic Notions and Application Proposals	2	1	3	4.5
3	Δ 04 Y	Innovative Approaches to Assessment in Early Childhood Education and Social Processes	2	1	3	4.5
4	M 01 Y	Educational Research Methodology I	2	1	3	4.5
5	Θ 04 Y	Principles of Informatics with Applications in Education II	2	1	3	4.5
6		**Elective course** [from the following list of elective courses]			3	4.5
7	A03ΠK	Field Practice II	2	1	3	3

Elective courses						
1	Π 40 E	Subversive Narratives of Childhood	3	-	3	4.5
2	Δ 24 E	Bilingualism and Education	3	-	3	4.5
3	Π 21 E	Dramatic play – Dramatization	2	1	3	4.5
4	Π 57 E	Didactics of Visual Arts	2	1	3	4.5
5	K 07 E	Modern and Contemporary History of European Society	3	-	3	4.5

NR	ID	4th SEMESTER	THEORY	LAB/ PRACTICE	INSTR. UNITS	ECTS
1	Κ 24 Υ	Intercultural Education	3	-	3	4.5
2	Ψ 14 Υ	Health Psychology	3	-	3	4.5
3	Δ 23 Υ	Collaborative Types of Learning in Early Childhood Education	2	1	3	4.5
4	Π 17 Υ	Introduction to Museum Education	3	-	3	4.5
5	Δ 12 Υ	Greek Language Teaching	2	1	3	4.5
6		**Elective course** [from the following list of elective courses]			3	4.5
7	Δ 50 Υ	Organization, Management and Administration in the Educational Unit I	2	1	3	3

Elective courses						
1	Κ 32 Ε	Texts of Philosophical - Pedagogical Reflection	3	-	3	4.5
2	Δ 47 Ε	Social Pedagogy	2	1	3	4.5
3	Θ 06 Ε	Informatics in Education	2	1	3	4.5
4	Π 53 Ε	Drama in Education	2	1	3	4.5
5	Κ 20 Ε	Modern Greek History	3	-	3	4.5

NR	ID	5th SEMESTER	THEORY	LAB/ PRACTICE	INSTR. UNITS	ECTS
1	Θ 10 Υ	Mathematics in Early Childhood	2	1	3	4.5
2	Ψ 35 Υ	Educational Psychology	3	-	3	4.5
3	Δ 02 Υ	Current Educational Directions	3	-	3	4.5
4	Θ 08 Υ	Descriptive Statistics	2	1	3	4.5
5		**Elective course** [from the following list of elective courses]			3	4.5
6		**Elective course** [from the following list of elective courses]			3	4.5
7	Α05ΠΚ	Organization, Management and Administration in the Educational Unit II	2	1	3	3

Elective courses						
1	Ψ 32 Ε	Sexuality and Health	3	-	3	4.5
2	Δ 37 Ε	Pedagogy and Play in Early Childhood Education	2	1	3	4.5
3	Ξ 03 Ε	English for Specific and Academic Purposes I	-	3	3	4.5
4	Θ 07 Ε	Multimedia, Robotics and Artificial Intelligence in Early Childhood Education	1	2	3	4.5
5	Κ 44 Ε	Sociological and Anthropological Approaches to Childhood	3	-	3	4.5
6	Δ 43 Ε	Emergent Reading and Writing: Teaching Approaches for Preschool and Early School Age	3	-	3	4.5
7	Π 52 Ε	Narrative techniques – Approaches to the Oral Speech	2	1	3	4.5
8	Π 58 Ε	Artistic Practices in Museum Education	3	-	3	4.5
9	Π 06 Ε	Contemporary Greek Literature for Children	3	-	3	4.5

NR	ID	6th SEMESTER	THEORY	LAB/ PRACTICE	INSTR. UNITS	ECTS
1	Ψ 06 Y	Social Psychology	3	-	3	4.5
2	Δ 51 Y	Inclusive Education	3	-	3	4.5
3	Θ 12 Y	Teaching and Learning of Science for Early Childhood	2	1	3	4.5
4		**Elective course** [from the following list of elective courses]			3	4.5
5		**Elective course** [from the following list of elective courses]			3	4.5
6		**Elective course** [from the following list of elective courses]			3	4.5
7	A06ΠK	Field Practice III	2	1	3	3

Elective courses						
1	Δ 42 E	Child Study	3	-	3	4.5
2	Ψ 28 E	Child and Life Events	2	1	3	4.5
3	Π 44 E	20th Century Poetry	3	-	3	4.5
4	Π 46 E	Creative Music Activities for Kindergarten	2	1	3	4.5
5	Δ 46 E	Psychomotricity, Movement Education and Experiential Learning	2	1	3	4.5
6	Δ 44 E	The Socio-Pedagogical Dynamics of Relationships and Contexts in the Learning Process	3	-	3	4.5
7	K 05 E	School-Community Relations	3	-	3	4.5
8	M 02 E	Educational Research Methodology II	2	1	3	4.5
9	Ξ 05 E	English for Specific and Academic Purposes II	2	1	3	4.5
10	Π 23 E	Illustrated Children's Books and their Reading	3	-	3	4.5
11	K 21 E	History of Childhood	3	-	3	4.5
12	Π 38 E	Topics on Museology	3	-	3	4.5

NR	ID	7th SEMESTER	THEORY	LAB/ PRACTICE	INSTR. UNITS	ECTS
1	Θ 02 Y	Environmental Education, Sustainability and Sustainable Development	2	1	3	4.5
2		**Elective course** [from the following list of elective courses]			3	4.5
3		**Elective course** [from the following list of elective courses]			3	4.5
4		**Elective course** [from the following list of elective courses]			3	4.5
5	X 01 E	**Dissertation or Elective course** [from the following list of elective courses]			3	4.5
6	A07ΠΚΑ	Internship (A07ΠΚΑ-X - Internship-X)			5	7.5

Elective courses						
1	Δ 13 E	Health Education in Early Childhood	3	-	3	4.5
2	K 19 E	Contemporary Philosophical Anthropology	3	-	3	4.5
3	K 25 E	Religion and Education in Multicultural Societies	3	-	3	4.5
4	Ψ 23 E	Intergroup Relations in Social Psychology	3	-	3	4.5
5	Π 48 E	Musical Ensembles for Children	2	1	3	4.5
6	Δ 40 E	Child Guidance in Early Childhood Education	3	-	3	4.5
7	Ψ 37 E	Special Topics in Cognitive Psychology	3	-	3	4.5
8	Ψ 36 E	Motivation, Self-regulation and Learning	2	1	3	4.5
9	K 13 E	Gendered Identities and Education	2	1	3	4.5
10	Θ 05 E	Science Concepts in Early Childhood	2	1	3	4.5
11	Θ 19 E	Topics in Mathematics Teaching: Field applications	2	1	3	4.5
12	Θ 21 E	Science Teaching with Experiments in Early Childhood	2	1	3	4.5
13	K 46 E	The Muslim Minority of Thrace: History and Education	3	-	3	4.5
14	K 40 E	Anthropological Approaches to Reading	3	-	3	4.5
15	Π 37 E	Applied Museum Education	2	1	3	4.5
16	Ψ 38 E	Practical Applications of Educational Psychology: Designing Effective Learning Environments	3	-	3	4.5
17	K 29 E	Educational Policy	3	-	3	4.5
18	Θ 17 E	Computational Environments of Data Analysis	2	1	3	4.5

NR	ID	8th SEMESTER	THEORY	LAB/ PRACTICE	INSTR. UNITS	ECTS
1	K 17 Y	Philosophy of Education (Paideia)	3	-	3	4.5
2		**Elective course** [from the following list of elective courses]			3	4.5
3		**Elective course** [from the following list of elective courses]			3	4.5
4	X 02 E	**Dissertation or Elective course** [from the following list of elective courses]			3	4.5
5	X 03 E	**Dissertation or Elective course** [from the following list of elective courses]			3	4.5
6	A07ΠΚΑ	Internship (A07ΠΚΑ-E - Internship-E)			5	7.5

Elective courses						
1	Π 39 E	The Bildungsroman	3	-	3	4.5
2	Ψ 24 E	Topics in Cross-Cultural Social Psychology	3	-	3	4.5
3	Ψ 35 E	Psychopathology of the Child	3	-	3	4.5
4	Δ 41 E	Contemporary Early Childhood Education Programs	2	1	3	4.5
5	Δ 48 E	Basic Issues in Social Pedagogy and Innovative Educational Interventions	3	-	3	4.5
6	K 41 E	Visual Literacy	3	-	3	4.5
7	Π 33 E	Creative Writing	3	-	3	4.5
8	Π 55 E	Monolingual/bilingual Pragmatic Competence	2	1	3	4.5
9	K 42 E	Anthropological Approaches of Kinship and Family	3	-	3	4.5
10	Δ 49 E	The Pedagogy of STEM	3	-	3	4.5
11	Θ 13 E	Environmental Issues in Education	2	1	3	4.5
12	Θ 20 E	Problem Solving in Mathematics Education	2	1	3	4.5
13	K 01 E	History of Modern Greek Education	3	-	3	4.5
14	Δ 28 E	Planning – Implementation – Evaluation of Intercultural Educational Projects	2	1	3	4.5
16	Π 54 E	The Child and the Literary Book	3	-	3	4.5
17	Ψ 34 E	Evaluation and Support of Children with Special Educational Needs	3	-	3	4.5
18	K 30 E	Educational Innovation and Entrepreneurship	2	1	3	4.5

Program of Offered Courses 2026-27

1st SEMESTER			INSTRUCTOR(S)	Theory	Practice	Instr. Units	ECTS
1	Δ 01 Υ	Introduction to Education Sciences	E. Penderi	3	-	3	4.5
2	Π 05 Υ	Introduction to Modern Greek Literature	S. Iakovidou	3	-	3	4.5
3	Κ 16 Υ	Introduction to Philosophy	A. Theodoridis	3	-	3	4.5
4	Ψ 03 Υ	Developmental Psychology (renaming of the course "Psychology of Child Development I")	E. Lipourli	3	-	3	4.5
5	Π 03 Υ	Introduction to Linguistics: Analysis of the Greek Language	L. Mitits	2	1	3	4.5
6	Π 09 Υ	Arts in Education I	E. Kopsalidou	3	-	3	4.5
7	Ξ 03 Υ	English as a Foreign Language	M. Ammari	2	1	3	4.5

2nd SEMESTER			INSTRUCTOR(S)	Theory	Practice	Instr. Units	ECTS
1	Ψ 02 Υ	Cognitive Psychology	E. Lipourli	3	-	3	4.5
2	Π 43 Υ	Introduction to Children's Literature	Adjunct Lecturer	3	-	3	4.5
3	Θ 03 Υ	Principles of Informatics with Applications in Education I	D. Prentzas, M. Chatzisavvas	2	1	3	4.5
4	Ψ 04 Υ	Language Development (renaming of the course "Psychology of Child Development II")	E. Lipourli	3	-	3	4.5
5	Π 56 Υ	Arts in Education II	M. Lantzouraki, M. Pavlidou	2	1	3	4.5
6	Α03ΠΚ	Field Practice I	E. Penderi, M. Lantzouraki, I. Ntousi	2	1	3	3
7	Ξ 01 Υ	English for Specific Purposes	M. Ammari	2	1	3	4.5

3rd SEMESTER			INSTRUCTOR(S)	Theory	Practice	Instr. Units	ECTS
1	Κ 43 Υ	Anthropology of Education	I. Daskalaki	3	-	3	4.5
2	Δ 04 Υ	Innovative Approaches to Assessment in Early Childhood Education and Social Processes	E. Penderi	2	1	3	4.5
3	Δ 06 Υ	Contemporary Didactics: Basic Notions and Application Proposals	M. Sidiropoulou	2	1	3	4.5
4	Μ 01 Υ	Educational Research Methodology I	A. Sapountzis	2	1	3	4.5
5	Θ 04 Υ	Principles of Informatics with Applications in Education II	D. Prentzas, M. Chatzisavvas	2	1	3	4.5
6		**Elective course** [from the following list of elective courses]				3	4.5
7	Α03ΠΚ	Field Practice II	E. Penderi, I. Ntousi, M. Sidiropoulou	2	1	3	3
ELECTIVE COURSES							
1	Π 40 Ε	Subversive Narratives of Childhood	S. Iakovidou	3	-	3	4.5
2	Π 21 Ε	Dramatic Play – Dramatization	M. Lantzouraki	2	1	3	4.5
3	Δ 24 Ε	Bilingualism and Education	L. Mitits	2	1	3	4.5
4	Π 57 Ε	Didactics of Visual Arts	M. Pavlidou	2	1	3	4.5

4th SEMESTER			INSTRUCTOR(S)	Theory	Practice	Instr. Units	ECTS
1	Κ 24 Υ	Intercultural Education	G. Mavrommatis	3	-	3	4.5
2	Δ 23 Υ	Collaborative Types of Learning in Early Childhood Education	K. Karadimitriou	2	1	3	4.5
3	Ψ 14 Υ	Health Psychology	V. Brouskeli	3	-	3	4.5
4	Δ 12 Υ	Greek Language Teaching	L. Mitits	2	1	3	4.5
5	Π 17 Υ	Introduction to Museum Education	Assistant Professor (to be appointed)	3	-	3	4.5
6		**Elective course** [from the following list of elective courses]				3	4.5
7	Δ 50 Υ	Organization, Management and Administration in the Educational Unit I	N. Papadopoulos, Z. Dalouka, Adjunct Lecturer	2	1	3	3
ELECTIVE COURSES							
1	Κ 32 Ε	Texts of Philosophical – Pedagogical Reflection	A. Theodoridis	3	-	3	4.5
2	Θ 06 Ε	Informatics in Education	D. Prentzas	2	1	3	4.5
3	Π 53 Ε	Drama in Education	M. Lantzouraki	2	1	3	4.5
4	Δ 47 Ε	Social Pedagogy	E. Penderi	2	1	3	4.5

5th SEMESTER			INSTRUCTOR(S)	Theory	Practice	Instr. Units	ECTS
1	Θ 10 Υ	Mathematics in Early Childhood	A. Klothou	2	1	3	4.5
2	Ψ 35 Υ	Educational Psychology	Adjunct Lecturer	3	-	3	4.5
3	Δ 02 Υ	Current Educational Directions	K. Karadimitriou	3	-	3	4.5
4	Θ 08 Υ	Descriptive Statistics	Adjunct Lecturer	2	1	3	4.5
5		**Elective course** [from the following list of elective courses]				3	4.5
6		**Elective course** [from the following list of elective courses]				3	4.5
7	Α05ΠΚ	Organization, Management and Administration in the Educational Unit I	A. Kambas, E. Papanastasiou	2	1	3	3
ELECTIVE COURSES							
1	Ψ 32 Ε	Sexuality and Health	V. Brouskeli	3	-	3	4.5
2	Κ 44 Ε	Sociological and Anthropological Approaches to Childhood	I. Daskalaki	3	-	3	4.5
3	Δ 43 Ε	Emergent Reading and Writing: Teaching Approaches for Preschool and Early School Age	M. Sidiropoulou	3	-	3	4.5
4	Δ 37 Ε	Pedagogy and Play in Early Childhood Education (not offered in 2026-27)	K. Karadimitriou	2	1	3	4.5
5	Ξ 03 Ε	English for Specific and Academic Purposes I	M. Ammari	2	1	3	4.5
6	Π 52 Ε	Narrative techniques – Approaches to the Oral Speech	M. Lantzouraki	2	1	3	4.5
7	Θ 07 Ε	Multimedia, Robotics and Artificial Intelligence in Early Childhood Education	D. Prentzas	2	1	3	4.5
8	Π 58 Ε	Artistic Practices in Museum Education	Adjunct Lecturer	3	-	3	4.5

6th SEMESTER			INSTRUCTOR(S)	Theory	Practice	Instr. Units	ECTS
1	Ψ 06 Υ	Social Psychology	A. Sapountzis	3	-	3	4.5
2	Δ 51 Υ	Inclusive Education	A. Koutsoklenis	2	1	3	4.5
3	Θ 12 Υ	Science Teaching and Learning in Early Childhood	N. Zarkadis	2	1	3	4.5
4		**Elective course** [from the following list of elective courses]				3	4.5
5		**Elective course** [from the following list of elective courses]				3	4.5
6		**Elective course** [from the following list of elective courses]				3	4.5
7	Α06ΠΚ	Field Practice III	E. Penderi, E. Papanastasiou, E. Gioftsali, I. Ntousi	2	1	3	3
ELECTIVE COURSES							
1	Δ 42 Ε	Child Study	D. Evangelou	3	-	3	4.5
2	Ψ 28 Ε	Child and Lifelong Events	V. Brouskeli	2	1	3	4.5
3	Δ 46 Ε	Psychomotricity, Movement Education and Experiential Learning	A. Kambas	2	1	3	4.5
4	Π 44 Ε	20th Century Poetry	S. Iakovidou	3	-	3	4.5
5	Π 46 Ε	Creative Music Activities for Kindergarten	E. Kopsalidou	2	1	3	4.5
6	Κ 05 Ε	School-Community Relations	I. Daskalaki	3	-	3	4.5
7	Δ 37 Ε	Pedagogy and Play in Early Childhood Education (not offered in 2026-27)	K. Karadimitriou	2	1	3	4.5
8	Δ 44 Ε	The Socio-Pedagogical Dynamics of Relationships and Contexts in the Learning Process	E. Penderi	3	-	3	4.5
9	Μ 02 Ε	Educational Research Methodology II	A. Klothou	2	1	3	4.5
10	Ξ 05 Ε	English for Specific and Academic Purposes II	M. Ammari	2	1	3	4.5

7th SEMESTER			INSTRUCTOR(S)	Theory	Practice	Instr. Units	ECTS
1	Θ 02 Υ	Environmental Education, Sustainability and Sustainable Development	A. Mogias	2	1	3	4.5
2		**Elective course** [from the following list of elective courses]				3	4.5
3		**Elective course** [from the following list of elective courses]				3	4.5
4		**Elective course** [from the following list of elective courses]				3	4.5
5	Χ 01 Ε	**Dissertation or Elective course** [from the following list of elective courses]				3	4.5
6	Α07ΠΚ	Practicum VII	E. Penderi, E. Papanastasiou, E. Gioftsali, I. Ntousi			5	7.5
ELECTIVE COURSES							
1	Κ 19 Ε	Contemporary Philosophical Anthropology	A. Theodoridis	3	-	3	4.5
2	Δ 13 Ε	Health Education in Early Childhood	V. Brouskeli	3	-	3	4.5
3	Ψ 23 Ε	Intergroup Relations in Social Psychology	A. Sapountzis	3	-	3	4.5
4	Κ 25 Ε	Religion and Education in Multicultural Societies	G. Mavrommatis	3	-	3	4.5
5	Π 48 Ε	Musical Ensembles for Children	E. Kopsalidou	1	2	3	4.5
6	Ψ 36 Ε	Motivation, Self-regulation and Learning	E. Lipourli	3	-	3	4.5
7	Κ 13 Ε	Gendered Identities and Education	E. Papanastasiou	2	1	3	4.5
8	Δ 40 Ε	Child Guidance in Early Childhood Education	D. Evangelou	3	-	3	4.5
9	Θ 05 Ε	Science Concepts in Early Childhood	N. Zarkadis	2	1	3	4.5
10	Θ 19 Ε	Topics in Mathematics Teaching: Field Applications	A. Klothou	2	1	3	4.5
11	Θ 21 Ε	Science Teaching with Experiments in Early Childhood	N. Zarkadis	2	1	3	4.5
12	Κ 46 Ε	The Muslim Minority of Thrace: History and Education	G. Mavrommatis	3	-	3	4.5
13	Δ 41 Ε	Contemporary Early Childhood Education Programs (not offered in 2026-27)	K. Karadimitriou	2	1	3	4.5

14	Θ 17 Ε	Computational Environments of Data Analysis	Adjunct Lecturer	2	1	3	4.5
15	Π 37 Ε	Applied Museum Education	Adjunct Lecturer	2	1	3	4.5
16	Ψ 38 Ε	Practical Applications of Educational Psychology: Designing Effective Learning Environments	Adjunct Lecturer	3	-	3	4.5

8th SEMESTER			INSTRUCTOR(S)	Theory	Practice	Instr. Units	ECTS
1	Κ 17 Υ	Philosophy of Education (Paideia)	A. Thedoridis	3	-	3	4.5
2		**Elective course** [from the following list of elective courses]				3	4.5
3		**Elective course** [from the following list of elective courses]				3	4.5
4	Χ 02 Ε	**Dissertation or Elective course** [from the following list of elective courses]				3	4.5
5	Χ 03 Ε	**Dissertation or Elective course** [from the following list of elective courses]				3	4.5
6	Α07ΠΚ	Practicum VII	E. Penderi, E. Papanastasiou, E. Gioftsali, I. Ntousi			5	7.5
ELECTIVE COURSES							
1	Π 39 Ε	The Bildungsroman	S. Iakovidou	3	-	3	4.5
2	Ψ 24 Ε	Topics in Cross-Cultural Social Psychology	A. Sapountzis	3	-	3	4.5
3	Ψ 35 Ε	Child Psychopathology	A. Serdari	3	-	3	4.5
4	Π 55 Ε	Monolingual/Bilingual Pragmatic Ability	L. Mitits	3	-	3	4.5
5	Κ 42 Ε	Anthropological Approaches of Kinship and Family	I. Daskalaki	3	-	3	4.5
6	Π 33 Ε	Creative Writing	M. Sidiropoulou	3	-	3	4.5
7	Κ 41 Ε	Visual Literacy	M. Sidiropoulou	3	-	3	4.5
8	Δ 49 Ε	The Pedagogy of STEM	D. Evangelou	3	-	3	4.5
9	Κ 01 Ε	History of Modern Greek Education	A. Karafyllis	3	-	3	4.5
10	Δ 48 Ε	Basic Issues in Social Pedagogy and Innovative Educational Interventions	E. Penderi, E. Papanastasiou, E. Gioftsali, I. Ntousi	1	2	3	4.5
11	Θ 13 Ε	Environmental Issues in Education	N. Zarkadis	2	1	3	4.5
12	Θ 20 Ε	Problem Solving in Mathematics Education	A. Klothou	2	1	3	4.5
13	Δ 28 Ε	Planning – Implementation – Evaluation of Intercultural Educational Projects	G. Mavrommatis	2	1	3	4.5

14	Ψ 40 E	School Bullying and Victimization: Interpretation and Interventions	Adjunct Lecturer	3	-	3	4.5
15	Ψ 41 E	Psychosocial Issues in Early Childhood and School Age: Prevention and Treatment	Adjunct Lecturer	3	-	3	4.5

Internship Programme

1. The aims of the Internship Programme

The Internship Programme is an important activity of higher education, as it constitutes a fundamental way of connecting theory with practice and actively contributes both to the utilization, further cultivation and consolidation of the knowledge and skills acquired in the context of the Study Programs, as well as to the smooth integration into the labor market (Article 1, DUTH Internship Regulation). The purpose of the Internship Programme of the Dept. of Education Sciences in Early Childhood is to empower and help students to develop and evolve their academic, potentially professional and personal ethos so that they contribute to the qualitative upgrading of education and the well-being of society as responsible citizens, conscientious scientists and future educators.

The objectives of the Internship Programme of the Department concern:
• the provision of knowledge and the development of skills and attitudes, which are considered essential for the future teacher working with children of preschool age, in order to be able to plan, organize, implement and evaluate educational or motivational programs, in kindergartens, and in other alternative educational settings.
• the provision of resources so that those involved can shape their personal path in relation to their professional orientation and their potential professional profile, broadening their horizons in terms of connection with the labor market through the development of educational and motivational programs in formal and non-formal education settings.
• defining the new role that an early childhood teacher is called upon to play, recognizing his significant socio-pedagogical and educational contribution to social development, cohesion and well-being in a multicultural, complex and rapidly evolving social reality.

2. Framework, requirements and procedures for the Internship Programme

2.1. During the first two years of study, students attend:
• Seminars that allow them to explore and document place, space and materiality in the kindergarten and prepare for the organization and implementation of activities within it.
• Courses and seminars through which they acquire knowledge and skills in order to be able to design and implement educational programs in kindergartens as well as in alternative training places during the following semesters.

2.2. During the 6th semester of studies, students plan, implement and evaluate a daily program in kindergartens with the application of the Lesson Study model. Students also organize and implement a

short-term sociopedagogical intervention in a non-formal educational setting (such as museum, center of creative activity, library, etc.) in groups.
In the 4th year (7th - 8th semester) the compulsory internship program lasts one month and may take place in kindergartens, multicultural kindergartens (and in some cases paediatric hospital clinics). Public kindergartens are designated by the Ministry of Education. Students' practicum in hospitals lasts one week and is part of the programme implemented for children with "special needs". Students who choose to instigate their practicum in these places are first interviewed. The final selection is defined by the Interview Committee taking into consideration specific requirements (e.g., prerequisite courses) and the student's responsibility and consistency, as well as the general characteristics and the formation of his/her personality.

3. Content of the Thematic Units of the Internship Programme

For students admitted since 2023-24, the outlines for all semesters including units of the Internship are available in the Appendix. For students admitted until 2022-23, the description of the units of the Internship is available in the Guides of the previous academic years.

Operating rules for the Programme of Internship

1. The days and times of courses, seminars and workshops are pre-defined and listed in the special program of each semester.
2. At the beginning of each semester, students receive a Practical Training Form, which is updated throughout the semester.
3. To obtain a bachelor's degree the successful participation of the students in all the activities of the Internship Programme is required.
4. Participation in all the modules of the Programme, as well as in the Internship is compulsory for all students without exception. The permissible number of absences in each section is mentioned in detail in the analytical Internship Programme Schedule. If the number of absences is exceeded, the student is excluded from the module examinations. Arrangements may be made by the Internship Programme Committee in the case of illness, for which the student must provide a medical opinion justifying the student's absence for the date of the course. Possible arrangements for absences due to force majeure or serious illness (or death) of a relative in the 1st degree will be decided by the Internship Programme Committee, at the request of the student. It is essential that the application be accompanied by relevant supporting documents.
5. In the Internship and related modules students are assessed and graded by the instructor on the grade scale applicable to the current curriculum. The final grade of the student for each semester is calculated from the weighted average of the grades in each module.
6. Students who are unsuccessful in a module have the opportunity to take part in the recurrent examination periods.

7. Students must attend the kindergartens or other places of practice during the date and time specified in the six-month curriculum. Alternative dates or areas of internship may be possible after consultation with the Internship Programme Committee.
8. In the context of the Internship, each student has the following obligations:
•To cooperate with the instructor or supervisor in charge of the planning and implementing the program to be carried out.
• At the end of each semester students submit the Internship training file with:
i. Internship Training Form of the semester.
ii. Records, work, preparation protocols, and programme plans.
iii. A representative sample of the material used or produced, their description as well as samples of the work of the children.
9. The above file is supplemented by: (a) the papers and the protocols or evaluation reports per module of the program prepared by the supervisors of the practical training programme and the student's self-assessment sheets.
10. The file of the Internship programme will be returned to the student upon receipt of his / her degree.
11. Prior to their departure, students taking part in the Erasmus program, are required to contact the Erasmus Supervisor responsible of the department in order to obtain information and guidance on their Internship Obligations.
12. For lessons and theory seminars, the supervisor determines the means and the time of assessment (during specific examination dates or during time frames of the course or seminar). Instructors in the Internship Programme must state both in writing and verbally to the students and to the Internship Programme Secretary the means and the time of assessment for the seminars or lessons taught.

POSTGRADUATE PROGRAMMES

Postgraduate Programme (MSc): "Education Sciences: Innovative Pedagogical Approaches in Multicultural Educational Environments" (Since academic year: 2019-20)

The Postgraduate Programme "Education Sciences: Innovative Pedagogical Approaches in Multicultural Educational Environments" started to operate at the Department of Education Sciences in Early Childhood in the Winter Semester of the academic year 2019-20. The program no longer accepts students for enrollment. The last students enrolled in the academic year 2021-22.

The maximum number of postgraduate students enrolled per year is thirty (30). The Postgraduate Programme requires the compulsory attendance of all courses, seminars and workshops, the implementation of a practicum, as well as the completion of a postgraduate research project (Dissertation). The total duration of the programme is four (4) semesters. Degree Awarded: Master Specialization Degree.

The students can choose between one of the two available directions/specializations:

- Formal, non formal and informal forms of education
- Education for the intercultural competence

The Program of Studies includes:

First semester	Four (4) modules, three (3) common core modules for both directions and one (1) from two (2) optional modules	30 ECTS
Second semester	Five (5) modules for each direction	30 ECTS
Total 1st year	Nine (9) modules	60 ECTS

Third semester	Seminars, courses, workshops and the Postgraduate Practicum Placement	30 ECTS
Fourth semester	Diploma Dissertation	30 ECTS
Total 2nd year	Modules, Postgraduate Practicum Placement & Dissertation	60 ECTS

Director of the Programme: Konstantinos Karadimitriou, Associate Professor

Deputy Director of the Programme: Georgios Mavrommatis, Associate Professor

Postgraduate Programme (MSc): "Innovative Pedagogical Approaches in Multicultural Educational Environments" (From the academic year 2013-14 until 2021-22)

The Postgraduate Programme "Innovative Pedagogical Approaches in Multicultural Educational Environments" has been operating at the Department of Education Sciences in Early Childhood since the Spring Semester of academic year 2013-14. The last students enrolled in the academic year 2017-18. The operation of the Postgraduate Programme ended in January 2022. It was replaced by the Postgraduate Programme "Education Sciences: Innovative Pedagogical Approaches in Multicultural Educational Environments".

The maximum number of postgraduate students enrolled per year is twenty eight (28). The Postgraduate Programme requires the compulsory attendance of all courses, seminars and workshops, the implementation of a practicum, as well as the completion of a postgraduate research project (Dissertation). The total duration of the programme is four (4) semesters. Degree Awarded: Master Specialization Degree.

The students can chose between one of the two available directions/specializations:

- Formal, non formal and informal forms of education
- Education for the intercultural competence

The Program of Studies includes:

First semester	Four (4) modules, three (3) common core modules for both directions and one (1) from two (2) optional modules	30 ECTS
Second semester	Five (5) modules for each direction	30 ECTS
Total 1st year	Nine (9) modules	60 ECTS

Third semester	Seminars, courses, workshops and the Postgraduate Practicum Placement	30 ECTS
Fourth semester	Diploma Dissertation	30 ECTS
Total 2nd year	Modules, Postgraduate Practicum Placement & Dissertation	60 ECTS

Web site: http://www.psed.duth.gr

Postgraduate Programme (MSc): "Education for the Environment and Sustainability" (From the academic year 2015-16 until 2023-24)

The Postgraduate Programme "Education for the Environment and Sustainability" has been operating at the Department of Education Sciences in Early Childhood since the academic year 2015-16. There will be no new candidates. The last students enrolled in the academic year 2017-18. The operation of the Postgraduate Programme ends in October 2023.

The program aims to develop competent scientists in Education for the environment and sustainability, providing interdisciplinary perspectives and analytical tools for the comprehensive understanding of the social and cultural dimensions of environmental quality. The program provides students with knowledge and skills to gain a holistic view of sustainability in order to be able to promote environmental education, environmental research and development strategies towards sustainable environmental management and to promote the idea of sustainability and sustainable development in formal and non-formal education, for public and private sector associations and related organizations as well.

The postgraduate program admits up to twenty (20) postgraduate students each academic year. It requires the compulsory attendance of all courses, seminars and workshops, as well as the completion of a postgraduate research project (Dissertation). The total duration of the programme is four (4) semesters. The program is divided in four (4) academic semesters and is based on the ECTS credit accumulation mode of study, requiring upon completion of 120 ECTS credits, equally distributed per semester as follows:

First (A) semester	Four (4) modules	30 ECTS
Second (B) semester	Four (4) modules	30 ECTS
Total 1st year	Eight (8) modules	60 ECTS

Third (C) semester	Two (2) seminars	30 ECTS
Fourth (D) semester	Postgraduate Dissertation	30 ECTS
Total 2nd year	Seminars & Dissertation	60 ECTS

The program is offered in (a) in person teaching and (b) distance teaching via synchronous (i.e. through open-source web-conferencing systems) and asynchronous eLearning methods (i.e. supported by the Open e-class platform).

Director of the Programme: Alexandros Theodoridis, Associate Professor

Website: http://pmsees.psed.duth.gr

Inter-Departmental Master's Degree Program "Socio-cultural Education and Training of Animators" (From the academic year 2003-04 until 2010-11)

Socio-cultural education and training of animators
Direction A: Social and Cultural Education
Direction B: Supportive Early Childhood Education

The Inter-Departmental Master's Degree Program "Socio-cultural Education and Training of Animators" was implemented by the Department of Education Sciences in Early Childhood in collaboration with the Department of Philosophy – Pedagogy – Psychology of the National Kapodistrian University of Athens and the Department of Education Sciences in Early Childhood and Educational Design of the University of the Aegean.

Until 2008, the Master's Degree Program was co -financed by the Ministry of National Education and Religion and the European Union as part of the actions of the "New Programs of Post – Graduate Studies".

The Master's Degree Program operated in Alexandroupolis from the academic year 2003-04 until the academic year 2010-11. It accepted enrollments from the academic year 2003-04 until the academic year 2007-08. The maximum number of postgraduate students enrolled per year was twenty-five (25). The Postgraduate Programme required the compulsory attendance of all courses, seminars and workshops, the implementation of a practicum, as well as the completion of a postgraduate research project (Dissertation). The total duration of the programme was four (4) semesters. The Post-Graduate Program awarded, after the successful completion of the relative cycles of studies the Master's Degree of Educator Specialization in the general area of "Social – cultural Education and Training of Animators" in one of the following directions: a) "Social and Cultural Education" and (b) "Supportive Early Childhood Education".

The main aims of the Program were the following:
(a) The specialization of the graduates of the Sciences of Education or of graduates of other equivalent University Institutions of theoretical direction (pedagogical, psychological, social) in the modern methods and techniques of preparing inspirers with the aim of contributing to the effective education and support of children of pre-school age in social-cultural matters so that they will be able to deal adequately with the educational needs in the public and private sector, in the Organizations of the wider public sector of the country as well as of other countries of the European Union or outside it.
(b) The in-depth training of scientists so that they will be able to produce new knowledge.

The Program of Studies included:

a) Main Courses (5)
b) Direction Courses (5)
c) Practicum – Design, application and assessment of the educational/cultural program.
d) Writing of the presentation for the Practicum
e) Writing of the Thesis
f) Participation in the Parallel Program of Seminars, Lectures, Laboratories, Conferences.

The main courses aimed at the: a) deep understanding of the knowledge which is necessary for the design and carrying out of research in the area of education, b) widening of knowledge for the use of new technologies for teaching purposes, c) correlation of individual characteristics which become involved in the learning through the social processes and d) learning of the methods and techniques of animating.

The direction courses provided certain knowledge for the development of programs of sensitization in matters of: functioning of the thought process, unity of cognitive and emotional function, health, multiculturalism, environment, state institutions, etc.

Director of the Programme:
Loukia Beze, Professor, Dept. of Education Sciences in Early Childhood, Democritus University of Thrace

Scientific Coordinator for the National Kapodistrian University of Athens:
Elias Bezebegis, Professor, Department of Philosophy – Pedagogy – Psychology

Scientific Coordinator for the University of Aegean:
Maria Kaila, Professor, Department of Education Sciences in Early Childhood and Educational Design

Webpage: https://www.psed.duth.gr/en/master-s-degree-program-socio-cultural-education-and-training-of-animators/

ERASMUS +

1. General information

The 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.

The aims of the ERASMUS+ Program are:

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

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

For the current academic year, 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	Student Mobility (NR.STUDENTS x months)	Additional Information
Bulgaria	Sofia University St. Kliment Ohridski		
	University of Veliko Turnovo St. Cyril and St. Methodius	2 X 5	https://www.uni-vt.bg/
Estonia	Tallinn University, Estonia	2 X 5	https://www.tlu.ee/en
Germany	Karlsruhe University of Education	2 X 5	https://en.ph-karlsruhe.de/
Poland	Adam Mickiewicz University Poznan	1 X 5	https://amu.edu.pl/
Spain	Universidad de Córdoba	3 X 5	https://www.uco.es/
	Universidad de Burgos	2 X 5	https://www.ubu.es/

For additional information:
http://erasmus.duth.gr/

Erasmus Committee of the Department

COURSE OUTLINES

Psychology (Ψ)

(Ψ 02 Y) Cognitive Psychology

Instructor: Eleni Lipourli, Associate Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Ψ 02 Y	**SEMESTER**	2nd
COURSE TITLE	Cognitive Psychology		
INDEPENDENT TEACHING ACTIVITIES		**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures		3	4.5
COURSE TYPE	Scientific Knowledge		
PREREQUISITE COURSES:	X		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: 1) recognize the various areas of research that are the subject of Cognitive Psychology. 2) Explain the basic concepts and research methods used in Cognitive Psychology 3) Explain basic theoretical approaches that have been proposed on human understanding and its relation to behavior. 4) Explain important empirical findings on basic cognitive processes (e.g., perception, memory, problem solving, decision making, language)
General Competences
• Understanding and interpreting scientific theories and concepts • Research, analyze and synthesize data and information, • Autonomous work • Critical Thinking

(3) SYLLABUS

Introductory course to Cognitive Psychology and its research methods. The basic cognitive/mental functions of humans will be studied in the light of modern theoretical approaches. The basic methods for the study of cognitive functions will be analyzed, modern theories and the most recent research data will be presented regarding:

• Perception (sensory functions, visual and auditory perception),

• Attention (selective attention, automated and controlled attention, etc.),

• Memory (Information processing theory, processing levels model, Working memory, theories of forgetting, memory improvement, etc.),

• Thinking (knowledge representation, reasoning, problem solving, decision making),

• Language (structure and functions of language, relationship between language and thought),

• Metacognition (metacognitive processes and self-regulation mechanisms),

• Intelligence (Theoretical approaches, genetic and environmental effects on intelligence, intelligence tests).

The 13 weekly modules of the course are organized as follows:

1. Introductory elements - Historical review - Relationship with other branches of Psychology and other sciences.

2. Research methods of Cognitive Psychology. Emphasis on experimental methodology.

3. The physiological basis of cognitive processes. The Theory of Information Processing. Mental representations.

4. Perception: Perception and sensory functions, visual and auditory perception, development of perception.

5. Attention: Selective attention, automated and attention-controlled processing, vigilance, arousal and performance.

6. Memory: Theory of information processing and memory, the model of levels of processing, the model of Working Memory.

7. Neuropsychological findings, Theories of forgetting, ways to improve memory, autopsies.

8. Thinking: Representation of knowledge, problem solving, meditation, computational models of thinking.

9. Language: structure of language, language and thinking, language acquisition, socio-cognitive perspectives on language use.

10. Intelligence: Theoretical approaches to intelligence, intelligence tests, genetic and environmental influences on intelligence, differences between groups.

11. Metacognitive skills and metacognitive strategies.

12. Applications of Cognitive Psychology in learning and education.

13. Recap.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint Email Eclass
TEACHING METHODS	

Activity	*Semester workload*
Lectures	39
Study and analysis of bibliography	30
Independent study	66
Course total	***135***

STUDENT PERFORMANCE EVALUATION

Language of evaluation: *Greek*

Methods of evaluation:

- Written examination (100%)

Evaluation criteria

- Content (70%): accuracy and completeness of answers, appropriate use of terminology, relevance with the subject.
- Critical thinking (20%): Interpretation of the topic sufficient justification of opinions, appropriate argumentation, consideration of alternative views, analytical-synthetic approach.
- Structure (10%): Organization /structure / relevance of answer

(5) ATTACHED BIBLIOGRAPHY [in Greek]

-**Suggested Bibliography** :

Atknison, R.L. et al. (2004). *Εισαγωγή στην ψυχολογία του Hilgard*. Αθήνα: Εκδόσεις Παπαζήση
Βοσνιάδου, Στ. (2011), *Εισαγωγή στην Ψυχολογία (ενιαίο)*, Εκδόσεις Gutenberg.
Eysenck, M. (2010). *Βασικές Αρχές Γνωστικής Ψυχολογίας*. Αθήνα: Εκδόσεις Gutenberg
Hayes, N. (2011), *Εισαγωγή στην Ψυχολογία*, Τόμος Α, Εκδόσεις Πεδίο.
Κωσταρίδου-Ευκλείδη, Α. (2011). Γνωστική ψυχολογία. Εκδόσεις Πεδίο.
Schacter, D.L. et al. (2012). *Ψυχολογία*. Αθήνα: Εκδόσεις Gutenberg
Sternberg, R.J. (2011). *Γνωστική Ψυχολογία*. Κ.Μπάμπαλης.

-**Related Scientific Journals**:

Cognition
Trends in Cognitive Sciences
Cognitive Psychology
Journal of Cognitive Psychology
Ψυχολογία

(Ψ 03 Y) Developmental Psychology

Instructor: Eleni Lipourli, Associate Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	**Ψ 03 Y**	**SEMESTER**	**1st**
COURSE TITLE	DEVELOPMENTAL PSYCHOLOGY		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	4.5

COURSE TYPE	Scientific Knowledge
PREREQUISITE COURSES	X
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
Students upon successful completion of the course will be able to: 1) Acknowledge the interaction of biological and environmental factors to development 2) Explain the basic principles and concepts of developmental psychology 3) Describe the methods for the study of developmental changes 4) Analyze the principal theoretical approaches of child development *5)* Describe the developmental characteristics of the developmental periods from prenatal to early school age.
General Competences
• Understanding and interpretation of scientific theories and concepts of Child Development

- Transfer of psychological concepts to the field of preschool education
- Understanding of the multiple factors that interact to produce developmental change
- Search for, analysis and synthesis of information relevant to the psychology of child development.
- Working independently

(3) SYLLABUS

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.

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 and techniques in child development (observation, clinical approach, experimental approach)
- The role of developmental theories
- Prenatal period
- Infancy and toddlerhood (sensory-motor, cognitive, socio-emotional development)

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint E-learning platform E-class Videos Email
TEACHING METHODS	

Activity	***Semester workload***
Lectures	39
Study / analysis of bibliography	41
Independent study	55
Course total	**135**

STUDENT PERFORMANCE EVALUATION	**Language of evaluation**: *Greek* **Methods of evaluation** (%):

	• Written conclusive exam: Multiple choice questionnaire + short-answer questions (100%). **Evaluation criteria** (%) ▪ **Correctness of answers** (multiple-choice questions) ▪ **Content** (short-answer questions): accuracy and fullness of answers, appropriate use of terminology, relevance to the topic (75%) ▪ **Critical thinking - Evaluation:** interpretation of the topic, sufficient documentation, adequate argumentation, synthetic or analytic approach (25%).

(5) ATTACHED BIBLIOGRAPHY [In Greek]

- Suggested bibliography:

In Greek:

Lightfoot, C., Cole, M. & Cole, S (2015). *Η ανάπτυξη των παιδιών*. Ζ. Μπαμπλέκου (Επιμ.). Αθήνα: Gutenberg.

Graig. G. J. & Baucum, D. (2007). Η ανάπτυξη του ανθρώπου. Π. Βορριά (Επιμ.). Αθήνα: Παπαζήσης

Feldman R. (2011). *Εξελικτική Ψυχολογία* (ενιαίο). Gutenberg

Κουγιουμουτζάκης, Γ. (2009). Αναπτυξιακή Ψυχολογία: Παρελθόν, Παρόν και Μέλλον. Εκδ. Παν/μίου Κρήτης.

Piaget, J. (2007) *Η γλώσσα και η σκέψη του παιδιού*. Καστανιώτη.

Siegler R. (2002). *Πώς σκέφτονται τα παιδιά*. Gutenberg

Vygotsky, L.S. (1993), *Σκέψη και Γλώσσα*, Εκδόσεις Γνώση.

Wadsworth, B. (2009) *Η θεωρία του Ζαν Πιαζέ για τη γνωστική και συναισθηματική ανάπτυξη*. Καστανιώτη.

Related academic Journals:

Ψυχολογία

Child development

Developmental Psychology

Infancy

Monographs of the Society for Research in Child Development

(Ψ 04 Y) Language Development

Instructor: Eleni Lipourli, Associate Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences			
ACADEMIC UNIT	Department of Education Sciences in Early Childhood			
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies			
COURSE CODE	**Ψ 04 Y**	**SEMESTER**	**2nd**	
COURSE TITLE	LANGUAGE DEVELOPMENT			
INDEPENDENT TEACHING ACTIVITIES			**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures			3	4.5
COURSE TYPE	Scientific Knowledge			
PREREQUISITE COURSES:	X			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek			
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes			
COURSE WEBSITE (URL)				

(2) LEARNING OUTCOMES

Learning outcomes
Students upon successful completion of the course will be able to: 1) explain the methods and techniques that are used for the study of mental processes in early development. 2) describe, analyse and compare the main theoretical approaches of cognitive and language development. 3) describe the developmental course of typically developing children with an emphasis in their cognitive and language development. 4) explain the ways in which developmental theories and models affect the educational practice.

General Competences
• Understanding and comparison of scientific theories and concepts of cognitive and language development • Transfer of psychological concepts to the field of preschool education • Understanding of the multiple factors that interact to produce developmental change • Search for, analysis and synthesis of information relevant to the psychology of child development. • Critical thinking

(3) SYLLABUS

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

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY</td><td>Face to face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td><td>PowerPoint
E-learning platform E-class
Videos
Email</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Study / analysis of bibliography</td><td>41</td></tr>
<tr><td>Independent study</td><td>55</td></tr>
<tr><td>Course total</td><td>135</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>Language of evaluation: Greek

Methods of evaluation (%):</td></tr>
</table>

	• Written conclusive exam: Multiple choice questionnaire + short-answer questions (100%). **Evaluation criteria** (%) ▪ **Correctness of answers** (multiple-choice questions) ▪ **Content** (short-answer questions): accuracy and fullness of answers, appropriate use of terminology, relevance to the topic (70%) ▪ **Critical thinking - Evaluation:** interpretation of the topic, sufficient documentation, adequate argumentation, synthetic or analytic approach (30%).

(5) ATTACHED BIBLIOGRAPHY

- **Suggested bibliography**:

In Greek:

Lightfoot, C., Cole, M. & Cole, S (2015). *Η ανάπτυξη των παιδιών*. Ζ. Μπαμπλέκου (Επιμ.). Αθήνα: Gutenberg.

Graig. G. J. & Baucum, D. (2007). *Η ανάπτυξη του ανθρώπου*. Π. Βορριά (Επιμ.). Αθήνα: Παπαζήσης

Feldman R. (2011). *Εξελικτική Ψυχολογία* (ενιαίο). Gutenberg

Hobson P. (2006). *Το λίκνο της σκέψης*. Εκδ. Παπαζήση.

Κουγιουμουτζάκης, Γ. (2009). Αναπτυξιακή Ψυχολογία: Παρελθόν, Παρόν και Μέλλον. Εκδ. Παν/μίου Κρήτης.

Παπαηλιού, Χρ. (2005). *Η ανάπτυξη της γλώσσας*. Εκδ. Παπαζήση.

Piaget, J. (2007) *Η γλώσσα και η σκέψη του παιδιού*. Καστανιώτη.

Siegler R. (2002). *Πώς σκέφτονται τα παιδιά*. Gutenberg

Vygotsky, L.S. (1993), *Σκέψη και Γλώσσα*, Εκδόσεις Γνώση.

Wadsworth, B. (2009) *Η θεωρία του Ζαν Πιαζέ για τη γνωστική και συναισθηματική ανάπτυξη*. Καστανιώτη.

-**Related academic journals**

Ψυχολογία
Child development
Developmental Psychology
Infancy
Journal of Child Language
Journal of Speech, Language and Hearing Research
Monographs of the Society for Research in Child Development

(Ψ 06 Y) Social Psychology

Instructor: Antonios Sapountzis, Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	**Ψ 06 Y**	**SEMESTER**	**6th**
COURSE TITLE	Social Psychology		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	4.5

COURSE TYPE	Scientific Knowledge
PREREQUISITE COURSES	-
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
Upon the completion of the course students will be able to: Understand basic concepts of social psychology. Assess the impact of group processes in the educational processes.
General Competences
Analysis and synthesis of data and information. Respect for difference and Multiculturalism.

(3) SYLLABUS

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.

The 13 weekly sections are as follows:

Week 1

Basic concepts of social psychology. What is its subject matter and historical development?

Week 2

Methodology of social psychology.

Week 3

Social Cognition.

Week 4

Social attribution. Basic concepts and theoretical approaches.

Week 5

Attitudes: their structure, measurement, and function.

Week 6

Attitude Change and Persuasion.

Week 7

Social influence. Conformity and majority influence. Minority influence and obedience to authority.

Week 8

Roles and ideology: Zimbardo's prison simulation experiment and its significance.

Week 9

Prejudice and racism. Basic concepts and social spaces where we encounter prejudice.

Week 10

Prejudice and intergroup relations. Theories explaining relations between groups.

Week 11

Aggression. Definitions and basic theoretical approaches.

Week 12

Leadership and performance within groups.

Week 13

Review of the lecture's material.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Yes	
TEACHING METHODS	***Activity***	***Semester workload***

	Lectures	39
	Study and analysis of bibliography	96
	Course total	***135***
STUDENT PERFORMANCE EVALUATION	Written exams Open-ended questions.	

(5) ATTACHED BIBLIOGRAPHY

- ***Suggested bibliography****:*

Kokkinaki, F. (2006). Social Psychology. Athens: Gutenberg. (In Greek).
Hogg, M. & Vaughan, G. (2010). Social Psychology. Athens: Gutenberg. (In Greek).
Wetherell, M. (2005). Identites, groups and Social Issues. Athens: Μεταίχμιο. (In Greek).

- ***Related academic journals****:*

European Journal of Social Psychology, British Journal of Social Psychology.

(Ψ 14 Y) Health Psychology

Instructor: Vasiliki Brouskeli, Associate Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences			
ACADEMIC UNIT	Department of Education Sciences in Early Childhood			
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies			
COURSE CODE	**Ψ 14 Y**	**SEMESTER**	**4th**	
COURSE TITLE	Health Psychology			
INDEPENDENT TEACHING ACTIVITIES			**WEEKLY TEACHING HOURS**	**CREDITS**
			3	4.5
COURSE TYPE	Scientific Knowledge			
PREREQUISITE COURSES:	X			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek			
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes			
COURSE WEBSITE (URL)				

(2) LEARNING OUTCOMES

Learning outcomes
The students, after the successful integration they will be able to: • Identify and describe models for health and illness, • Recognise factors related to health behaviors, • Describe ways to prevent and promote health, • Specify psychological processes related to stress and illness, • Discuss for the future of health psychology.
General Competences
• Understanding and interpretation of the scientific theories and concepts in Health Psychology • Using of the scientific concepts in places of early childhood education, • Applying of good practices and methodologies targeting in the holistic child development.

(3) SYLLABUS

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.

The 13 weekly modules of the course are organized as follows:

1. Introduction to Health Psychology: Definitions and goals, key issues and processes.

2. The biomedical and biopsychosocial models.

3. Stress: definitions, disorders, causes and effects, biopsychosocial factors and disease.

4. Psychosocial regulators of stress/ Coping and reducing stress.

5. Health-related behavior and health promotion.

6. Health behaviors/ interdisciplinary approaches to disease prevention.

7. Determinants of health-related behaviors.

8. The role of beliefs and intentions.

9. Health promotion programs.

10. Substance use and abuse.

11. Nutrition, weight control, exercise and safety.

12. Pain: the experience of pain and the perception of pain.

13. Chronic and life-threatening health problems.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint E-class, Email
TEACHING METHODS	

Activity	***Semester workload***
Lectures	39
Study and analysis of bibliography	41
Personal study	55

	Course total	**135**
STUDENT PERFORMANCE EVALUATION	Language of evaluation: Greek Methods of evaluation (percentage %): short-answer questions (100%) Criterion of Evaluation (percentage %): • Content: answers' accuracy and completeness, use of the proper terminology, relevance (70%) • Critical thinking- Evaluation: issue's interpretation, proper documentation, proper argumentation, synthetic or analytical approach (10%) • Structure: staging/ structure/ coherence (10%). • Language: expression, clarity (oral or written). (10%).	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Sarafino, E.P., & Smith, T.W. (2021). Health Psychology: Biopsychosocial interactions.

Karadimas, E., Brouskeli, V., & Siafaka, V. (Καραδήμας, Ε., Μπρουσκέλη, Β., & Σιαφάκα, Β. (Scientific supervision of the Greek edition). Gutenberg.

Ogden, J. (2004). Health Psychology. Parisianou.

DiMatteo, M.R., & Martin, L.R. (2006). Introduction in Health Psychology. Greek Scientific Editing: Anagnostopoulos F. & Potamianos, G. Ellinika Grammata.

Karadimas, E. (2005). Health Psychology. Thery and clinical practice. Tipothito.

Papadatou, D.& Anagnostopoulos, F. (1999). Psychology in Health. Ellinika Grammata.

Sarafino, E.P. (1999). Health Psychology. Wiley.

Straub, R.O. (2002). Health Psychology. Worth Publishers.

- Related academic journals:

- Journal of Health Psychology,
- Health Psychology,
- British Journal of Health Psychology.

(Ψ 23 E) Intergroup Relations in Social Psychology

Instructor: Antonios Sapountzis, Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	**Ψ 23 E**	**SEMESTER**	**7th**
COURSE TITLE	Intergroup Relations in Social Psychology		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	4.5

COURSE TYPE	Scientific Knowledge
PREREQUISITE COURSES:	-
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
With the completion of the course students will be able to: Understand the development of intergroup relations in various contexts and in the classroom in particular. Assess how prejudice and discrimination may affect educational processes. Design and implement programmes for the reduction of prejudice.
General Competences
Analysis and synthesis of data and information. Respect for difference and Multiculturalism. Criticism and self-criticism.

(3) SYLLABUS

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 integroup conflict.

The 13 weekly sections are as follows:

Week 1

Early theories of prejudice within social psychology.

Week 2

Psychoanalytic approaches to the study of prejudice (a).

Week 3

Psychoanalytic approaches to the study of prejudice (b).

Week 4

Social cognition, stereotypes, and prejudice.

Week 5

Ethnocentrism as a result of conflicting interests.

Week 6

The theory of Social Identity and its contribution to the study of intergroup relations.

Week 7

The theory of Self-Categorization.

Week 8

Theories of Modern racism.

Week 9

Theories on reducing prejudice.

Week 10

Discourse analysis and the study of prejudice.

Week 11

Social psychology of nationalism.

Week 12

Presentation of assignments.

Week 13

Review of lecture's material.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint presentations E-class Email
TEACHING METHODS	

Activity	***Semester workload***
Lectures	39
Study and analysis of bibliography	35
Written Project	(61)
Personal study	61
Course total	***135***

STUDENT PERFORMANCE EVALUATION

Language of evaluation: Greek

Methods of evaluation (percentage %):

Students may shoose between 2 types of evaluation:

-A written examination with short answers and multiple choice questions (100%)

or

-A written project (80%)

-An oral presentation (20%)

Criterion of Evaluation (percentage %):

- Content: answers' accuracy and completeness, use of the proper terminology, relevance (50%)
- Critical thinking- Evaluation: issue's interpretation, proper documentation, proper argumentation, synthetic or analytical approach (10%)
- Structure: staging/ structure/ coherence (20%).
- Bibliography: appropriate use, independent search, use of APA guidelines (20%).

(5) ATTACHED BIBLIOGRAPHY

- ***Suggested bibliography***:

Hogg, M. & Vaughan, G. (2010). Social Psychology. Athens: Gutenberg. (In Greek).
Wetherell, M. (2005). Identities, groups and Social Issues. Athens: Μεταίχμιο. (In Greek).

- ***Related academic journals**:*
British Journal of Social Psychology, Group Processes and intergroup relations, European Journal of Social Psychology, Ψυχολογία, Hellenic Journal of Psychology.

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

Instructor: Antonios Sapountzis, Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Ψ 24 E	**SEMESTER**	8th
COURSE TITLE	Cross-Cultural Topics in Social Psychology		
INDEPENDENT TEACHING ACTIVITIES		**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures		3	4.5
COURSE TYPE	Scientific Knowledge		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
On completion of the course students will be able to: Understand of the role of culture in the construction of identities within the educational process. Understand the processes of cultural adaptation. Asses the way cultural background may play in basic psychological processes.
General Competences
Analysis and synthesis of data and information. Respect for difference and Multiculturalism. Criticism and self-criticism.

(3) SYLLABUS

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.

The 13 weekly sections are as follows:

Week 1

Course objectives and basic concepts. Culture in social-psychological research.

Week 2

The concept of culture in social psychology. National culture as a means of comparison between cultures. Ecocultural approaches.

Week 3

Culture and gender. Manifestations of different dimensions of gender in different cultural contexts.

Week 4

Violence and culture. The emergence of violence in different cultures.

Week 5

Cultural dimensions of emotion. Emotions and emotional expression around the world.

Week 6

The self within the social space. How we describe ourselves in different cultures.

Week 7

Communication and interpersonal relationships.

Week 8

Intergroup relations from a cross-cultural perspective.

Week 9

Characteristics of cross-cultural interaction.

Week 10

Indigenous psychologies. The differentiation of the subject of social psychology in different cultures.

Week 11

Acculturation and cultural adaptation to a new cultural context.

Week 12

Organizational Psychology.

Week 13

Review of lecture's material.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face

<table>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td><td>PowerPoint presentations
E-class
Email</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Study and analysis of bibliography</td><td>35</td></tr>
<tr><td>Written Project</td><td>(61)</td></tr>
<tr><td>Personal study</td><td>61</td></tr>
<tr><td>Course total</td><td>135</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>Language of evaluation: Greek
Methods of evaluation (percentage %):
Students may shoose between 2 types of evaluation:
-A written examination with short answers and multiple choice questions (100%)
or
-A written project (80%)
-An oral presentation (20%)
Criterion of Evaluation (percentage %):
Content: answers’ accuracy and completeness, use of the proper terminology, relevance (50%)
Critical thinking- Evaluation: issue’s interpretation, proper documentation, proper argumentation, synthetic or analytical approach (10%)
Structure: staging/ structure/ coherence (20%).
Language: expression, clarity (oral or written). (10%).
Bibliography: appropriate use, independent search, use of APA guidelines (20%).</td></tr>
</table>

(5) ATTACHED BIBLIOGRAPHY

- ***Suggested bibliography****:*

Smith, P. B. & Bond, M. H. (2011). Διαπολιτισμική Κοινωνική Ψυχολογία. Αθήνα: Gutenberg. (in Greek).
Seagall, M.H., Dasen, P. R., Berry, J. W. & Poortinga, Y. H. (1996). Διαπολιτιστική Ψυχολογία. Αθήνα: Ελληνικά Γράμματα. (in Greek).
Χρυσοχόου, Ξ. (2011).Η πολύπολιτισμική πραγματικότητα. Αθήνα: Πεδίο. (in Greek).
- Related academic journals:
Journal of cross cultural psychology, International journal of intercultural relations.

(Ψ 28 E) Child and Life Events

Instructor: Vasiliki Brouskeli, Associate Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Ψ 28 E	**SEMESTER**	6th
COURSE TITLE	Child and Life Events		
INDEPENDENT TEACHING ACTIVITIES		**WEEKLY TEACHING HOURS**	**CREDITS**
		3	4.5
COURSE TYPE	Scientific Knowledge		
PREREQUISITE COURSES:	X		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
The students, after the successful integration they will be able to: • Know the pupils' attitudes about important life events in relation to their age, • Prevent and handle properly the pupils' incapability to deal successfully with difficult situations in their lives, • Conceive the factors related to the smooth adjustment in life events.
General Competences
• Understanding and interpretation of the scientific theories and concepts in Health Psychology • Using of the scientific concepts in places of preschool education, • Applying of good practices and methodologies targeting in the holistic child development.

(3) SYLLABUS

Death, illness, seduction, hospitalization, 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.

The 13 weekly modules of the course are organized as follows:

1. The important events in the child's life and how to deal with them. Examples for reflection and study.

2. Divorce: the child's reactions, long-term effects, adaptation.

3. Divorce: Psychosocial interventions, the role of the school, suggestions for handling.

4. Death: how the child perceives it, stages of mourning, the child's adaptation.

5. Death: loss of a sibling, loss of a child, common questions to answer.

6. Child and Death: psychosocial interventions for the child, the role of the school.

7. Child and chronic illness: how the child perceives it.

8. The effects of chronic illness on the child/ The relationship between child-parent reactions.

9. Child and chronic illness: Adaptation and treatment, psychosocial interventions.

10. Child and chronic illness: the role of the school.

11. Child and hospitalization: How the child perceives hospitalization, the effects of hospitalization on the child.

12. Child hospitalization and family: reactions and adaptation.

13. Child and hospitalization: psychosocial interventions and the role of the school.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint E-class, Email	
TEACHING METHODS	***Activity***	***Semester***

		workload
	Lectures	39
	Study and analysis of bibliography	45
	Personal study	51
	Course total	**135**
STUDENT PERFORMANCE EVALUATION	**Language of evaluation**: Greek **Methods of evaluation** (percentage %): short-answer questions (100%) **Criterion of Evaluation** (percentage %): • Content: answers' accuracy and completeness, use of the proper terminology, relevance (60-70%) • Critical thinking- Evaluation: issue's interpretation, proper documentation, proper argumentation, synthetic or analytical approach (10%) • Structure: staging/ structure/ coherence (10%). • Language: expression, clarity (oral or written). (10%). • References: adequacy of references, proper use, autonomic reference searching (for essays) (0-10%).	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Brock, S., Sandoval, J., & Lewis, S. (2005). Crisis Management in school. Handbook for creating groups for handling crisis in school. Greek Scientific Editing: C. Xatzixristou. Translation: E. Theoharaki. Tipothito.

Loumakou, M. & Brouskeli, V. (2010). Child and Life Events. Athens: Tipothito.

Neimeyer Robert A. (2006). To love and to lose. Kritiki.

Nilsen, M. & Papadatou, D. (Eds) (1999). When chronic disease and death comes to the school life. Athens: IPEPTH- B' Community Support Framework.

Xatzixristou, C.G. (1999). Parents' separation, the divorce and children. Children's adjustment in bi-nuclear family and school. Ellinika Grammata.

- Related academic journals:

- Journal of Family Issues,
- Journal of Child Health Care,
- Death Studies,
- Health Psychology.

(Ψ 32 E) Sexuality and Health

Instructor: Vasiliki Brouskeli, Associate Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	**Ψ 32 E**	**SEMESTER**	**5th**
COURSE TITLE	Sexuality and Health		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5

COURSE TYPE	Scientific Knowledge
PREREQUISITE COURSES:	X
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
Upon successful completion of the course, students will be able to: • describe basic psychological theories related to health behaviors and sexuality, • understand psychological and socio-cognitive mechanisms that influence individuals' attitudes and choices regarding their sexuality, • recognize the issues involved in designing and implementing effective sex education programs.
General Competences
• Understanding and interpretation of the scientific theories and concepts in Health Psychology • Using of the scientific concepts in places of education, • Applying of good practices and methodologies targeting in the holistic child development.

(3) SYLLABUS

Lesson's Contents:

This course focuses on the connection between health and sexuality, with an emphasis on the connection between mental health and sexuality, with the ultimate goal of highlighting the need for scientifically documented and pedagogically sensitive interventions in the school setting. Basic psychological theories related to health behaviors and sexuality are presented in order to understand the psychological and socio-cognitive mechanisms that influence individuals' attitudes and choices.

In addition, the following are examined and discussed:

- the psychosocial development of childhood and adolescent sexuality,

- issues of prevention and recognition of sexual abuse,

- the objectives of educational interventions on sexuality and health,

- the principles of designing comprehensive sexuality education programs,

- the characteristics of successful interventions, the difficulties that may arise during their implementation, and the special role of educators.

The 13 weekly sections of the course are organized as follows:

1. Behavioral changes related to health and sexual health: the importance of understanding the theoretical framework

2. Gender and stereotypes

3. Skills related to promoting sexual health

4. The role of the family

5. Sex education: useful modules for each stage

6. Sexual violence and children: victims and perpetrators

7. Sexual violence and children: warning signs

8. Online sexual abuse and exploitation of children

9. Sexuality education: introductory concepts and international standards

10. Sexuality education programs: contemporary approaches.

11. Comprehensive sexuality education: the basis of contemporary programs

12. Sexuality education in the school environment—The objectives and characteristics of comprehensive sexuality education programs

13. The implementation of sexuality education programs in the classroom

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint E-class, Email
TEACHING METHODS	***Activity*** / ***Semester workload*** Lectures — 39 Study and analysis of bibliography — 30 Essay writing — 25 Personal study — 41 **Course total** — **135**
STUDENT PERFORMANCE EVALUATION	**Language of evaluation**: Greek **Methods of evaluation** (percentage %): short-answer questions (100%) **Criterion of Evaluation** (percentage %): • Content: answers' accuracy and completeness, use of the proper terminology, relevance (60-70%) • Critical thinking- Evaluation: issue's interpretation, proper documentation, proper argumentation, synthetic or analytical approach (10%) • Structure: staging/ structure/ coherence (10%). • Language: expression, clarity (oral or written). (10%). • References: adequacy of references, proper use, autonomic reference searching (for essays) (0-10%).

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Brouskeli, V., & Gerouki, M. (2025). Mental health and sexuality. G. Dardanos- K. Dardanos & partners.

Loumakou, M.., Kordoutis, Π.Σ., Sarafidou, E. (2000). Sexual relationships and precaution. Youth's social representations. Tipothito.

Ogden, J. (2004). Health psychology. Parisianou.

- Related academic journals:

- Journal of Family Issues,
- Journal of Childhood Sexual Abuse
- Sex Education,
- Health Psychology.

(Ψ 35 E) Psychopathology of the Child

Instructor: Aspasia Serdari, Associate Professor, Department of Medicine

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Ψ 35 E	**SEMESTER**	8th
COURSE TITLE	Psychopathology of the Child		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
		3	4.5
COURSE TYPE	Scientific Knowledge		
PREREQUISITE COURSES:	x		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
After a successful completion of the course students will be able to: 1) distinguish the deviations from the normal development 2) identify dysfunctional and maladaptive behavior of children in family and school context 3) describe the main features of the more frequent mental disorders in preschool children 4) develop a common "language of communication" with mental health experts
General Competences
• Understanding scientific theories and concepts in a school context • Showing social and professional responsibility and sensitivity to mental health issues • Respect for diversity and multiculturalism

(3) SYLLABUS

The course aims to familiarize students with the common mental disorders of children, especially in preschool and primary school age. It emphasizes to the clinical features of autism, mental retardation, ADHD and learning disorders, anxiety disorders, eating and sleeping problems, etc.

The course is also related to issues of Social Child and Adolescent Psychiatry such as abuse and neglect, bereavement, divorce, adoption and the impact of chronic diseases

in the psycho-emotional development of children.

The weekly modules of the course are organized as follows:

1. Child and adolescent mental health literacy - basic principles
2. Healthy psycho-emotional development from birth to adulthood and developmental milestones.
3. Intellectual disability
4. Autism spectrum disorders
5. Attention deficit hyperactivity disorder and disruptive or challenging behaviors
6. Learning disorders and disruptive or challenging behaviors
7. Childhood psychiatry, attachment disorders
8. Emotional disorders
9. Anxiety disorders
10. Sleep disorders
11. Nutrition and feeding
12. Psychosomatic symptoms in childhood and chronic diseases
13. Psychosocial issues, bereavement, divorce, new forms of family
14. Bioethical issues and ethics

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint eclass Email
TEACHING METHODS	

Activity	***Semester workload***
lectures	39
Study/analysis of bibliography	47
Interactive teaching	49
Course total	***135***

STUDENT PERFORMANCE EVALUATION	• multiple choice questionnaires • short-answer questions • open-ended questions • problem solving

(5) ATTACHED BIBLIOGRAPHY [In Greek]

- Suggested bibliography:

- *Σημειώσεις με εκτενή βιβλιογραφία*
- *Τα συγγράμματα που προτείνονται στο σύστημα «ΕΥΔΟΞΟΣ»*
- *Προσχολική Παιδοψυχιατρική*

τόμος 1. Ανάπτυξη και τόμος 2. Κλινική και Θεραπευτικές παρεμβάσεις, εκδ. Καστανιώτη

***- Related academic journals**:*

- *Ψυχιατρική Παιδιού – εφήβου, Έκδοση της Παιδοψυχιατρικής Εταιρείας Ελλάδος*

(Ψ 34 E) Evaluation and Support of Children with Special Educational Needs

Instructor:

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Ψ 34 E	**SEMESTER**	8th
COURSE TITLE	Evaluation and support of children with Special Educational Needs		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5
COURSE TYPE	*Scientific Knowledge*	
PREREQUISITE COURSES:	X	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES	
COURSE WEBSITE (URL)		

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: 1) Become familiar with concepts concerning children with special educational needs. 2) Recognise the nature, causality and symptomatology of children with special educational needs. 3) Interpret and utilize tools for assessing the needs and abilities of pupils with special educational needs. 4) Develop concerns and systematically interpret information about the kind of educational intervention they need to take in order to deal effectively with these kinds of problems. 5) Work with parents of children with special educational needs. 6) Work with mental health professionals and know how to refer to mental health services.
General Competences
Recognize special educational needs through the observation, recording and analysis of children's behavior as well as the promotion of creative ways of management and support.

(3) SYLLABUS

- Historical background: Children with Special Educational Needs.
- The concept of adaptive behavior.
- Learning profile and characteristics of people with:

- Long-term illness (Hearing disorders, Visual disturbances, Sensory disorders).

-Adaptation problems (Attention Deficit / Hyperactivity Disorder, impairment of functionality, emotional difficulties)
- Specific learning difficulties (dyslexia, dysgraphia, dyscalculia) - Dysfunction of speech (Developmental and neurological speech disorders
Dysarthria, Trauma)
- Distorted Developmental Disorders (Autism as a disorder of a person's psychological development)
- Cognitive impairments (Concept and nature of mental retardation - Theoretical approaches to mental retardation).
• Theoretical models of approaching special educational needs.
• Methods for assessing the emotional and behavioral difficulties of the students.
• Support design and modern trends for children with special educational needs (Strategies, tools).
• Collaboration of parents and teachers on student behavior.• Mental and health care services for children and adolescents (Organization and operation of mental health services).

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint eclass Email
TEACHING METHODS	

Activity	*Semester workload*
lectures	39
Essay writing	41
Independent Study	55
Course total	***135***

STUDENT PERFORMANCE EVALUATION	**Language of evaluation**: Greek **Methods of evaluation** (weight %): 1. Final written examination (60%) 2. Compulsory written essay (40%) **Evaluation criteria for the final written examination**: Content (60%) Critical thinking (20%) Structure (10%) Language (10%) **Evaluation criteria for the written essay**: Content (50%) Critical thinking (20%) Structure (20%) Language (10%)

(5) ATTACHED BIBLIOGRAPHY [In Greek]

- ***Suggested bibliography****:*

Αγαλιώτης, Ι. (2012). Εκπαιδευτική αξιολόγηση μαθητών με δυσκολίες μάθησης και προσαρμογής. Αθήνα: Γρηγόρης.

Ζώνιου-Σιδέρη, Α. (2011). Οι ανάπηροι και η εκπαίδευση τους: Μία ψυχοπαιδαγωγική προσέγγιση της ένταξης. Αθήνα: Πεδίο.

Happè, F. (1998). Αυτισμός: Ψυχολογική θεώρηση. Αθήνα: Gutenberg.

Heward, W. (2009). (Επιμ. Δαβάζογλου, Α. & Κόκκινος Κ.) Παιδιά με ειδικές ανάγκες: Μία εισαγωγή στην ειδική εκπαίδευση. Αθήνα: Τόπος

Κολιάδης, Ε. (Επιμ.) (2010). Συμπεριφορά στο Σχολείο. Αθήνα: Γρηγόρη.

Κοντοπούλου, Μ. (2007). Παιδί και Ψυχοκοινωνικές Δυσκολίες: Μια Ψυχοδυναμική Οπτική. Αθήνα: Gutenberg.

Sutton, C. (2003). Προβλήματα Συμπεριφοράς Παιδιών & Εφήβων. Αθήνα: Σαββάλας

Τζουριάδου, Μ. (2010) Μαθησιακές δυσκολίες. Αθήνα: Προμηθεύς

Χατζηχρήστου, Χ. (Επιμ.) (2008). Στήριξη των Παιδιών σε Καταστάσεις Κρίσεων. Αθήνα: Τυπωθήτω.

- ***Related academic journals****:*

Journal of Research in Special Educational Needs
European Journal of Special Needs Education
International Journal of Disability, Development and Education

(Ψ 35 Y) Educational Psychology

Instructor: Adjunct Lecturer

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Ψ 35 Y	**SEMESTER**	3rd
COURSE TITLE	Educational Psychology		
WEEKLY TEACHING HOURS	3	**CREDITS**	4.5
COURSE TYPE	Scientific Knowledge		
PREREQUISITE COURSES	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) OBJECTIVES

Learning outcomes

The central objective of the course is to understand the psychological principles governing the learning process, the learning environment and teaching.

By completing the course, students should be able to:

• Examine, comment and discuss theories and research findings in the field of educational psychology.

• Determine the connection between the theories of learning and educational practice.

• Understand, explain and discuss the effects of individual differences (e.g., intelligence, personality, etc.) in learning.

• Develop the necessary attitudes for efficiently responding to students' individual differences.

• Understand the interaction between teacher and student behavior and evaluate the impact that the classroom psychological climate of has on learning.

• Understand the basic theories of learning motivation.

• Understand the psychology of the educator.

• Find solutions to problems related to learning, teaching and student behavior, based on the principles of psychology.

General Competences
Acquisition of knowledge, critical thinking and problem solving skills, on issues related to the learning and teaching of students aged 6-12 years, and to the psychology of learning, teaching and education.

(3) COURSE CONTENT

1. Introduction to Educational Psychology: Meaning, scope and methodological approaches
2. Behaviorist learning theories: From early endeavors to contemporary applications
3. Social-cognitive theory of learning
4. Cognitive learning theories
5. Theories of cognitive development
6. Theories of motivation and implications for learning
7. Classroom psychological climate
8. Sociocultural approach to learning I: Theoretical principles
9. Sociocultural approach to learning II: Practical implications
10. The role of culture in learning
11. Effective teaching and learning strategies in early childhood education
12. Problem-solving strategies in class: Transfer skills
13. Research findings on teacher's resilience and self-efficacy

(4) TEACHING and LEARNING METHODS

DELIVERY	• Face-to-face/lecture. • Group discussions, film screening, invited talks, case studies.
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	• E-Learning (e-class) • E-mail
TEACHING METHODS	

Activity	*Semester workload (in hours)*
Lectures	39
Personal study	93
Final exams	3
Course total	***135***

(5) EVALUATION/ASSESSMENT

TYPE OF ASSESSMENT	Final/Summative
EVALUATION METHODS	The evaluation of the course includes a final written exam (multiple choice, short- answer questions, open-

	ended questions, problem solving). The questions of the examination will be based on the whole range of knowledge contained in the book, notes, lectures, discussions and films that will be screened during lessons.

(6) RECOMMENDED BIBLIOGRAPHY

Recommended books for the course

- Ormrod E.J. (2020), Ψυχολογία της μάθησης, επιστ. επιμ Κόκκινος Κ. Αθήνα: Κ. & Γ. Δαρδανός.
- Elliott, S., Kratochwill, T., Littlefield-Cook, J, Travers, J. (2008). *Εκπαιδευτική Ψυχολογία: Αποτελεσματική διδασκαλία - αποτελεσματική μάθηση [Education Psychology: Effective teaching - effective learning].* Athens: Dardanos.
- Woolfolk, A. (2007). *Εκπαιδευτική Ψυχολογία [Educational Psychology].* Athens: Ellin.

Additional literature

- Slavin, R. (2007). *Εκπαιδευτική Ψυχολογία. Θεωρία και Πράξη. [Educational Psychology. Theory and Practice]*. Athens: Metaixmio.
- Koliadis, E. A. (1996). *Θεωρίες μάθησης και εκπαιδευτική πράξη. Α. Συμπεριφορικές θεωρίες [Theories of learning and educational practice. A. Behavioral theories]*. Athens.
- Koliadis, E. A. (1997). *Θεωρίες μάθησης και εκπαιδευτική πράξη. Β. Κοινωνικογνωστικές θεωρίες [Theories of learning and educational practice. B. Socio-cognitive theories]*. Athens.
- Koliadis, E. A. (1997). *Θεωρίες μάθησης και εκπαιδευτική πράξη. Γ. Γνωστικές θεωρίες [Theories of learning and educational practice. C. Cognitive theories]*. Athens.
- Koliadis, E. A. (2002). *Γνωστική Ψυχολογία. Δ. Γνωστική Νευροεπιστήμη και Εκπαιδευτική Πράξη [Cognitive Psychology. D. Cognitive Neuroscience and Education Act]*. Athens.
- Kostaridou-Efklidi, A. (1999). *Ψυχολογία κινήτρων [Psychology of motivation]*. Athens: Ellinika Grammata.
- Makri – Botsari, E. (2001). Αυτοαντίληψη και αυτοεκτίμηση. [Self-concept and self-esteem. Models, development, functional role and evaluation]. Μοντέλα, ανάπτυξη, λειτουργικός ρόλος και αξιολόγηση. Athens: Ellinika Grammata.

Academic Journals

- Ψυχολογία: Το Περιοδικό της Ελληνικής Ψυχολογικής Εταιρείας [Psychology: The Journal of the Greek Psychological Society]
- Hellenic Journal of Psychology
- Επιστημονική Επετηρίδα της Ψυχολογικής Εταιρείας Βορείου Ελλάδας [The Scientific Annals of the Psychological Society of Northern Greece]
- Παιδαγωγική Επιθεώρηση [Educational Review]

- Επιστήμες της Αγωγής [Educational Sciences]
- Preschool and Primary Education
- The British Journal of Educational Psychology
- Journal of Educational Psychology
- Contemporary Educational Psychology
- Educational Psychologist
- Educational Psychology Review

(Ψ 36 E) Motivation, Self-Regulation and Learning

Instructor: Eleni Lipourli, Associate Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Ψ 36 E	**SEMESTER**	7th
COURSE TITLE	Motivation, Self-Regulation and Learning		
WEEKLY TEACHING HOURS	3	**CREDITS**	4.5
COURSE TYPE	Scientific Knowledge		
PREREQUISITE COURSES	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) OBJECTIVES

Learning outcomes
After successfully completing the course, students are expected to: 1) Describe and compare basic theoretical approaches to self-regulated learning 2) Identify the main aspects of self-regulated learning 3) Describe the conditions that promote self-regulated learning in the context of the school and the family 4) Propose ways of promoting self-regulated learning in early childhood 5) Organize, analyze and compose modern theroretical and research data
General Competences
-Comprehension and interpretation of scientific theories and concepts -Application of knowledge in the educational process -Comprehension of the various factors that shape the learning behavior of children -Search for, analysis and composition of data and information with the use of technological tools -Autonomous and group work -Critical thought

(3) COURSE CONTENT

The aim of the course is to familiarize students with the Psychology of Motivation and recent psychological research on motivation and its potential applications in the context of young children's education. More specifically, current issues from the international literature and research data will be presented regarding:

• the developing ability of young children to self-regulate their behavior and to be actively involved in the learning process, • the relationship between self-regulation and motivation during this early developmental period, • the importance of motivation and metacognitive processes for learning and school achievement already from preschool age, • the conditions that promote self-regulated learning within the context of school and family, • ways of assessing the motivation, metacognitive skills and self-regulation skills of young children during the learning process. The 13 weekly modules of the course are organized as follows: 1. Introductory issues – Definitions and types of motivation, different categorizations. 2. Research methods for studying the Psychology of Motivation. Motivation and behavior. 3. Physiological, biological and psychological motivations. Intrinsic and acquired motivations. Internal and external motivations. 4. Motivation as personality traits. Socio-cultural influences. 5. Theoretical models of motivation: psychoanalytic, humanistic, behavioral. 6. The theory of achievement motivation and failure avoidance motivation. 7. The development of achievement motivation in children. 8. Cognitive theories: Lewin's field theory, cognitive consistency theories. 9. Theory of causal attributions and causal determination. 10. Applications of motivation theories in education. 11. Metacognitive skills, metacognitive strategies and school performance. 12. Self-regulation in children. Development of self-regulation. 13. Presentations of projects.

(4) TEACHING and LEARNING METHODS

DELIVERY	Face-to-face.
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	PowerPoint presentations E-Learning (e-class) E-mail
TEACHING METHODS	

Activity	***Semester workload (in hours)***
Lectures	39
Project	41
Personal study	55
Course total	***135***

STUDENT PERFORMANCE	**Language of evaluation**: Greek

EVALUATION	**Methods of evaluation**: 1- Written project (40%) 2- Final written examination (60%) **Evaluation criteria**: • Content: precision and completeness of responses, appropriate use of terminology, relevance with the subject (60%) • Critical thought: in depth comprehension and interpretation of the subject, sufficient argumentation, synthetic approach (20%) • Structure: Organization/structure/cohesion of responses/project (10%) • Language: clarity, use of scientific discourse (10%)

(5) ATTACHED BIBLIOGRAPHY

Recommended bibliography

Δερμιτζάκη, Ε. (2017). *Προάγοντας τις δεξιότητες των μαθητών να μαθαίνουν: Ανάπτυξη της αυτο-ρυθμιζόμενης μάθησης*. Αθήνα: Gutenberg.

Schunk, D.H., Pintrich, P., & Meece, J. (2010). *Τα κίνητρα στην εκπαίδευση* (Επιμ. Έκδ. Ν. Μακρής & Δ. Πνευματικός). Αθήνα: Gutenberg.

Additional Bibliography

Bronson, M.B. (2000). *Self-regulation in early childhood: Nature and Nurture*. New York: Guilford Press.

Κωσταρίδου-Ευκλείδη, Α. (2011). *Μεταγνωστικές διεργασίες και αυτο-ρύθμιση*. Αθήνα: Πεδίο.

Stipek, D., & Seal, K. (2001). Motivated minds: Raising children to love learning. New York: Henry Holt & company.

Whitebread, D. (2012). *Developmental Psychology and Early Childhood Education*. London: SAGE.

Academic Journals

Ψυχολογία
Child Development
Early Education and Development
Early Years
European Journal of Psychology of Education
Journal of Educational Psychology
Journal of Educational Research
Metacognition and Learning
Learning and Individual differences
Learning and Instruction
Teaching and teacher education

(Ψ 37 E) Special Topics in Cognitive Psychology

Instructor:

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Ψ 37 E	**SEMESTER**	5th
COURSE TITLE	Special Topics in Cognitive Psychology		
WEEKLY TEACHING HOURS	3	**CREDITS**	4.5
COURSE TYPE	Scientific Knowledge		
PREREQUISITE COURSES	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) OBJECTIVES

Learning outcomes
After successfully completing the course, students are expected to: 1) Explain in depth the theoretical approaches that have been proposed for the processes of memory, thought and language. 2) Compare various theoretical approaches and identify their critical differences. 3) Analyze recent findings about the aforementioned cognitive processes. 4) Compare the methodological approaches used in the study of the aforementioned processes and explain their limitations.
General Competences
-Comprehension and interpretation of scientific theories and concepts -Search for, analysis and composition of data and information -Autonomous and group work -Critical thought

(3) COURSE CONTENT

The course involves the cognitive processes of memory, thought and language. More specifically, the following will be presented thoroughly: (1) the operations and mechanisms of memory (coding, storage, retrieval, organization, oblivion), (2) the operations and mechanisms of thought (categorization, organization of concepts, conceptual change, reasoning, logical faults and bias, problem solving, decision making), and (3) the mechanisms of linguistic processing (production and comprehension). The main theoretical models that have been proposed for the interpretation of

these cognitive operations and main methodological approaches to their study will be presented and compared.

(4) TEACHING and LEARNING METHODS

DELIVERY	Face-to-face.
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	PowerPoint presentations E-Learning (e-class) E-mail
TEACHING METHODS	

Activity	***Semester workload (in hours)***
Lectures	39
Study/analysis of bibliography	48
Personal study	48
Course total	***135***

STUDENT PERFORMANCE EVALUATION	**Language of evaluation**: Greek **Methods of evaluation**: Final written examination (100%) **Evaluation criteria**: -Content: precision and completeness of repsonses, appropriate use of terminology, relevance with the subject (70%) -Critical thought: in depth comprehension and interpretation of the subject, sufficient justification of viewpoints, synthetic approach (20%) -Structure: Organization/structure/cohesion of responses/project (10%)

(5) ATTACHED BIBLIOGRAPHY

Recommended bibliography

Atknison, R.L. et al. (2004). *Εισαγωγή στην ψυχολογία του Hilgard*. Αθήνα: Εκδόσεις Παπαζήση

Bonin, P. (2012). Ψυχολογία της γλώσσας. Γνωστική προσέγγιση της παραγωγής των λέξεων. Αθήνα: Gutenberg

Βοσνιάδου, Στ. (2011), *Εισαγωγή στην Ψυχολογία (ενιαίο)*, Εκδόσεις Gutenberg.

Eysenck, M. (2010). *Βασικές Αρχές Γνωστικής Ψυχολογίας*. Αθήνα: Εκδόσεις Gutenberg

Goldstein, B. (2018) Γνωστική Ψυχολογία: Σύνδεση νου, έρευνας & καθημερινής ζωής. Αθήνα: Εκδόσεις Gutenberg

Hayes, N. (2011), *Εισαγωγή στην Ψυχολογία*, Τόμος Α, Εκδόσεις Πεδίο.

Κατή, Δ. (2012). Ο γνωσιακός ρόλος της γλώσσας. Η συμβολή των επιστημών της γλώσσας και του νου. Αθήνα: Καπόλα Παγώνα-εκδόσεις Νήσος.

Κωσταρίδου-Ευκλείδη, Α. (2011). Γνωστική ψυχολογία. Εκδόσεις Πεδίο.

Μπαμπλέκου, Ζ. (2011). Γνωστική ψυχολογία: Μοντέλα μνήμης. Αθήνα: Εκδόσεις Gutenberg

Ρούσσος, Π. (Επιμ. 2014). Γνωστική Ψυχολογία: Οι ανώτερες γνωστικές διεργασίες. Αθήνα: Εκδόσεις Τόπος

Schacter, D.L. et al. (2012). *Ψυχολογία*. Αθήνα: Εκδόσεις Gutenberg

Sternberg, R.J. (2011). *Γνωστική Ψυχολογία*. Κ. Μπάμπαλης.

Academic Journals

Cognition
Memory
Trends in Cognitive Sciences
Cognitive Psychology
Journal of Cognitive Psychology
Ψυχολογία

(Ψ 38 E) Practical Applications of Educational Psychology: Designing Effective Learning Environments

Instructor: Adjunct Lecturer

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate Program		
COURSE CODE	Ψ38E	**SEMESTER**	7th
COURSE TITLE	Practical Applications of Educational Psychology: Designing Effective Learning Environments		
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**	
	3	4.5	
COURSE TYPE	Specialized general knowledge		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: • Explain the principles of organizing effective learning environments • Discuss ways of establishing and applying rules • Describe and determine the internalizing and externalizing difficulties of psychosocial

adjustment of preschool children
- Describe, analyse and compare theories and practices of behavioural difficulties effective management
- Recognize and understand ways of developing social and emotional competence among preschool children
- Describe methods of self-esteem enhancement
- Discuss developmentally appropriate practices of social skills promotion
- Recognize the importance of interpersonal relationships among preschool children and describe conflict management strategies
- Discuss practices to promote communication between teachers and parents.

General Competences

- Research, analyze and synthesize data and information
- Autonomous and group work
- Decision making
- Acquisition of knowledge, critical thinking and problem solving skills on issues related to preschool children learning and teaching
- Application of theoretical knowledge in the field of preschool education
- Respect of diversity
- Criticizing
- Promotion of free, creative and inductive thinking

(3) SYLLABUS

The aim of the course is to describe ways of designing effective learning environments and to focus on practical applications of Educational Psychology in the preschool classroom. The principles for designing and maintaining an effective learning environment will be introduced and strategies for establishing rules and organizing classroom procedures will be described. Then, possible difficulties of psychosocial adjustment of preschool children will be analyzed in detail and their distinction into internalized and externalized behavior will be attempted. In the next sections of the course, a) the behavioral and person-centered approaches of behavioral difficulties management in the classroom will be presented and b) specific practices to reinforce functional behaviors in the school context will be discussed. The socio-emotional development of preschool children and developmentally appropriate strategies for promoting social and emotional adequacy will be presented. Further, the self-concept will be analyzed, methods of boosting self-esteem will be described, potential difficulties in students' interpersonal relationships will be presented and conflict management strategies will be discussed. Finally, issues related to effective school and family communication and collaboration will be addressed.

The 13 weekly sections of the course are organized as follows:

1) Basic principles of designing an effective learning environment
2) Rules establishment in the classroom
3) Psychosocial adaptation difficulties in the school environment I
4) Psychosocial adaptation difficulties in the school environment II
5) Behavior management approaches and strategies in class I

6) Behavior management approaches and strategies in class II
7) Emotions – Emotion Management
8) Self-concept, self-esteem – Self-esteem enhancement
9) Social competence – Social skills
10) Interpersonal relationships in the school environment
11) School and family communication
12) Presentations and discussion
13) Presentations and discussion

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint Presentations Email Eclass
TEACHING METHODS	

Activity	***Semester workload***
Lectures	39
Study/analysis of bibliography	30
Personal study	10
Essay writing	35
PowerPoint preparation	21
Course total	**135**

STUDENT PERFORMANCE EVALUATION	**Language of evaluation**: Greek **<u>Evaluation method (weight %):</u>** **Online quiz (20%)** **Team work of 2-3 people (80%)** • Written essay (2000 words) (50%) • Short oral presentation via PowerPoint (15 minutes) (30%) **<u>Evaluation criteria (weight %):</u>**

	Quiz (20% of the total score) • 10 short questions (multiple choice, short answers, true-false) (total 10 points per quiz) The 7/10 final scores per quiz (the 3 lowest grades will be excluded) will be used to obtain the total grade. **Teamwork (80% of the total score)** • **Content**: relevance, sufficient theme development, accuracy and completeness of information (15%) • **Critical thinking**: analytical and synthetic approach (10%) • **Structure**: organization and coherence (5%) • **Language**: expression, clarity and use of scientific language (10%) • **Bibliography**: adequacy of references, appropriate use (10%) • **Presentation consistency**: (15%) • **Creative presentation**: (15%)

(5) ATTACHED BIBLIOGRAPHY

-Suggested bibliography:

- Chatzichristou, Ch. G. (2011). *Κοινωνική και Συναισθηματική Αγωγή: Προσχολική και Πρώτη Σχολική Ηλικία (Νηπιαγωγείο, Α' και Β' Δημοτικού) [Social and Emotional Education: Preschool and First School Age (Kindergarten, A' and B' Primary School Classes].* Athens: Typothito.
- Coppie, C., & Bredekamp, S. (2011*). Αναπτυξιακά Κατάλληλες Πρακτικές για Παιδιά Προσχολικής Ηλικίας [Developmentally Appropriate Practices for Preschool Children]*. Athens: Pedio.
- Slavin, R. (2007). *Εκπαιδευτική Ψυχολογία. Θεωρία και Πράξη. [Educational Psychology. Theory and Practice]*. Athens: Metaixmio.

-Additional literature:

- Woolfolk, A. (2007). *Εκπαιδευτική Ψυχολογία [Educational Psychology].* Athens: Ellin.
- Eggen, P. & Kauchak, D. (2017). *Εκπαιδευτική Ψυχολογία: Νέοι ορίζοντες στη μάθηση και τη διδασκαλία [Educational Psychology: New horizons in learning and teaching]*. Athens: Kritiki.
- Elliott, S., Kratochwill, T., Littlefield-Cook, J, Travers, J. (2008). *Εκπαιδευτική Ψυχολογία: Αποτελεσματική διδασκαλία - αποτελεσματική μάθηση [Education Psychology: Effective teaching - effective learning].* Athens: Dardanos.
- Νικολόπουλος, Δ. (2008). *Σχολική Ψυχολογία: Εφαρμογές στο σχολικό περιβάλλον*. [School Psychology: Applications in school environment]. Athens: Topos

-Related scientific journals:

- Ψυχολογία: Το Περιοδικό της Ελληνικής Ψυχολογικής Εταιρείας [Psychology: The Journal of the Greek Psychological Society]

- Hellenic Journal of Psychology
- Επιστημονική Επετηρίδα της Ψυχολογικής Εταιρείας Βορείου Ελλάδας [The Scientific Annals of the Psychological Society of Northern Greece]
- Παιδαγωγική Επιθεώρηση [Educational Review]
- Επιστήμες της Αγωγής [Educational Sciences]
- Preschool and Primary Education
- The British Journal of Educational Psychology
- Journal of Educational Psychology
- Contemporary Educational Psychology
- Educational Psychologist
- Educational Psychology Review

Philosophical, Sociological and Historical Approaches to Education (K)

(K 01 E) History of Modern Greek Education

Instructor: *Athanasios Karafyllis, Professor, Dept. of Primary Education*

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate Program		
COURSE CODE	K 01 E	**SEMESTER**	8th
COURSE TITLE	History of Modern Greek Education		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5

COURSE TYPE	Scientific knowledge
PREREQUISITE COURSES:	X
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: (1) understand the evolution of education institutions in relation to Modern Greek urbanism and the needs of the modern Greek state (2) to interpret each educational reality in relation to the social, economic and political contexts of each era.
General Competences
Understanding the various historical factors that influence the evolutionary course of the educational process in the Greek state Exercise of critical competence through the comparison of the present with the historical past on the basis of education and the social connotations of the specific institution.

(3) SYLLABUS

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.

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY.</td><td>Face-to-face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td><td>E- mail
PowerPoint presentations
Eclass</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>study and analysis of bibliography</td><td>30</td></tr>
<tr><td>essay writing</td><td>18</td></tr>
<tr><td>Independent study</td><td>48</td></tr>
<tr><td>Course total</td><td>135</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>Language of evaluation: Greek
Methods of evaluation:
Final written examination (100%)
Evaluation criteria for written examination:
Content (60%)
Critical thinking (20%)
Structure (10%)
Language (10%)</td></tr>
</table>

(5) ATTACHED BIBLIOGRAPHY

Suggested Bibliography:

1. Σ. Μπουζάκης (επιμ.), *Πανόραμα ιστορίας της εκπαίδευσης*, Β΄τ., Αθήνα 2011.

2. Αλ. Δημαράς, *Ιστορία της Νεοελληνικής Εκπαίδευσης. Το Ανακοπτόμενο Άλμα. Τάσεις και αντιστάσεις στην ελληνική εκπαίδευση 1833-2000,* Αθήνα 2013.

Δ. Αντωνίου, Τα Προγράμματα της Μέσης Εκπαίδευσης (1833-1929), 2 τόμοι, Αθήνα 1988,

Αλ. Δημαράς, *Η μεταρρύθμιση που δεν έγινε. Τεκμήρια Ιστορίας*, τ. Α΄, Αθήνα 1990.

Αλ. Δημαράς, «Εκπαίδευση 1830-1871. Η διαμόρφωση του εκπαιδευτικού συστήματος», *Ιστορία του Νέου Ελληνισμού 1770-2000*, επιμ. Βασίλης Παναγιωτόπουλος, τ. Δ΄, Αθήνα 2003, σ. 177-195.

Αλ. Δημαράς, *Ιστορία της Νεοελληνικής Εκπαίδευσης. Το Ανακοπτόμενο Άλμα. Τάσεις και αντιστάσεις στην ελληνική εκπαίδευση 1833-2000,* Αθήνα 2013.

Αλ. Δημαράς, Βάσω Βασιλού – Παπαγεωργίου, *Από το Κοντύλι στον Υπολογιστή. 1830-2000. Εκατόν εβδομήντα χρόνια ελληνικής εκπαίδευση με λόγια και εικόνες*, Αθήνα 2008.

Αθ. Καραφύλλης, *Νεοελληνική εκπαίδευση. Δύο αιώνες μεταρρυθμιστικών προσπαθειών*, Αθήνα 2002.

Γ. Κορδάτος, *Ιστορία του γλωσσικού μας ζητήματος*, Αθήνα 1982.

Λ. Κόττου, «Η Εκπαίδευση των Ελληνίδων από το 1830 έως σήμερα» στο Σ. Ζιώγου-Καραστεργίου, *Η μέση εκπαίδευση των κοριτσιών στην Ελλάδα (1830-1893),* Αθήνα 1986.

Αλ. Λαμπράκη-Παγανού, *Η Εκπαίδευση των Ελληνίδων κατά την Οθωνική περίοδο*, Αθήνα 1988.

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(K 05 E) School-Community Relations

Instructor: *Ivi Daskalaki, Assistant Professor*

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate Program		
COURSE CODE	K05E	**SEMESTER**	6th
COURSE TITLE	School-Community Relations		
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**	
	3	4.5	
COURSE TYPE	Scientific knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	Eclass		

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: 1) critically evaluate the applied educational research 2) familiarize with relevant epistemological debates, theoretical and methodological approaches 3) identify theoretical concepts in the study of the relations between actors of the school system (students, parents, teachers, etc.) and local communities and in actions of tackling practical problems in education in the context of local communities 4) become familiar with the ways in which applied educational and anthropological research works at the micro-level of everyday life with communities to solve educational issues
General Competences
The course aims to introduce students to theoretical concepts and methodological approaches related to the interaction between school and communities as well as problem-solving practices related to education in a local context.

(3) SYLLABUS

The course critically focuses on applied educational research approaches in order to analyze the relationship between school and "community". Recognizing the importance of broader socio-political phenomena and processes that take place at a global level (e.g. population movements within and outside national borders, multicultural approaches to education, etc.), the course focuses on specific methods of solving educational problems that arise in the context of local communities. The course places particular emphasis on ethnographic examples that demonstrate the methods and practices by which applied anthropology works at the level of everyday life with communities to resolve educational issues within and outside the school context. At the same time, emphasis is placed on anthropological studies of informal learning in families and communities that provide rich descriptions of the everyday contexts in which children and youth develop skills and knowledge to be productive members of their community.

Awareness by members of the community and the people active in the schools plays a major part in establishing constructive cooperation between the school and the community, as well as the necessary strategies for promoting synergy. Openness by the teachers in the community, as well as interest by the local community in the school, shall assist with the development of quality social relations. Meetings between the people active in the school and members of the community relate to discussions on school problems as well as community problems, and the joint development of solutions. The participants shall have the capacity to express their views, comprehend their common problems and concerns, and shall actively participate in activities whose results shall be visible to all persons interested and involved.

The course focuses upon the analysis of certain concepts (socialisation, subject, active person, social interaction, inter-dependence, communication, sense, strategies, practices and social identity) from different sociological trends: Theory of symbolic interaction, ethno-methodology, and social phenomenology. The impacts of these theoretical approaches upon the analysis of educational phenomena are cited through both theory and research methods, which are recorded in a micro-sociology. Coupling of micro and macro analysis.
Study of the social relations between participants from within and outside school (between students and teachers, between students, between teachers and parents from different socio-cultural environments), the operation of schools, educational practices, strategies, social identity of the participants, and the content and methods for providing school knowledge. The focus of attention upon the school class as an objective of sociological study: Examining the processes for achieving school excellence, social interactions between teachers – students, as well as the processes that contribute to (re) producing inequalities. We shall focus upon various qualitative studies in order to better comprehend the impact by the

framework, as well as the views of the various participants in the school system regarding the existing educational reality.

The 13 weekly modules of the course are as follows:

1. Introduction to the concepts of “community” and “school” – critical approach and deconstruction of the concepts.

2. The theory of social interaction and the school-community relationship – Analysis of basic theoretical concepts: signifier – signified, socialization, subject, acting subject, interaction, communication.

3. From the theories of social reproduction to anthropological constructivism: the school-community relationship and critical approaches to the concept of cultural discontinuity.

4. The school and the “community” in the local, national and global context – The school in the context of broader social and educational transformations.

5. Anthropological approaches to social inequalities and social segregation: ethnographic examples from around the world.

6. Anthropological approaches to social inequalities and social segregation: ethnographic examples from Greece.

7. The school as a community – Institutional reproduction of hierarchies, social inequalities and violence within the school community – examples of alleviating inequalities and violence from the perspective of social subjects.

8. School-community relationship, mediation and intercultural communication – critical approach and ethnographic examples.

9. Applied anthropology in education: epistemological and methodological issues.

10. Primary research, design and implementation of interdisciplinary programs for education in school and community.

11. Ethnographic examples of interdisciplinary programs for education in school and community I.

12. Ethnographic examples of interdisciplinary programs for education in school and community II.

13. Presentations of papers.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	**Face to face**
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint Digital asynchronous learning platform E-class Email
TEACHING METHODS	***Activity*** | ***Semester workload*** Lectures | 39

	Study/analysis of bibliography	36
	Independent study	60
	Course total	**135**
STUDENT PERFORMANCE EVALUATION	Evaluation language: *Greek* **Assessment methods** (weight %): Students may choose between two different modes of assessment: First: • Written exams (100%) Second: • Written exams (80%) **and**, • Supportive project in the form of individual or small team presentation with PowerPoint (20%) **Evaluation criteria** of the written exams (weight %) • Content (relevance to the subject, precision and completeness of information, theoretical and methodological backing, analytical and synthetic ability-critical thinking) (55%) • Structure (15%) • Written language (appropriate use of terminology, clarity, expression) (15%) • Bibliography (appropriate use based on *APA* instructions, adequacy of bibliographic references, independent source finding) (15%) **Evaluation criteria** of the supportive project with presentation (weight %) • Content (relevance of the subject) (50%) • Language (appropriate use of terminology, clarity, expression) (25%) • Use of digital tools (PowerPoint) (15%) • Bibliography (appropriate use, independent source finding) (10%)	

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Journal of Research in Childhood Education: https://www.tandfonline.com/loi/ujrc20

Applied Anthropology: https://www.jstor.org/journal/applanth

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Human Organization. The journal of the Society for Applied Anthropology:

https://www.appliedanthro.org/publications/human-organization

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https://www.berghahnjournals.com/view/journals/aia/aia-overview.xml

Journal of Childhood Studies: https://journals.uvic.ca/index.php/jcs

International Journal of Early Childhood: https://link.springer.com/journal/13158

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

Instructor:

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate Program		
COURSE CODE	K 07 E	**SEMESTER**	**3rd**
COURSE TITLE	Modern and Contemporary History of European Society		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5

COURSE TYPE	General background
PREREQUISITE COURSES:	x
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
Students after successfully completing the course 1) will realise that chronological sequence is not the only causal relationship between historical events 2) will be able to broaden their problems by approaching European history as a dynamic process where many factors (economic, social, cultural, etc.) other than political or military are involved and intertwined. 3) be familiar with the research methods and study fields of historians dealing with social, economic and cultural processes in the European area since the late 18th century up to the 20th century, demonstrating the complexity of the phenomena they are examining. 4) be familiar with the modern literature on the modern and modern history of Europe and 5) have acquired search skills - mainly in digital libraries - related material, composition, presentation and writing of an essay, as well as the ability to conduct a discussion on the subject of their work.

General Competences
1. Understand the various historical factors that co-shape the social, political and economic realities of Europe. 2. Exercise of critical competence.

(3) SYLLABUS

The course introduces the major social, political, economic, and cultural transformations that shaped European society from the eighteenth century to the present. The syllabus balances political, social, economic, cultural, and intellectual history, allowing students to understand not only the chronology of events but also the structural transformations that have shaped modern European society. It combines foundational historical knowledge with critical analysis of themes such as democracy, nationalism, industrialization, imperialism, war, integration, globalization, and contemporary challenges.

The 13 weekly sections of the course have been organized as follows:

1. Europe in the Eighteenth Century: The Ancien Régime and the Enlightenment
Introduction to the course. European society before the revolutions. The Ancien Régime, social estates, monarchy, mercantilism, religion, and everyday life. The Enlightenment: key thinkers (Locke, Montesquieu, Voltaire, Rousseau), new political ideas, science, and public opinion.

2. The Age of Revolutions (1776–1829)
The American Revolution as a precursor. The French Revolution: causes, phases, and consequences. Human rights, citizenship, nationalism, political participation. Napoleon and the reshaping of Europe. Congress of Vienna and the Restoration. The Greek Revolution (1821-1829) and reactions across Europe.

3. Industrial Revolution and Social Transformation
Origins of industrialization in Britain. Technological innovation, factories, urbanization, demographic transition. Emergence of the working class and bourgeoisie. Social inequalities, labor conditions, and the first labor movements.

4. Nationalism, Liberalism, and the Revolutions of 1848
Rise of nationalism and liberalism. The revolutions of 1830 and 1848. State-building in Europe. Unification of Italy and Germany. The emergence of modern nation-states.

5. Imperialism, Colonialism, and European Global Dominance (1870–1914)
The Second Industrial Revolution. European imperial expansion in Africa and Asia. Colonial ideologies, racism, Social Darwinism, and the "civilizing mission." Economic

globalization and international rivalries before World War I.

6. The First World War and the Crisis of European Civilization
Causes of the war, alliances, total war, trench warfare, technology and warfare. Civilian experiences, genocide, revolutions of 1917, collapse of empires, Treaty of Versailles, and the new European order.

7. Europe Between the Wars (1919–1939): Democracy, Crisis, and Totalitarianism

- Liberal and nationalist movements
- The Revolutions of 1848
- Nation-state formation in Germany and Italy
- Conservatism and political reaction
- Minority populations and national integration
- Socialism, anarchism, and labor movements

Political instability, the Great Depression, mass society, consumer culture. Rise of Fascism and Nazism. Propaganda, ideology, repression, and challenges to democracy.

8. The Second World War and the Holocaust
Causes and global dimensions of the war. Axis and Allied powers. Occupation, resistance, collaboration. The Holocaust and other genocides. The end of the war and its consequences for Europe.

9. Cold War Europe: Division, Reconstruction, and Welfare States (1945–1989)
Post-war reconstruction. The Marshall Plan. NATO and the Warsaw Pact. Eastern and Western Europe. Welfare states, economic growth, decolonization, consumer society, social movements, and everyday life during the Cold War.

10. European Integration and the End of the Cold War
Origins of European integration. European Economic Community, European Union, and the Single Market. Fall of the Berlin Wall, collapse of communism, German reunification, and European enlargement.

11. European Society in the Age of Globalization (1990–2008)
Globalization, migration, multiculturalism, technological revolution, neoliberalism, changing labor markets, demographic change, and European identity. Human rights and supranational governance.

12. Contemporary Europe: Crises and Challenges (2008–Present)
Global financial crisis, Eurozone crisis, migration and refugee issues, Brexit, populism, democratic backsliding, digital transformation, COVID-19 pandemic, Russia's invasion of Ukraine, energy transition, climate change, and the future of European society.

13. Historical Perspectives on Modern Europe: Legacies and Future Directions
Course synthesis. Long-term transformations in European society since the eighteenth century. Democracy, citizenship, identity, memory, inequality, sustainability, and Europe's place in the twenty-first century. Student discussions and review.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	**E- mail** **PowerPoint presentations** **Eclass**
TEACHING METHODS	

Activity	*Semester workload*
Lectures	39
Study and analysis of bibliography	31
Essay writing	20
Independent study	45
Course total	***135***

STUDENT PERFORMANCE EVALUATION	**Language of evaluation**: Greek Final written examination (100%) Evaluation criteria for written examination: • Content (60%) • Critical thinking (20%) • Structure (10%) • Language (10%)

(5) ATTACHED BIBLIOGRAPHY

Suggested bibliography:

1. Edward Burns, Ευρωπαϊκή Ιστορία. Ο Δυτικός Πολιτισμός: Νεότεροι Χρόνοι, Αθήνα, Επίκεντρο, 2006.
2. Blanning T.C.W (επιμ.), Ιστορία της Σύγχρονης Ευρώπης, Αθήνα, Τουρίκη 2010.

Berend, Ivan T. Οικονομική ιστορία του ευρωπαϊκού 20ού αιώνα : Τα οικονομικά καθεστώτα από το Laissez-Faire στην παγκοσμιοποίηση, εκδ. Gutenberg, Αθήνα, 2009.
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Bloch M. - Febvre L., Κείμενα ευρωπαϊκής ιστορίας, εκδ. Παπαζήσης, Αθήνα 1985.
Burns E., Ευρωπαϊκή ιστορία, 2 τόμοι, εκδ. Παρατηρητής, Θεσσαλονίκη, χχ.
Clough B. S. - Rapp T. R., Ευρωπαϊκή οικονομική ιστορία, η οικονομική ανάπτυξη του πολιτισμού, 2

τόμοι, εκδ. Παπαζήσης, Αθήνα 1979.
Ελιάς Ν., Η εξέλιξη του πολιτισμού, εκδ. Νεφέλη, Αθήνα 1997.
Judt Tony, Η Ευρώπη μετά τον πόλεμο, εκδ. Αλεξάνδρεια, Αθήνα, 2012.
Hobsbawm E. J., Η εποχή των επαναστάσεων 1789-1848, εκδ. Μ.Ι.Ε.Τ., Αθήνα 1992.
-----, Η εποχή των άκρων 1914-1991, εκδ. Θεμέλιο, Αθήνα 1995.
Κρεμμυδάς Β., Εισαγωγή στην οικονομική ιστορία της Ευρώπης, 16ος - 20ος αιώνας, εκδ. Γνώση, Αθήνα 1991.
Lindemann, Albert, Ιστορία της Νεότερης Ευρώπης. Από το 1815 μέχρι σήμερα, πρόλογος-επιμέλεια: Ιάκωβος Μιχαηλίδης, μτφ. Γιώργος Χρηστίδης, εκδ. Κριτική, Αθήνα, 2014.
Livet G. κ.ά., Γενική Ιστορία της Ευρώπης, 6 τόμοι, εκδ. Παπαζήσης, Αθήνα 1990.
Mazower Mark, Σκοτεινή Ήπειρος. Ο Ευρωπαϊκός 20ός αιώνας, εκδ. Αλεξάνδρεια, Αθήνα, 2001.
Miller T. Stuart (επιμ.-επίμετρο Κόκκινος Γ), (2018), *Νεότερη και σύγχρονη Ευρωπαϊκή ιστορία, Γ. ΔΑΡΔΑΝΟΣ - Κ. ΔΑΡΔΑΝΟΣ Ο.Ε.*
Mollat du Jourdin M., Η Ευρώπη και η θάλασσα, εκδ. Ελληνικά Γράμματα, Αθήνα 1998.
Tilly C., Οι ευρωπαϊκές επαναστάσεις, 1492-1992, εκδ. Ελληνικά Γράμματα, Αθήνα 1998.
--------, Κοινωνικά κινήματα 1768-2004, εκδ. Σαββάλας, Αθήνα 2007.

(K 13 E) Gendered Identities and Education

Instructor: Efthymia Papanastasiou, Specialized Laboratory and Teaching Staff Member

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate Program		
COURSE CODE	K 13 E	**SEMESTER**	7th
COURSE TITLE	Gendered Identities and Education		
INDEPENDENT TEACHING ACTIVITIES		**WEEKLY TEACHING HOURS**	**CREDITS**
Weekly teaching hours		3	4.5
COURSE TYPE	General background		
PREREQUISITE COURSES:	X		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
The students after successful completion should: 1) Have a theoretical knowledge about gender issues, identities and gender stereotypes 2) Be able to recognise and analyse how gender and gender binaries are produced 3) Be able to evaluate educational policies using gender lens 4) Be able to design and apply a teaching free of gender biases and stereotypes
General Competences
• Understand gender theories that affect the development of gender identities in the society and especially in children • Critically analyse gender identities in education • Using theoretical knowledge in practice in the schools • Showing social, professional and ethical responsibility and sensitivity to gender issues

(3) SYLLABUS

The main aim of this course is to contribute to students' understandings of the ways in which gender(s) are being formed and transformed within and through education. The students will be presented with the various social constructions that contribute to the construction and negotiation of gender identities. An important issue that will be raised and discussed is the interplay between gender and other identities, like "race" and social status. Another aim of this course is to discuss gender inequalities and gender stereotypes in society as they are presented through the media and are being followed in the family and in the education system. Finally, feminist research methodologies and studies about education and gender based on them will be discussed.

The 13 sections of the course are as follows:
1. Definitions
2. Historical and Methodological Perspectives
3. Theoretical Perspectives
4. Feminist Approaches
5. Masculinities/Femininity
6. Stereotypes and Education
7. Gender in School
8. Rape Culture and Sexism
9. Sexism and Education
10. Feminist Pedagogy
11. Play and Gender
12. Classroom Practices
13. Review

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY.</td><td>Face-to-face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td><td>PowerPoint
Communication with students via eclass and email</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Study /analysis of bibliography</td><td>31</td></tr>
<tr><td>Essay writing</td><td>20</td></tr>
<tr><td>Independent study</td><td>50</td></tr>
<tr><td>Course total</td><td>135</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>Language of Evaluation: Greek

Methods of evaluation: (%):</td></tr>
</table>

	The students can chose between two different types of evaluation: <u>First:</u> • Written examination with various types of questions (short answer questions/multiple choice/open-ended questions) (100%) <u>Second</u>: • Written examination (80%) • Essay (20% of the grade only if a pass (5) is achieved at the written examination) **Evaluation criteria** (%) **Written examination criteria** • Critical thinking (50%) • Context (30%) • Structure (10%) • Use of Language (10%) **Essay evaluation critera** • Critical thinking (50%) • Context (20%) • Structure (20%) • Use of Language (10%)

(5) ATTACHED BIBLIOGRAPHY

- ***Suggested bibliography****:*

- Deligianni, V. and Ziogou, S. (1993) Education and gender. Thessaloniki: Vanias [in Greek]
- Appleby, Y. (1996) Decidedly different*:* lesbian women and education. *International studies in sociology of education*, 6(1), pp. 68-68
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- Christensen, A. and Larsen, J. E. (2008) Gender, class and family: Men and gender equality in a Danish context. *Social politics: International studies in gender, state and society,* 15(1), pp. 53-78
- Christofides, L. N., Polycarpou, A. and Vrachimis, K. (2010) The gender wage gaps, "sticky floors" and "glass ceilings" of the European Union. IZA discussion paper No 5044
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- Coleman, M. (2011) *Women at the top: Challenges, Choices and Change*, Palgrave Macmillan
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- Connell, R.W. (2006) *Το κοινωνικό φύλο*. Αθήνα: Επίκεντρο.
- Cuddy, A. J. C., Crotty, S., Chong, J. and Norton, M. I. (2010) Men as cultural ideals: How culture shapes gender stereotypes. *Harvard Business School Working Paper, No. 10-097,* May 2010
- Fagenson, E. A. (1994) Women's work orientation: something old, something new. *Group and organization studies,* 11(1)*,* pp*.* 75-100.
- Fine, C. (2010) *Delusions of gender: How our minds, society and neurosexism create difference.* New York: WW Norton
- Francis, B. (1996) *Children's constructions of gender, power, and adult occupation*. Unpublished PhD thesis. The university of North London
- Francis, B. (2010) Re/theorising gender: female masculinity and male femininity in the classroom? *Gender and education*, 22(5), pp. 477-490
- Haywood, C. and Mac an Ghail, M. (2003) *Men and masculinities: Theory, research and social practice.* Buckingham: Open University Press
- Kallinikaki, T. (2010) Gender, children and families in the Greek welfare state. In M. Ajzenstandt and J. Gal (eds) *Children, gender and families in Mediterranean welfare states.* London: Sringer, pp. 181-203
- Kimmel, M. (1994) Masculinity as homophobia: Fear shame and silence in the construction of gender identity. In H. Brod and M. Kaufman (eds) *Theorizing masculinities*. London: Sage, pp. 213-219
- Kyriakidou, M. (2010) 'Another world is possible as long as it is feminist too': Dissenting discourses and acts by Greek leftish feminists. *Interface: A journal for and about social movements,* 2(1), pp. 214-220
- Paechter, C. (2006) Masculine femininities/feminine masculinities: Power, identities and gender. *Gender and education*, 18 (3), pp. 253-263
- Skelton, C., Francis, B. and Smulyan, L. (2007) The SAGE handbook of gender and education. London: SAGE
- Walkerdine, V. (1990) *Schoolgirl fictions*. London: Verso.
- Αρκουμάνη, Σ. (2006) Ταυτότητες φύλου στην οικογένεια: Ο ρόλος των γονιών *http://1kesyp-v.thess.sch. gr/eisigiseisEsperidas/060531EishghshArkoumanh.pdf*
Maragoudaki, E. (2005) *Education and genders: Children's books in pre-primary schools.* Athens: Odisseas [in Greek]
- Frossi, L. (2010) *Genders at school and in teachers' talk*. Athens: Topos [In Greek]

- Related academic journals:

Gender and education
Gender and society

(K 16 Y) Introduction to Philosophy

Instructor: Alexandros Theodoridis, Associate Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate Program		
COURSE CODE	K 16 Y	**SEMESTER**	1 st
COURSE TITLE	Introduction to Philosophy		
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**	
	3	4.5	
COURSE TYPE	General knowledge		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: - understand core notions through which philosophical thinking is practiced, - recognize the significance and the way that the philosophical question is articulated, - understand the fundamental fact of democracy and philosophy co-creation, - know the number of philosophical systems - know the major landmarks in the history of philosophy - acknowledge the fact that the development of the philosophical activity is a precondition for the creation of a political being and, in this respect, of a critically thinking teacher.
General Competences
The course purpose is that the students will be able to practice their thinking, knowing and understanding the fundamental problems of European philosophy (mainly; the philosophy as metaphysics and ontology, as theory of knowledge, as philosophy of science and as language

criticism) through their systematically and historical dimension.

(3) SYLLABUS

The course entails the following units:

- 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.
- German Idealism.
- Philosophy as epistemology.
- Phenomenology.
- The linguistic-analytical paradigm of philosophizing.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint Presentations Email Eclass
TEACHING METHODS	

Activity	***Semester workload***
Lectures	39
Study/analysis of bibliography	31
Personal study	65
Course total	**135**

STUDENT PERFORMANCE EVALUATION	**Language of evaluation**: Greek **Evaluation method (weight %):** Open question essays (100%) **Evaluation criteria (weight %):** • Content (topic development, to the point, argument development, critical commentary, full analysis): 60% • Structure (organization and consistency): 15% • Language/expression (correct use of philosophy terminology, accuracy): 25%

(5) ATTACHED BIBLIOGRAPHY [In Greek]

Suggested bibliography:

Αυγελής, Ν., *Εισαγωγή στη Φιλοσοφία*, Σταμούλης, Θεσσαλονίκη, 2019.

Βέικος, Θ., *Εισαγωγή στη Φιλοσοφία. Προβλήματα, αναλύσεις, ασκήσεις*, Θεμέλιο, Αθήνα, 2000.

Bergson, H., *Εισαγωγή στη Φιλοσοφία*, μτφρ. Κ. Παπαλεξάνδρου, Δίφρος, Αθήνα, 1982.

Βουδούρης, Κ., *Εισαγωγή στη Φιλοσοφία*, Αθήνα, 1984.

Cassirer, E., *Δοκίμιο για τον άνθρωπο. Εισαγωγή στη φιλοσοφία του ανθρώπινου πολιτισμού*, μτφρ. Τ. Κονδύλη, Κάλβος, Αθήνα, 1985.

Δελλής, Ι., *Εισαγωγή στη Φιλοσοφία*, Τυπωθήτω, Αθήνα, 2009.

Θεοδωρακόπουλος, Ι., *Εισαγωγή στη Φιλοσοφία*, Αθήνα, 1974.

Θεοδωρίδης, Χ., *Εισαγωγή στη Φιλοσοφία*, Εστία, Αθήνα, 1994.9

Jaspers, K., *Εισαγωγή στη Φιλοσοφία*, μτφρ. Χ. Μαλεβίτσης, Δωδώνη, Αθήνα, 1983.

Κελεσίδου, Α. *Εισαγωγή στη Φιλοσοφία*, Κουτσουμπός, Αθήνα, 1991.

Κουμάκης, Γ., *Εισαγωγή στη Φιλοσοφία*, Εστία, Αθήνα, 1984.

Nagel, Th., *Θεμελιώδη φιλοσοφικά προβλήματα*, μτφρ. Χ. Μιχαλοπούλου-Βέικου, Σμίλη, Αθήνα, 1989.

Πελεγρίνης, Θ., *Εισαγωγή στη Φιλοσοφία*, Πεδίο, Αθήνα, 2012.

-**Related scientific journals**

Ελληνική Φιλοσοφική Επιθεώρηση
ΦΙΛΟΣΟΦΙΑ
Φιλοσοφείν
δια-ΛΟΓΟΣ
Critica
Philosophical Inquiry
The Journal of Philosophy
Philosophy
International Journal of Philosophy
Philosophy Study
Journal of the History of Philosophy
Mind
Journal of Moral Philosophy
Philosophie
Revue Philosophique
Les Etudes Philosophiques
Revue Philosophique de Louvain

(K 17 Y) Philosophy of Education (Paideia)

Instructor: Alexandros Theodoridis, Associate Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate Program		
COURSE CODE	K 17 Y	**SEMESTER**	8 th
COURSE TITLE	Philosophy of Education (Paideia)		
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**	
	3	4.5	
COURSE TYPE	Scientific knowledge		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: - understand the core notions through which philosophical discourse about education is articulated, - know the major landmarks in the history of Philosophy of Education, - understand the creative heart of education, - distinguish, judge and discuss, in order to express their value judgments about education, - recognizing the fact that philosophizing over the education problem is a precondition for the creation of a critically thinking, thus democratic, teacher, able to encourage democratic curricula, - understand the relation between philosophy of education and education policy.
General Competences
The course purpose is that the students will be able to develop a philosophical thinking on educational matters, by relating them with the human. Accordingly, through the development of a moral and political problematic, the course opts that the students will be able to set and examine individual issues that are related to the education of a democratic man in the modern world.

(3) SYLLABUS

The course entails the following units:
- Paideia as an object of Philosophy.
- The concept of Paideia as culture.

- The relation of Philosophy of Education to Philosophical Anthropology.
- Paideia and society.
- 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.
- Educational goals
- Education and knowledge
- Education and ethos.
- From philosophy of education to educational policy.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint Presentations Email Eclass
TEACHING METHODS	

Activity	*Semester workload*
Lectures	39
Study/analysis of bibliography	36
Personal study	60
Course total	***135***

STUDENT PERFORMANCE EVALUATION

Language of evaluation procedure: Greek

Evaluation method (weight %):

Open question essays (100%)

Evaluation criteria (weight %):

- Content (topic development, to the point, argument development, critical commentary, full analysis): 60%
- Structure (organization and consistency): 15%
- Language/expression (correct use of philosophy terminology, accuracy): 25%

(5) ATTACHED BIBLIOGRAPHY [In Greek]

Suggested bibliography:

Θεοδωροπούλου, Έλ. *Κείμενα Παιδείας. Η εγκοπή της Φιλοσοφίας της Παιδείας: Εισαγωγή*, Ατραπός, Αθήνα, 2004.

—, (επιμ.), *Φιλοσοφία της παιδείας: Λόγοι, όψεις, διαδρομές*, Πεδίο, Αθήνα, 2010.

—, (επιμ.), *Φιλοσοφία της παιδείας. Όψεις της πράξης*, Πεδίο, Αθήνα, 2014.

Καζεπίδης, Τ., *Η φιλοσοφία της παιδείας*, Βάνιας, Θεσσαλονίκη, 1994.

Καρακατσάνης, Π., *Φιλοσοφία της Παιδείας*, Gutenberg, Αθήνα, 2015.

Καραφύλλης, Γ. Αξιολογία και παιδεία. *Φιλοσοφική θεώρηση των αξιών στο χώρο της παιδείας*, Τυπωθήτω, Αθήνα, 2005.

Κουμάκης, Γ., *Φιλοσοφία της παιδείας*, τχ. Α΄, Αθήνα, 1993.

—, *Φιλοσοφία της παιδείας*, τχ. Β΄, *Σύγχρονοι προβληματισμοί*. *Δοκίμια και μελέτες*, Ιωάννινα, 1991.

—, *Φιλοσοφία της παιδείας*, τχ. Γ΄, *Οι σκοποί της αγωγής*. *Δοκίμια και μελέτες*, Ιωάννινα, 1993.

—, *Σύγχρονα προβλήματα και παιδεία*. Ι) *Προσανατολισμός των νεότερων συνειδήσεων*, «*Αναζητήσεις και αδιέξοδα*», Αθήνα, 1993.

—, *Φιλοσοφικά ρεύματα και παιδεία*, Ιωάννινα, 1998.

Mueller, G., *Η φιλοσοφία της παιδείας*, μτφρ. Λ. Μπαρτζελιώτης, Αθήναι, χ.χ.

Παπανούτσος, Ευάγγ. *Φιλοσοφία και παιδεία*, Ίκαρος, Αθήνα, 1990.

Πολυχρονόπουλος, Π., *Φιλοσοφία της παιδείας*. *Το υπόβαθρο της εκπαιδευτικής πολιτικής,* Παιδαγωγία, Αθήνα, 1992.

Τζαβάρας, Γ. *Προβλήματα φιλοσοφίας της παιδείας*, Ιδιωτική έκδοση, 2000.

-**Related scientific journals:**
Journal of Philosophy of Education
Studies in Philosophy and Education
Educational Philosophy and Theory
Journal of Philosophy and History of Education
Philosophy of Education
Philosophical Inquiry in Education
Penser l' Education
Critical and Creative Thinking
Thinking. The Journal of Philosophy for Children

(K 19 E) Contemporary Philosophical Anthropology

Instructor: Alexandros Theodoridis, Associate Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate Program		
COURSE CODE	K 19 E	**SEMESTER**	7 th
COURSE TITLE	Contemporary Philosophical Anthropology		
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**	
	3	4.5	
COURSE TYPE	Scientific knowledge		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: - understand the core notions through which the philosophical discourse is articulated about humans, - know the major landmarks in the history of Philosophical Anthropology, - know the major problems in modern Philosophical Anthropology, - interpret the rational and real terms of the sociohistorical understanding of the human substance, - realize the need of science and philosophy synergy towards the articulation of new questions with common ground, - acknowledge the fact that the development of philosophical thinking on the human problem is an imperative precondition for broadening the question about education.
General Competences
The course aim is that the students will be able to practice their thinking upon the fundamental problems of philosophical anthropology, understanding the logic of the human being unity. In this respect, the course opts for the students to be able to set and examine the grounds and the ways of transition from the human nature in the condition of education.

(3) SYLLABUS

The course entails the following units:

- 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 work of Kant and Fichte.
- The discourse about man in the work of 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.
- The definition of human substance in the context of Phenomenology and Existentialism.
- The definition of human substance in the context of Critical Theory.
- The opening of the anthropological question in Castoriadis' thinking.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint Presentations Email Eclass
TEACHING METHODS	

Activity	*Semester workload*
Lectures	39
Study/analysis of bibliography	36
Personal study	60
Course total	***135***

STUDENT PERFORMANCE EVALUATION

Language of evaluation procedure: Greek

Evaluation method (weight %):

Open question essays (100%)

Evaluation criteria (weight %):

- Content (topic development, to the point, argument development, critical commentary, full analysis): 60%
- Structure (organization and consistency): 15%
- Language/expression (correct use of philosophy terminology, accuracy): 25%

(5) ATTACHED BIBLIOGRAPHY [In Greek]

Suggested bibliography:

Bergson, H., *Τα άμεσα δεδομένα της συνείδησης*, μτφρ. Κ. Παπαγιώργης, Καστανιώτης, Αθήνα, 1998.

Δεληκωσταντής, Κ., *Φιλοσοφική Ανθρωπολογία*, Έννοια, Αθήνα, 2007.

Ferry, L., & Vincent, J. D., *Τι είναι ο άνθρωπος,* Κριτική, Αθήνα, 2005

Fichte, J.G., *Ο προορισμός του ανθρώπου*, μτφρ. Σ.Δ. Γερογιωργάκης, Παπαζήσης, Αθήνα, 2000.

Hegel, G.W.F., *Η φιλοσοφία του πνεύματος*, μτφρ. Γ. Τζαβάρας, Δωδώνη, Αθήνα, 1993.

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Marx, K., *Οικονομικά και φιλοσοφικά χειρόγραφα*, μτφρ. Μ. Γραμμένου, Γλάρος, Αθήνα, 1975.

Plessner, H., *Κείμενα Φιλοσοφικής Ανθρωπολογίας*, μτφρ. Ι.Ε. Θεοδωρόπουλος, Πρέβεζα, 2004.

Scheler, M., *Η θέση του ανθρώπου στον κόσμο*, μτφρ. Χ. Μπακονικόλα-Γεωργοπούλου και Θ. Λουπασάκης, Ροές, Αθήνα, 2001.

-**Related scientific journals:**
Φιλοσοφείν
δια-ΛΟΓΟΣ
Philosophical Inquiry
The Journal of Philosophy
Philosophy
International Journal of Philosophy
Philosophy Study
Philosophie
Revue Philosophique
Revue Philosophique de Louvain

(K 20 E) Modern Greek History

Instructor:

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate Program		
COURSE CODE	K 20 E	**SEMESTER**	**4th**
COURSE TITLE	Modern Greek History		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5

COURSE TYPE	General background
PREREQUISITE COURSES:	x
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
Students after successfully completing the course 1) will realise that chronological sequence is not the only causal relationship between historical events 2) will be able to broaden their problems by approaching Modern Greek history as a dynamic process where many factors (economic, social, cultural, etc.) other than political or military are involved and intertwined. composition, presentation and writing of an essay, as well as the ability to conduct a discussion on the subject of their work.

General Competences
1. Understand the various historical factors that co-shape the social, political and economic realities of Europe. 2. Exercise of critical competence.

(3) SYLLABUS

This course attempts to explore aspects of modern Greek life, mainly covering the period from the Revolution of 1821 to the present day.

The 13 weekly sections of the course are organized as follows:

1. The Greek World under Ottoman and Latin Rule and the Emergence of Modern Hellenism

- Administration, taxation, and social organization in the Ottoman Empire and regions under Latin rule
- The Orthodox Church and the Ecumenical Patriarchate
- Commerce, diaspora networks, and the Phanariots
- Education and intellectual life during Ottoman rule
- The Greek Enlightenment (Neo-Hellenic Enlightenment)
- Revolutionary movements
- The impact of the French Revolution and the Napoleonic Wars

2. The Greek Revolution of 1821 and the International Context

- The Ottoman Empire and the Greek-speaking world before 1821
- Intellectual origins of the Revolution
- The Filiki Etaireia
- Philhellenism and the Great Powers
- The War of Independence (1821–1829)

3. State Formation and the Bavarian Regency (1830–1862)

- The London Protocol and international recognition
- Ioannis Kapodistrias and early governance
- The reign of King Otto
- Constitutional struggles and the 1843 Revolution
- Administrative modernization and social tensions

4. Territorial Expansion and Building of the State (1863–1897)

- The reign of George I
- Parliamentary politics and clientelism

- The “Great Idea” (Megali Idea)
- Economic development and migration
- The annexation of Thessaly and the 1897 Greco-Turkish War

5. Reform, Militarization, and the Balkan Wars (1897–1913)
    - The Goudi Coup and the rise of Eleftherios Venizelos
    - Institutional and military reforms
    - The Balkan Wars and territorial enlargement
    - The liberation of Macedonia, Epirus, and the Aegean islands
    - Social and demographic transformations
6. World War I and the National Schism
    - Greece and World War I
    - Venizelists vs. Royalists
    - Foreign intervention and domestic polarization
    - The Treaty system after World War I
    - Political consequences of the National Schism
7. Asia Minor Campaign and the Refugee Crisis (1919–1930)
    - The Asia Minor expedition
    - The Catastrophe of 1922 and the Treaty of Lausanne (1923)
    - The population exchange between Greece and Turkey
    - Refugee settlement and economic transformation
8. The Interwar Period
    - The Second Hellenic Republic
    - Political crisis
    - Economic crisis
    - Fascism, Nazism, and authoritarianism in interwar Europe
    - The Metaxas regime (1936–1941)
    - European diplomacy and the road to World War II
9. Greece in World War II: The Italian and German Invasions (1940–1941)
    - The Greco-Italian War of 1940
    - Greek military successes in Albania
    - The German invasion of April 1941
    - The Battle of Crete
    - The beginning of Occupation

- Greece within the wider war context

10. Occupation, Resistance, and Civil War (1941–1949)
    - Axis occupation and famine
    - Resistance organizations throughout the country
    - Collaboration and political conflict
    - Liberation and the Dekemvriana
    - The Greek Civil War
    - International dimensions of the conflict
11. Reconstruction, the Cold War, and Economic Development (1950–1967)
    - Postwar reconstruction and the Marshall Plan
    - Urbanization and migration
    - Political repression and anti-communism
    - Cyprus and Greek foreign policy
    - Economic growth and social modernization
12. The Military Dictatorship and the Restoration of Democracy (1967–1974)
    - The Colonels' Coup of 1967
    - Authoritarian governance and political persecution
    - Student resistance and the Polytechnic uprising
    - The Turkish invasion in Cyprus (1974)
    - The transition to democracy (Metapolitefsi)
13. Metapolitefsi and Contemporary Greece (1974–Today)
    - The Constitution of 1975
    - Political parties and democratic consolidation
    - Greece in the European Community / European Union
    - Social reform and cultural change
    - The Eurozone and the financial crisis
    - Migration, identity, and multiculturalism
    - Social protest and political realignment
    - Greece and regional geopolitics in the 21st century
    - Challenges for contemporary Greek democracy

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY</td><td>Face-to-face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td><td>E- mail
PowerPoint presentations
Eclass</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>study and analysis of bibliography</td><td>66</td></tr>
<tr><td>essay writing</td><td>30</td></tr>
<tr><td>Course total</td><td>135</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>Language of evaluation: Greek
Final written examination (100%)

Evaluation criteria for written examination:
• Content (60%)
• Critical thinking (20%)
• Structure (10%)
• Language (10%)</td></tr>
</table>

(5) ATTACHED BIBLIOGRAPHY

Suggested Bibliography:

Ενδεικτική Βιβλιογραφία (Ελληνικά)

Γενική Ιστορία

- Καλύβας, Στάθης Ν. Καταστροφές και Θρίαμβοι: Οι Επτά Κρίσιμες Καμπές της Σύγχρονης Ελληνικής Ιστορίας. Παπαδόπουλος.
- Κιτρομηλίδης, Πασχάλης Μ. Νεοελληνικός Διαφωτισμός. ΜΙΕΤ.
- Κολλιόπουλος, Ιωάννης Σ. και Θάνος Μ. Βερέμης. Νεότερη Ελλάδα: Μια Ιστορία από το 1821. Πατάκης.
- Κρεμμυδάς, Βασίλης. Νεότερη Ελληνική Ιστορία. Gutenberg.
- Σβορώνος, Νίκος. Επισκόπηση της Νεοελληνικής Ιστορίας. Θεμέλιο.

Η Επανάσταση του 1821 και ο 19ος Αιώνας

- Βερέμης, Θάνος και Γιάννης Κολιόπουλος. Ελλάδα: Η Σύγχρονη Συνέχεια. Καστανιώτης.
- Δημαράς, Κ. Θ. Νεοελληνικός Διαφωτισμός. Ερμής.
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- Μαυρογορδάτος, Γιώργος Θ. 1915: Ο Εθνικός Διχασμός. Πατάκης.
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- Λιάκος, Αντώνης. Η Αποκάλυψη, η Ουτοπία και η Ιστορία. Πόλις.
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- Δεμερτζής, Νίκος (επιμ.). Η Ελληνική Πολιτική Κουλτούρα Σήμερα. Οδυσσέας.
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Select Bibliography (English)

General Histories

- Clogg, Richard. A Concise History of Greece. Cambridge University Press.
- Gallant, Thomas W. Modern Greece: From the War of Independence to the Present. Bloomsbury.
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- Mazower, Mark. Inside Hitler's Greece: The Experience of Occupation, 1941–44. Yale University Press.
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The Greek Revolution and State Formation

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Twentieth Century Greece

- Close, David H. Greece Since 1945: Politics, Economy and Society. Routledge.
- Clogg, Richard (ed.). Greece, 1981–1989: The Populist Decade. Macmillan.
- Judt, Tony. Postwar: A History of Europe Since 1945. Penguin.
- Kalyvas, Stathis N. The Logic of Violence in Civil War. Cambridge University Press.
- Voglis, Polymeris. Becoming a Subject: Political Prisoners during the Greek Civil War. Berghahn Books.

Contemporary Greece and the Crisis

- Featherstone, Kevin. Modern Greece: Looking Backward and Looking Forward. Hellenic Observatory Papers.
- Knight, Daniel M. History, Time, and Economic Crisis in Central Greece. Palgrave Macmillan.
- Pappas, Takis S. Populism and Crisis Politics in Greece. Palgrave Macmillan.
- Xenakis, Dimitris K., and Leonidas A. Chrysanthopoulos (eds.). The Greek Crisis and European Modernity. Palgrave Macmillan.

(K 24 Y) Intercultural Education

Instructor: Georgios Mavrommatis, Associate Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate Program		
COURSE CODE	K 24 Y	**SEMESTER**	4th
COURSE TITLE	Intercultural education		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS		CREDITS
	3		4.5
COURSE TYPE	Scientific Knowledge		
PREREQUISITE COURSES:	X		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning outcomes
By the successful completion of the course, students are expected to be able to: - Define and discuss on the content of the terms “civilization” and “culture” and discuss on the connections existing between education, civilization and culture, focusing on the political dimensions of the issue. - Define and discuss on the content of the terms “racism” and “nationalism”, to discuss on what a “minority relation” might be, and define the basic differences between migrant, historical/sub-national and indigenous minorities. - Be able to identify the basic differences between the “cultural universalism” and “cultural relativism” and explain the way each of these two schools of thought approaches the issue of the education (of students belonging to minority cultures) - Be able to compare the basic elements of the models for the education of culturally different pupils (assimilative, incorporative, multicultural, antiracist, intercultural) and discuss on the basic differences existing among them. - Be able to state the basic issues (mainly political) on bilingualism and bilingual education - Be able to quote the basic elements of the history and the education of the Muslim minority in Thrace

- Be able to quote he basic elements of the Greek education policy regarding the education of migrant and minority pupils in Greece after 1980.

General Competences

The certain course aims at providing the students the ability to:

- Work in an interdisciplinary environment
- Respect for difference and multiculturalism
- Think critically on stereotypes (social, cultural), national myths, rigid gender roles etc.
- Understand theories of social sciences (sociology of education, social psychology, social anthropology, pedagogics, history and political science).
- Understand, analyze, synthesize and relate complex information and data.

(3) SYLLABUS

The aim of the course is, on the one hand, to facilitate students became 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 differences – the issue of social recognition.
- Representation of the "other": stereotypes and preconceptions. Narratives for the "cultural 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.
- Educating the "other". From the "educational/cultural deficit" hypothesis to the hypothesis of difference.
- National culture – national education. The education of minorities and immigrants in Greece. The education of the Turkish speaking Muslim minority in Thrace.
- Bilingualism. Relations between language and culture. Research outcomes on the relation between mother tongue and second language. Models of bilingual education.
- Intercultural education: the Greek experience.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	**Face to face**
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	**PowerPoint Presentation**
TEACHING METHODS	

Activity	***Semester workload***
Lectures	39
Study of relevant articles and/or books from the bibliography	11
Personal study	85

	Course total	**135**
STUDENT PERFORMANCE EVALUATION	**Language of evaluation procedure**: Greek **Written examinations 100%** *(Definitions, comparative analysis, multiple choice questionnaires, short answer questions, case study analysis)* *Specifically-defined criteria*: - Planning, organization structure, cohesion of the answer (20%) - Critical thought, critical use of source materials, adequate documentation, use of suitable arguments, existence of synthetic and analytic ability of the writer (20%) - Clarity and completion of expression, use of suitable terminology, cohesion between question and answer (60%)	

(5) ATTACHED BIBLIOGRAPHY

Suggested bibliography:

- Banks, J., 2004, *Εισαγωγή στην Πολυπολιτισμική Εκπαίδευση*, Αθήνα: Παπαζήσης
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- Νικολάου , Γ. 2011, *Διαπολιτισμική Διδακτική*, Αθήνα: Πεδίο
- Παπαδημητρίου, Ζ., 2000, *Ο Ευρωπαϊκός Ρατσισμός - Εισαγωγή στο φυλετικό μίσος*, Αθήνα : Ελληνικά Γράμματα
- Τσιακαλός, Γ., 2000, *Οδηγός Αντιρατσιστικής Εκπαίδευσης*, Αθήνα: Ελληνικά Γράμματα
- Τσοκαλίδου, Π, 2012, *Χώρος για δύο: θέματα διγλωσσίας και εκπαίδευσης,* Θεσσαονίκη: Ζυγός
- Χαρβαντζίδης, Π., 2013, *Χτίζοντας ένα δημοκρατικό και ανθρώπινο σχολείο*, Αθήνα: Επίκεντρο
- Χατζηστεφάνου – Βαφέα, Α, Χουντουμάδη, 2017, *Η γοργόνα με το παπιγιόν: η τέχνη και ο ακτιβισμός στη παιδαγωγική για την καταπολέμηση του κοινωνικού αποκλεισμού*, Αθήνα:

Αλεξάνδρεια
- Vandenbroeck, M, 2004, *Με τη ματιά του Γέτι: Η καλλιέργεια του σεβασμού του "άλλου" στην εκπαίδευση*, Αθήνα: Νήσος

- Related academic journals:

Greek language:

Σύγχρονα Θέματα

Επιθεώρηση Κοινωνικών Ερευνών

English language

Ethnic and Racial Studies

Intercultural Education

Race, Ethnicity and Education

(K 25 E) Religion and Education in Multicultural Societies

Instructor: Georgios Mavrommatis, Associate Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate Program		
COURSE CODE	**K 25 E**	**SEMESTER**	**7th**
COURSE TITLE	Religion and Education in Multicultural Societies		
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**	
	3	4.5	
COURSE TYPE	General Background		
PREREQUISITE COURSES:	X		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning outcomes
General Competences

(3) SYLLABUS

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.

The 13 weekly units are organized as follows:

Unit 1: Introduction – on ideology, representations and (social) construction of reality –

on identity and otherness

Unit 2: On culture – on nationalism – on racism – on theology and religious studies

Unit 3: On religion – definition – distribution of believers by religion in the world – on theism and atheism – Polytheism and monotheism - The first religions – the first temples

Unit 4: Judaism

Unit 5: Christianity

Unit 6: Islam A

Unit 7: Islam B

Unit 8: Islam C (visit to a mosque – discussion with priests and members of the community.

Unit 9: Hinduism

Unit 10: Buddhism

Unit 11: On modernity – how religions function within traditional and modern societies

Unit 12: Fundamentalism – politics of religion – religions and modern educational contexts

Unit 13: Educational activities for multicultural classes in kindergarten and primary school - review of the most important ones – provide clarifications – solve dilemmas

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint Presentation
TEACHING METHODS	*Activity* / *Semester workload* Lectures: 39 Study of relevant articles and/or books from the bibliography: 6 Personal study: 90 **Course total: 135**
STUDENT PERFORMANCE EVALUATION	**Language of evaluation procedure**: Greek **Written examinations** 100% *(Definitions, comparative analysis, multiple choice questionnaires, short answer questions, case study analysis)*

	Specifically-defined criteria: Planning, organization structure, cohesion of the answer (20%) Critical thought, critical use of source materials, adequate documentation, use of suitable arguments, existence of synthetic and analytic ability of the writer (20%) Clarity and completion of expression, use of suitable terminology, cohesion between question and answer (60%)

(5) ATTACHED BIBLIOGRAPHY [In Greek]

Suggested bibliography:

Π. Καραμούζης, Πολιτισμός και Διαθρησκειακή Αγωγή, Εκδόσεις Επίκεντρο, 2011.

Ε. ΖΑΜΠΕΤΑ, ΣΧΟΛΕΙΟ ΚΑΙ ΘΡΗΣΚΕΙΑ, ΕΚΔΟΣΕΙΣ ΘΕΜΕΛΙΟ, 2003.

(K 29 E) Educational Policy

Instructor:

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate Program		
COURSE CODE	**K 29 E**	**SEMESTER**	**7th**
COURSE TITLE	Educational Policy		
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**	
	3	4.5	
COURSE TYPE	Scientific knowledge		
PREREQUISITE COURSES:	X		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning outcomes
Οι φοιτητές/τριες μετά την επιτυχή ολοκλήρωση του μαθήματος θα μπορούν να: • recognize basic concepts of educational policy, • recognize the main factors of educational policy implementation, • understand the deeply political nature of education and educational policy, • understand the dynamic relationship between education and educational policy with the directly interested social groups, • understand the complexity of the exercise of educational policy and the interests it "reflects" (government, educational and administrative actors, students, parents, trade unionists, employer representatives, advisory and scientific bodies, etc.), • critically evaluate, not only policies that have been implemented in the past, but

also monitor, understand and critically address current educational policy,

- know the basic legislation of Greek education.

General Competences

• Basic knowledge in the scientific field
• Cultivating critical thinking and attitude

(3) SYLLABUS

The course introduces basic concepts of education policy. It analyzes the relationship of educational policy with other fields of public policy. Issues of organization and administration of the educational system are presented. A comparative analysis is made of the alternative theories related to the formation of educational policy. The main social, economic, ideological and political factors that contribute to the conception, elaboration and implementation of educational programs and mainly reform programs are identified. The most important agencies that are activated towards the formation of educational policy and the dynamics of change and maintenance that develop towards new educational approaches are analyzed. Exemplary cases of implementation of educational reform programs at the national and international level are examined, their targeting, implementation and effects, both on the structure of the educational system and on the bodies involved in education (students, parents, teachers, politicians).

The 13 weekly sections are organized as follows:

1. Introduction to Educational Policy: Concepts, Scope, and Approaches

- Defining educational policy
- Education as a field of public policy
- Historical development of educational policy studies
- Policy, governance, and decision-making
- Key concepts and analytical frameworks
- Contemporary challenges in educational policy

2. Education and the State: The Political Foundations of Schooling

- The role of the state in education
- Education and nation-building
- Centralization and decentralization of educational systems
- Public, private, and mixed models of provision
- Education, citizenship, and democracy
- Education as a public good

3. Educational Policy and Other Fields of Public Policy

- Education and social policy
- Education and economic policy
- Education and labor market policy
- Education and welfare-state development
- Education and cultural policy
- Intersectoral approaches to policy formation

4. Organization and Administration of Educational Systems

- Structures of educational governance
- Educational administration and leadership
- Levels of decision-making
- School autonomy and accountability
- Resource allocation and management
- Bureaucratic and managerial models

5. Theoretical Perspectives on Educational Policy Formation

- Rational and technocratic models
- Incrementalism and policy evolution
- Political and conflict approaches
- Institutional theories
- Critical and neo-Marxist perspectives
- Policy networks and governance theories

6. Social and Economic Determinants of Educational Policy

- Social inequality and educational opportunity
- Class, gender, ethnicity, and educational outcomes
- Human capital theory
- Globalization and educational change
- Demographic trends and educational planning
- Education and social mobility

7. Ideology, Power, and Educational Reform

- Ideological influences on educational policy

- Liberal, conservative, social-democratic, and neoliberal approaches
- Power relations in policy processes
- Educational reform as a political project
- Policy discourse and legitimacy
- Resistance and contestation

8. Policy Actors and Stakeholders in Education
    - Governments and ministries of education
    - Teachers and teachers' unions
    - School leaders and administrators
    - Parents and community organizations
    - Students as policy stakeholders
    - Interest groups and advocacy networks
9. International Organizations and Global Educational Governance
    - The role of the UNESCO
    - Educational initiatives of the OECD
    - The influence of the World Bank
    - The educational policies of the European Union
    - International assessments and indicators
    - Global policy transfer and borrowing
10. Educational Reform: Design, Implementation, and Evaluation
    - The concept of educational reform
    - Stages of policy development
    - Policy implementation processes
    - Factors affecting successful implementation
    - Monitoring and evaluation
    - Intended and unintended consequences
11. Comparative Educational Policy and Reform
    - Comparative methods in educational policy analysis
    - Educational reforms in Europe
    - Educational reforms in North America

- Educational reforms in Asia and other regions
- Policy borrowing and policy learning
- Context and transferability of reforms

12. Accountability, Quality, and Equity in Education
    - Educational quality and effectiveness
    - Standards-based reforms
    - Assessment and accountability systems
    - Equity and inclusion in education
    - Evidence-based policymaking
    - Balancing excellence and social justice
13. Contemporary Issues and Future Directions in Educational Policy
    - Digital transformation and educational policy
    - Artificial intelligence and education
    - Lifelong learning and skills development
    - Sustainability and global citizenship education
    - Educational policy in times of crisis
    - Future trends and challenges in educational governance and reform

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint Eclass Email
TEACHING METHODS	

Activity	*Semester workload*
Lectures	39
Study/analysis of bibliography	31
Project	20
Personal study	45
Course total	**135**

STUDENT PERFORMANCE	**Language of evaluation procedure**: Greek

EVALUATION	**Methods of evaluation** (%): Students can choose between two evaluation methods: • Written examination (100%) • Written work / individual or group work of up to three people (80%) with an optional 15' public presentation and use of PowerPoint (20%) ***Specifically-defined criteria for written examination***: • Critical thinking (50%) • Content (30%) • Structure (10%) • Language (10%) ***Specifically-defined criteria for the project***: • Critical thinking (50%) • Content (20%) • Structure (20%) • Language (10%)

(5) ATTACHED BIBLIOGRAPHY [In Greek]

Suggested bibliography:

International Bibliography

Apple, M. W. (2019). Ideology and curriculum (4th ed.). Routledge.
Ball, S. J. (2017). The education debate (3rd ed.). Policy Press.
Fowler, F. C. (2013). Policy studies for educational leaders: An introduction (4th ed.). Pearson.
Fullan, M. (2007). The new meaning of educational change (4th ed.). Teachers College Press.
Rizvi, F., & Lingard, B. (2010). Globalizing education policy. Routledge.
Tyack, D., & Cuban, L. (1995). Tinkering toward utopia: A century of public school reform. Harvard University Press.

Key International Reports

OECD. (Annual). Education at a glance. OECD Publishing.
UNESCO. (Annual). Global education monitoring report. UNESCO.

Greek Bibliography

Βεργίδης, Δ., & Υφαντή, Α. (2011). Θέματα εκπαιδευτικής πολιτικής. Θεωρητικές αφετηρίες και εκπαιδευτικά προγράμματα για τη βελτίωση του σχολείου. Αθήνα: Ύψιλον.
Παπαδάκης, Ν. (2003) Εκπαιδευτική Πολιτική. Η εκπαιδευτική πολιτική ως κοινωνική πολιτική : Επιστημολογικές, μεθοδολογικές όψεις και θεματικά πεδία
Σταμέλος, Γ. (2009), Εκπαιδευτική Πολιτική, Διόνικος, Αθήνα.

(K 30 E) Educational Innovation and Entrepreneurship

Instructor:

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate Program		
COURSE CODE	K 30 E	**SEMESTER**	8th
COURSE TITLE	Educational Innovation and Entrepreneurship		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS	
	3	4.5	
COURSE TYPE	Scientific knowledge		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning outcomes
By the successful completion of the course, students are expected to be able to: • Explain basic concepts of entrepreneurship and analyze relevant good practices • Explain basic principles of management and marketing in education and analyze relevant good practices • Combine innovative educational ideas with entrepreneurship in conditions of expansion of learning environments. • Present and develop business plans in various fields in the sciences of education.
General Competences
1) Search for, analysis and synthesis of data and information, with the use of the necessary technology 2) Working independently 3) Working in an interdisciplinary environment 4) Production of free, creative and inductive thinking 5) Transfer of scientific concepts in educational settings involving early childhood 6) Implementation of educational practices and methods focusing on the overall development of the child.

(3) SYLLABUS

Theoretical context of creativity and innovation. Applications to various disciplines of science education, implemented in school and out-of-school structures (ICT, radio, television, educational, games, cinema, literature, etc.). Connecting innovative educational ideas with entrepreneurship, under conditions of expansion of learning environments. Basic management and marketing principles in education under free market conditions (rules and limits of the free market as developed both internationally and in Greece). Best practices presentation.
Presentation and development of business plans in various fields of education sciences (e.g. ICT, Educational games, management of social situations, cultural heritage management, literature, etc).

The 13 weekly sections of the course have been organized a follows:

1. Introduction to Educational Innovation and Entrepreneurship
    - Definitions and key concepts: creativity, innovation, entrepreneurship
    - Innovation in education: meanings and dimensions
    - The role of innovation in contemporary early childhood education
    - Entrepreneurship as a competence for the 21st century
    - Educational entrepreneurship and social innovation
    - Course overview and expectations
2. Theoretical Foundations of Creativity and Innovation
    - Major theories of creativity
    - Creative thinking and problem-solving processes
    - Innovation as a process of educational change
    - Factors that promote and hinder creativity
    - Creativity in early childhood education settings
    - Developing innovative mindsets among educators
3. Learning Environments and Innovation in Education
    - Traditional, blended, and expanded learning environments
    - Formal, non-formal, and informal learning contexts
    - Schools, museums, libraries, and community-based learning spaces
    - Outdoor and experiential learning environments
    - Digital learning ecosystems
    - Innovation through interdisciplinary learning
4. Information and Communication Technologies (ICT) and Educational Innovation
    - ICT in early childhood education
    - Educational applications and digital tools
    - Mobile learning and emerging technologies
    - Artificial intelligence and educational innovation
    - Opportunities and challenges of digital transformation
    - Designing technology-enhanced learning experiences
5. Media, Communication, and Educational Entrepreneurship
    - Educational uses of radio, television, podcasts, and digital media
    - Media literacy in early childhood education
    - Storytelling and communication for educational purposes
    - Educational content creation

- Entrepreneurial opportunities in educational media
- Case studies of innovative educational media projects

6. Educational Games, Gamification, and Entrepreneurship
    - Theories of play and learning
    - Educational games and serious games
    - Gamification in educational settings
    - Designing learning experiences through games
    - Entrepreneurship in educational game development
    - Examples of successful educational game initiatives
7. Literature, Storytelling, and Creative Educational Products
    - Children's literature as a tool for innovation
    - Storytelling and creative learning
    - Digital storytelling and multimedia narratives
    - Designing educational materials based on literature
    - Publishing and entrepreneurship in children's educational content
    - Developing innovative literacy projects
8. Cinema, Arts, and Cultural Innovation in Education
    - Educational applications of cinema and visual arts
    - Arts-based learning approaches
    - Creative expression and innovation
    - Cultural entrepreneurship in education
    - Educational projects using film and visual media
    - Developing arts-integrated educational initiatives
9. Innovation, Social Entrepreneurship, and Community Engagement
    - Social entrepreneurship and education
    - Addressing social challenges through educational innovation
    - Inclusion, diversity, and social responsibility
    - Community partnerships and educational projects
    - Managing social situations in educational contexts
    - Designing socially innovative educational interventions
10. Cultural Heritage, Museums, and Educational Entrepreneurship
    - Cultural heritage education
    - Museums and informal learning environments
    - Innovative approaches to heritage interpretation
    - Entrepreneurship in cultural and educational services
    - Designing educational programs for cultural institutions
    - Best practices in heritage-based educational innovation
11. Management and Marketing in Education
    - Introduction to educational management
    - Principles of educational leadership
    - Marketing concepts in educational services
    - Educational organizations in competitive environments
    - Ethics, regulations, and limitations of the free market in education
    - Educational entrepreneurship in Greece and internationally
12. Developing Educational Business Plans

- Introduction to business planning
- Identifying educational needs and opportunities
- Market analysis and target audiences
- Value proposition design
- Resource planning and sustainability
- Preparing an educational entrepreneurship project

13. Presentation of Innovative Educational Ventures and Future Trends

- Presentation of student business plans
- Evaluation of innovative educational projects
- Feedback and project refinement
- Emerging trends in educational innovation
- Digital entrepreneurship and future educational markets
- Reflection on innovation, creativity, and entrepreneurship in early childhood education
- Indicative Student Project Areas

Students may develop business plans related to:

- Educational technology applications
- Digital learning platforms
- Educational games and toys
- Children's literature and publishing
- Museum and cultural heritage education
- Social-emotional learning programs
- Family education services
- Outdoor and experiential learning programs
- Media and communication projects for children
- Inclusive education and social innovation initiatives

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint Presentations Email Eclass Videos
TEACHING METHODS	
STUDENT PERFORMANCE	

Activity	*Semester workload*
Lectures	13
Tutorials	26
Study/analysis of bibliography	23
Project	48
Personal study	25
Course total	***135***

EVALUATION	Language of evaluation procedure: Greek **Methods of evaluation**: Project (100%). **Criteria of evaluation:** Comprehension of concepts, project subject, handling of subject, presentation in classroom.

(5) ATTACHED BIBLIOGRAPHY [In Greek]

Suggested bibliography:

Bibliography in Greek

Αγγελίδης Π.Α., Μαυροειδής Γ.Γ., (2004). Εκπαιδευτικές καινοτομίες για το σχολείο του μέλλοντος, Αθήνα: Δάρδανος.

Βασιλειάδης Λ. (2017). Επιχειρηματικότητα και καινοτομία - βασικές έννοιες και σύγχρονες τάσεις. Αθήνα: Εκδόσεις Τσότρας.

Κώτσιος Π. (2019). Επιχειρηματικότητα και καινοτομία. Κατερίνη: Εκδόσεις Κώτσιος.

Σουμπενιώτης Δ., Ταμπακούδης Ι. (2019). Επιχειρηματικότητα και καινοτομία. Θεσ/νίκη: Εκδόσεις Νάματα.

Φώκιαλη Π., Βιτσιλάκη Χ., Βασιλειάδης Α. (2014). Εκπαίδευση, Απασχόληση και Επιχειρηματικότητα: Η έμφυλη διάσταση. Εκδόσεις Διάδραση.

Χατζηκωνσταντίνου Γ.Θ., Γωνιάδης Η.Ι., (2009). Επιχειρηματικότητα και καινοτομία. Αθήνα: Δάρδανος.

Deakins D., Freel M. (2007). Επιχειρηματικότητα, Εκδόσεις Κριτική.

Fayolle A.(2019). Επιχειρηματικότητα. Εκδόσεις Προπομπός.

Hisrich R., Peters M., Shepherd D. (2018). Επιχειρηματικότητα. Εκδόσεις DaVinci.

Kuratko F. Donald (2018). Επιχειρηματικότητα-Από τη Θεωρία στην Πράξη. Broken Hill Publishers Ltd.

Storey D., Greene F., Χασσίδ Ι., Φαφαλιού Ε., (2011). Επιχειρηματικότητα για μικρές και μεσαίες επιχειρήσεις, Εκδόσεις Κριτική.

International Bibliography

Amabile, T. M. (1996). Creativity in context. Westview Press.

Bellanca, J., & Brandt, R. (Eds.). (2010). 21st century skills: Rethinking how students learn. Solution Tree Press.

Craft, A. (2005). Creativity in schools: Tensions and dilemmas. Routledge.

Drucker, P. F. (1985). Innovation and entrepreneurship: Practice and principles. Harper & Row.

European Commission. (2015). EntreComp: The entrepreneurship competence framework. Publications Office of the European Union.

Florida, R. (2014). The rise of the creative class—Revisited (Revised ed.). Basic Books.

Fullan, M. (2016). The new meaning of educational change (5th ed.). Teachers College Press.

Hisrich, R. D., Peters, M. P., & Shepherd, D. A. (2020). Entrepreneurship (11th ed.). McGraw-Hill Education.

Isenberg, D. J. (2010). How to start an entrepreneurial revolution. Harvard Business Review, 88(6), 40–50.

Johnson, D. W., Johnson, R. T., & Smith, K. A. (2014). Active learning: Cooperation in the college classroom (3rd ed.). Interaction Book Company.

Kuratko, D. F. (2020). Entrepreneurship: Theory, process, and practice (11th ed.). Cengage Learning.

Leadbeater, C. (2000). Living on thin air: The new economy. Penguin Books.

OECD. (2019). OECD skills outlook 2019: Thriving in a digital world. OECD Publishing.

https://doi.org/10.1787/df80bc12-en
Papert, S. (1980). Mindstorms: Children, computers, and powerful ideas. Basic Books.
Peters, M. A., & Heraud, R. (2015). Toward a political theory of social innovation: Collective intelligence and the co-creation of social goods. Journal of Self-Governance and Management Economics, 3(3), 7–23.
Pink, D. H. (2006). A whole new mind: Why right-brainers will rule the future. Riverhead Books.
Robinson, K. (2011). Out of our minds: Learning to be creative (2nd ed.). Capstone.
Rogers, E. M. (2003). Diffusion of innovations (5th ed.). Free Press.
Sahlberg, P. (2011). Finnish lessons: What can the world learn from educational change in Finland? Teachers College Press.
Sawyer, R. K. (2012). Explaining creativity: The science of human innovation (2nd ed.). Oxford University Press.
Schumpeter, J. A. (1934). The theory of economic development. Harvard University Press.
Selwyn, N. (2022). Education and technology: Key issues and debates (3rd ed.). Bloomsbury Academic.
UNESCO. (2021). Reimagining our futures together: A new social contract for education. UNESCO Publishing.
Wagner, T. (2012). Creating innovators: The making of young people who will change the world. Scribner.
West, M. A., & Farr, J. L. (Eds.). (1990). Innovation and creativity at work: Psychological and organizational strategies. Wiley.
Yin, R. K. (2018). Case study research and applications: Design and methods (6th ed.). Sage.

(K 32 E) Texts of Philosophical – Pedagogical Reflection

Instructor: Alexandros Theodoridis, Associate Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate Program		
COURSE CODE	K 32 E	**SEMESTER**	4 th
COURSE TITLE	Texts of Philosophical – Pedagogical Reflection		
INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS		CREDITS
	3		4.5
COURSE TYPE	Scientific knowledge		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: - recognize the grounds and the ways that the philosophical thinking articulates with the pedagogical thinking, - comprehend philosophical texts of pedagogical interest, - capitalize the critical-interpretative analysis of philosophical texts, - plan and conduct a research by critically developing a philosophical-pedagogical reflection of their own, - writing a text of philosophical-pedagogical reflection.
General Competences
The course opts that the students will understand how they themselves will become thinking subjects, by adopting known ways of reflection within the framework of pedagogical problematic but also by realizing the need of establishing new ways of thinking. Towards this direction, the students are called to conduct a philosophical-pedagogical research of their own and to write the respective essay.

(3) SYLLABUS

The course entails the following texts for analysis:

Plato: *Republic*
Aristotle: *Politics*, *Nichomachean Ethics*
J. J. Rousseau: *Emile* or, *On Education*
I. Kant: *On Education*
F. Nietzche: *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)*

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint Presentations Email Eclass
TEACHING METHODS	

Activity	*Semester workload*
Lectures	39
Study/analysis of bibliography	26
Essay writing	40
Personal study	30
Course total	***135***

STUDENT PERFORMANCE EVALUATION

Language of evaluation: Greek

Evaluation methods (weight %):

Writing essay (100%)

Evaluation criteria (weight %)

- Content (topic development, to the point, argument development, critical commentary, full analysis, adequate and well documented conclusion): 50%
- Structure (logical paragraph structure, consistency and coherence between the paragraphs): 20%
- Language/expression (correct use of philosophy terminology, accuracy, correct written discourse): 20%

	• Bibliography/footnotes (use of primary and secondary bibliography, use of academically authoritative bibliographical source, compliance with the footnotes rules, references, citations): 10%

(5) ATTACHED BIBLIOGRAPHY [In Greek]

Suggested bibliography:

Αριστοτέλης, *Πολιτικά*, I-II, μτφρ. Β. Μοσκόβης, Νομική Βιβλιοθήκη, Αθήνα, 1989.

—, *Ηθικά Νικομάχεια*, Βιβλία Α-Κ, μτφρ. Δ. Λυπουρλής, Ζήτρος, Θεσσαλονίκη, 2006.

Bollnow, O. F., *Το πνεύμα της άσκησης*, μτφρ. Ι. Ε. Θεοδωρόπουλος, Δωδώνη, Αθήνα – Γιάννινα, 1993.

Durkheim, E., *L' education morale*, PUF, Paris, 1974.

Dewey, J., *Εμπειρία και εκπαίδευση*, μτφρ. Λ. Πολενάκης, Γλάρος, Αθήνα, 1980.

Kant, I., *Περί Παιδαγωγικής*, μτφρ. Π. Σιδερά-Λύτρα, Αφοι Κυριακίδη, Αθήνα, 2004.

Makarenko, A. S., *Παιδαγωγικό ποίημα. Ο δρόμος προς τη ζωή*, τόμ. I-II, μτφρ. Ζ. Ζορζοβίλης, Σύγχρονη Εποχή, Αθήνα, 2010.

Nietzsche, F., *Μαθήματα για την παιδεία*, μτφρ. Ν. Σκουτερόπουλος, Printa, Αθήνα, 2002.

Παπανούτσος, Ε., *Φιλοσοφία και παιδεία*, Ίκαρος, Αθήνα, 1977.

Πλάτων, *Πολιτεία*, μτφρ. Ν. Σκουτερόπουλος, Πόλις, Αθήνα, 2003.

Rousseau, J. J., *Αιμίλιος, ή περί αγωγής*, μτφρ. Γ. Σπανός, Πλέθρον, Αθήνα, 2001-2002.

Russell, B., *Η εκπαίδευση του παιδιού*, μτφρ. Ν. Σαρλής, Ζαχαρόπουλος, Αθήνα, 1997.

Θεοδωρόπουλος, Ι. Ε., *Μεταξύ φιλοσοφίας και παιδαγωγικής*, Γρηγόρης, Αθήνα, 1999.

Θεοδωροπούλου, Έλ. *Κείμενα Παιδείας. Η εγκοπή της Φιλοσοφίας της Παιδείας: Εισαγωγή*, Ατραπός, Αθήνα, 2004.

-**Related scientific journals:**
Φιλοσοφία και Παιδεία
Philosophy of Education
Educational Philosophy and Theory
Journal of Philosophy and History of Education
Philosophical Inquiry in Education
Penser l' Education
Teaching Philosophy
Philosophical Perspectives on Teacher Education

(K 21 E) History of Childhood

Instructor:

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate Program		
COURSE CODE	K 21 E	**SEMESTER**	**4th**
COURSE TITLE	History of Childhood		
INDEPENDENT TEACHING ACTIVITIES		**WEEKLY TEACHING HOURS**	**CREDITS**
		3	4.5
COURSE TYPE	Scientific Knowledge		
PREREQUISITE COURSES:	x		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
Students after successful completion of the course will be able to 1) explain the theories that have been formulated around the historical and social approach of childhood 2) distinguish the different processes of childhood formation both in historical time and from society to society 3) Identify and explore social conditions and variables, such as gender, social class, ethnicity, that have influenced the concept of childhood as a distinct social class.
General Competences
1. Understand the various historical factors that co-shape the social, political and economic realities of Europe. 2. Exercise of critical competence.

(3) SYLLABUS

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.

The 13 weekly sections of the course are organized as follows:

1. Studying Childhood and Youth: Historical and Anthropological Perspectives
    - Childhood and youth as historical and social constructions
    - Approaches from social history and anthropology
    - Sources for the history of childhood (family records, legal documents, images, autobiographies)
    - Changing definitions of childhood across time and cultures
    - Childhood, age, gender, and social class
    - Debates on continuity and change in the history of childhood
2. Childhood in Medieval Europe
    - Family structures and kinship networks
    - Birth, infancy, and survival in medieval society
    - Children's roles within household economies
    - Religion and the moral regulation of childhood
    - Socialization and informal learning
    - Orphans, abandoned children, and charitable institutions
3. Family, Reproduction, and Childhood in Early Modern Europe
    - Marriage, fertility, and household organization
    - Childbirth and infant care
    - Childhood mortality and demographic patterns
    - Parenting practices and emotional bonds
    - The impact of religion on family life
    - Childhood within rural and urban communities
4. Education, Literacy, and Social Discipline (1500–1800)
    - The emergence of formal schooling
    - Religious education and confessional identities
    - Literacy and the spread of print culture

- Schools as institutions of social control
- Gender differences in education
- Childhood and the transmission of cultural values

5. Children, Work, and Economic Life before Industrialization
    - Children's participation in agricultural labor
    - Apprenticeship and vocational training
    - Domestic service and household economies
    - Child labor in artisan and commercial activities
    - Family strategies and economic survival
    - Children's contributions to community life
6. Enlightenment Thought and New Conceptions of Childhood
    - Philosophical perspectives on childhood
    - The influence of Enlightenment ideas on education
    - The child as a subject of moral and intellectual development
    - New pedagogical approaches
    - Childhood, nature, and social reform
    - The emergence of modern educational thought
7. Industrialization and the Transformation of Childhood
    - Industrial capitalism and family life
    - Child labor in factories and mines
    - Urbanization and children's living conditions
    - Public debates on child welfare
    - Early labor legislation and reform movements
    - Childhood and social inequality
8. Schooling and Citizenship in the Nineteenth Century
    - Expansion of mass education
    - Compulsory schooling and state intervention
    - National identity and civic education
    - Discipline, authority, and childhood
    - Gender and educational opportunities
    - Childhood and the formation of modern citizenship
9. Youth, Leisure, and Popular Culture in Modern Europe
    - The emergence of youth as a distinct social category
    - Recreation, sports, and organized youth activities
    - Children's literature and popular culture
    - Peer groups and youth identities
    - Consumer culture and childhood
    - Children's voices and forms of autonomy
10. Childhood in War and Crisis (1914–1945)
    - Children during World War I
    - Displacement, hunger, and humanitarian relief

- Childhood under totalitarian regimes
- Youth organizations and political mobilization
- Children and the experience of World War II
- War, trauma, and memory

11. Welfare, Rights, and the Protection of Children
    - The development of child welfare policies
    - Public health and child protection
    - Juvenile justice and social intervention
    - International organizations and children's rights
    - The emergence of modern child psychology
    - Changing understandings of children's needs
12. Family Change, Education, and Youth Culture after 1945
    - Postwar family transformations
    - Expansion of educational opportunities
    - The rise of youth culture
    - Mass media and childhood
    - Gender relations and changing expectations
    - Children in consumer societies
13. Childhood, Agency, and Historical Memory
    - Children as historical actors
    - Childhood, identity, and social inclusion
    - Class, gender, ethnicity, and childhood experiences
    - Children's agency and everyday life
    - Historical memories of childhood
    - Contemporary perspectives on the history of childhood and implications for early childhood education teachers

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	E- mail PowerPoint presentations Eclass
TEACHING METHODS	

Activity	***Semester workload***
Lectures	39
study and analysis of bibliography	48
essay writing	48
Course total	***135***

STUDENT PERFORMANCE EVALUATION	***Language of evaluation**: Greek* *1- Written project (100%)*

	or *2- Final written examination (100%)* *Evaluation criteria for written project:* • Content (50%) • Critical thinking (20%) • Structure (20%) • Language (10%) Evaluation criteria for written examination: • Content (60%) • Critical thinking (20%) • Structure (10%) • Language (10%)

(5) ATTACHED BIBLIOGRAPHY

Makryniotis, D. (ed.), Worlds of Childhood, Topika, Athens 2003.
Dee Mos, Lloyd (ed.), Childhood History, Athens 1985.

Ariès, P. (1962). Centuries of childhood: A social history of family life. Vintage Books.

Cunningham, H. (2005). Children and childhood in Western society since 1500 (2nd ed.). Routledge.

Heywood, C. (2018). A history of childhood: Children and childhood in the West from medieval to modern times (2nd ed.). Polity Press.

Fass, P. S. (Ed.). (2013). The Routledge history of childhood in the Western world. Routledge.

Stearns, P. N. (2017). Childhood in world history (3rd ed.). Routledge.

(K 40 E) Anthropological Approaches to Reading

Instructor:

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate Program		
COURSE CODE	K40 E	**SEMESTER**	7th
COURSE TITLE			
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**	
	3	4.5	
COURSE TYPE			
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	Eclass		

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: • critically review the reading process and examine relationships produced with a focus on the book • to understand the book as a material object, accompanied with embodied practices and cultural perceptions and values • support non-dominant reading practices in an educational context, taking advantage the range of the reading spectrum in everyday educational practice.

General Competences

- *Search, analysis and synthesis of data and information, using the necessary technologies*
- *Adaptation to new situations*
- *Autonomous work*
- *Teamwork*
- *Work in an interdisciplinary environment*
- *Production of new research ideas*
- *Respect for diversity and multiculturalism*
- *Exercise criticism and self-criticism*

(3) SYLLABUS

An anthropological orientation to the study of reading, focuses on the different contents and functions of reading activity in different contexts. The course, adopts interdisciplinary perspectives and deals with modern meanings of reading in everyday life. It focuses on the ways people make sense of their relationship with books. At the same time, the aim of the course is to give a scientific and critical perspective to the common perceptions for reading. This broader dimension of reading, contributes to a deeper understanding of the factors that shape readers from preschool age.

Specifically, the course highlights:

- historical-cultural aspects of reading
- physical dimensions of reading
- reading as an individual activity- identity and reading
- reading as a social activity, sociability around reading
- forms of reading, dominant reading practices
- gender dimensions in reading
- places and spaces of reading.

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY</td><td>Face to face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td><td>PowerPoint Presentations

Email

Eclass</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Study/analysis of bibliography</td><td>46</td></tr>
<tr><td>Project</td><td>50</td></tr>
<tr><td>Course total</td><td>135</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>Language of evaluation: Greek

A) Active participation during seminars and activities (20%) and

B) Essay presentation (80%)

Evaluation criteria (weight %):

• The evaluation criteria are announced to the students in detail at the beginning of the semester at Eclass.</td></tr>
</table>

(5) ATTACHED BIBLIOGRAPHY

Suggested bibliography:

Barthes, R., 1975. *The Pleasure of the Text*, trans. Miller R., New York: Hill & Wang.

Boyarin, J., ed. 1993. *The Ethnography of Reading.* Berkerley: University of California Press.

Bradbury, R., 2004. *Fahrenheit 451*, New York: HarperCollins

Cavallo G., Chartier R., 1999. *A History of Reading in the West.* Amherst MA: University of Massachusetts.

Certeau, de, M., 1990. *L'invention du quotidian. Arts de faire.* Gallimard: Paris.

Eco, U. & Carriere J.C., 2012. T*his Is Not the End of the Book-A Conversation Curated by Jean-Philippe De Tonnac.* London: VINTAGE.

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Kopytoff, I., 1986. "The cultural biography of things: commoditization as process", in *The social life of things, Commodities in cultural perspective,* Cambridge University Press, Cambridge, 64-94.

Perec, G., 2005. «Ανάγνωση: Κοινωνικό-φυσιολογικό σκιαγράφημα» στο *Σκέψη/ Ταξινόμηση*, μτφ. Τσιριμώκου Λ. Αθήνα: εκδόσεις Άγρα.

Reed A. 2018. "Literature and Reading", Annual Review of Anthropology, 47:1, 33-45.

Kristof A., 2014. *The Illiterate,* transl. Bogin N., London: CB editions

Λεοντσίνη, Μ. 2000 (επιμ.). *Όψεις της Ανάγνωσης*, μτφ. Αθανασίου Κ., Σιατίστας Φ., Αθήνα: Νήσος.

Olson, D., 1994. *The world on paper: The conceptual and cognitive implications of reading and writing*, Cambridge & New York: Cambridge University Press

Ong, W., 1982. *Orality and Literacy: The Technologizing of the Word.* London: Methuen.

(K 41 E) Visual Literacy

Instructor: Maria (Maretta) Sidiropoulou, Associate Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate Program		
COURSE CODE	K 41 E	**SEMESTER**	8th
COURSE TITLE	VISUAL LITERACY		
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**	
	3	4.5	
COURSE TYPE			
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	Eclass		

(2) LEARNING OUTCOMES

Learning outcomes
This course aims to a deeper understanding of how we draw meaning from what we see and how we interact with our visual environment in different contexts. In this direction, it offers a set of skills that allow an individual to identify, interpret, evaluate, use effectively and create images by visual means. A visually literate person develops as a critical consumer of visual media as well as someone capable of contributing to a set of shared knowledge.

General Competences

- *Respect for diversity and multiculturalism, sensitivity to gender issues*
- *Promotion of free creative thinking*
- *Project design and management*
- *Autonomous work*
- *Teamwork, collaboration*

(3) SYLLABUS

The subject of Visual Literacy deals with the ability of the individual to read, understand, and write in visual language. This course focuses upon the concepts, forms and uses of visual language in various areas of everyday experience.

The 13 weekly modules of the course are organized as follows:

1. Philosophical origins of visual literacy: The allegory of the Cave and early theoretical approaches to the image.

2. Defining the image. Types of images. Historicity of the image.

3. The image as text. Relationships, boundaries and interconnections between image and written language.

4. Visual culture / Visual Literacy: The child's experience in a world shaped by images.

5. Uses and ideological dimensions of the image: Theoretical and critical approaches; representations of gender, social class, ethnic identity, age and ability.

6. Personal photography and visual narrative: The image as a vehicle of memory and personal history.

7. Methodological approaches to the analysis and interpretation of the image.

8. New Technologies and Digital Media: The Evolution of Image Production and Dissemination. Media and Information Literacy (MIL)

9. Pedagogical Use of Image: Good Practices and Suggestions for Application in Preschool Education.

10. Representations of Children in Art, Photography, and Cinema.

11. Children as Photographers and Image Creators. Children's Photography and Creative Practices of Visual Expression.

12. Viewing, Commenting, and Analyzing Documents: Advertising, Works of Art, Children's Drawings, Illustrated Readings for Children, Children's Films (Fictional/Documentary).

13. Exercises for Experiential Understanding, Evaluation, and Reflection on Images.

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY</td><td>Face to face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td><td>PowerPoint Presentations

Eclass

Email</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Study/analysis of bibliography</td><td>46</td></tr>
<tr><td>Project</td><td>50</td></tr>
<tr><td>Course total</td><td>135</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>Language of evaluation: Greek

Evaluation method (weight %):

A) Active participation during seminars and activities (20%) and

B) A choice between the following two examination methods (80%)

– Essay presentation
– Written exams
Evaluation criteria (weight %):

• The evaluation criteria are announced to the students in detail at the beginning of the semester at Eclass.</td></tr>
</table>

(5) ATTACHED BIBLIOGRAPHY

Suggested bibliography:

Arnheim R., 2007. Οπτική Σκέψη. Θεσσαλονίκη: University Studio Press.

Barthes R., 1988. Εικόνα-Μουσική-Κείμενο. Μτφ. Γ. Σπανός, Αθήνα: Πλέθρον.

Benjamin W., 1978. «Συνοπτική Ιστορία της Φωτογραφίας», στο Δοκίμια για την Τέχνη, μτφ: Δ. Κούρτοβικ, Αθήνα: Κάλβος.

Berger J., 1986. Η Εικόνα και το Βλέμμα. Μτφ. Ζ. Κονταράτου. Αθήνα: Οδυσσέας.

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Cope B., Kalantzis M., Στελλάκης Ν., & Αρβανίτη Ε., 2019. Γραμματισμοί, Μια παιδαγωγική διαφοροποιημένου σχεδιασμού και πολυτροπικών νοηματοδοτήσεων. Μτφ. Γ.Χρηστίδης, Αθήνα: Κριτική.

Γουλής, Δ., 2016. Εικόνες της παιδικής ηλικίας στη μεγάλη οθόνη, Θεσσαλονίκη: University Studio

Press.
Δουλκέρη, Τ. 1997. *Η εικόνα του παιδιού στη Ελληνική τηλεόραση και στον Ελληνικό τύπο.* Αθήνα: Gutenberg.
Hailey D., Miller A., Yenawine P., 2015. "Understanding Visual Literacy: The Visual Thinking Strategies Approach". In: Baylen D., D'Alba A. (eds) *Essentials of Teaching and Integrating Visual and Media Literacy*. Springer, Cham.
Hall, S. (ed.), 1997. *Representation, Cultural Representations and Signifying Practices.* London: SAGE & The Open University.
Ηλιοπούλου Ε, 2022. *Οπτικός Αλφαβητισμός. Η Εικόνα ως εργαλείο ανάπτυξης κοινωνικών, συναισθηματικών και γνωστικών δεξιοτήτων.* Αθήνα: Προπομπός.
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Kress, G., 2003. *Literacy in the New Media Age*. Abingdon: Routledge.
Kress, G., 2012. *Multimodality: A social semiotic approach to contemporary communication*. Abingdon: Routledge.
Κακάμπουρα Ρ. & Κασσαβέτη Ο., 2018. *Οπτική εθνογραφία και εκπαίδευση: θεωρητικές προσεγγίσεις και διδακτικές προτάσεις.* Αθήνα: Επίκεντρο.
Λαμνή Κ., 2019. *Η τέχνη στην καλλιέργεια και ανάπτυξη του οπτικού γραμματισμού και του προφορικού λόγου του νηπίου στην προσχολική αγωγή.* Θεσσαλονίκη: Εκδόσεις Κυριακίδη
Sidiropoulou M., 2023. Beyond Text: The Photo-Essay as an Innovative Visual Research Method, *Journal of Regional Socio-Economic Issues (JRSEI)*, Volume 13, Issue 2, June 2023
Σβαλίγκου Χ., 2011. *Η ερμηνεία της εικόνας ως σημείου της οπτικής επικοινωνίας*, Θεσσαλονίκη: University Studio Press.
Sontag, S., 1993. Περί φωτογραφίας. Μτφ. Η.Παπαϊωάννου, Αθήνα: Εκδόσεις Φωτογράφος.
Van Leeuwen, T. & Jewitt, C. (επιμ.) 2001. The Handbook of Visual Analysis. London: Sage Publications.
Χοντολίδου, Ε., 1999. «Εισαγωγή στην έννοια της πολυτροπικότητας» στο *Γλωσσικός Υπολογιστής, Περιοδική Έκδοση του Κέντρου Ελληνικής Γλώσσας για τη Γλώσσας και τη Γλωσσική Αγωγή,* 1 (1), σελ: 115-117.
Wilson, C., 2012. "Media and Information Literacy: Pedagogy and Possibilities". Comunicar, 20(39): 15-24.

Related scientific journals

- *Journal of Visual Culture,* SAGE Publishing (2002- current)
- *Journal of Visual Literacy,* Taylor & Francis (1989 - current)

(K 42 E) Anthropological Approaches of Kinship and Family

Instructor: Ivi Daskalaki, Assistant Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	**K 42 E**	**SEMESTER**	**8th**
COURSE TITLE	Anthropological approaches of kinship and family		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	4.5
COURSE TYPE	Background Knowledge	
PREREQUISITE COURSES:	x	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes	
COURSE WEBSITE (URL)	Eclass	

(2) LEARNING OUTCOMES

Learning outcomes
After successful completion of the course, students will be able to: 1) Familiarize with theories and methods of ethnographic research associated with the study of kinship and family 2) Identify multiple forms of kinship and family relations as well as culturally-specific arrangements of the domestic space in different socio-cultural and historical contexts 3) Understand the cultural diversity of notions of family, household, marriage, descent, kin, motherhood, fatherhood, etc. 4) Distinguish “older” and “new” forms of kinship 5) Recognize different forms of kinship and relate them to other domains of social life (education, work, consumption, religion, medicine, politics, etc.) 6) Interpret relationships and practices that take place within the family and kinship and interconnect them with processes of socialization of children and adults as well as processes of becoming and belonging 7) Analyze processes of learning and knowledge production/reproduction within processes of relatedness, family-making and kinship 8) Evaluate the relevant legal framework and social policy measures for families
General Competences

- Understanding and interpreting epistemological debates and theoretical concepts in the field of education
- Scientific concepts in pre-school childcare facilities
- Understanding the various factors that co-form social and educational reality.
- Autonomous work
- Teamwork
- Working in an international environment
- Working in an interdisciplinary environment
- Develop critical and reflexive thinking
- Respect differentiation and multiculturalism.
- Demonstrate social, professional and ethical responsibility and gender awareness
- Promote free, creative and inductive thinking

(3) SYLLABUS

The course aims to introduce the students to contemporary anthropological debates on kinship, family, intimacy and "relatendness". Indeed, the course analyzes classic and contemporary theories of kinship. Additionally, it concentrates on culturally diverse ways of kinship/family organization and arrangement of the domestic sphere in different societies and cultures. Further emphasis is placed on the concepts of marriage, dowry, descent, motherhood, fatherhood as well as “old” and “new” forms of family-making. Simultaneously, the course associates relationships and practices of kinship and family with processes of learning and knowledge, socialization, becoming and belonging as well as with various domains of social life. In the context of the analysis of contemporary kinship transformations, attention is placed on the national and international legislative framework for the family.

The 13 weekly modules of the course are as follows:

1. Introduction to the concepts of kinship and family from the perspective of social/cultural anthropology

2. Anthropological theories of kinship from the 19th to the first half of the 20th century I - The theory of anthropological evolutionism and the anthropological study of kinship in non-Western contexts

3. Anthropological theories of kinship from the 19th to the first half of the 20th century II - Functionalism, structuralism, structuralism and the anthropological study of kinship in non-Western contexts

4. Anthropological theories of kinship from the second half of the 20th century to the present day I - Ethnographies from around the world

5. Anthropological theories of kinship from the second half of the 20th century to the present day II - Ethnographies from Greece

6. Ethnographic approaches to marriage, of marriage practices and dowry

7. Ethnographic approaches to domesticity and domestic space

8. Kinship, gender and sexuality - Gender roles and hierarchical relations (power relations) in the family: ethnographic examples

9. Kinship and age - Child and family - Intergenerational relations: The family as a field of learning processes and reproduction of knowledge - Informal forms of education in kinship networks: ethnographic examples

10. Kinship, "being related" and "belonging". Family and parenthood as fields of identity reproduction: ethnographic examples

11. Social inequalities and family. Socially vulnerable families. Child and poverty.

12. Contemporary approaches to being related and kinship. Adoption, single parenthood, Medically Assisted Reproduction and transformations of kinship in contemporary society: ethnographic examples

13. State and family: Biopolitics, demographics and legislative regulations on reproduction, marriage and family.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint Digital asynchronous learning platform E-class Email
TEACHING METHODS	

Activity	***Semester workload***
Lectures	39
Study/analysis of bibliography	36
Independent study	60
Course total	***135***

STUDENT PERFORMANCE EVALUATION

Evaluation language: *Greek*
Assessment methods (weight %):
Students may choose between two different modes of assessment:
First:

- Written exams (100%)

Second:

- Written exams (80%) **and**,
- Supportive project in the form of individual or small team presentation with PowerPoint (20%)

Evaluation criteria of the written exams (weight %)

- Content (relevance to the subject, precision and completeness of information, theoretical and methodological backing, analytical and synthetic ability-critical thinking) (55%)

	• Structure (15%) • Written language (appropriate use of terminology, clarity, expression) (15%) • Bibliography (appropriate use based on *APA* instructions, adequacy of bibliographic references, independent source finding) (15%) **Evaluation criteria** of the supportive project with presentation (weight %) • Content (relevance of the subject) (50%) • Language (appropriate use of terminology, clarity, expression) (25%) • Use of digital tools (PowerPoint) (15%) • Bibliography (appropriate use, independent source finding) (10%)

(5) RECOMMENDED BIBLIOGRAPHY

GREEK

Kalpourtzi, E. (2001). Scheseis siggeneias kai startigikes antallagon: To parqadeigma tis Naxou ton 17o aiona. [Kin Relations and Exchange Strategies: The Example of Naxos of 17th Century]. Athens: Ellinika Grammata.

Kantsa, V. (Ed.) (2013). I mitrotita sto proskinio. Sigchrones erevnes stin elliniki ethnografia [Motherhood in the Forefront. Contemporary Research in Greek Ethnography]. Athens: Alexandria.

Kogkidou, D. (1995). Monogoneikes oikogeneies: Pragmatikotita-prooptikes-koinoniki politiki [Single-headed Families: Reality-Perspectives-Social Policy. Athens: Nea Synora.

Kaftantzoglou, R. (Επιμ.) (1996). Oikogeneies parelthontos. Morfes oikiakis organosis stin Evropi kai ta Valkania [Families of the Past. Forms of Household Organization in Europe and the Balkans] Athens: Alexandria

Kuper, A. (2006) (Ed) [1st edition 1988, 2nd edition 2005]. I epanepinoisi tis protogonis koinonias. Metamorfoseis enos mythou [The Reinvention of Primitive Society. Transformations of a Myth]. Athens: Alexandria

Nova-Kaltsouni, H. (Ed.) (2000). Keimena koinoniologias tou gamou kai tis oikogeneias. [Texts on the Sociology of Marriage and the Family]. Athens: Typothito-G. Dardanos.

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ENGLISH

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Chatjouli, A., Daskalaki, I. & Kantsa, V. (2017) "Parenthood and Partnerhood in the Context of Assisted Reproduction in Greece". Sociological Research Online, Special Section: Making Parents.

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Strathern, M. (1992). After Nature. English Kinship in the late Twentieth Century. Cambridge University Press: Cambridge

SCIENTIFIC JOURNALS:

GREEK

Ethnology [Ethnologia] http://www.societyforethnology.gr/el/ethnology-journal

Social Research Review [Epitheorisi Koinonikon

Epistimon] https://ejournals.epublishing.ekt.gr/index.php/ekke

Social Sciences [Koinonikes Epistimes]

http://alexandria-publ.gr/product-category/social-sciences/

Contemporary Issues [Sygchrona Themata] http://www.synchronathemata.gr/

ENGLISH

American Anthropologist http://www.americananthropologist.org/

American Ethnologist

http://anthrosource.onlinelibrary.wiley.com/hub/journal/10.1111/(ISSN)1548-1425/

Annual Review of Anthropology http://www.annualreviews.org/journal/anthro

Anthropological Quarterly http://aq.gwu.edu/

Anthropology Today http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1467-8322

Cultural Anthropology https://culanth.org/

Current Anthropology http://www.journals.uchicago.edu/toc/ca/current

Ethnology https://www.jstor.org/journal/ethnology

Journal of Family issues http://journals.sagepub.com/home/jfi

Journal of Family Studies http://www.tandfonline.com/loi/rjfs20

Journal of Family Theory & Review http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1756-2589

Journal of Marriage and Family http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1741-3737

Journal of the Royal Anthropological Institute https://www.therai.org.uk/publications/journal-of-the-royal-anthropological-institute

Family Relations http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1741-3729

International Journal for Family Research and Policy http://ijfrp.journals.yorku.ca/index.php/ijfrp

International Journal of Law, Policy and the Family https://academic.oup.com/lawfam

(K 43 Y) Anthropology of Education

Instructor: Ivi Daskalaki, Assistant Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate Program		
COURSE CODE	K 43 Y	**SEMESTER**	3rd
COURSE TITLE	Anthropology of Education		
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**	
	3	4.5	
COURSE TYPE	Background Knowledge		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	Eclass		

(2) LEARNING OUTCOMES

Learning outcomes
After successful completion of the course, students will be able to: 1) understand the relevant theoretical concepts and methodological approaches developed in the framework of the course 2) relate the afore-mentioned approaches in the study of education and schooling, while placing emphasis on the social subjects' perspectives 3) distinguish the social and cultural dimensions of: i) formal educational processes with an emphasis on the school and ii) alternative processes of learning and reproduction of informal knowledge taking

place outside formal educational contexts

4) become familiar with the analysis of ethnographic examples on education and schooling

General Competences

The course aims to familiarize students with anthropological concepts and methods in the study of educational institutions and learning processes through comparative analysis of ethnographic examples.

(3) SYLLABUS

Drawing on studies of education grounded in ethnographic fieldwork, anthropology's primary methodological tool, the course focuses on "bottom-up" approaches to concepts, relationships, and practices related to education. Emphasis is placed on the school and school praxis, as well as on processes of learning and the production and reproduction of knowledge within diverse sociocultural and historical contexts.

The course offers an overview of key anthropological concepts and methodological approaches to the study of education, drawing on a wide range of ethnographies of the school and classroom, as well as of alternative educational settings. More specifically, it examines the social and cultural dimensions of formal educational processes, with particular attention to schooling and the curriculum, alongside learning processes, linguistic practices, and modes of managing and reproducing knowledge that take place beyond the school context, such as within the family, the community, and other non-school environments.

The course further introduces core methodological tools, premised on sustained participant observation, that have been developed over recent decades in the anthropological study of education. Through the comparative analysis of ethnographic examples from formal, nonformal, and informal educational settings, Anthropology of Education brings to light the complexities, tensions, and contradictions associated with differentiated educational practices among diverse social groups, within broader socio-political frameworks and processes of global transformation. By acknowledging both the significance of institutional structures and policies and the role of everyday, informal practices as crucial fields of social action—even under conditions that substantially constrain agency—anthropological approaches to education foreground the perspectives of social actors themselves, including those of children.

The 13 weekly course units are as follows:

Week 1
Introduction to the academic field of the Anthropology of Education – The significance of ethnographic research in education

Week 2
The historical formation of the field of the Anthropology of Education and its relationship with other fields within the Sciences of Education – Epistemological and methodological approaches to education

Week 3
The theory of anthropological evolutionism, critical anthropological approaches to the concept of culture, and the relationship between culture and education

Week 4
From theories of social reproduction to anthropological constructivism – The emergence of the acting subject and the intersubjective understanding of difference within the context of social interaction

Week 5
Symbolic theory, the interpretive approach, and the social construction of identity

Week 6
National education systems, nationalism, segmentary logic, and the production of sameness and difference

Week 7
Anthropological approaches to learning and knowledge – formal, non-formal, and informal education

Week 8
Anthropology, intercultural communication, and education

Week 9
Epistemological and methodological issues in ethnographic research on education I – Ethnographies of the classroom and the school setting, minorities and education

Week 10
Epistemological and methodological issues in ethnographic research on education II – Ethnographic examples in non-formal and informal educational settings – the concepts of childhood and adolescence

Week 11
Epistemological and methodological issues in ethnographic research on education III – Ethnographic examples in contexts of continuous mobility, migration, and refugee experience

Week 12
Applied anthropology in education

Week 13
Anthropology in education and education in anthropology

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY</td><td>Face to face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td><td>PowerPoint
Digital asynchronous learning platform E-class
Email</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Study/analysis of bibliography</td><td>36</td></tr>
<tr><td>Independent study</td><td>60</td></tr>
<tr><td>Course total</td><td>135</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>Evaluation language: Greek
Assessment methods (weight %):
Written exams (100%)
Evaluation criteria (weight %)
Content (relevance to the subject, precision and completeness of information, theoretical and methodological backing, analytical and synthetic ability-critical thinking) (55%)
Structure (15%)
Written language (appropriate use of terminology, clarity, expression) (15%)
Bibliography (appropriate use based on APA instructions, adequacy of bibliographic references, independent source finding) (15%)</td></tr>
</table>

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RELEVANT SCIENTIFIC JOURNALS:

Anthropology and Education Quarterly. The journal of the Council on Anthropology and Education.

https://www.wiley.com/en-us/Anthropology+%26+Education+Quarterly-p-9780JRNL63504Childhood:

SAGE Journals: http://journals.sagepub.com/home/chd

Journal of Research in Childhood Education: https://www.tandfonline.com/loi/ujrc20

Journal of Childhood Studies: https://journals.uvic.ca/index.php/jcs

Journal of the History of Childhood and Youth: https://www.press.jhu.edu/journals/journal-history-childhood-and-youth

International Journal of Early Childhood: https://link.springer.com/journal/13158

(K 44 E) Sociological and Anthropological Approaches to Childhood

Instructor: Ivi Daskalaki, Assistant Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	K 44 E	SEMESTER	5th
COURSE TITLE	Sociological and Anthropological Approaches to Childhood		
INDEPENDENT TEACHING ACTIVITIES		**WEEKLY TEACHING HOURS**	**CREDITS**
		3	4.5
COURSE TYPE	General background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	Eclass		

(2) LEARNING OUTCOMES

Learning outcomes
After successful completion of the course, students will be able to: 1) Describe the concept of "childhood", recognizing its diversity in time and space 2) Develop key theoretical and methodological approaches in the study of childhood in sociology and social anthropology 3) Identify -through comparative analysis of ethnographic examples- different experiences of childhood 4) Identify childhood as a field of control, intervention and regulation through education, media and technology 5) Ask critical questions associated with rights and standardized childhood patterns 6) Document -through ethnographic examples- social transformations related to childhood.
General Competences

- Understanding and interpretation of key theories and concepts in the field of childhood studies
- Familiarizing with methodological approaches in the study of children and childhood
- Understanding the various factors that co-form social and educational reality.
- Promote free, creative and inductive thinking
- Respect to the differentiation and the multiculturalism
- Autonomous work
- Teamwork
- Working in an international environment
- Working in an interdisciplinary environment
- Develop critical and reflexive thinking

(3) SYLLABUS

The aim of the course is to introduce students to the contemporary issues of the historical, social and cultural construction of childhood. The course includes analysis of childhood theories of socialization and development, whilst attempting a critical evaluation of classical and new sociological theories as well as childhood theories from the perspective of social anthropology. Additionally, the course concentrates on ethnographic examples which demonstrate both different experiences of childhood in different historical and cultural contexts as well as the views of children themselves for their experience of childhood and their meaningful for them relationships.

The 13 weekly courses

Week 1
Introduction to social research on the “child” and “childhood”.

Week 2
The conceptual distinction between “childhood” and the “adult world” in the contemporary Western context.

Week 3
The theory of anthropological evolutionism, the “natural” child and the “social” child.

Week 4
From evolutionary approaches to the “child” and “childhood” to the theory of the historical and social construction of childhood I.
The theory of Philippe Ariès.

Week 5

From evolutionary approaches to the “child” and “childhood” to the theory of the historical and social construction of childhood II.
The child as an acting subject: the New Paradigm in childhood and adolescence research.

Week 6
Critical approaches to the New Paradigm in childhood and adolescence research.

Week 7
Methodological and epistemological issues in field-based ethnographic research with children and adolescents.

Week 8
Childhood and adolescence, upbringing and family: Ethnographic examples from Greece and other parts of the world.

Week 9
Childhood, adolescence, and education: Ethnographic examples from Greece and other parts of the world.

Week 10
Children’s and adolescents’ cultures and identity: Ethnographic examples from Greece and other parts of the world.

Week 11
Childhood and adolescence, consumption, social control, and new technologies: Ethnographic examples from Greece and other parts of the world.

Week 12
Children’s rights: critical approaches to the Convention on the Rights of the Child.

Week 13
Contemporary ethnographic approaches to childhood and adolescence in interdisciplinary contexts.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face
USE OF INFORMATION AND	PowerPoint

<table>
<tr><td>COMMUNICATIONS TECHNOLOGY</td><td>Digital asynchronous learning platform E-class
Email</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Study /analysis of bibliography</td><td>36</td></tr>
<tr><td>Independent study</td><td>60</td></tr>
<tr><td>Course total</td><td>135</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>Evaluation language: Greek

Assessment methods (weight %):

Students may choose between two different modes of assessment:

First:

• Written exams (100%)
Second:

• Written exams (80%) <u>and</u>,
• Supportive project in the form of individual or small team presentation with PowerPoint (20%)
Evaluation criteria of the written exams (weight %)

• Content (relevance to the subject, precision and completeness of information, theoretical and methodological backing, analytical and synthetic ability-critical thinking) (55%)
• Structure (15%)
• Written language (appropriate use of terminology, clarity, expression) (15%)
• Bibliography (appropriate use based on APA instructions, adequacy of bibliographic references, independent source finding) (15%)
Evaluation criteria of the supportive project with presentation (weight %)

• Content (relevance of the subject) (50%)
• Language (appropriate use of terminology, clarity, expression) (25%)
• Use of digital tools (PowerPoint) (15%)
• Bibliography (appropriate use, independent source finding) (10%)</td></tr>
</table>

(5) RECOMMENDED BIBLIOGRAPHY

Greek

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Toren, C. (1993). “Making History: The Significance of Childhood Cognition for a Comparative Anthropology of Mind”. Man, 26, 461-78.

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Zaragas, C. & Pliogou, V. (2018). Human rights and values: introduction, structure and application of a physical education program promoting the concepts of “responsibility, respect” and motor skills performance in six-year-old children. European Journal of Education Studies, 4 (7), 151-172 (ISSN: 2501-1111). Διαθέσιμο στην:

https://oapub.org/edu/index.php/ejes/article/view/1677/4309

RELEVANT SCIENTIFIC JOURNALS:

Childhood: SAGE Journals: http://journals.sagepub.com/home/chd

Journal of Research in Childhood Education: https://www.tandfonline.com/loi/ujrc20

Journal of Childhood Studies: https://journals.uvic.ca/index.php/jcs

Journal of the History of Childhood and Youth: https://www.press.jhu.edu/journals/journal-history-childhood-and-youth

International Journal of Early Childhood: https://link.springer.com/journal/13158

(K 45 E) Professional Development and Mentoring of Teachers

Instructor:

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate Program		
COURSE CODE	**K 45 E**	**SEMESTER**	**8th**
COURSE TITLE	Professional Development and Mentoring of Teachers		
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**	
	3	4.5	
COURSE TYPE	Scientific knowledge		
PREREQUISITE COURSES:	X		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	-		

(2) LEARNING OUTCOMES

Learning outcomes
Οι φοιτητές/τριες μετά την επιτυχή ολοκλήρωση του μαθήματος θα μπορούν να: • distinguish and understand the political-ideological scheme in which concepts related to education, training and guidance of teachers in the context of lifelong education are included, • classify and combine the principles, types and forms of training found in the relevant pedagogical literature, as well as their extensions and connections with the professional development of teachers, • recognize, choose and organize techniques and methods of effective education, training and guidance of teachers, as well as the way they contribute to their personal scientific and professional development

- structure appropriate programs for their training and professional development
- evaluate the usefulness and necessity of specific principles, institutions and teacher training and guidance agencies and support their positions for the above.

General Competences

• Basic knowledge in the scientific field
• Cultivating critical thinking and attitude

(3) SYLLABUS

The aim of the course is to study the issue of teacher education in relation to mentoring and training, in its historical course up to today in our country, to analyze the concept, forms and purposes of training and to present the institutions that are primarily responsible for the training of teachers today and, by extension, offer opportunities for their professional development.

The course content is structured as follows:

- Teacher training in Greece today

- The training of teachers internationally

- The training of teachers: forms and institutions of training, models and modern (alternative) forms of training, types of training programs

- Professional development of the teacher

- Mentoring

The 13 weekly sections of the course are organized as follows:

1. Introduction to Teacher Education, Professional Development, and Mentoring

- Key concepts: teacher education, training, professional development, and mentoring
- Historical evolution of teacher preparation
- The changing role of teachers in contemporary societies
- Professionalization of teaching
- Lifelong learning and teacher career development
- Course themes and expectations

2. The Historical Development of Teacher Education in Greece

- The evolution of teacher education from the nineteenth century to the present
- Teacher training institutions in modern Greece
- Educational reforms and teacher preparation

- Initial teacher education and certification
- Challenges and debates in Greek teacher education
- Contemporary policy developments

3. International Perspectives on Teacher Education

- Comparative approaches to teacher education
- Teacher preparation in Europe
- Teacher education in North America, Asia, and other regions
- International standards and competencies
- Global trends in teacher education
- Lessons from international experience

4. Theoretical Foundations of Teacher Learning and Professional Growth

- Adult learning theories
- Reflective practice and professional inquiry
- Experiential learning and situated learning
- Communities of practice
- Teacher identity and professional agency
- Professional learning across the career span

5. Forms and Models of Teacher Training

- Pre-service and in-service teacher education
- Formal, non-formal, and informal learning
- Centralized and school-based training models
- Traditional and contemporary approaches to teacher learning
- Strengths and limitations of different models
- Emerging trends in teacher training

6. Institutions and Organizations Supporting Teacher Development

- National institutions responsible for teacher education
- Universities and teacher education programs
- Professional development centers and networks
- Educational authorities and policy agencies
- International organizations and teacher learning initiatives

- Partnerships between schools and higher education institutions

7. Professional Development Across the Teaching Career

- Career stages in teaching
- Induction and early-career support
- Continuing professional development (CPD)
- Leadership development for teachers
- Professional standards and competencies
- Building a culture of lifelong professional learning

8. Contemporary Approaches to Professional Development

- Collaborative professional learning
- Action research and practitioner inquiry
- Lesson study and peer observation
- Professional learning communities
- Coaching and peer support
- Evidence-informed professional development

9. Mentoring in Teacher Education and Professional Development

- Definitions and purposes of mentoring
- Historical development of mentoring in education
- Mentoring as professional support
- Mentoring and teacher induction
- Benefits and challenges of mentoring
- Mentoring within professional learning systems

10. Roles, Responsibilities, and Competencies of Mentors

- The mentor as guide, coach, and critical friend
- Mentoring skills and communication strategies
- Building professional relationships
- Observation and feedback techniques
- Ethical dimensions of mentoring
- Mentor preparation and development

11. Designing and Implementing Mentoring Programs

- Models of mentoring programs
- Planning and organization of mentoring initiatives
- Matching mentors and mentees
- Monitoring and evaluating mentoring processes
- Institutional support for mentoring
- Factors influencing program effectiveness

12. Professional Development, Innovation, and Educational Change

- Teachers as agents of change
- Innovation in teaching and learning
- Professional development and school improvement
- Educational reform and teacher learning
- Digital technologies in professional development
- Challenges of change in educational settings

13. Contemporary Challenges and Future Directions in Teacher Professional Development and Mentoring

- Teacher well-being and professional resilience
- Diversity, inclusion, and equity in teacher development
- Digital mentoring and online professional learning
- International trends in mentoring and professional development
- Policy challenges and future priorities
- Reflecting on professional growth and lifelong learning as educators

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY</td><td>Face to face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td><td>PowerPoint
Eclass
Email</td></tr>
<tr><td>TEACHING METHODS</td><td><table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td>Lectures</td><td>39</td></tr><tr><td>Study/analysis of bibliography</td><td>31</td></tr></table></td></tr>
</table>

	Project	20
	Personal study	45
	Course total	**135**
STUDENT PERFORMANCE EVALUATION	**Language of evaluation procedure**: Greek **Methods of evaluation** (%): Students can choose between two evaluation methods: ● Written examination (100%) ● Written work / individual or group work of up to three people (80%) with an optional 15' public presentation and use of PowerPoint (20%) ***Specifically-defined criteria for written examination***: • Critical thinking (50%) • Content (30%) • Structure (10%) • Language (10%) ***Specifically-defined criteria for the project***: • Critical thinking (50%) • Content (20%) • Structure (20%) • Language (10%)	

(5) ATTACHED BIBLIOGRAPHY [In Greek]

Suggested bibliography:

Βιβλιογραφία στα ελληνικά

Βεργίδης, Δ. (2012). Η επιμόρφωση των εκπαιδευτικών στην Ελλάδα ως διάσταση της εκπαιδευτικής πολιτικής. Επιστήμη και Κοινωνία: Επιθεώρηση Πολιτικής και Ηθικής Θεωρίας, 29, 97-126.

Μπαγάκης, Γ. (2005). Επιμόρφωση και επαγγελματική ανάπτυξη του εκπαιδευτικού. Αθήνα: Μεταίχμιο.

Χατζηδήμου, Δ. & Στραβάκου, Π. (2005). Τα ΠΕΚ ως φορείς θεσμοθετημένης επιμόρφωσης και η συμβολή τους στην διδακτική πράξη: Το παράδειγμα του 1ου ΠΕΚ Θεσσαλονίκης (2η έκδ.). Θεσσαλονίκη: Εκδ. Οίκος Αδελφών Κυριακίδη.

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Schön, D. A. (1983). The reflective practitioner: How professionals think in action. Basic Books.
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Wenger, E. (1998). Communities of practice: Learning, meaning, and identity. Cambridge University Press.
Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.

Pedagogics - Didactics (Δ)

(Δ 01 Y) Introduction to Education Sciences

Instructor: Efthymia Penderi, Associate Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	**Δ 01 Y**	**SEMESTER**	**1st**
COURSE TITLE	Introduction to Education Sciences		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	4.5

COURSE TYPE	Scientific knowledge
PREREQUISITE COURSES:	X
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: 1) identify the content of the science of education, methods and concepts. 2) place science education in relation to modern educational reality 3) distinguish the reasoning of the sciences of education from the reason of other forms of knowledge 4) plan (on paper) small research projects belonging to the field of education sciences
General Competences
• Understanding and interpreting scientific theories and concepts from the field of educational sciences. • Transfer of scientific concepts to pre-school children. • Use of concepts and methods in research projects on paper. • Autonomous work

(3) SYLLABUS

The purpose of the course is to introduce students to the content, objectives and multidisciplinary nature of education. The lived experiences of the students are utilized and the aim is to form a common frame of reference through examples, study of articles and discussions on what learning means, what are the processes by which children learn, how an educational situation is formed and develops, what is practical application and scientific process. Understanding the scientific basis of educational work in the light of the subject of Educational Sciences, which forms the framework of the educational process, is an important starting point for students to understand the subject of their studies and to create connections with the courses of the Curriculum. At the same time, through examples from practice and the connection with the Curriculum of preschool education and the Kindergarten Teacher's Guide, the opportunity is given to understand educational events and educational situations and to create a dialectical and critical narrative between the objects of education and their scientific basis. The epistemology, evolution and usefulness of the sciences of education in educational practice are highlighted.

The 13 weekly sections are organized as follows:

1. Fundamental meanings of education, concepts, roles and factors

2. The genesis of the term "Sciences of Education" and the transition from Pedagogy to Sciences of Education. The course of Pedagogical Thought.

-3. The role of the teacher

4. Basic issues raised by the Philosophy of Education

-5. The content of learning

6. Educational policy and

-7. Educational leadership

-8. Comparative education

-9. Sociological approaches to education

-10. Classroom processes

-11. Psychology and education

-12. Research in education

-13. Critical discussion and positioning

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY</td><td>Face-to-face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td><td>PowerPoint
Email</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Written essay</td><td>48</td></tr>
<tr><td>Independent study</td><td>48</td></tr>
<tr><td>Course total</td><td>135</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>Language of evaluation: Greek
Methods of evaluation:
• • Compulsory written examination (70%)
• • Optional written work (20%)
• • Optional public presentation (10%)
Evaluation criteria
▪ Content: (50%)
▪ Structure: (20%)
▪ Critical thinking: (10%)
▪ Language: (10%)
▪ Bibliography: (10%)</td></tr>
</table>

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Bartlett, S. (2019). *Εισαγωγή στις Επιστήμες της Εκπαίδευσης*. GUTENBERG.

Bray, M. (2017). Schooling and its supplements: Changing global patterns and implications for comparative education. *Comperative Education Review, 61*(3), 469-491.

Hayden, M.J. (2012). What Do Philosophers of Education Do? An Empirical Study of Philosophy of Education Journals. *Studies in Philosophie and Education, 31*, 1–27.

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Hoftetter R., & Schneuwly B., (2004) (επιμ.). *Εισαγωγή στις επιστήμες της εκπαίδευσης*. Μεταίχμιο.

Zhou, J. (2020). A Critical Discussion of Vygotsky and Bruner's theory and their contribution to understanding of the way students learn. *Review of Educational Theory, 3*(4), 82-87.

Καλεράντε, Ε. (2014). Η εκπαιδευτική πολιτική των συγχωνεύσεων ή καταργήσεων νηπιαγωγείων και οι συνέπειες της στην οργάνωση της εκπαίδευσης των νηπίων: Οικονομική, ορθολογική διευθέτηση σε μια μη ουμανιστική εκπαιδευτική πολιτική. *Ερευνώντας τον Κόσμο του Παιδιού, 13*, 144–152

Lapostolle G. & Mabilon-Bonfils B., (2010). *Fiches de Sciences de l'Éducation*.Ellipses.

Marialet, G. (2008). *Επιστήμες της εκπαίδευσης. Η διαμόρφωση και η εξέλιξη ενός επιστημονικού πεδίου* (Καρκατσάνη, Δ. Μετάφραση). Μεταίχμιο.

Moore, R. & Young, M. (2001). Knowledge and the Curriculum in the Sociology of Education: Towards a reconceptualization. *British Journal of Sociology of Education, 22*(4), 445-461.

Νιέτος, Η., Κουστέλιος, Α., & Ζουρνατζή, Ε. (2018). Συναισθηματική νοημοσύνη και επαγγελματική εξουθένωση εκπαιδευτικών. *Το Βήμα των Κοινωνικών Επιστημών, 17*(69), 28-58.

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Πυργιωτάκης, Ι. (2011). Εισαγωγή στην Παιδαγωγική Επιστήμη. Πεδίο.

Τσάφος, Β. & Ανδρούσου, Α. (2020). Επιστήμες της Εκπαίδευσης. Ένα δυναμικό διεπιστημονικό πεδίο. Δαρδάνος.

(Δ 02 Y) Current Educational Directions

Instructors: Demetra Evangelou, Professor

COURSE OUTLINE

(1) IN GENERAL

School	School of Education Sciences		
Department	Department of Education Sciences in Early Childhood		
Level of Course	Undergraduate – 1st Cycle of studies		
Course Code	Δ 02 Y	**Semester**	5th
Course Title	Current Educational Directions		
Hours of Teaching per week	3	**Number of Credits allocated**	4.5
Type of Course	Scientific Knowledge		
Prerequisites	No		
Language of Instruction and Assessment	Greek		
The course is available for ERASMUS Students	No		
Course Website (URL)			

(2) LEARNING OUTCOMES

Learning Outcomes

-Upon the successful completion of the course, the students will be able to:

1. Describe the key features of the current educational directions and compare them to the characteristics of the traditional pedagogical approaches in preschool education.
2. Analyze; synthesize the factors that led to the formation of the modern alternative trends in the postmodern era and come up with conclusions.
3. Identify the purposes and objectives of the alternative programs in formal and informal educational settings.
4. Plan alternative programs appropriate for preschool children by involving their parents and provide documentation of their plans.
5. Identify criteria, evaluate the modern alternative programs and provide documentation of their judgments.

General Skills

Understanding and interpretation of the scientific theories and concepts from the field of the Science of Education
Transfer of scientific meanings in preschool teaching classes.
Understanding of the various factors that co-shape the social and educational reality.
General:
Teamwork
Working in an international environment

Working in a multidisciplinary environment Critical debates and self-criticism

(3) COURSE CONTENTS

- Pedagogical approaches and forms of education from the early 20th century.
- From Intellectualism of traditional pedagogy to the pedagogical reforms and Democratic School. The basic parameters of education: the ideals, the objectives and the goals of education, the role of the student in the learning process, the role of the educator, the role of education in society.
- The changing of the role of the school in postmodern society. New functions of the school. Autonomous learning and self-organizing of the school. The educator in the new learning environments.
- Education in the postmodern era. Postmodernism and education. Critique on the Modern. Counter-Education.
- Child-centered dimension of education. Experiential Communicative Teaching Examples. Classic and new theoretical pedagogical approaches and Reform Movements. Democratic School.
- The basic components of visions, convergence and divergence points. Education and discipline in classical and new pedagogical approaches. Their Critique.
- Alternative education. Alternative education and alternative programs.
- Open School. Theoretical views and Examples.
- A School that is open to society. Examples. Waldorf School. Anti-authoritarian education. Summerhill -Free School.
- The Reggio Emilia Pedagogical approach. Theory and features.

(4) TEACHING AND LEARNING METHODS- ASSESSMENT

Method of Teaching	Actual Presence	
Use of Information and communication Technologies	PowerPoint Electronic Platform of asynchronous education e-class, Email	
Teaching Organization	**Activity**	**Semester Workload (in hours)**
	Lectures	39
	Writing of Project(-s)	96
	Course Total	**135**

Assessment of Students	**Language of assessment:** Greek **Methods of assessment** • Mandatory Written Examination (70%) • Elective written project (20%) • Elective project presentation (10%) **Project assessment criteria** (weighting coefficient %) • Contents (50%) • Structure (20%) • Critical thinking (10%)

	• Language (10%) • Literature (10%)

(5) RECOMMENDED READING

1. Beane, J. & Apple. M. The case study of democratic schools (translation in greek G. Kalimeridis) Virtual School, The sciences of Education Online, Volume 3, Issue 2, 2003. http://www.auth.gr/virtualschool/3.2/Praxis/BeaneApple.html
2. Biber B., *The approach of the Bank Street School of Education in preschool education,* Athens, Odysseas, 1996
3. Vidali A., *Modernism, education and preschool age*, Athens, Kastaniotis, 2000
4. Bertrand Y., *Modern Pedagogical Theories*, Athens, Ellinika Grammata, 1999
5. Bredekamp S., Copple C., *Innovations in preschool education: practices that promote development in preschool programs,* Athens, Ellinika Grammata, 1998
6. Grollios, G.- Krantaidou, R.- Korompokis, D.- Kotinis, Ch.- Liampas, T. *Literacy and awareness. A pedagogical approach based on the theory of Paulo Freire.* Athens: Metaixmio, 2003
7. Edwards C., Gandini G., Forman G., (editing), *Reggio Emilia. The thousand languages of preschool children,* Athens, Patakis, 2001
8. Friedrich H., *Communication in Kindergarten. Children as an audience and as speakers,* Athens, Typothito- Dardanos, 2000
9. Goehlich M., Child-centered dimension in learning. Open school- Alternative school-School of society- School of Reggio, Athens, Typothito- G.Dardanos, 2003
10. Helm H J., Katz L., *The project method and preschool education. Little explorers,*Athens, Metaixmio, 2002.
11. Illich I D., *A society without schools*, Athens, Nefeli, 1976
12. Kosszvaki, F., *The role of the educator in the post-modern school: expectations, prospects, limits,* Gutenberg, 2003
13. Moumoulidou M., *Pedagogic of the project planning in preschool education. Theoretical framework and practice,* Athens, Typothito-Dardanos, 2006
14. Neal A S., *Summerhill. The free school.* Athens, Kastaniotis, 1978
15. Ntoliopoulou E., *Modern trends in Preschool Education,* Athens, Typothito-G. Dadranos, 2001
16. Ntoliopoulou E., *Modern Programs for Preschool Aged Children,* Athens, Typothito-G. Dardanos, 2000.
17. *Summerhill. Pros And Cons,* Athens, Mpoukoumanis, 1975

(Δ 04 Y) Innovative Approaches to Assessment in Early Childhood Education and Social Processes

Instructor: Efthymia Penderi, Associate Professor

COURSE OUTLINE

(1) IN GENERAL

School	School of Education Sciences		
Department	Department of Education Sciences in Early Childhood		
Level of Course	Undergraduate – 1st Cycle of studies		
Course Code	Δ 04 Y	**Semester**	3rd, 4th
Course Title	Innovative Approaches to Assessment in Early Childhood Education and Social Processes		
Hours of Teaching per week	3	**Number of Credits allocated**	4.5
Type of Course	Scientific Knowledge		
Prerequisites	No		
Language of Instruction and Assessment	Greek		
The course is available for ERASMUS Students	No		
Course Website (URL)			

(2) LEARNING OUTCOMES

Learning Outcomes
Upon the successful completion of the course, the students will be able to: 1. Identify and explain the basic characteristics of an assessment process 2. Distinguish, interpret and specify the object, purpose and criteria of an assessment process based on which to design and implement assessment procedures and strategies in the classroom 3. Implement self-assessment and peer-assessment strategies in the classroom 4. Plan and implement an assessment of the educational process 5. Plan the procedures and carry out an internal assessment of the kindergarten in collaboration with parents and other social actors 6. Post-evaluate an assessment process

General Skills
Planning, implementation and assessment/self-assessment of innovative educational programs in official and alternative places of learning. Kindergarten management and operating assessment methods. Planning and organization of programs for the internal evaluation of educational units. Research, analysis and combination of data and information, with the use of the necessary

technology.
Decision making
Teamwork
Working in an international environment
Promotion of new research ideas.
Project planning and management

(3) COURSE CONTENTS

Conceptual approach and discriminatory terms of evaluation and of assessment. The evaluation of education in Greece and the doubts that are being expressed nowadays. Positive and negative attitudes. Theoretical schemes and assessment forms. Diagnostic, formative, Summative assessment. The characteristics of the assessment process, objects, goals, methods and criteria of assessment. The assessment of the educational process and the self-assessment of the educator. The assessment **of** learning, assessment **as** learning and assessment **for** learning. Evaluation of pre-school education. Assessment in kindergarten classes. Formal and informal forms of assessment in kindergarten- strategies and practices. Descriptive assessment. The portfolio. The evaluation of the education institution/kindergarten. Internal evaluation, self-assessment of the schools in Greece and abroad. Internal evaluation models.

The 13 weekly sections are organized as follows:

1. Assessment as a concept and connection to education

2. Types of assessment

3. Developmentally appropriate practices for assessment

4. Quality in education and readiness issues

5. Pedagogical Documentation

6. Assessment for learning and as learning

7. Roles in assessment and social processes

8. Assessment and instructional design

9. Applications through exercises and examples

10. Observation as an assessment method

11. The Individual Progress File (conventional and digital)

12. The Lesson Study 13. Reflection and feedback

(4) TEACHING AND LEARNING METHODS- ASSESSMENT

Method of Teaching	Actual Presence	
Use of Information and communication Technologies	PowerPoint Electronic Platform of asynchronous education eclass, Email	
Teaching Organization	Activity	Semester Workload (in hours)
	Lectures	39
	Writing of Project(-s)	96
	Course Total	**135**

Assessment of Students	**Language of assessment:** Greek **Methods of assessment** Mandatory written examination (70%) Elective written project (20%) Elective project presentation (10%) **Project assessment criteria** (weighting coefficient %) Contents (50%) Structure (20%) Critical thinking (10%) Language (10%) Literature (10%)

(5) RECOMMENDED READING

GREEK BIBLIOGRAPHY

Bonniol J., Via M.: *Τα μοντέλα της αξιολόγησης*, Αθήνα, Μεταίχμιο, 2007

Δημητρόπουλος, Ε. (2002). Η αξιολόγηση του εκπαιδευτικού και του εκπαιδευτικού έργου. Γρηγόρη.

Mac Beath J. (2001). *Η Αυτοαξιολόγηση στο Σχολείο, Ουτοπία και Πράξη*, Επιμέλεια – Μετάφραση: Δούκας Χ., Πολυμεροπούλου Ζ. Ελληνικά Γράμματα.

Mac Beath J. (2001). Το Σχολείο που μαθαίνει. Στο Γ. Μπαγάκης (Επιμ.), *Αξιολόγηση εκπαιδευτικών προγραμμάτων και σχολείου*. Μεταίχμιο,.

Μπαγάκης, Γ. (2001) (Επιμ.), *Αξιολόγηση εκπαιδευτικών προγραμμάτων και σχολείου*. Μεταίχμιο.

Ντολιοπούλου Ε. & Γουργιώτου Ε. (2008). *Η αξιολόγηση στην εκπαίδευση με έμφαση στη προσχολική*. Gutenberg.

Πεντέρη, Ε., Χλαπάνα, Ε., Μέλλιου, Κ., Φιλιππίδη, Α., & Μαρινάτου, Θ. (2022α). *Πρόγραμμα Σπουδών Για την Προσχολική Εκπαίδευση – Διευρυμένη Εκδοχή* (2η Έκδοση, 2022 ΙΕΠ). Στο πλαίσιο της Πράξης «Αναβάθμιση των Προγραμμάτων Σπουδών και Δημιουργία Εκπαιδευτικού Υλικού Πρωτοβάθμιας και Δευτεροβάθμιας Εκπαίδευσης» του ΙΕΠ με MIS 5035542

Πεντέρη, Ε., Χλαπάνα, Ε., Μέλλιου, Κ., Φιλιππίδη, Α., & Μαρινάτου, Θ. (2022β). *Οδηγός νηπιαγωγού* -

Υποστηρικτικό υλικό. Πυξίδα: Θεωρητικό και Μεθοδολογικό Πλαίσιο-Πρακτικές Εφαρμογές και Διδακτικοί Σχεδιασμοί. Στο πλαίσιο της Πράξης «Αναβάθμιση των Προγραμμάτων Σπουδών και Δημιουργία Εκπαιδευτικού Υλικού Πρωτοβάθμιας και Δευτεροβάθμιας Εκπαίδευσης» του ΙΕΠ με MIS 5035542

Ρεκαλίδου, Γ. (2011). *Αξιολόγηση της μάθησης ή Αξιολόγηση για τη μάθηση*; Πεδίο.

Ρεκαλίδου, Γ. 2016. *Η Αξιολόγηση στην Τάξη του Νηπιαγωγείου. Τι Γιατί και πώς*; Gutenberg.

Ρεκαλίδου, Γ., & Πεντέρη, Ε. (2010). Η αξιολόγηση των νηπιαγωγών: «Το ήθος είναι καλή, συνετή, ηθική και σοβαρά…». Ερμηνεία έργων και λόγων του παρελθόντος μέσα από σύγχρονες θεωρήσεις και διαμόρφωση προτάσεων για τη σημερινή πραγματικότητα. *Επιστημονικό Βήμα του Δασκάλου, 12*, 15-36

Ρεκαλίδου, Γ. & Πεντέρη, Ε. (2016). Απόψεις νηπιαγωγών για τη μέθοδο αξιολόγησης με βάση το portfolio. *Επιστημονικό Βήμα του Δασκάλου*, 21, 147-171.

BIBLIOGRAPHY IN ENGLISH:

Black, P., & Wiliam, D. (2006). Developing a theory of formative assessment. In J. Gardner (Ed.), Assessment and learning (pp. 81–100). Sage.

Chappuis, J. (2009). *Seven strategies of assessment for learning*. Educational Testing Service.

DeLuca, C., Pyle, A., Braund, H., & Faith, L. (2020). Leveraging assessment to promote kindergarten learners' independence and self-regulation within play-based classrooms. *Assessment in Education: Principles, Policy & Practice, 27*(4), 394-415.

Knauf, H. (2022). *Pedagogical Documentation in Early Childhood Education. Process-Oriented Procedures for Documenting Education and Development*. Springer

Pyle, A., & DeLuca, C. (2013). Assessment in the Kindergarten Classroom: An Empirical Study of Teachers' Assessment Approaches. *Early Childhood Education Journal, 41*, 373–380.

Rekalidou, G. & Penderi, E. (2010). A collaborative action research project in the kindergarten: Perspectives and challenges for teacher development through internal evaluation processes. *New Horizons in Education, 58*, 18-33.

Stiggins, R., Arter, J., Chappuis, J., & Chappuis, S. (2006). *Classroom assessment for student learning—Doing it right, using it well*. Educational Testing Service.

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

Instructor: Maria (Maretta) Sidiropoulou, Associate Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Δ 06 Y	**SEMESTER**	**3rd**
COURSE TITLE	Contemporary Didactics: Basic Notions and Application Proposals		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	4.5

COURSE TYPE	Scientific Knowledge
PREREQUISITE COURSES:	x
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students 1) will be able to describe and critically analyze teaching situations 2) they will have the opportunity to reflect on flexible learning environments and modern pedagogical approaches 3) they will enrich their scientific knowledge of educational design and will be provided with suggestions for application in the classroom and in other teaching contexts
General Competences
• Adaptation to new situations • Decision making • Autonomous work • Team work, cooperation • Project planning and management • Criticism and self-criticism • Respect for diversity and multiculturalism, sensitivity to gender issues • Search, analysis and synthesis of data and information, also using new technologies.

(3) SYLLABUS

1. The art of teaching and the science of education – Basic concepts and definition of Didactics.

2. Foundations of modern Didactics – Vygotsky, Bruner, Piaget

3. Teacher-centered/student-centered approaches – Main differences, applications, examples.

4. Teaching Models – Didactic, Authentic and Transformative education.

5. Learning environments – Design and positive teacher-student relationships.

6. Space as a pedagogical field – School and preschool environments.

7. Psychoanalytic approaches – Learning as pleasure.

8. Innovation and creativity – Ways of encouragement and forms of creativity.

9. The changing role of teachers and students in the teaching and learning environment of the 21st century. The teacher as a designer of learning experiences, use of technologies, multicultural contexts, extended learning

10. The educator as a researcher – Reflection and alternative teaching approaches.

11. Inclusive approaches – Teamwork, differentiation, interculturality, giftedness.

12. Inquiry/interdisciplinary methods – Project, Interdisciplinary, Pedagogical Dialogue, P4C, Exploitation of error.

13. Technology and learning – New technologies, distance learning, child-centered AI.

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY</td><td>Face-to-face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td><td>PowerPoint
Email</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Written essay</td><td>41</td></tr>
<tr><td>Independent study</td><td>55</td></tr>
<tr><td>Course total</td><td>135</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>Language of evaluation: Greek
Methods of evaluation:
• Written exam (70%)</td></tr>
</table>

	• Work with public interactive short style presentation (20%) • Active participation in the course (10%) **Evaluation criteria** ▪ Content: (50%) ▪ Structure: (20%) ▪ Critical thinking: (10%) ▪ Language: (10%) ▪ Presentation time: (10%)

(5) ATTACHED BIBLIOGRAPHY [in Greek]

Suggested Bibliography:

Anne C. Frenzel, Lia Daniels & Irena Burić (2021) Teacher emotions in the classroom and their implications for students, Educational Psychologist, 56:4, 250-264.

Aubrey K. & Riley A. (2020). Κατανοώντας και αξιοποιώντας παιδαγωγικά προκλητικές θεωρίες, Θεσσαλονίκη : Τζιόλας.

Clayton R. Cook, Susanna Coco, Yanchen Zhang, Aria E. Fiat, Mylien T. Duong, Tyler L. Renshaw, Anna C. Long & Sophia Frank | Tim Curby (2018) Cultivating Positive Teacher–Student Relationships: Preliminary Evaluation of the Establish–Maintain–Restore (EMR) Method, School Psychology Review, 47:3, 226-243.

Freire P. (2006). Δέκα επιστολές προς εκείνους που τολμούν να διδάσκουν. Αθήνα: Εκδόσεις Επίκεντρο.

Kalantzis M., Cope B., (2012). *Νέα Μάθηση. Βασικές αρχές για την επιστήμη της εκπαίδευσης.* Αθήνα: Κριτική.

Κοψιδά – Βρεττού, Π. (2018). *Το παιδί και η φύση του: Προς μια ποιητική παιδαγωγική*. Αθήνα: Εκδόσεις Γρηγόρη

Luckin R., Cukurova M., Kent C, du Boulay B., 2022. Empowering educators to be AI-ready, *Computers and Education: Artificial Intelligence 3 (*2022) 100076

Μαρτίδου Ρ. (2016). *Σύγχρονες διδακτικές προσεγγίσεις στην προσχολική και πρωτοσχολική εκπαίδευση*. Θεσσαλονίκη: Δίσιγμα.

Ματσαγγούρας Η. (2003). *Η σχολική τάξη. Θεωρία και πράξη της διδασκαλίας: Χώρος, ομάδα, πειθαρχία, μέθοδος.* Αθήνα: Εκδόσεις Γρηγόρη

Ματσαγγούρας Η. (2005). *Θεωρία της διδασκαλίας. Η προσωπική θεωρία ως πλαίσιο στοχαστικο-*

κριτικής ανάλυσης, Αθήνα: Gutenberg.

Μουμουλίδου, Μ. (2006). *Η Παιδαγωγική Του Σχεδίου Εργασίας Στην Προσχολική Εκπαίδευση. Θεωρητικό πλαίσιο και πράξη.* Αθήνα: Gutenberg.

Μουμουλίδου, Μ. (2015). *Πρακτικές διδασκαλίας-μάθησης στο νηπιαγωγείο*. Αθήνα: Gutenberg

Παντελιάδου, Σ. & Φιλιππάτου, Δ. (2013). Διαφοροποιημένη διδασκαλία. Θεωρητικές προσεγγίσεις και εκπαιδευτικές πρακτικές. Αθήνα: Πεδίο.

Paulmann, S., & Weinstein, N. (2023). Teachers' motivational prosody: A pre-registered experimental test of children's reactions to tone of voice used by teachers. *British Journal of Educational Psychology*, 93, 437– 452. https://doi.org/10.1111/bjep.12567

Recalcati M. (2020). *Η ώρα του μαθήματος.* Μτφ. Πλεύρη Α, Βεσσαλά Γ., Αθήνα: Κέλευθος

Robinson K. (2011). *Άλλη λογική, Για μια επανάσταση δημιουργικότητας.* Μτφ. Αργυριάδης Β., Αθήνα: Εν πλω.

Σοφού Ε. (2022) *Η Ενεργητική Ακρόαση των Μικρών Παιδιών. Διερευνώντας τον ρόλο και τη σημασία της στην προσχολική εκπαίδευση.* Αθήνα, Δαρδανός.

Stasey, S., (2020). *Αναδυόμενο πρόγραμμα και Παιδαγωγική τεκμηρίωση.* Ευαγγέλου, Δ. (Επιμ.). Αθήνα: Gutenberg

Σφυρόερα Μ., (2007). *Το λάθος ως εργαλείο μάθησης και διδασκαλίας*, Πανεπιστήμιο Αθηνών, Πρόγραμμα Εκπαίδευσης Μουσουλμανοπαίδων, Σειρά: Κλειδιά και Αντικλείδια, Αθήνα: ΥΠΕΠΘ.

Σφυρόερα Μ., (2007). *Διαθεματική προσέγγιση της γνώσης.* Πανεπιστήμιο Αθηνών, Πρόγραμμα Εκπαίδευσης Μουσουλμανοπαίδων, Σειρά: Κλειδιά και Αντικλείδια, Αθήνα: ΥΠΕΠΘ.

Tuomi, I. (2018). The Impact of Artificial Intelligence on Learning, Teaching, and Education. *Policies for the future,* Eds. Cabrera, M., Vuorikari, R & Punie, Y., Luxembourg: Publications Office of the European Union.

(Δ 12 Y) Greek Language Teaching

Instructor: Lydia Mitits, Assistant Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Δ 12 Y	**SEMESTER**	4th
COURSE TITLE	Greek language teaching		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	4.5

COURSE TYPE	Scientific knowledge
PREREQUISITE COURSES:	x
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes

After completing the course, students will be able to:
1) recognize main concepts and terms within the field of language teaching,
2) exploit these concepts and terms in teaching the Greek language,
3) design and implement teaching activities cultivating students' communicative competence and literacy skills,
4) recognize and critically approach widely accepted stereotypes and prejudices concerning linguistic inequality and students' academic failure.

General Competences

- Understanding and interpretation of scientific theories and concepts related to the field of education
- Application of scientific concepts to the field of preschool education
- Awareness of various factors that contribute to the social and educational reality
- Application of educational practices and methods focused on all-around child development
- Design, application and evaluation/self-evaluation of innovative educational syllabi in formal and alternative education
- Respect of diversity and multiculturalism

- Search for, analysis and synthesis of data and information, with the use of the necessary technology

(3) SYLLABUS

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 types 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.

Sections of the course:

1. Introduction to language teaching
2. Approaches to language teaching
3. Syllabi and language teaching
4. Lesson design
5. Language skills
6. Language learning strategies
7. Introduction to literacies
8. Basic principles and models of literacies
9. Literacy in preschool
10. Error analysis in language teaching
11. Teaching Greek as L2/FL
12. Teaching Greek as a heritage language
13. Presentations of projects

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint Eclass Email	
TEACHING METHODS	***Activity***	***Semester***

		workload
	Lectures	39
	Study and analysis of bibliography	35
	Personal study	61
	Course total	***135***
STUDENT PERFORMANCE EVALUATION	**Language of evaluation**: *Greek* **Methods of evaluation**: Students can choose between two methods of evaluation: First: • Short-answer questions (100%) Second: • Short-answer questions (80%) • Oral presentation of bibliography in class (20%) **Evaluation criteria** ▪ **Content**: accurate and comprehensive answers, accurate use of terminology, relevance to the topic (60%) ▪ **Critical thinking** – Evaluation: topic comprehension, adequate empirical support, effective argumentation, synthetic or analytical approach (40%)	

(5) SUGGESTED BIBLIOGRAPHY

Archakis, A. & Tsakona, V. 2011. *Identities, Narratives, and Language Education*. Athens: Patakis.

Archakis, A. 2011. *Language Teaching and Text Constitution*, 2nd edition. Athens: Patakis.

Baynham, M. 2002. *Literacy Practices*. Trans. M. Arapopoulou. Athens: Metaichmio.

Charalampopoulos, A. (ed.) 2006. *Literacy, Society and Education*. Thessaloniki: Center for the Greek Language.

Cook-Gumperz, J. (ed.) 2008. *The Social Construction of Literacy*. Ed. T. Kostouli. Trans. E. Kotsyfou. Thessaloniki: Epikentro.

Egan-Robertson, A. & Bloome, B. 2003. *Students as Researchers of Culture and Language in Their Own Communities*. Trans. M. Karali. Athens: Metaichmio.

Pappas, C. C. & Barro Zecker, L. (ed.) 2006. *Transforming Literacy Curriculum Genres*. Ed. T. Kostouli. Trans. G. Kourmentala. Thessaloniki: Epikentro.

Tsakona, V. 2013. *The Sociolinguistics of Humor: Theory, Functions, and Teaching*. Athens: Grigoris Publications.

- Related academic journals:

Glossologia (http://glossologia.phil.uoa.gr/node/36)
Journal of Applied Linguistics (http://www.enl.auth.gr/gala/jal_volumes.asp)
Studies in Greek Linguistics (http://ins.web.auth.gr/index.php?lang=el&Itemid=176)

(Δ 13 E) Health Education in Early Childhood

Instructor: Vasiliki Brouskeli, Associate Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Δ 13 E	**SEMESTER**	7th
COURSE TITLE	Health Education in Early Childhood		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5

COURSE TYPE	Scientific knowledge
PREREQUISITE COURSES:	X
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
The students, after the successful integration they will be able to: • Know the applied health education programs in early childhood, • Be familiar with the relevant needed methodological approaches.
General Competences
• Understanding and interpretation of the scientific theories and concepts in Health Psychology as well as applying them in specific education places, • Using of the scientific concepts in places of preschool education, • Applying of good practices and methodologies targeting in the holistic child development.

(3) SYLLABUS

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.

The 13 modules in detail:

1. Introductory topics related to health and health promotion

2. Objectives and basic principles for the implementation of Health Education

3. Social and emotional development of children I

4. Social and emotional development of children II

5. Recognizing, expressing, and managing emotions

6. Developing emotion management skills

7. Self-awareness: dimensions and developmental process

8. Developing communication skills

9. Conflict resolution: resolution process and conflict resolution in education

10. Development of conflict resolution skills

11. Healthy intergender relationships

12. Addictions and skills to be developed to avoid future addictions

13. Nutrition, physical exercise, and hygiene programs. Protection from accidents and natural disasters.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint E-class, Email
TEACHING METHODS	

Activity	*Semester workload*
Lectures	39
Study and analysis of bibliography	30
Essay writing	25

	Personal study	41
	Course total	**135**
STUDENT PERFORMANCE EVALUATION	Language of evaluation: Greek Methods of evaluation (percentage %): short-answer questions (100%) Criterion of Evaluation (percentage %): • Content: answers' accuracy and completeness, use of the proper terminology, relevance (60-70%) • Critical thinking- Evaluation: issue's interpretation, proper documentation, proper argumentation, synthetic or analytical approach (10%) • Structure: staging/ structure/ coherence (10%). • Language: expression, clarity (oral or written). (10%). • References: adequacy of references, proper use, autonomic reference searching (for essays) (0-10%).	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Xatzixristou, C. (2008). Programs promoting mental health and learning. Social and emotional Education in School. Educational material for educators and pupils of preschool and first school age. Tipothito-Dardanos.

Gouvra, M., Kiridis, A., & Maurikaki, E. (2001). Health education and school. Pedagogical and Biological approach. Tipothito-Dardanos.

Karadimas, E. (2005). Health Psychology. Thery and clinical practice. Athens: Tipothito.

Athanasiou, K. (2007). Health Education. Grigoris.

Ogden, J. (2004). Health Psychology. Parisianou.

- Related academic journals:

- Health Education Journal
- American Journal of Health Education
- Education and Health Journal,
- Research in Education.

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

Instructor: Konstantinos Karadimitriou, Associate Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Δ 23 Y	**SEMESTER**	4th
COURSE TITLE	Collaborative Types of Learning in Early Childhood Education		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5

COURSE TYPE	Scientific Knowledge
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes

After successful completion of the course, students will be able to:

1) handle the concept and identify the characteristics of collaborative learning

2) organize the appropriate supporting framework for collaborative learning in the preschool class in spontaneous and organized activities

3) observe and evaluate the work of children in small groups

4) plan activities to enhance collaborative learning among preschool children in kindergarten and in informal education settings and evaluate them

5) select and apply the most appropriate cooperative learning techniques and collaborative learning methods according to their educational objectives and the group of pupils

General Competences

- Understanding and interpreting scientific theories and concepts from the field of educational sciences
- Transfer of scientific concepts to the education of preschool children.
- Understanding the various factors that shape social and educational reality.
- Implementation of educational practices and methods with reference to the child's development.
- Design, implementation and evaluation / self-assessment of innovative educational programs in institutional and alternative training areas.

- Team work
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

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.

The 13 weekly sessions are as follows:

Week 1
Collaborative learning: Conceptual definition and historical overview
Week 2
Students in the classroom as a social group; forms of classroom organization during the teaching process; classroom pedagogical climate
Week 3
Theoretical foundation of collaborative learning; benefits for students
Week 4
Positive interdependence, individual accountability, promotive interaction: significance and examples
Week 5
Programs for developing social and emotional skills and their importance; presentation of educational material
Week 6
Development of students' prerequisite skills for collaborative learning I
Week 7
Development of students' prerequisite skills for collaborative learning II
Week 8
Observation of children during group work; use of observational data; teacher reflection
Week 9
Creating a supportive framework in free play and organized activities to promote collaboration among children in kindergarten
Week 10
Collaborative learning techniques and models of cooperative learning: examples and analysis

Week 11
Activity design; analysis of work process – I
Week 12
Activity design; analysis of work process – II
Week 13
General review and evaluation of the course

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	*Face-to-face*
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	ICT E-MAIL E-CLASS
TEACHING METHODS	

Activity	***Semester workload***
Lectures	26
laboratory practice	13
study and analysis of bibliography	35
Independent study	61
Course total	***135***

STUDENT PERFORMANCE EVALUATION	**Assessment language**: Greek **Assessment methods** (weight%): Students can choose between two ways of assessment: First: • Written exam with open ended or multiple choice questions (100%) Second: • Written examination (80%) • Essay (20%) **Evaluation criteria for the essay** (weight%) • Content (50%) • Originality (15%) • Deepening in the concepts of the course (15%) • Bibliography (20%)

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Anagnostopoulou M., 2001, The Group Teaching in Education, Kyriakidis. (in Greek)
Avgitidou S., 2008, Cooperative Learning in Preschool Education: Research and Applications, Gutenberg. (in Greek)
Budrit A., 2007, The Collaborative Learning, Kedros. (in Greek)
Dervisis St., 1998, Students of a Class as a Social Group and Group-Teaching, Gutenberg. (in

Greek)
Dillenbourg P., (ed.), 1999, Collaborative Learning - Cognitive and Computational Approaches, Pergamon.
Johnson, D. & Johnson, 1994, Learning Together and Alone, Allyn and Bacon.
Kazela, K., 2009, Collaborative Teaching and Learning in Pre-school Education, Athens, Odysseus. (in Greek)
Kakana D., 2018, The Collaborative Teaching and Learning, Kyriakidis. (in Greek)
Kanakis, I., 2001, Organization of Teaching - Working Groups, Athens, Tipothito. (in Greek)
Matsangouras H., 2008, Collaborative Teaching and Learning, Gregoris. (in Greek)
Matsangouras H., 2007, Teaching Strategies, Gutenberg. (in Greek)
Moumoulidou M., Rekalidou G., 2010, Small Groups in Education, Gutenberg. (in Greek)
Tzortzi A., 1996, Organization and Functioning of Teams in the Kindergarten, Gutenberg. (in Greek)
Hantzidimou, D. & Anagnostopoulou, M., 2011, Student working groups in education, Kyriakidis. (in Greek)

(Δ 24 E) Bilingualism and Education

Instructor: Lydia Mitits, Assistant Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Δ 24 E	**SEMESTER**	3rd
COURSE TITLE	Bilingualism and Education		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5

COURSE TYPE	Scientific Knowledge
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes

After successful completion of the course, students will be able to:

1. comprehend concepts such as bilingualism-multilingualism and minority languages
2. distinguish concepts such as acquisition and learning of a second/foreign language
3. comprehend factors affecting bilingual education
4. learn the basic principles and theoretical approaches to the teaching of the second/foreign language
5. exploit theoretical knowledge for the design of courses adapted to bilingual or multilingual classrooms

General Competences

1. Respect of diversity and multiculturalism
2. Transfer of scientific concepts to the education of preschool children.
3. Understanding and interpreting scientific theories and concepts from the field of educational sciences
4. Understanding various factors that shape social and educational reality
5. Understanding of the nature of linguistic theories, assumptions and interpretations
6. Critical thinking ability in common misconceptions about language and linguistic behaviors

(3) SYLLABUS

Sections of the course:

1. Bilingualism (definitions and concepts)
2. Types of bilingualism
3. Methodological issues in the study of bilingualism
4. Linguistic and cognitive abilities of bilingual/multilingual speakers
5. Factors affecting bilingualism
6. Language contact – code-switching
7. Bilingualism and learning
8. Bilingualism and education
9. Bilingualism and school achievement
10. Heritage languages
11. Teaching approaches and educational applications
12. Bilingual literacy
13. Presentation of projects

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	*Face-to-face*
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint Web E-mail E-class
TEACHING METHODS	

Activity	***Semester workload***
Lectures	39
Seminars	6
study and analysis of bibliography	40
Preparation of project	36
Artistic creation	14
Course total	***135***

STUDENT PERFORMANCE EVALUATION	**Assessment language**: Greek **Assessment methods** (weight%): • Written examination (50%) • Essay (50%) **Evaluation criteria for the essay** (weight%)

(5) SUGGESTED BIBLIOGRAPHY

Benmamoun, E., Montrul, S. & Polinsky, M. (2013). Heritage Languages and Their Speakers: Opportunities and. Challenges for Linguistics. *Theoretical Linguistics*, 39 (3-4): 129-181.

Chamot A. & O' Malley J.M. (1987). The cognitive academic language learning approach: A bridge to the mainstream. TESOL Quarterly 21(3), 227-249.

Montrul, S. (2008). Second language acquisition welcomes the heritage language learner: Opportunities of a new field. *Second Language Research* 24: 487-506.

Montrul, S. (2016). *The Acquisition of Heritage Languages*. Cambridge, UK: Cambridge University Press.

Oxford R. L. (1990). Language learning strategies: What every teacher should know. Boston: Heinle and Heinle Publishers. 8. Oxford R. L. (1990). Teaching and Researching Language Learning Strategies: Self-Regulation in Context, Second Edition (Applied Linguistics in Action). NY: Routledge, Taylor & Francis.

VanPatten B, J. WILLIAMS (Eds.) (2006) Theories in Second Language Acquisition. An Introduction. Mahwah, NJ: Lawrence Erlbaum Associates.

Baker, C., 2001, Εισαγωγή στη διγλωσσία και τη δίγλωσση εκπαίδευση, Αθήνα: Gutenberg

Cummins, J. (2005). Ταυτότητες υπό διαπραγμάτευση. Αθήνα: Gutenberg.

Γρίβα, Ε. Α. & Στάμου, Α. Γ. 2014. Ερευνώντας τη διγλωσσία στο σχολικό περιβάλλον: Οπτικές εκπαιδευτικών, μαθητών και μεταναστών γονέων. Θεσσαλονίκη: Δέσποινα Κυριακίδη. Chambers, J.

K. & Trudgill, P. 2011. Κωστούλα-Μακράκη, Ν. 2001. Γλώσσα και κοινωνία: Βασικές έννοιες. Αθήνα: Μεταίχμιο.

Σελλά-Μάζη Ε. (2001). Διγλωσσία και κοινωνία: Η κοινωνιογλωσσική πλευρά της διγλωσσίας: Η ελληνική πραγματικότητα. Προσκήνιο.

Σκούρτου, Ε. (2011). Η διγλωσσία στο σχολείο. Αθήνα: Gutenberg.

Τριάρχη-Herrmann Β. (2000). Η διγλωσσία στην παιδική ηλικία: μια ψυχογλωσσολογική προσέγγιση. Αθήνα: Gutenberg

Τριάρχη-Herrmann, Β. (2005). Πολύγλωσσα παιδιά: Η αγωγή τους στην οικογένεια και στο σχολείο. Αφοί Κυριακίδη.

Τσοκαλίδου, Ρ. (2012) Χώρος για Δύο. Διγλωσσία και Εκπαίδευση. Θεσσαλονίκη: Ζυγός

Ψάλτου-Joycey Α. (2008). «Στρατηγικές μάθησης και διδακτικές προτάσεις. Ολοκληρωμένες προτάσεις διδασκαλίας των τεσσάρων δεξιοτήτων για την ελληνική ως δεύτερη/ ξένη γλώσσα».

(Δ 50 Y) Organization, Management and Administration in the Educational Unit I

Instructors:
Zoe Dalouka, Laboratory and Technical Staff
Nikolaos Papadopoulos, Laboratory and Technical Staff
Adjunct Lecturer

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Δ 50 Y	**SEMESTER**	4th
COURSE TITLE	Organization, Management and Administration in the Educational Unit I		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	3

COURSE TYPE	Skills development
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: 1) understand first aid issues 2) handle accidents occuring at their place of work 3) manage issues related to basic life support and prehospital trauma life support 4) understand health and safety issues in early childhood education units 5) plan, organize, manage and manage an educational unit in an integrated cycle of business operation 6) familiarize themselves with ways of organizing and operating a School Library.
General Competences

• Acquiring knowledge and critical thinking skills on topics related to learning and teaching in early childhood education
• Transfer of scientific concepts to pre-school children.
• Implementation of educational practices and methods with reference to the child's all-round development.
• Acquiring knowledge and skills to manage first aid issues.

• Search, analysis and synthesis of data and information, using the necessary technologies.

• Development of critical thinking.

• Development of decision-making ability.

• Promote free, creative and inductive thinking.

• Exercise of criticism and self-criticism

• Acquisition of knowledge and skills in matters related to the organization, management and administration of an educational unit

• Acquisition of skills necessary for a future teacher in early childhood

(3) SYLLABUS

The specific practical course includes the following sub-modules: (a) Tutorial on Hazards and Accidents and (b) Organization and Management of an Educational Unit.

A) Tutorial on Hazards and Accidents
The tutorial is aimed at the students of the pedagogical departments in order to inform them on first aid issues and to enable them to deal with accidents in the workplace, especially in relation to their students. Simultaneously, it helps them to calmly deal with accidents at home and on holidays and teaches them the necessary actions in the event of an emergency. The purpose of the tutorial is to prepare the students, through the knowledge and skills they will acquire, to properly address and manage issues related to basic life support and pre-hospital support of life in case of trauma. The training will be essentially of a practical nature with the application of relevant algorithms and protocols. It will be carried out with the help of modern training manikins designed for this purpose and will be completed in 6 three-hour thematic modules, in which the presence of the students will be compulsory. The final module will evaluate the knowledge acquired by the trainees, who will be required to deal with scenarios related to the recognition, assessment and management of emergencies. Upon successful evaluation, the student gets a degree and receives a certificate from the Department's Administration Office.

B) Organization and Administration of the Educational Unit
Designing and detailed description of the phases of organizing, operating, managing and administrating an educational space taking into consideration health and safety issues. The organization of a pre-school

educational space is done with priority to its financial and administrative activities and functions.

B1) Organization of the School Library
This course analyzes the objectives of a well-organized (pre)-school library. It presents the space or spaces required and the way in which it will be created, the assembly of the material collected by the staff, the organization of the material according to the Decimal Classification System Melvil Dewey and finally the Operating Rules of the Library.

(4) TEACHING and LEARNING METHODS – EVALUATION

DELIVERY.	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint, Eclass, email, videos
TEACHING METHODS	

Activity	*Semester workload*
Lectures	
Seminars	
Laboratory practice	
Fieldwork	
Study and analysis of bibliography	
Essay writing	
Project	
Artistic creativity	
Personal study/training	
Course total	

STUDENT PERFORMANCE EVALUATION

Language of evaluation: Greek

Methods of evaluation (for the module "Tutorial on Hazards and Accidents"):

- Compulsory Written Examination--Multiple Choice Test (75%)
- Required Field Exercise (25%)

Specifically-defined evaluation criteria (for the module "Tutorial on Hazards and Accidents"):

- Accuracy and completeness of answers, proper use of terminology, relevance to the topic (100%)

Methods of evaluation (for the module "Organization and Management of

	an Educational Unit"): • Participation (30%) • Groupwork (50%) • Presentation of groupwork (20%) **Specifically-defined evaluation criteria (for the module "Organization and Management of an Educational Unit"):** • Participation (40%) • Lab (30%) • Project (30%)

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Gourtsa, N.B. (2013). First Aid. Myths and reality. Athens: Disigma. (in Greek)

Dafermou, X., Koulouri, P., & Batsogianni, E. (2006). Kindergarten Teacher's Guide: Teaching Plans-Creative Learning Environments. Athens: OEDB. (in Greek)

DEPPS (2003). Cross-Curriculum Programs Guide. Pedagogical Institute, FEK 303 και 304/13-3-2003, T. A΄ & B΄. Athens: Ministry of Education. (in Greek)

St.John Ambulance,St.Andrew's Ambulance, British Red Cross. (2010). Firs Aid Manual: Emergency procedures for everyone, at home, at work, at leisure, Medical Publications Litsa (in Greek)

(Α05ΠΚ) Organization, Management and Administration in the Educational Unit II

Instructors:

Antonios Kambas, Professor, Department of Physical Education and Sport Science
Efthymia Papanastasiou, Specialized Laboratory and Teaching Staff

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Α05ΠΚ	**SEMESTER**	5th
COURSE TITLE	Organization, Management and Administration in the Educational Unit II		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	3

COURSE TYPE	Skills development
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: 1) Integrate principles of intercultural education into educational programs. 2) Translate national physical activity guidelines and design and implement appropriate programs to achieve those guidelines.
General Competences
• Acquisition of critical thinking knowledge and skills on issues related to the learning and teaching of pre-school students. • Transfer of scientific meanings in preschool teaching classes. • Understanding the parameters of planning and implementing an activity in kindergarten.

- Implementation of educational practices and methods with reference to the child's development.
- Respect towards diversity and multicultural values.
- Search, analyze and synthesize data and information, using the necessary technologies
- Critical thinking skills.
- Decision-making skills.
- Team-working skills.
- Production of free, creative and inductive thinking on issues of development and education of preschool children.
- Criticism and self-criticism

(3) SYLLABUS

The specific course consists of two modules: (a) Handling Cultural Diversity in the Classroom and (b) Physical Activity and Health in Early Childhood Education. More specifically, it includes the following:

A) Handling Cultural Diversity in the Classroom
During this module, a comprehensive overview of the principles of intercultural education is provided. Specific guidelines are then given on the issue of communication with foreign-speaking toddlers and the "teaching" of Greek as a second language, while at the same time guidelines are given on the manner of participation of foreign-speaking and foreign-religious children in school celebrations.

The 6 lectures of the module are as follows:
1. Diversity and the Institutional Framework of Education
2. Differentiated Pedagogy and Extraverbal Communication
3. Bilingualism and Education
4. Family Relations and Organization of Celebrations at School
5. Case Studies
6. Repetition

B. Physical Activity and Health in Early Childhood Education
Students will learn about the importance of intervening with a physical activity intervention in the preschool years and to take care for an environment as an appropriate and amenable target for such intervention. Students will also review the prevalence of physical activity, sedentary behavior and obesity in the preschool population and the impact that these lifestyle behaviors and conditions have on the health of preschool aged children.

The 7 lectures of the module are as follows:
1) Introductory elements for motor development, physical activity and health

2) Motor development, physical activity and health in early childhood in Greece

3) Motor development milestones and physical activity guidelines for early childhood 4) Assessment of motor development and physical activity in early childhood 5) Motor development and physical activity programs for early childhood 6) Planning daily motor development and physical activity programs in different educational settings 7) Practical application and exemplary teaching

(4) TEACHING and LEARNING METHODS – EVALUATION

<table>
<tr><td>DELIVERY.</td><td>Face-to-face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td><td>PowerPoint, Eclass, email</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>10</td></tr>
<tr><td>Laboratory practice</td><td>30</td></tr>
<tr><td>Project</td><td>30</td></tr>
<tr><td>Personal study/training</td><td>30</td></tr>
<tr><td>Course total</td><td>90 (3*30)</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>Language of evaluation: Greek

Methods of evaluation (for the module “Handling Cultural Diversity in the Classroom”):

Specifically-defined evaluation criteria (for the module “Handling Cultural Diversity in the Classroom”):

Methods of evaluation (for the module “Physical Activity and Health in Early Childhood Education”):
Testing & Microinstructing
Specifically-defined evaluation criteria (for the module “Physical Activity and Health in Early</td></tr>
</table>

	Childhood Education"): *short-answer questions, public presentation.*

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Derman-Sparks L. και ομάδα εργασίας A.B.C. (2010). Καταπολεμώντας τις προκαταλήψεις: Παιδαγωγικά εργαλεία. ΚΕΝΤΡΟ ΠΑΙΔΑΓΩΓΙΚΗΣ & ΚΑΛΛΙΤΕΧΝΙΚΗΣ ΕΠΙΜΟΡΦΩΣΗΣ «Σχεδία».

M. Vandenbroeck (2004). Με τη ματιά του Γέτι: Η καλλιέργεια του σεβασμού του «άλλου» στην εκπαίδευση. Εκδόσεις Νήσος.

Kambas A. (2019). Physical Activity and Psychomotricity in preschool age. Athens: Dardanos G. & Dardanos K. OE.

(Δ 51 Y) Inclusive Education

Instructor: Athanasios Koutsoklenis, Associate Professor, Dept. of Primary Education

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Δ 51 Y	**SEMESTER**	6th
COURSE TITLE	Inclusive Education		
INDEPENDENT TEACHING ACTIVITIES		**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures		3	4.5
COURSE TYPE	Scientific Knowledge		
PREREQUISITE COURSES:	x		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.duth.gr/courses/ALEX03293/		

(2) LEARNING OUTCOMES

Learning outcomes
After the successful completion of the course, the students will be in position to: • Identify the main models of understanding disability and grasp key concepts such as disability, impairment, ableism (LO15). • Understand the socio-historical and scientific dimensions of education for disabled people in Greece and internationally (LO7, LO15). • Comprehend and distinguish key concepts in inclusive education (e.g., exclusion, segregation, integration, inclusion) (LO2, LO15). • Evaluate the economic, pedagogical, and social arguments and counterarguments for the inclusion of disabled students in general education (LO15).
General Competences
Equity and inclusion Critical thinking

(3) SYLLABUS

1. Course Introduction – Introduction to the Scientific Field of Inclusive Pedagogy
2. Disability Studies in Education
3. Models of Disability I
4. Models of Disability II
5. Illness and Impairment
6. Ableism & Disablism
7. Philanthropy & Institutions / Eugenics
8. Discourse and Disability / Cultural Representations of Disability
9. Origins of Inclusive Education Internationally and in Greece
10. International and National Policies for the Inclusion of Disabled Students
11. Arguments For and Against Inclusive Education
12. Research Evidence on Inclusive Education
13. Linking Educational and Social Inclusion

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in Teaching, Use of ICT in Teaching in Communication with students
TEACHING METHODS	***Activity*** / ***Semester workload***
	Lectures: 39
	Bibliographic research and analysis: 56
	Assignment: 30
	Course total: ***135***
STUDENT PERFORMANCE EVALUATION	**Language of evaluation**: *Greek* Written Assignment & Written Examinations with Short-Answer and/or Extended-Answer and/or Closed-Ended Questions Written Assignment (20%) + Written Examination (80%) The written assignment is submitted on the day of the course examination via the eClass platform. The summative written examination (final) takes place after the completion of lectures during the examination period. Examination questions are based on the full range of

	knowledge covered in the course and include content from the textbook and accompanying materials. Language of assessment: Greek / English

(5) ATTACHED BIBLIOGRAPHY [in Greek]

-Recommended Bibliography:

Barnes, C., Oliver, M., & Barton, L. (Eds.). (2002). Disability studies today. Blackwell Publishers.
Slee, R. (2018). Inclusive education isn't dead, it just smells funny. Routledge.
Watson, N., & Vehmas, S. (Eds.). (2019). Routledge handbook of disability studies (2nd ed.). Routledge.

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

Instructor: Konstantinos Karadimitriou, Associate Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Δ 37 E	**SEMESTER**	5th
COURSE TITLE	Pedagogy and Play in Early Childhood Education		
INDEPENDENT TEACHING ACTIVITIES		**WEEKLY TEACHING HOURS**	**CREDITS**
		3	4.5
COURSE TYPE	Scientific knowledge		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
After successful completion of the course, students will be able to recognize and analyze: 1) the importance and the functions of Play over the years 2) the views of important pedagogues on Play 3) the role of play in pre-school education In addition, they will be able to: 4) use Play and Toys for the promotion of children's whole development 5) to assess Toys with pedagogical criteria and to inform parents about them 6) design and manufacture educational toys based on the needs of their program and their class
General Competences
• Understanding and interpreting scientific theories and concepts from the field of educational sciences • Transfer of scientific concepts to the education of preschool children. • Implementation of educational practices and methods with reference to the child's

development.
- Team work
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking
- Respect for the natural environment

(3) SYLLABUS

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 educational toys for the full scale advancement of children in kindergarten.

The weekly sessions of the course are as follows:

Week 1

Play, play material and object play: defining the concepts

Week 2

Perceptions of play: historical overview

Week 3

Theories of play I

Week 4

Theories of play II

Week 5

Typologies of play

Week 6

Play, development and education; criteria for evaluating toys/objects Week 7 Educational play (pedagogical dimensions and characteristics); the pedagogical materials of Friedrich Froebel and Maria Montessori Week 8 Early childhood education curricula and play; relationships between play and the curriculum Week 9 Observation and enhancement of play in kindergarten; the role of the teacher Week 10 The role(s) of adults in children's play; the role of parents; contemporary issues related to play Week 11 Student presentations of material and feedback I Week 12 Student presentations of material and feedback II Week 13 Student presentations of material and feedback III

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	*Face-to-face*	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	**ICT** **E-MAIL** **E-CLASS**	
TEACHING METHODS	***Activity***	***Semester workload***
	Lectures	26
	laboratory practice	13
	study and analysis of bibliography	25
	Project	35

	Independent study	36
	Course total	***135***
STUDENT PERFORMANCE EVALUATION	**Assessment language**: Greek **Assessment methods** (weight%): First way: • Construction of Educational Material (60%) • Written assignment (25%) • Public Presentation (15%) **Rating criteria** (weight%) • Content (40%) • Originality (30%) • Deepening in the concepts of the course (20%) • Bibliography (10%) Second way: Written exam with open ended questions or multiple choice questions (100%)	

(5) ATTACHED BIBLIOGRAPHY

- **Suggested bibliography**:

AVGITIDOU S., (2001) (ed.): Play. Modern research and teaching approaches, Typothito. (in Greek)

BROCK A., DODDS, S., et al., (ed.: Sakellariou M.) (2016): Play Pedagogy in Preschool and School Education, Pedio. (in Greek)

WINNIKOT D., (1979): Playing and reality, Kastaniotis. (in Greek)

GERMANOS, D., (1993): Space design and educational procedures, Gutenberg. (in Greek)

GOUGOULI K., KOURIA A., (2000): Child and play in modern Greek society (19th and 20th century), Kastaniotis. (in Greek)

GARVEY, C. (1990): Play, P. Koutsoumpos. (in Greek)

HUIZINGA, J., (1989): Homo Ludens, Gnosi. (in Greek)

KITSARAS G., (2001): Preschool Pedagogy, 2nd Edition. (in Greek)

KLIAFA M., BALASI Z., (2002): Let's play again, Kedros. (in Greek)

KONSTANTINOPOULOS S., (2007): Play Pedagogy, Kyriakidi Brothers. (in Greek)

METOCHIANAKIS H., (2000): Introduction to pre-school pedagogy. (in Greek)

BOTSOGLOU K., (2010), Outdoor Playgrounds and Child, Gutenberg. (in Greek)

PANTAZIS, S., (1997): Pedagogy and Toys in the Preschool class, Gutenberg. (in Greek)

(Δ 40 E) Child Guidance in Early Childhood Education

Instructor: Demetra Evangelou, Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Δ 40 E	**SEMESTER**	7th
COURSE TITLE	Child Guidance in Early Childhood Education		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5

COURSE TYPE	Scientific knowledge
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
Upon completion of this course students will be able: To identify and describe the basic developmental milestones of preschool children To understand the basic principles of positive parenting and guidance of children's behavior To plan and analyse scenarios and incidents based on developmental appropriateness and positive guidance To distinguish guidance from punishment To communicate and collaborate with parents and other colleagues promoting positive guidance To organize the space, the program and the educational process based on positive guidance To evaluate and adjust coaching at individual and group level
General Competences
Adapting to new situations Decision-making Working independently Team work Working in an interdisciplinary environment

Respect for difference and multiculturalism
Showing social, professional and ethical responsibility and sensitivity to gender issues

(3) SYLLABUS

This course presents a developmental child-centered approach to the guidance and discipline of young children including children with disabilities. Influential theories, relevant research, and effective guidance methods for the early childhood teacher and other professionals working with young children and families, including families from different cultural and economic backgrounds are discussed.

Objectives:

1. To introduce students to the basic terminology, concepts, theoretical viewpoints and application of developmentally appropriate early childhood guidance.
2. To enhance student's skills in implementing a variety of widely used child guidance and discipline methods.
3. To develop effective communication skills in working with children, families and other professionals.
4. To become aware of child guidance issues and strategies in working with students from diverse backgrounds or with students with disabilities.
5. To develop a personal child guidance philosophy statement to use professionally.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face-to-face classroom lectures
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint Email
TEACHING METHODS	

Activity	*Semester workload*
Lectures	30
Field work	35
Brief position papers	30
Independent study	40
Course total	***135***

STUDENT PERFORMANCE EVALUATION	Language: Greek Evaluation methods (weight %): Assessment is based on the successful execution of the following tasks - observation, interview, reflection -

	and a written examination. Evaluation criteria (weight %) Quality of reflective text based on criteria provided and analyzed during lectures 40% Completeness of field observation and originality of proposed interventions 20% Organization and critical interview approach 20% Correctness of written exam answers 20%

(5) ATTACHED BIBLIOGRAPHY [In Greek]

- **Suggested bibliography**:

MARIAN C. MARION, ΚΑΘΟΔΗΓΗΣΗ ΜΙΚΡΩΝ ΠΑΙΔΙΩΝ, Εκδόσεις ΠΑΡΙΣΙΑΝΟΥ Α.Ε., 2015.
Anita Woolfolk, Εκπαιδευτική Ψυχολογία, Εκδόσεις Έλλην, 2007.
Χρυσή Γ. Χατζηχρήστου, Κοινωνική και Συναισθηματική Αγωγή: Προσχολική και Πρώτη Σχολική Ηλικία (Νηπιαγωγείο, Α΄ και Β΄ Δημοτικού), Εκδόσεις Τυπωθήτω, 2011.
DAVID FONTANA, Ο ΕΚΠΑΙΔΕΥΤΙΚΟΣ ΣΤΗΝ ΤΑΞΗ, Εκδόσεις ΣΑΒΒΑΛΑΣ, 1996.

(Δ 41 E) Contemporary Early Childhood Education Programs

Instructor: Konstantinos Karadimitriou, Associate Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Δ41E	**SEMESTER**	8th
COURSE TITLE	Contemporary Early Childhood Education Programs		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5

COURSE TYPE	Scientific Knowledge
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes

After successful completion of the course, students will be able to:
1) describe the historical evolution of pre-school education programs that are presented in the course
2) compare the above programs in relation to their theoretical background and to distinguish the differences between them
3) identify the role of the teacher in each one of them and be able to evaluate it
4) use the most important data generated by each program in the design of their work in the preschool class

General Competences

- Understanding and interpreting scientific theories and concepts from the field of educational sciences
- Transfer of scientific concepts to the education of preschool children.
- Implementation of educational practices and methods with reference to the child's development.
- Understanding the various factors that shape social and educational reality.
- Design, implementation and evaluation / self-assessment of innovative educational programs in institutional and alternative training areas.
- Team work

- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

This course will analyze contemporary early childhood education programs and will explore their evolution. Students will deepen their knowledge in the factors that contributed to the development of programs for early childhood as well as to their theoretical background (theories of child development and learning theories). The following indicative programs will be examined: the program of Montessori, behavioral programs (Bereiter - Engelmann - Becker, Distar), the Bank Street Developmental-Interaction approach and the High Scope program.

The 13 weekly sessions of the course are as follows:

Week 1
Curricula: theoretical framework and conceptualization
Week 2
Quality in early childhood education and quality programs for preschool age
Week 3
Developmentally appropriate practices for preschool children: theoretical framework, key principles and examples
Week 4
Historical development of early childhood education programs in Greece and internationally
Week 5
Participatory education: pedagogical practices in the preschool education curriculum
Week 6
Vygotsky and sociocultural theory: influence on the development of early childhood education programs
Week 7
The High Scope program
Week 8
The Bank Street program
Week 9
New Zealand's early childhood curriculum (Te Whāriki)
Week 10
The Reggio Emilia approach
Week 11
Gardner's theory of multiple intelligences and applications in early childhood education
Week 12
Cultivating emotional development: examples of educational programs that foster social–emotional growth
Week 13
Behaviorist programs: theoretical framework, key principles and examples

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	*Face-to-face*
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	ICT E-MAIL E-CLASS
TEACHING METHODS	

Activity	***Semester workload***
Lectures	13
Essay	45
study and analysis of bibliography	40
Independent study	37
Course total	***135***

STUDENT PERFORMANCE EVALUATION	**Assessment language**: Greek **Assessment methods** (weight%): • Written examination on open ended or multiple choice questions (70%) Furthermore: • Writing and presenting a group essay in the class in PowerPoint format (30%) **Assessment criteria for the group essay** (weight %) • Content / presentation quality and completeness of responses to questions during the presentation by the teacher and the audience (40%) • Originality (10%) • Deepening in the concepts of the course (30%) • Bibliography (20%)

(5) ATTACHED BIBLIOGRAPHY

- **Suggested bibliography: (in Greek)**

Bredekamp S., Copple C., Innovations in Preschool Education: Developmental Appropriate Practices in Preschool Programs, Ellinika Grammata, 1998. (in Greek)

Cuffaro H K., Shapiro E K., Camii C., Koutsouvanou E., Theory and methodology of pre-school education, Patakis, 1998. (in Greek)

Edwards C., Gandini L., Forman G., (eds.), Reggio Emilia. The thousand languages of pre-school children, Patakis, 2001. (in Greek)

Goehlich M., Child-centered dimension in learning. Open School - Alternative School - School of Society - School of Reggio, Dardanos, 2003. (in Greek)

Helm H., Katz L., Project Method and Preschool Education. Metaichmio, 2002. (in Greek)

Kassotakis M., Pedagogical and Educational Streams from the 18th century to date, 2006. (in Greek)

Kassotakis M., Papakonstantinou Th., Vertsettis D., (ed.), Modern Pedagogical and Educational Issues, Gutenberg, 2007. (in Greek)

Koutsouvanou E., Pre-school Education Programs and the Interdisciplinary Teaching Approach, Odysseus Publishing House, 2005. (in Greek)

Doliopoulou E., Modern Trends in Preschool Education, Typothito - Dardanos, 2001. (in Greek)

Doliopoulou E., Contemporary Programs for Preschool Children, Athens, Typothito - Dardanos, 2003. (in Greek)

Roopnarine J., Johnson J., Quality Preschool Education Programs - Examples from International Practice, ed.: Koutsouvanou E., Chrysafidis K., Papazisis, 2005. (in Greek)

Pantazis S., Sakellariou M., Preschool Education - Suggestions, Atrapos, 2011. (in Greek)

Pantazis S., Sakellariou M., Preschool Education, 2011. (in Greek)

Chatzigeorgiou G., Know the Curriculum, Atrapos, 2004. (in Greek)

(Δ 42 E) Child Study

Instructor: Demetra Evangelou, Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Δ 42 E	**SEMESTER**	6th
COURSE TITLE	Child Study		
INDEPENDENT TEACHING ACTIVITIES		**WEEKLY TEACHING HOURS**	**CREDITS**
		3	4.5
COURSE TYPE	Scientific knowledge Skills development		
PREREQUISITE COURSES:	None		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
After successfully completing the course, students will be able to: Use methods of observing and recording the behavior of preschool children in the classroom context Understand the importance of observation as a tool for studying child development and interaction with other children and adults in the classroom They will practice careful use of recording language paying particular attention to the choice of words and descriptions avoiding bias and premature generalization. Will they learn how to analyze and draw dynamic conclusions about the development of children they observe and how to design individual or program adaptations.
General Competences
Adapting to new situations Decision-making

Working independently
Team work
Working in an interdisciplinary environment
Respect for difference and multiculturalism
Showing social, professional and ethical responsibility and sensitivity to gender issues
Production of free, creative and inductive thinking
Criticism and self-criticism

(3) SYLLABUS

In this course emphasis is placed on the significance of systematic observation for teaching and learning purposes. The method aims at equipping students with the capacity to observe in a non obtrusive manner and to record the behavior of children in naturalistic environments for the purpose understanding development in the preschool years in structured settings.

Students are encouraged to observe their own biases and beliefs, acquire observation skills and cultivate facility in recording methods. A final synthesis based on observational data is produced.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Presentations In class assignments Email
TEACHING METHODS	
STUDENT PERFORMANCE EVALUATION -	**Language**: Greek **Method:** Observations and recordings 30%

Activity	*Semester workload*
Small group guided discussion	20
Training in obs method	40
Independent study	25
Filed observations in settings	50
Course total	***135***

	Final paper 60% **Criteria:** Primary observational field notebook 40% Extend and depth of observations 20% Analysis/synthesis of recordings 20% Conclusions 20%

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Observing and Recording the Behavior of Young Children Observing and Recording the Behavior of Young Children

By Dorothy H. Cohen, Virginia Stern, Nancy Balaban, Teachers College Press, 1983

(Δ 43 E) Emergent Reading and Writing: Teaching Approaches for Preschool and Early School Age

Instructor: Maria (Maretta) Sidiropoulou, Associate Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	**Δ 43 E**	**SEMESTER**	**5th**
COURSE TITLE	Emergent reading and writing: teaching approaches for preschool and early school age		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5

COURSE TYPE	Scientific Knowledge
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes

1. After completing the course, students will be able to:
2. Recognize the main theoretical approaches to the emergence of literacy.
3. Explain the basic principles and basic concepts of the new approach to the emergence of reading and writing.
4. Design, implement and evaluate reading and writing instructional activities resulting from the contemporary views of scientists on the emergence of written discourse in young children.
5. Explain the role of both the family environment and the school context in the emergence of literacy.

General Competences

- Understanding and interpretation of scientific theories and concepts from the field of emerging literacy.
- Transfer of scientific concepts to pre-school children.
- Implementation of educational practices and methods with reference to the child's full development.
- Autonomous Work
- Critical Thinking

(3) SYLLABUS

The course focuses on effective instructional strategies for promoting reading and writing skills in young children, specifically targeting the preschool and early elementary ages. The course incorporates both theoretical foundations and practical application through examples, case studies and good practices.
Some of the main topics are:
• The foundations of literacy development
• The development of language and vocabulary
• Designing literacy-rich environments
• Good practices for creating shared reading and writing experiences
• Differentiated instructional approaches to reading and writing for different needs and abilities of students
• The importance of the family context and cultural environment
• Cultivating a love of reading for young children

This course, through writing life histories focuses on the future teachers' own reflection on their long process of acquiring literacy and their attitude towards future literacy as a lifelong relationship.

The 13 weekly sections of the course are organized as follows:

1. Introduction to the course content. Contemporary Theories on the Emergence of Written Language. Theories on Reading Readiness. Reading Wars
2. Research on the acquisition of literacy in Preschool Age and the role of family and school environment in the emergence of Literacy.
3. Multiliteracies in the context of emerging literacy
4. Reading for Pleasure
5. Contemporary teaching approaches to reading and writing in preschool and early school age
6. Good practices for cultivating a love of reading in kindergarten. Children's books about books, about reading and writing. Reader's Rights.
7. Pedagogy of Reading and the Development of Reading Identity
8. Autobiography of Literacy and Personal Theories of Future Kindergarten Teachers
9. Utilizing Digital Narrative for Access to Books Pre-reading and Post-reading Practices with the Creation of Booktrailers.
10. The Materiality of the Book: The Book as a Cultural Object.
11. Reading as an Embodied Practice. Multisensory Reading in Kindergarten: Story Baskets,
12. Inclusive Reading. Tactile Picture Books for All Readers.
13. Non-Formal Reading Contexts: Readers as a Socio-Cultural Network and the Role of Libraries.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	*Face-to-face*
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint Presentations E-MAIL E-CLASS
TEACHING METHODS	

Activity	***Semester workload***
Lectures	39
study and analysis of bibliography	22
Written Essay	25
Independent study	49
Course total	***135***

STUDENT PERFORMANCE EVALUATION	**Assessment language**: Greek **Assessment methods** (weight%): Evaluation is based on formal and non-formal forms of assessment during the course. These include: • Assignment (90%) • Active participation in the discussions within the course (critical and synthetic thinking ability) (10%) **Rating criteria** (weight%) • Content: relevance to topic (40%) • Critical thinking: in-depth interpretation of the topic, synthetic or analytical approach (20%) • Structure (20%) • Originality: elements of originality in archival material, presentation (20%)

(5) ATTACHED BIBLIOGRAPHY

- **Suggested Bibliography**:

Αϊδίνης, Α. (2012). *Γραμματισμός στην πρώτη σχολική ηλικία: Μια ψυχογλωσσολογική προσέγγιση.* Αθήνα: Gutenberg.

Βαρνάβα-Σκούρα, Τ. (επιστ. ευθύνη) (1997). *Το παιδί και η γραφή-Μια σχέση κλειδί για τη διά βίου μάθηση.* ΑΠΘ: Κέντρο Καινοτομικών Εκπαιδευτικών Προγραμμάτων. Αθήνα: ΟΕΔΒ.

Γάκου, Ε. (2000). *Τα πρώτα βήματα στην ανάγνωση*. Αθήνα: Καστανιώτης.

Γιαννικοπούλου, Α. (1998). *Από την προανάγνωση στην ανάγνωση. Οδηγός για γονείς και*

εκπαιδευτικούς. Αθήνα: Καστανιώτης.

Γιαννικοπούλου, Α. (2001). *Η γραπτή γλώσσα στο νηπιαγωγείο*. Αθήνα: Καστανιώτης.

Golder, C. & Gaonac'h, D., (2000). *Ανάγνωση και κατανόηση : ψυχολογία της ανάγνωσης* (επιστημ. επιμ.: Ξυδόπουλος Γ., μτφ. Θεοφανοπούλου Ι. Αθήνα: Πατάκης

Harris, T. L., Hodges, R.E. (Eds). (1995). *The Literacy Dictionary: The Vocabulary of Reading and Writing.* Newark: International Reading Association

Δαφέρμου, Χ., Κουλούρη, Π., & Μπασαγιάννη, Ε. (2006). *Οδηγός Νηπιαγωγού: Εκπαιδευτικοί Σχεδιασμοί-Δημιουργικά περιβάλλοντα μάθησης.* Αθήνα: ΟΕΔΒ.

Καλούρη Ρ., Τσέργας Ν., Ορφανός Γ., (2018) *Η αφήγηση και οι ιστορίες ζωής στην εκπαίδευση και την επαγγελματική ανάπτυξη των εκπαιδευτικών.* Α Τόμος Πρακτικών 11ο ΠΑΝΕΛΛΗΝΙΟ ΣΥΝΕΔΡΙΟ ΤΗΣ ΠΑΙΔΑΓΩΓΙΚΗΣ ΕΤΑΙΡΕΙΑΣ ΕΛΛΑΔΟΣ «Βασική και συνεχιζόμενη εκπαίδευση των εκπαιδευτικών σε ένα σύνθετο και μεταβαλλόμενο περιβάλλον» 66-77. ΠΤΔΕ Πανεπιστήμιο Πατρών: Πάτρα

Kewalramani, S., Kidman, G., & Palaiologou, I. (2021). Using artificial intelligence (AI)- interfaced robotic toys in early childhood settings: A case for children's inquiry literacy. *European Early Childhood Education Research Journal,* 29(5), 652–668.

Κούρτη Σ., Σιδηροπούλου Μ., *Η συμβολή της Αντεστραμμένης Τάξης στην ανάπτυξη της γλωσσικής και επικοινωνιακής ικανότητας των μαθητών. Έρευνα δράσης στο μάθημα της Νεοελληνικής Γλώσσας,* Επιστήμες Αγωγής, Έκδοση του Παιδαγωγικού Τμήματος Δ.Ε. του Πανεπιστημίου Κρήτης. Τεύχος 2 / 2021, σ. 123-144.

Κουτσουβάνου, Ε. (2000). Πρώτη Ανάγνωση και Γραφή. Στρατηγικές Διδακτικής. Αθήνα: Οδυσσέας.

Κωστούλη Τ. (επιμ) (2005). Ο γραπτός λόγος σε κοινωνικοπολιτισμικά πλαίσια. Κειμενικές πρακτικές και διαδικασίες μάθησης. Αθήνα: Επίκεντρο.

Μανωλίτση, Γ. (2016). Ο αναδυόμενος γραμματισμός στην προσχολική εκπαίδευση: Νέα ζητήματα και εκπαιδευτικές προτάσεις. *Προσχολική & Σχολική Εκπαίδευση,* Τόμος 4, Τεύχος 1, 3-34.

Palmer S. (2013). *Foundations of Literacy.* London: Bloomsbury Publishing

Παπαδημητρίου Έ. (επιμ) (2020). *Κριτικοί Κοινωνικοί [Πολύ]Γραμματισμοί*. Αθήνα: Gutenberg.

Παπούλια-Τσελέπη, Π. (επιμ.) (2001). *Ανάδυση του γραμματισμού, Έρευνα και πρακτική*. Αθήνα: Καστανιώτης.

Τάφα, Ε. (2011). *Ανάγνωση και γραφή στην προσχολική εκπαίδευση*. Αθήνα: Πεδίο.

Τάφα, Ε., & Μανωλίτσης, Γ. (επιμ.) (2009). *Αναδυόμενος Γραμματισμός: Έρευνα και εφαρμογές.* Αθήνα: Πεδίο.

Zitzlsperger H. (1999) *Τα παιδιά παίζουν παραμύθια.* Μτφ. Παπαδοπούλου Δ., Αθήνα: Πατάκη.

(Δ 44 E) The Socio-Pedagogical Dynamics of Relationships and Contexts in the Learning Process

Instructor: Efthymia Penderi, Associate Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate Program		
COURSE CODE	Δ 44 E	**SEMESTER**	6th
COURSE TITLE	The Socio-Pedagogical Dynamics of Relationships and Contexts in the Learning Process		
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**	
	3	4.5	
COURSE TYPE	Scientific field		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: 1. recognize the socio-cultural character and importance of the systemic conception of the learning process. 2. identify the characteristics and importance of the classroom climate and the organizational culture of the school in the learning process 3. describe the basic theoretical models that support the school-family-community connection and collaboration. 4. explain the different dimensions and functions of parental involvement 5. identify the characteristics of the modern open school as a vehicle for change and the skills of teachers to promote holistic development and well-being, on the basis of interaction with the family and the wider social environment 6. plan and evaluate activities and intervention programs that promote the positive climate in the classroom, the cooperation between teachers and collaboration with the family and the wider social environment. 7. develop research plans for the perceptions and practices of the stakeholders for the school-family-community connection and collaboration,the parental involvement, relationships and interactions in the classroom and the school community and the effectiveness of the relevant interventions.
General Competences

- Transfer of scientific concepts to educational institutions for preschool children.

- Understanding the various factors that co-shape social and educational reality.

- Design, implementation and evaluation / self-evaluation of innovative educational programs in institutional and alternative educational spaces.

- Autonomous Work

- Critical Thinking

- Development of new research ideas

(3) SYLLABUS

Modern pedagogical approaches emphasize the importance of the active participation of the children in the learning process focusing on existing knowledge and experiences, through activities that make sense to children and utilize their cultural capital. Emphasis is placed on the characteristics and importance of the social environment in the school community and the classroom, analyzing theoretical approaches, methodological trends and educational interventions for the functioning of relationships between children, children and teachers, and teachers among themselves. At the same time, with the development of a positive climate in the classroom and the school unit, teachers are therefore called to develop connections and collaboration with the family and the wider social environment. In this way, not only do they draw useful information for the child in order to form appropriate learning environments in the classroom, but also resources to enhance the quality of the educational process by developing relationships that support the educational work. In this way they enhance the "continuity" and quality of the child's experiences in all the contexts in which he / she participates. This "opening" of the school to the wider community is an important parameter for the school to be able to fulfill the new roles it is called to play as a player of social change, interested in the holistic development and well-being of the child. Teachers develop a positive attitude towards the dynamics that can have the family and social environment for the educational process and a collaborative culture, to acquire knowledge and skills to organize appropriate programs and interventions that promote interactions and positive relationships among all stakeholders involved. The course makes a brief reference to modern theories that highlight the need for developing partnerships in the educational context. Basic theoretical approaches to understand the conditions and procedures for collaboration in the context of strengthening children's education and school effectiveness are presented. The characteristics and skills of teachers that develop a positive classroom and school climate and enhance the interaction with the family and social environment are analyzed. Examples of applications and findings of relevant research are presented in order to highlight the factors that facilitate or hinder the cooperation in the school. Finally, students are asked to design their own activities / programs to strengthen the school-family-community relationship and classroom and school climate, or to do a small relevant research project.

Course modules

1. Modern theoretical approaches that support the need for cooperation among persons and contexts in the educational process (constructivist approach, differentiated pedagogy, ecological teaching model).

2. Theoretical models for the development of school-family-community connections (ecosystemic theory, model of overlapping spheres, developmental model for the school-family

relationship) and the parent-teacher relationship.

3. The concept and importance of parental involvement.

4. Characteristics and skills of teachers who support positive relationships in the classroom and at school and implement school-family-community collaboration programs, factors that facilitate or restrict cooperation and the development of relationships.

5. Presentation of examples / applications and empirical research on partnerships and the development of relationships (transition programs, parental involvement programs, cooperation programs with socio-cultural-educational institutions and education-related professionals, strategies to promote classroom and school climate).

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY</td><td>Face to face

The teaching will take place through discussion, lectures, with films and videos, through scripts. Material such as notes, electronic bibliography and suggested bibliography will be provided</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td><td>PowerPoint Presentations
Email
Eclass</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Study/analysis of bibliography</td><td>21</td></tr>
<tr><td>Personal study</td><td>35</td></tr>
<tr><td>Presentation preparation</td><td>15</td></tr>
<tr><td>Project</td><td>25</td></tr>
<tr><td>Course total</td><td>135</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>Language of evaluation: Greek

Evaluation method (weight %):

• Written work in small groups (70%)
• Presentation using PowerPoint 30%)
Students will be able to choose between topics that will be proposed and involve either a brief empirical research or planning a program of activities for school-family-community partnership and parental involvement. Students will be asked to present the assignment as a final test.

Evaluation criteria (weight%)

• Content: accuracy and completeness of information, adequate and appropriate use of terminology, relevance to the topic (30%)
• Critical thinking: degree of understanding and processing of information, adequacy of topic development, creative synthetic or analytical approach, alternative-new ideas (30%)
• Organization, structure and consistency of text: the structure adequately reflects the dimensions of the topic, logical organization of information, continuity, consistency and connections to the meanings (15%)
• Language: sharpness / clarity and explanatory wording, academic writing style (10%)
• Bibliography: adequacy of bibliographic sources and</td></tr>
</table>

	correct use of bibliography and reference based on the APA system (15%)

(5) ATTACHED BIBLIOGRAPHY

Suggested bibliography:

Πεντέρη, Ε. & Πετρογιάννης, Κ. (υπό έκδοση). *Η σχέση σχολείου και οικογένειας στην προσχολική και πρωτοσχολική ηλικία: Θεωρητικές, ερευνητικές και πρακτικές προσεγγίσεις - Παιδαγωγικές και αναπτυξιακές διαστάσεις για την γονική εμπλοκή*. Αθήνα: Δαρδανός.

Streelasky, J. (2022). Kindergarten children's views on friendship in a super-diverse context. Childhood, 29(1), 1-18. DOI: 10.1177/09075682211063358

Correira, N., Aguiar, C. & Consortium PARTICIPA (Penderi Efthymia is basic member of the Consortium PARTICIPA) (2022). Children's right to participate: The Lundy model applied to early childhood education and care. *The International Journal of Children's Rights, 30*, 374–401. doi:10.1163/15718182-30020010

Πεντέρη, Ε., Χλαπάνα, Ε., Μέλλιου, Κ., Φιλιππίδη, Α., & Μαρινάτου, Θ. (2021α). *Πρόγραμμα σπουδών για την προσχολική εκπαίδευση*. Στο πλαίσιο της Πράξης «Αναβάθμιση των Προγραμμάτων Σπουδών και Δημιουργία Εκπαιδευτικού Υλικού Πρωτοβάθμιας και Δευτεροβάθμιας Εκπαίδευσης» " του ΙΕΠ με MIS 5035542.

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Σακελλαρίου, Μ. (2008). Συνεργασία οικογένειας και νηπιαγωγείου. Θεσσαλονίκη: Ιδιωτική έκδοση.

Δοδοντσάκης, Γ. (2001). *Κοινή πορεία στην εκπαίδευση. Μια άλλη στρατηγική*. Αθήνα: Δαρδάνος.

Γιοβαζολιάς, Θ. (2011). Προβλήματα προσαρμογής στο σχολείο: Αντιμετώπιση από γονείς και εκπαιδευτικούς. Στο Γεώργας, Δ. & Γιώτσα, Α. (2011) (επιμ.*). Σχολές Γονέων: Συνεργασία εκπαιδευτικών-οικογένειας*. Υπουργείο Παιδείας, Δια Βίου Μάθησης και Θρησκευμάτων, Γενική Γραμματεία Δια Βίου Μάθησης, Ινστιτούτο Διαρκούς Εκπαίδευσης Ενηλίκων, σσ. 51-58.

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Γκλιάου-Χριστοδούλου, Ν. (2005). Η ανάγκη επιμόρφωσης εκπαιδευτικών στην κατεύθυνση ανάπτυξης αποτελεσματικής συνεργασίας σχολείου-οικογένειας. *Επιθεώρηση Εκπαιδευτικών Θεμάτων, 10*, 74-83.

Μπαγάκης, Γ., Βαλμάς, Φ., Λουμάκου, Μ., & Πομώνης, Μ. (2006). *Η ομαλή μετάβαση των παιδιών από το νηπιαγωγείο στο δημοτικό και η προσαρμογή τους στην Α τάξη*. Αθήνα: Μεταίχμιο.

Πεντέρη, Ε., & Πετρογιάννης, Κ. (2013). Σύνδεση σχολείου-οικογένειας και το ζήτημα της μεταξύ τους συνεργασίας: Κριτική παρουσίαση βασικών θεωρητικών μοντέλων. Έρευνα στην Εκπαίδευση, 1(1), 4-28.

-**Related scientific journals**

-School Community Journal
-Family-School Partnerships in Context
-Family Studies Journal
- International Journal about Parents in Education
-The Family Journal

(Δ 46 E) Psychomotricity, Movement Education and Experiential Learning

Instructor: Antonios Kambas, Professor, Department of Physical Education and Sport Science

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Δ 46 E	**SEMESTER**	6th
COURSE TITLE	Psychomotricity, Movement Education and Experiential Learning		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5

COURSE TYPE	Scientific Knowledge
PREREQUISITE COURSES:	NO
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: Mention the basic theories of Psychomotricity and explain the main principles of each theory. Argue for and validate the prevailing theory of European Psychomotricity Explain the goals and content of Psychomotricity in different learning environments Design, propose and assess educational modules of Psychomotricity. Develop the above modules during the school year in the curriculum determining the time periods of their implementation. Assess motor development in a screening level.
General Competences
Comprehension and explanation of scientific theories and concepts of Psychomotor treatment-intervention-therapy. Detection of kinetic competence. Application of Psychomotor educational modules. Design, implementation and assessment/self-assessment of Psychomotor sessions in institutional and alternative educational environment.

(3) SYLLABUS

1. Developments, trends and theories of Psychomotricity 2. Self-esteem, identity and game in Psychomotricity 3. Context of requirements and recipients of psychomotor treatment/intervention 4. Micro-teaching: Experiences with the body I 5. Micro-teaching: Experiences with the body II 6. Micro-teaching: Experiences with the body III 7. Micro-teaching: Experiences with materials I 8. Micro-teaching: Experiences with materials II 9. Micro-teaching: Experiences with materials III 10. Micro-teaching: Social experiences I 11. Micro-teaching: Social experiences II 12. Micro-teaching: Social experiences III 13. Account of micro-teaching

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY.</td><td>Face-to-face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td><td>PowerPoint Presentations
E-MAIL
E-CLASS
YouTube</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>12</td></tr>
<tr><td>Study and analysis of bibliography</td><td></td></tr>
<tr><td>Laboratory practice</td><td>40</td></tr>
<tr><td>Practice</td><td>30</td></tr>
<tr><td>Project</td><td>53</td></tr>
<tr><td>Course total</td><td>135</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>Assessment language: Greek
Assessment methods (weight%):
• Written examination (30%)
• Public Presentation (50%)
• Project (20%)

Rating criteria (weight%)
• Comprehension of theory (50%)
• Application of theory (30%)
• Teaching competence (20%)
• Organization/structure/completeness of the project
• Adequacy and appropriateness of bibliographical references, independent source research</td></tr>
</table>

(5) ATTACHED BIBLIOGRAPHY

- **Suggested bibliography**:

Zimmer, Renate (2007). Εγχειρίδιο Ψυχοκινητικής. Μετάφραση, Αθήνα: Αθλότυπο.

(Δ 47 E) Social Pedagogy

Instructor: Efthymia Penderi, Associate Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate Program		
COURSE CODE	Δ 47 E	**SEMESTER**	4th
COURSE TITLE	Social Pedagogy		
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**	
	3	4.5	
COURSE TYPE	Scientific field		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: 1) describe the basic theoretical, epistemological and methodological dimensions of social pedagogy 2) distinguish between basic views of social pedagogy in the international arena in the context of its historical development 3) explain the basic principles of social pedagogy and their connection with the comprehensive development, learning and social integration of the individual 4) determine the socio-pedagogical dimension and mission of the school / kindergarten 5) recognize contemporary socio-pedagogical problems with emphasis on those that occur in the school / kindergarten area 6) analyze the socio-pedagogical role of the teacher / kindergarten teacher in the context of the development of innovative actions with the character of prevention or intervention 7) develop social pedagogical interventions/programs to improve the educational work and the quality of school life
General Competences
• *Understanding of the basic modern socio-pedagogical issues* • *Transfer of scientific concepts in the field of preschool education* • *Design, implementation and evaluation / self-evaluation of innovative educational programs in*

institutional and alternative educational spaces.

• *Autonomous work*

• *Critical, synthetic, creative thinking*

(3) SYLLABUS

Students are introduced to the interdisciplinary field of Social Pedagogy and realize its dynamic character, as it evolves in the context of tackling a variety of educational and social problems, shaping strategies that respond to the complexity of phenomena and the complex and fluid social reality. Basic theoretical dimensions, epistemological views and methodological issues are presented and the fundamental values and principles of Social Pedagogy are examined. Emphasis is placed on the connection with the modern school in general and the kindergarten in particular. In this context, research strategies, methodological practices and techniques are presented that support the socio-pedagogical role of the school / kindergarten, to promote learning, prosperity and social inclusion in ways that promote social justice.

Course modules

1. Self-collectivity-society, cultural values and the humanistic character of education

2. The multidimensional field, roles and interdisciplinary character of Social Pedagogy.

3. Basic principles and views, historical development and contemporary international reality.

4. Methodological issues and priorities of Social Pedagogy

5. Well-being and mental resilience

6. Great Social Pedagogues

7. Citizenship and critical approach

8. Active participation as a right

9. Social Pedagogy in Germany, England and other countries 21st century skills and digital inclusion

10. The socio-pedagogical role of the school/kindergarten, the teacher as a social educator

11. Basic research strategies, methodological practices and techniques.

12. Development-evaluation of preventive and/or interventional actions in relation to important socio-pedagogical issues that occur in the school context.

13. Presentation of work.

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY</td><td>Face to face

The teaching will take place through discussion, lectures, through scripts. Material such as notes, electronic bibliography and suggested bibliography will be provided</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td><td>PowerPoint Presentations
Email
Eclass</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Study/analysis of bibliography</td><td>30</td></tr>
<tr><td>Personal study</td><td>41</td></tr>
<tr><td>Mid-term Project</td><td>15</td></tr>
<tr><td>Preparation for mid-term project presentation</td><td>10</td></tr>
<tr><td>Course total</td><td>135</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>Language of evaluation: Greek

Evaluation method (weight %):

• Mid-term project in small groups 1200 words (25%)
• Mid-term project presentations (15%)

Evaluation criteria (weight%)

• Content: accuracy and completeness of information, adequate and appropriate use of terminology, relevance to the topic (30%)
• Critical thinking: degree of understanding and processing of information, adequacy of topic development, creative synthetic or analytical approach, alternative ideas (30%)
• Organization, structure and consistency of text: the structure adequately reflects the dimensions of the topic, logical organization of information, continuity, consistency and connections to the meanings (15%)
• Language: sharpness / clarity and explanatory wording, academic writing style (10%)
• Bibliography: adequacy, adequacy of bibliographic sources and correct use of bibliography and reference based on the APA system (15%)
Written examination (60%)

Development of issues</td></tr>
</table>

	Evaluation criteria (weight%) • Content: accuracy, completeness of answers, use of terminology, relevance to the topic (70%) • Critical thinking: in-depth understanding of the subject, synthetic approach, position documentation, alternative ideas (20%) • Structure: Organization, consistency, continuity, coherence of answers (10%)

(5) ATTACHED BIBLIOGRAPHY

Suggested bibliography:

Μυλωνάκου – Κεκέ, Η. (2021). ΚΟΙΝΩΝΙΚΗ ΠΑΙΔΑΓΩΓΙΚΗ ΘΕΩΡΙΑ ΚΑΙ ΠΡΑΞΗ. Παπαζήσης

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Moss, P. & Petrie, P. (2019). Education and social pedagogy: What relationship? London Review of Education, 17(3), 393-405.

Janer, A. & Úcar, X. (2017) Analysing the dimensions of social pedagogy from an international perspective. European Journal of Social Work, 20(2), 203-218. DOI: 10.1080/13691457.2016.1188782

Hamalainen, J. (2015). Defining social pedagogy: historical, theoretical and practical considerations. British Journal of Social Work, 45(3), 1022-1038. doi: 10.1093/bjsw/bct174

Schugurensky, D., & Silver, M. (2013). Social pedagogy: Historical traditions and transnational connections. Education Policy Analysis Archives, 21(35), 1-16. doi:1014507/epaa.v21n35.2013

Hämäläinen, J. (2012). Social pedagogical eyes in the midst of diverse understandings, conceptualisations and activities. International Journal of Social Pedagogy, 1(1), 3-16. doi:10.14324/111.444.ijsp.2012.v.1.1.00

Kyriacou, Ch. (2009) The five dimensions of social pedagogy within schools. Pastoral Care in Education, 27(2), 101-108, DOI: 10.1080/02643940902897681

Baines, E., Blatchford, P. & Kutnick, P. (2008). Pupil grouping for learning: Developing a social pedagogy of the classroom. In R. M. Gillies, A. F. Ashman and J. Terwel (Eds.), The teacher's role in implementing cooperative learning in the classroom (pp. 56-72). New York: Springer.

`Related scientific journals

-International Journal of Social Pedagogy

- Social Pedagogy | Social Education

(Δ 48 E) Basic Issues of Social Pedagogy and Educational Innovations

Instructors:

Efthymia Penderi, Associate Professor

Efthymia Papanastasiou, Specialized Laboratory and Teaching Staff

Ekaterini Gioftsali, Specialized Laboratory and Teaching Staff

Ioulia Ntousi, Specialized Laboratory and Teaching Staff

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate Program		
COURSE CODE	Δ 48 E	**SEMESTER**	8th
COURSE TITLE	Basic Issues of Social Pedagogy and Educational Innovations		
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**	
	3	4.5	
COURSE TYPE	Scientific field		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes

After completing the course, students will be able to:

1) describe the basic dimensions related to important socio-pedagogical issues in preschool and primary education

2) identify the characteristics of socio-pedagogical methods that are suitable for approaching socio-pedagogical issues

3) recognize the characteristics and importance of innovation and creativity in the context of socio-pedagogical interventions

4) analyze the dimensions of socio-pedagogical issues in relation to the aims and content of education

5) develop/evaluate prevention or intervention educational programs and research designs in relation to important socio-pedagogical issues

General Competences

Understanding of the basic modern socio-pedagogical issues

• Transfer of scientific concepts in the field of preschool education

• Design, implementation and evaluation / self-evaluation of innovative educational programs in institutional and alternative educational spaces.

• Autonomous work

• Critical, synthetic, creative thinking

(3) SYLLABUS

The scope of the course regards the development of students' understanding of the basic social pedagogical issues, mainly in the field of preschool education. The nature and function of these issues are analyzed through the lens of the systemic theory and using relevant empirical evidence through an interdisciplinary perspective. The development of proactive and reactive intervention programs is based on the principles, strategies and techniques of social pedagogy laying emphasis on strategic planning and action research/lesson study. Based on students' interests, a number of specific issues are selected and are examined in small groups during the course with an aim of implementing innovative activities in typical and atypical educational settings. At the end of the course, students present the program that each group has developed and reflect on the basis of a number of criteria: i. the structure and character of the program (design, effectiveness, social pedagogical character (theory-research-practice) and ii. engagement and collaboration in the group.

Course modules

1. Basic socio-pedagogical issues with emphasis on preschool education.

2. Field mapping, connection with theory and research.

3. Familiarity with the concept and methodology of service-based learning.

4. Presentation of community and student needs through an investigative approach and shaping the specific content of the course.

5. Importance and necessity of implementing prevention and intervention programs.

6. Characteristics and evaluation of innovative programs.

7. Methodological strategies and techniques within the framework of socio-pedagogical thinking and practical applications.

8. In-depth analysis of specific issues/problems and proposals for the development of innovative actions (connection of theory-research-practice)

9. Focused seminars based on specific topics of interest

10. Focused seminars based on specific topics of interest

11. Student support and feedback

12. Student support and feedback

13. Reflection-evaluation

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY</td><td>Face to face

The teaching will take place through discussion, lectures, with films and videos, through scripts. Material such as notes, electronic bibliography and suggested bibliography will be provided</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td><td>PowerPoint Presentations

Email

Eclass</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures/Tutorials</td><td>39</td></tr>
<tr><td>Practice</td><td>160</td></tr>
<tr><td>Course total</td><td>199</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>Language of evaluation: Greek

Evaluation method (weight %):

• Written work (100%)

Evaluation criteria (weight%)

• Content: accuracy and completeness of information, adequate and appropriate use of terminology, relevance to the topic (30%)
• Critical thinking: degree of understanding and processing of information, adequacy of topic development, creative synthetic or analytical approach, alternative-new ideas (30%)
• Organization, structure and consistency of text: the structure adequately reflects the dimensions of the topic, logical organization of information, continuity, consistency and connections to the meanings (15%)
• Language: sharpness / clarity and explanatory wording, academic writing style (10%)
• Bibliography: adequacy of bibliographic sources and correct use of bibliography and reference based on the APA system (15%)</td></tr>
</table>

(5) ATTACHED BIBLIOGRAPHY

Suggested bibliography:

Πεντέρη, Ε. & Πετρογιάννης, Κ. (2024). Η Σχέση Σχολείου, Οικογένειας και Κοινότητας. Κοινωνικο-παιδαγωγικές και αναπτυξιακές διαστάσεις για τη γονική εμπλοκή στην προσχολική και πρωτοσχολική ηλικία. Δαρδανός.

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Ευαγγέλου, Ο. & Κάντζου, Ν. (2008). *Διαδίκτυο και διαπολιτισμική εκπαίδευση. Διαδικτυακές διαθεματικές δραστηριότητες για το δημοτικό σχολείο*. Αθήνα: Ταξιδευτής.

Chauvel, D. (2011). *Leading issues in innovation research*. UK: Academic Publishing International.

Γιαννακάκη, Μ. Σ. (2005). Η εφαρμογή καινοτομιών στη σχολική μονάδα. Στο Α. Καψάλης (Επιμ.), *Οργάνωση και διοίκηση σχολικών μονάδων* (σσ. 243-270). Θεσσαλονίκη: Εκδόσεις Πανεπιστημίου Μακεδονίας.

O'Farrelly, C. A Booth, Tatlow-Golden, M., & Barker, B. (2020). Reconstructing readiness: Young children's priorities for their early school adjustment. *Early Childhood Research Quarterly, 50*(2), 3-16.

O'Farrelly, C. (2020). Bringing young children's voices into programme development, randomized controlled trials and other unlikely places. *Children & Society, 00*, 1–14. https://doi.org/10.1111/chso.12390

Blair, C., McKinnon, R.D., & Daneri, M.P. (2018). Effect of the tools of the mind kindergarten program on children's social and emotional development. *Early Childhood Research Quarterly, 43*, 52-61, 10.1016/j.ecresq.2018.01.002

Denham, S.A., Bassett, H.H., Way, E., Kalb, S., Warren-Khot, H., & Zinsser, K. (2014). "How would you feel? What would you do?" Development and underpinnings of preschoolers' social information processing. *Journal of Research in Childhood Education, 28*, 182-202. 10.1080/02568543.2014.883558

Newton, L.D., Newton, D.P. (2014). Creativity in 21st-century education. *Prospects, 44*, 575–589. https://doi.org/10.1007/s11125-014-9322-1

Carida, H. (2011). Planning and implementing an educational programme for the smooth transition from kindergarten to primary school: The Greek project in all-day kindergartens. *The Curriculum Journal, 22*(1), 77-92. DOI: 10.1080/09585176.2011.550800

Szecsi, T. (2008). Teaching strategies: Creative drama in preschool curriculum: Teaching strategies implemented in Hungary. *Childhood Education, 85*(2), 120-124, DOI: 10.1080/00094056.2009.10523078

Θωίδης, Ι. (2007). Εμψύχωση: Κοινωνικοπολιτιστική, κοινωνικοεκπαιδευτική δράση στο σχολείο και στον ελεύθερο χρόνο. *Ερευνώντας τον Κόσμο του Παιδιού, 7*, 41-58.

Sawyer, R. (2006). Educating for innovation. *Thinking Skills and Creativity, 1*, 41–48.

Saracho, O. & Spodek, B. (2003) Recent trends and innovations in the early childhood education curriculum. *Early Child Development and Care, 173*(2-3), 175-183.

DOI: 10.1080/03004430303095

-**Related scientific journals**

-International Journal of Social Pedagogy

- Social Pedagogy | Social Education

(Δ 49 E) The Pedagogy of STEM

Instructor: Demetra Evangelou, Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate Program		
COURSE CODE	Δ 49 E	**SEMESTER**	7th
COURSE TITLE	The Pedagogy of STEM		
INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**	
	3	4.5	
COURSE TYPE	Scientific field		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: 1) Be exposed, and to reflect on the, history, evolution and contemporary perceptions of STEM in preschool education 2) Recognize STEM as a comprehensive pedagogical approach for preschool children 3) Design and evaluate STEM activities and interventions using developmentally appropriate approaches 4) Integrate and align STEM pedagogy with other educational approaches.

General Competences
Exploring and investigating scientific ideas
Cultivating creative thinking and adopting experimental dispositions
Understanding the evolution of educational ideas and approaches over time
Development of cooperative and reflective abilities
Respecting the diversity and plurality of educational approaches
Recognizing critical thinking skills in planning, designing and implementing educational approaches

(3) SYLLABUS

This course is organized into three sections.

It first explores the history of ideas that promulgated and led to the debate, investigation, and adoption of the acronym STEM. The underlying reasons that led to a search for an integrated educational approach on the subjects included in STEM is studied from multiple perspectives.

In the second section, the pedagogical issues related to the integration of STEM subjects are examined in detail arguing that this integrated approach epistemologically and pedagogically is superior and more appropriate compared to the isolated silo approach to teaching and learning these subjects.

In the third section, STEM examples from different approaches such as problem-solving methodology, design, construction, and exploratory/discovery are presented, analyzed, and evaluated.

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY</td><td>Face to face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td><td>Email

PowerPoint Presentations

Eclass</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Study of related literature</td><td>25</td></tr>
<tr><td>Term paper</td><td>31</td></tr>
<tr><td>Individual study</td><td>40</td></tr>
<tr><td>Course total</td><td>135</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>Language of evaluation: Greek

Methods of evaluation method

Assessment for this course is based on:
Group preparation and presentation of an integrated STEM intervention in formal or informal preschool education.

Evaluation criteria (weight%)

Evaluation of the work is based on:

• Completeness of the proposed educational design (30%)
• Originality and authenticity of ideas (30%)
• Inclusion and adoption of related the concepts covered by the course (20%)
• Bibliography (10%)
• Presentation (10%)</td></tr>
</table>

(5) ATTACHED BIBLIOGRAPHY

Suggested bibliography:

Bagiati, A., & Evangelou, D. (2015). Engineering curriculum in the preschool classroom: the teacher's experience. European Early Childhood Education Research Journal, 23(1), 112-128.

Bairaktarova, D., Evangelou, D., Bagiati, A., & Brophy, S. (2011). Early engineering in young children's exploratory play with tangible materials. Children Youth and Environments, 21(2), 212-235.

Elizabeth A.C. Rushton & Heather King (2020) Play as a pedagogical vehicle for supporting gender

inclusive engagement in informal STEM education, International Journal of Science Education, Part B, 10:4, 376-389, DOI: 10.1080/21548455.2020.1853270

Evangelou, D. & Bagiati, A. (2019). Engineering in Early Learning Environments. In STEM in Early Childhood Education: How Science, Technology, Engineering and Mathematics Strengthen Learning edited by Lynn E. Cohen and Sandra Waite Stupiansky. Routledge.

Fleer, M. (2019). Five steps for early childhood educators to create a Conceptual PlayWorld and encourage a love of STEM. https://thespoke.earlychildhoodaustralia.org.au/five-steps-early-childhood-educators-create-conceptual-playworld-encourage-love-stem/

Fuller, J. A., Luckey, S., Odean, R., & Lang, S. N. (2021). Creating a diverse, inclusive, and equitable learning environment to support children of color's early introductions to STEM. *Translational Issues in Psychological Science, 7*(4), 473–486. https://doi.org/10.1037/tps0000313

Gold, Z. S., Elicker, J., Bairaktarova, D., & Evangelou, D. (2017). Preschool Engineering Play Behaviors (P-EPB). *West Lafayette, IN: Purdue University*.

Stephenson, T., Fleer, M. & Fragkiadaki, G. Increasing Girls' STEM Engagement in Early Childhood: Conditions Created by the Conceptual PlayWorld Model. *Res Sci Educ* **52**, 1243–1260 (2022). https://doi.org/10.1007/s11165-021-10003-z

Psycharis, S., Kalovrektis, K. & Xenakis, A. (2020). A Conceptual Framework for Computational Pedagogy in STEAM Education: Determinants and Perspectives. *Hellenic Journal of STEM Education,* 1(1), 17-32.

Ψυχάρης, Σ., Κοτζαμπασάκη, Ε., & Καλοβρέκτης, Κ. (2018). Υπολογιστική Σκέψη, Επιστημολογία των Μηχανικών και Υπολογιστική Παιδαγωγική: Μια πρόταση εισαγωγής του STEM στην εκπαίδευση. *Εκπαίδευση και Επιστήμες.*

Culture and Education (Π)

(Π 03 Y) Introduction to Linguistics: Analysis of the Greek Language

Instructor: Lydia Mitits, Assistant Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Π 03 Y	**SEMESTER**	1st
COURSE TITLE	Introduction to Linguistics: Analysis of the Greek language		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	4.5

COURSE TYPE	General background
PREREQUISITE COURSES:	X
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.duth.gr/courses/ALEX04172/

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: 1) recognize main concepts and terms within the field of linguistics, 2) exploit these concepts and terms in the analysis of the Greek language, 3) understand the social and communicative dimension of language, 4) recognize and critically approach widely accepted myths concerning language use and function.
General Competences
• Understanding and interpretation of scientific theories and concepts in the field of education • Understanding various factors involved in the formation of social and educational reality

(3) SYLLABUS

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, anti-languages, dialects, language attitudes, and language standardization.

Sections of the course:

1. Introductory concepts – language myths – language as a communication code and a cognitive process
2. Phylogeny of language
3. Ontogeny of language
4. Areas of linguistic analysis: Phonetics
5. Phonetics of the Greek language
6. Areas of linguistic analysis: Phonology
7. Phonemic transcription and phonological rules of the Greek language
8. Areas of linguistic analysis: Morphology
9. Morphology of the Greek language
10. Areas of linguistic analysis: Syntax
11. Syntax of the Greek language
12. Areas of linguistic analysis: Semantics and Pragmatics
13. Semantics and Pragmatics of the Greek language

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint Eclass Email	
TEACHING METHODS	***Activity***	***Semester workload***
	Lectures	39

	Study and analysis of bibliography	50
	Personal study	46
	Course total	***135***
STUDENT PERFORMANCE EVALUATION	**Language of evaluation**: *Greek* **Methods of evaluation**: Students can choose between two methods of evaluation: First: • Short-answer questions (100%) Second: • Short-answer questions (80%) • Oral presentation of bibliography in class (20%) **Evaluation criteria** ▪ **Content**: accurate and comprehensive answers, accurate use of terminology, relevance to the topic (75%) ▪ **Critical thinking** – Evaluation: topic comprehension, adequate empirical support, effective argumentation, synthetic or analytical approach (25%)	

(5) SUGGESTED BIBLIOGRAPHY

Dirven, R. & Verspoor, M. 2004. *Cognitive Exploration of Language and Linguistics*. Trans. & Ed. A. Athanasiadou & M. Milapidis. Thessaloniki: University Studio Press.

Fromkin, V., Rodman, R. & Hyams, N. 2008. *An Introduction to Language*. Trans. E. Vazou, G. I. Xydopoulos, F. Papadopoulou & A. Tsangalidis. Ed. G. I. Xydopoulos. Athens: Patakis.

Goutsos, D. 2012. *Language: Text, Variation, System*. Athens: Kritiki.

Pavlidou, T.-S. 2008. *Levels of Linguistic Analysis*, 5th edition. Thessaloniki: Aristotle University of Thessaloniki. Center for the Greek Language.

- Related academic journals:

Glossologia (http://glossologia.phil.uoa.gr/node/36)

Studies in Greek Linguistics (http://ins.web.auth.gr/index.php?lang=el&Itemid=176)

(Π 05 Υ) Introduction to Modern Greek Literature

Instructor: Sophie Iakovidou, Professor

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Π 05 Υ	**SEMESTER**	1st
COURSE TITLE	Introduction to Modern Greek Literature		
INDEPENDENT TEACHING ACTIVITIES		**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures		3	4.5
COURSE TYPE	General background		
PREREQUISITE COURSES:	x		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
After successfully completing the course, students are expected to: - Comprehend what is literature and its differencies from other types of speech - Comprehend which sciences study it - The concept and significance of comparative literacy - Identify the difference between philology and literature critique - Introduce themselves to research methodology: identify research and critique gaps, bibliography update (hard copy and electronic), use of bibliography, bibliographical references. - Identify the beginning of modern Greek literature - Identify the most significant phases of modern Greek literature - Discern the different types of literature and trends - Comprehend the concept of literature generation and critically approach categorizations in Schools, Generations, etc. - Comprehend that developments in literature are interconnected with historical, social and cultural developments - Realize that main figures and trends in modern Greek literature correspond to similar ones in European literature - Obtain analytical tools for the examination of prose and poetry - Acquaint themselves with the work of significant writers - Comprehend the significance of minor cases and how they are discerned from others

General Competences
Portfolio management (bibliography, electronic sources, etc.) Search for, analysis and composition of data and information with the use of technological tools Acquaintance with the recent cultural history of Greece and Europe Promotion of critical and inductive thinking Ability to discern the different types of discourse Acknowledgement of the value of written and oral tradition

(3) SYLLABUS

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.

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY</td><td>Face-to face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td><td>PowerPoint presentations
E-mail
Websites and Web-based resources about modern Greek literature and studies</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Seminars</td><td>3</td></tr>
<tr><td>Study and analysis of bibliography</td><td>26</td></tr>
<tr><td>Project</td><td>24</td></tr>
<tr><td>Personal study</td><td>43</td></tr>
<tr><td>Course total</td><td>135</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE</td><td>Language of evaluation: Greek</td></tr>
</table>

EVALUATION	**Methods of evaluation**: Written examination Optional project **Evaluation criteria:** Participation Project presentation Competency in written text

(5) ATTACHED BIBLIOGRAPHY [in Greek]

- Suggested bibliography:

Beaton, Roderick, *Εισαγωγή στη νεότερη ελληνική λογοτεχνία*, μετάφραση Ευαγγελία Ζουργού-Μαριάννα Σπανάκη, Αθήνα: Νεφέλη, 1996

Vitti, Mario, *Ιστορία της νεοελληνικής λογοτεχνίας*, Αθήνα: Οδυσσέας, 1987

Vitti, Mario, *Για μια ιστορία της ελληνικής λογοτεχνίας του εικοστού αιώνα: Προτάσεις ανασυγκρότησης, θέματα και ρεύματα*. Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης, 2012.

Πολίτης, Λίνος, *Ιστορία της Νεοελληνικής λογοτεχνίας,* Αθήνα: ΜΙΕΤ, 1989.

Βελουδής, Γιώργος, *Γραμματολογία*, Αθήνα: Πατάκης, 2011

Αγγελάτος, Δημήτρης, *Η άλφα - βήτα του νεοελληνιστή*, Εκδόσεις Gutenberg, 2011.

Αρσενίου, Ελισάβετ, *Πρακτική εισαγωγή στη μελέτη της Νεοελληνικής λογοτεχνίας*, *Ορολογία, μεθοδολογία, θεωρία*, Αθήνα: Μεταίχμιο, 2012.

Κατσιγιάννης Αλέξανδρος, Διαμαντοπούλου Λίλιαν, Παππάς Φίλιππος, *Εισαγωγή στη νεοελληνική φιλολογία* στο Ελληνικά Ακαδημαϊκά Συγγράμματα, www.kallipos.gr

Μαστροδημήτρης, Παναγιώτης, *Εισαγωγή στη νεοελληνική φιλολογία*, Αθήνα: Δόμος, 2018

Αθανασόπουλος, Β. *Το ποιητικό τοπίο του ελληνικού 19ου και 20ού αιώνα.* Τόμος Γ΄. Αθήνα: Καστανιώτης, 2007.

Δημητρακόπουλος, Φώτιος, *Ο Νεοελληνισμός στη Λογοτεχνία. 19ος-20ός αι.: Με θεωρητικά κεφάλαια και αντιπροσωπευτικά κείμενα*, Αθήνα: Επικαιρότητα, 1990.

Μαστροδημήτρης, Παναγιώτης, *Από τη Λογοτεχνία στη Φιλολογία: Θέματα της Νεοελληνικής Λογοτεχνίας και της σπουδής της*, Αθήνα: Δόμος, 2010

Τζιόβας, Δημήτρης, *Ο μύθος της γενιάς του Τριάντα: νεοτερικότητα, ελληνικότητα και πολιτισμική ιδεολογία*, Αθήνα: Πόλις, 2011.

Vitti, Mario, *Η 'γενιά του τριάντα': ιδεολογία και μορφή*, Αθήνα: Ερμής, 1995.

(Π 06 E) Contemporary Greek Literature for Children

Instructor:

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
DEPARTMENT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Π 06 E	**SEMESTER**	5th
COURSE TITLE	Contemporary Greek literature for children		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	4.5

COURSE TYPE	General Background
PREREQUISITE COURSES:	X
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
After the successful completion of the course the students should be able to : 1. Recognize the importance of literature in the overall culture of children 2. Recognize and know the importance of the narrative elements of children's books (language, scenario, narrative voice, point of view, etc.) 3. Recognize and utilize the ideological/socializing role of children's books 4. Choose the appropriate children's book in every instance. 5. Recognize the special characteristics of Greek literature for children
General Competences
• Search for, analysis and synthesis of data and information, with the use of the necessary technology • Respect for difference and multiculturalism • Showing social, professional and ethical responsibility and sensitivity to gender

issues
- Working independently
- Understanding and interpreting concepts of literary theory. Applying such concepts in classes of children of pre-school age.
- Using literature in teaching environments

(3) SYLLABUS

1) Historical overview of the socio-cultural framework of the development of Greek Children's Literature from the post-colonial period to the present day (trends, representatives, works) - Factors and bodies that gave direct impetus to the development of Children's Literature
2) What is Ideology? (Narrative Modes and Ideology - Child and Ideology) - Censorship (Politics, Pedagogy, Self-censorship of the Author)
3) Intertextuality: The historical course of intertextual theory (Levels/Typology of intertextuality) - The term Metafiction (Metafictional Techniques and Ideology)
4) Analysis of subversive/modernist texts, focusing on the example of Evgenios Trivizas
5) Analysis of works by thematic category: A. History, memory, testimony I
6) Analysis of works by thematic category: A. History, memory, testimony II
7) Analysis of works by thematic category: A. History, memory, testimony III
8) Analysis of works by thematic category: B. Family, social problems I
9) Analysis of works by thematic category: B. Family, social problems II
10) Analysis of projects by thematic category: C. Diversity I
11) Analysis of projects by thematic category: C. Diversity II
12) Analysis of projects by thematic category: D. Environment - Ecology I
13) Analysis of projects by thematic category: D. Environment - Ecology II

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY.</td><td>Face-to-face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td><td>PowerPoint
Email</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Essay writing</td><td>48</td></tr>
<tr><td>Personal study</td><td>48</td></tr>
<tr><td>Course total</td><td>135</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>Language of evaluation: Greek

Methods of evaluation:
Students are evaluated by a written examination in which they have to answer four open-ended questions related to the subject matter of the course.</td></tr>
</table>

	Evaluation criteria in this case ▪ **Content**: accurate and comprehensive answers, accurate use of terminology, relevance to the topic (100%) Students have the option to submit a written essay in which case the mark they get from that is added to the mark of the written exam paper (30%).

(5) ATTACHED BIBLIOGRAPHY [in Greek]

- **Basic bibliography**:

Anagnostopoulos, V. (2001) Ideology and Children's Literature, Athens: Kastaniotis

Economidou, S. (2011b) One thousand and One Subversions: Post-modernism in Literature for Young Ages, Athens: Patakis

Economidou, S. (2016) The Child behind the Words: the Implied Reader of Children's Books, Athens: Gutenberg

Friderikou, A. (1995) Jenny behind the Window-glass: Representations of Gender in the Text-books of Grammar of the Greek Elementary Schools, Athens: Ellinika Grammata

Kanatsouli, M. (2000) Ideological Dimensions of Children's Literature, Athens: Tipothito – Dardanos

Kalogirou, T. (2003) Pleasures and Days of Reading, Vol. II, Athens: Publications of the School of I.M. Panagiotopoulos

Karpozilou, M. (1994) The Child in the Land of Books: A Contribution to the Study of Books for Children, Athens: Kastaniotis

Katsiki- Givalou, A. (2005) The Wonderful Journey: Studies on the Literature for Children, Athens: Patakis

Spink, J. (1995) Children as Readers, Athens: Kastaniotis

Yannicopoulou, A. (2008). In the Land of Colours: the Contemporary Illustrated book for Children, Athens: Papadopoulos

Zervou, A., (1996) Censorship and Resistances in the Texts of Our Childhood, Athens: Odisseus

Zervou, A. (1997) In the Wonderland: The Children's Text as a Meeting-point of Children and Adults, Athens: Patakis

(Π 09 Υ) Arts in Education I

Instructor: Evangelia Kopsalidou, Specialized Educational Staff

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Π09Υ	**SEMESTER**	1st
COURSE TITLE	Arts in Education I		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5

COURSE TYPE	Skills development
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	https://eclass.duth.gr/courses/ALEX04213/

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: 1) discern the concepts of music education 2) compare key points of musical education systems and theories 3) design courses of song teaching for children and musical concepts and structures 4) perform songs for children correctly and with good quality 5) accompany rhythmically and melodically (sometimes) with simple percussion instruments a child's song 6) be able to teach (in a variety of ways) a child's song 7) develop the ability of good reading and writing music and basic elements of music theory and history, and make improvised musical instruments and use them
General Competences
• Understanding and interpreting scientific theories and concepts from the field of educational sciences

• Transfer of scientific concepts to pre-school children.
• Implementation of educational practices and methods with reference to the child's all-round development.
• Autonomous work
• Teamwork
• Respect for diversity and multiculturalism
• Respect for the natural environment
• Exercise of criticism and self-criticism
• Promote free, creative and inductive thinking

(3) SYLLABUS

This particular course concerns teaching music and children's singing. More specifically, it includes the following:

- Theories and perceptions of the most important music educators (C. Orff, Z. Kodaly, E. J. Dalcroze, etc.), the content of their systems in detail and their application in pre-school education through musical activities based on this.
- Parallel learning of children's songs (Greek and non-Greek) using mainly melodic percussion instruments, flute, rhythm instruments, piano accompaniment. Ways of teaching them to children in kindergarten. Exemplary Classroom and DVD Teaching.
- Construction of improvised musical instruments (Sieves, maracas, drums, bells, guitars, flutes, trumpets, tambourines, etc.) with simple materials (plastic bottles, paper boxes, pots, rubbers, balloons, canes, seeds and fruits, colored paper and cardboard etc.). Accompanying children's songs with the above improvised musical instruments.
- Introduction to the theory and history of music as well as the most basic musical forms.

(4) TEACHING and LEARNING METHODS – EVALUATION

DELIVERY.	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint, Eclass, email
TEACHING METHODS	

Activity	***Semester workload***
Lectures	13
Seminars	3
Laboratory practice	26
Fieldwork	5
Study and analysis of bibliography	35
Essay writing	5
Project	5

		Artistic creativity	13	
		Personal study/training	30	
		Course total	***135***	
STUDENT PERFORMANCE EVALUATION	**Language of evaluation**: Greek **Methods of evaluation**: short-answer questions 20% written work 30% oral examination 30% art interpretation 20% **Specifically-defined evaluation criteria**: • Accuracy and completeness of responses 20% • Sufficient voice and instrument execution 40% • Appropriate use of terminology 20% • Sufficient bibliographic references and appropriate use of literature 20%			

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Ε. Κοψαλίδου, Αναπλάθοντας την όπερα, Εκδόσεις FagottoBooks, 2014.

J. Machlis, C. Forney, Η απόλαυση της μουσικής, Εκδόσεις FagottoBooks, 2014.

https://eclass.duth.gr/courses/ALEX04213/

(Π 17 Υ) Introduction to Museum Education

Instructor: Assistant Professor (to be appointed)

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences			
ACADEMIC UNIT	Department of Education Sciences in Early Childhood			
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies			
COURSE CODE	Π 17 Υ	**SEMESTER**	4	
COURSE TITLE	INTRODUCTION TO MUSEUM EDUCATION			
INDEPENDENT TEACHING ACTIVITIES			**WEEKLY TEACHING HOURS**	**CREDITS**
			3	4.5
COURSE TYPE	SCIENTIFIC KNOWLEDGE			
PREREQUISITE COURSES:	NONE			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK			
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO			
COURSE WEBSITE (URL)				

(2) LEARNING OUTCOMES

Learning outcomes
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. • To introduce students to Museum Education basic theoretical perspectives and practical applications, • To acknowledge that Museums are alternative learning environments that

support informal and non-formal education,
- To understand the close relationship between current theories of learning that support museum exhibitions and educational programming,
- To identify the varieties of educational activities organized by museums and the typologies of educational programmes.

General Competences

- Production of free, creative and inductive thinking
- Working independently
- Team work
- Decision-making

(3) SYLLABUS

- What is a museum today?
- Types of museums and collections
- The museum exhibition as an educational/didactic element
- What is museum learning
- Museum education and learning theories
- Museum education in Greece
- Museum and school relationships
- The role of the museum educator and interpreter
- Types of educational activities and programmes
- Organizing a school museum visit

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	FACE TO FACE
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	POWERPOINT PRESENTATIONS
TEACHING METHODS	

Activity	***Semester workload***
Lectures	13 lectures (X 3 hours)
Study/analysis of bibliography	24
Project	24
Personal study	48

	Course total	***135***
STUDENT PERFORMANCE EVALUATION	Exams at the end of the semester with open-ended questions and short-answer questions. Short essays are optional and depend on students' interest. The essays' mark contributes to the final mark of the module.	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

S.E. Shaffer (2019). Το παιδί και το μουσείο. Θεωρητικές προσεγγίσεις και παιδαγωγικές πρακτικές ΨΥΧΟΓΙΟΣ ΑΘΑΝΑΣΙΟΣ & ΣΙΑ Ο.Ε., 2019.

Νικονάνου Ν., Μουσειοπαιδαγωγική, Πατάκης, 2010.

Νάκου Ε., Μουσεία: εμείς τα πράγματα και ο πολιτισμός, 2001.

Ν. Νικονάνου, Α. Μπούνια, Α. Φιλιππουπολίτη, Α. Χουρμουζιάδη, Ν. Γιαννούτσου, Μουσειακή μάθηση και εμπειρία στον 21ο αιώνα, Ελληνικά Ακαδημαϊκά Ηλεκτρονικά Συγγράμματα και Βοηθήματα, 2016.

(Π 56 Y) Arts in Education II

Instructors:
Myrsini Lantzouraki, Specialized Educational Staff
Marianna Pavlidou, Specialized Educational Staff, School of Education Sciences

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Π 56 Y	**SEMESTER**	2
COURSE TITLE	ARTS IN EDUCATION II		
INDEPENDENT TEACHING ACTIVITIES		**WEEKLY TEACHING HOURS**	**CREDITS**
		3	4.5
COURSE TYPE	Skills development		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: recognize the terms that affiliate to theatre action. Understand the pedagogical extension of a theatrical event and perceive the limits that discern activities that address to adults from those that address to children. To identify the standards and the ideology rates that characterizes the erudite and the popular spectacles for children (theatre, puppetry, shadow theatre). To acknowledge plays and playwrights, as conveyors of messages that are to be explored and be of good use by students in formal and non formal frames of education so as to facilitate their cognitive, aesthetic and emotional growth. To make puppets using a diversity of materials in many ways. They will be also able to create novel stories with themes related to the kindergarten and primary school children's interests. Additionally they can organize short puppetry

events using the techniques of encouragement they have been taught.

Students will also be able to apply the knowledge and techniques of artistic creations to the pupils, to understand the importance of child expression through drawing and painting, as well as through any creative activities. To become creative and open minded to all activities that relate with the Arts and Culture, to be active observers at any artistic expositions and cultural activities. To become more social, to cooperate and communicate through non-verbal communication that Art offers. Students will be able to express themselves in artistic terms, to analyze, compose and choose the exact artistic and supervisor tools (color, fabric, pictures and paintings, drawings) so as to make their pupils connect with the natural world, the language and their own feelings. Students will also understand that art and the artistic expression is an important way of expression and communication between people, but also a tool of acquisition and consolation of knowledge. Lastly, they will be capable of making their own artistic creations being inspired by different eras and artistic streams and to put them in the teaching process of mathematics, language, environmental studies, etc. (interdisciplinarity).

They will also be able to:

- Plan, organize and implement for kindergarten pupils, an art education course with an interdisciplinary dimension.
- Recognize, utilize and apply special techniques at school, using materials and tools used in visual arts.
- Observe, describe, analyze and interpret a work of art, compare it with others, understand and describe the differences and similarities, in order to use it in the lesson.
- Plan, organize and implement a lesson of approaching the visual art project in an experiential way.
- Recognize the stages of development of children's drawing and its communicative character, as well as the value of visual expression for the all-round and balanced development of the child's personality.
- Understand and utilize the psychotherapeutic effect of the arts and their importance in educational practice.

General Competences

- Production of free creative thought, activation of imagination, grouping and collaboration
- Autonomous work
- Acquisition of theoretical and practical base so that the student can apply this knowledge to the framework of preschool culture and education

(3) SYLLABUS

The specific course consists of two modules: (a) Puppet Theatre for Children and (b)

Aesthetic Education.

Puppet Theatre for Children

Through the combination of theory and practice, the following are covered:

Kinds of shows for children. Theater for children in Greece and the relationship of theatrical texts with their era. From text to performance: theatre techniques and their implementation, role analysis, rules and codes of theatre texts. Examples of activities like: expressiveness and creativity through miming and pantomime, voice training and breathing, improvisations and role playing, creating environment for action, puppet making, methodology for writing a short play.

Here is a structure of the “art of theatre” unit, arranged in 7 modules:
1. The concept of theatre across space and time
2. The actor as the communicator of the message. The agents of the action and the audience
3. Genres of spectacles for children: A historical overview
4. Children's theatre in Greece and the reflection of playwrights to the historical, social, and aesthetic contexts. Practical application: Improvisation and Role games
5. From text to performance: Techniques, role analysis, and stage codes
6. Puppetry actions: Expression and creativity through imitation, voice exercises and the technique of breathing, creating the environment for action
7. Writing original puppetry scripts and suggestions on making puppets from different materials

Aesthetic Education

By following an experimental and playful action, the lesson is an introduction to the basic elements of the artistic conformation (point-line-shape-level-color-space-synthesis) that aims to the knowledge of the alphabet of the artistic language and to the ability to create original artistic creations.

The contact of the students with important artistic streams and creations made in different eras of history, offers them knowledge and examples of the use of the Artistic Language in different eras. The experiential approach offers a direct contact, interpretation and understanding and works as a source of inspiration for their own artistic creativity.

Students will not only acquire skills through their contact with different painting techniques, tools and other means of craft but also ways they can organize their work and create a drawing lab in the classrooms and tools that will help them succeed in their teaching practice. The module also focuses on the understanding of the language of paintings and the ways children express themselves through drawings that shape up during their

childhood and make us understand their feelings and thoughts.

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY.</td><td>Face to Face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td><td>PowerPoint Presentations
Email
MS Teams, Eclass</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>15</td></tr>
<tr><td>Seminars</td><td>15</td></tr>
<tr><td>Laboratory practice</td><td>25</td></tr>
<tr><td>Essay writing</td><td>20</td></tr>
<tr><td>Artistic creativity</td><td>40</td></tr>
<tr><td>Personal study/training</td><td>20</td></tr>
<tr><td>Course total</td><td>135</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>Language of evaluation: Greek

Methods of evaluation (for the module “Puppet Theatre for Children”): Presentation during the exams that are held at the end of the semester. In groups of 3-5, students perform a puppet theatre activity based on an original script written by them.

Specifically-defined evaluation criteria (for the module “Puppet Theatre for Children”): The evaluation derives from: the making of an authentic puppet, the composition of an original script, the puppet performance, the puppeteer as the coordinator of the action (movements- energy- voice quality). To comply with the requirements, students may refer to the bibliography as well as to reading material related to the subject given by the tutor during the course.

Methods of evaluation (for the module “Aesthetic Education”):
Preparation and delivery of artistic works (artistic compositions)</td></tr>
</table>

	Specifically-defined evaluation criteria (for the module "*Aesthetic Education*"): Participation in the course, positive behavior, willingness. Regarding to the students' artistic compositions: Good understanding of the theory taught, through the harmonic and balanced usage of colours, the contrast in colour, line and shape and the position of the above in space. Authenticity of ideas, personal style, imagination, creativity.

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Grammatas, Th. (2017). Theatre training and Education. Athens: Diadrasi.

Epstein A. S., Trimi E. (2005). Fine Arts and Young Children. Athens: Typothito- Giorgos Dardanos

Lenakakis, A. Parousi, A. (2019). The art of puppetry in education. A game of converging and diverging. Ahtens: Gutenberg

Magouliotis, A. Tsilimeni, T. (2011). Puppet Theatre. Puppets, Setting, Acting, Plays. Athens: Kastaniotis

Papanikolaou R. A. (2002). Drawing in the kindergarten and the Elementary School. Thessaloniki: Little Prince Publications

Parousi, A. (2012). Puppet theatre in Education. Athens: Plethron

Tutor's articles, published on the website: www.art22.gr

Tutor's notes

(Π 21 E) Dramatic Play – Dramatization

Instructor: Myrsini Lantzouraki, Specialized Educational Staff

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Π 21 E	**SEMESTER**	3
COURSE TITLE	Dramatic Play – Dramatization		
INDEPENDENT TEACHING ACTIVITIES		**WEEKLY TEACHING HOURS**	**CREDITS**
		3	4.5
COURSE TYPE	SKILLS DEVELOPMENT		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
Students after completing the module will be able to: 1. Organize a theatre game activity 2. Co-ordinate theatre activities in the kindergarten 3. Use drama activities to start or evaluate an educational procedure 4. Select appropriate texts and tales to dramatize 5. Turn narratives into plays 6. Perform a story on stage 7. Move from narration to dramatization together with the students
General Competences
• Team work • Implementation of theatre practices to convey creative and empirical ways of teaching and learning • Presentation of a narrative by using methods of drama

- The students create, choose, act and response to stimuli, adapt to different needs and situations, adjust play material to students' needs

(3) SYLLABUS

Drama activities and dramatization are included in theatre practice. They aim to promote alternative approaches of applying knowledge, as they rely to physical, emotional and oral expression. Both dramatic play and dramatization are appreciated to be acts of enjoyment, cooperation and creativity. The structure of the lessons supports empirical activities so as students can gain good insight of the module and be able to apply the practice to their future teaching work.

The lesson aims to acknowledge games as means of expression, of manners and feelings; Build activities by using physical and oral expression; Act through space and time, use materials, play role games; Change a narrative into action; Understand the means and techniques of dramatization; Appreciate the criteria for selecting a text or a situation. Get from narration to action; Discover the role of the teacher as a trainer in drama; Apprehend the effect of lighting and music, costumes and masks, make up in drama;

The thirteen weekly sections of the course are as follows:

1. The Island of Emotions. Approaching emotions through play.
2. Introduction to the definitions of Dramatic Play/Dramatization. Similarities and differences.
3. Key characteristics of dramatic-theatrical play. Autonomous Theatrical Play Examples of energizers (activation and expression games).
4. Autonomous Theatrical Play: examples (pantomime, games of structuring space, word based theatre games).
5. Improvisation: Definition and Applications.
6. Role playing games and combined theater exercises. Examples.
7. Dramatization: Introduction to theatricality.
8. The Wizard of Oz: Examples of dramatizing children' narratives.
9. Structuring the text. Transforming the narration into dialogue.
10. Creating the role/character: Exploring the character's emotions through his/her life experiences.
11. Space and time in dramatization.
12. Means and techniques of dramatization. The dimension of the object. Examples.
13. Dramatization as a tool for Theatre Pedagogy and Drama in Education.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	FACE TO FACE

<table>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td><td>POWERPOINT PRESENTATIONS
Recorded material
E-class, E-mail</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>10</td></tr>
<tr><td>Interactive teaching</td><td>35</td></tr>
<tr><td>Art workshop</td><td>30</td></tr>
<tr><td>Project</td><td>15</td></tr>
<tr><td>Artistic creativity</td><td>30</td></tr>
<tr><td>Independent study</td><td>15</td></tr>
<tr><td>Course total</td><td>135</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>Language of evaluation: Greek

Methods of evaluation:
Criteria of selection of material (20%)
Dramatization (40%)
Presentation (30%)
Artistic interpretation (10%)

Evaluation Criteria

Speech: Expression (50%)
Speech: Use of oral speech (50%)</td></tr>
</table>

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Barbour, A., Desjean- Perotta, B. (2004). Prop Box Play. Themes and Activities to inspire Dramatic Play: Athens: Savalas
- Belgeret, L. (1988). Kinesthetic games for children 2-6 years old. Athens: Diptycho
- Beauchamp, H. (1998). Child and dramatic games. Athens: Typothito
- Giannaris, G. (1994). Theatre education and play. Athens: Gregoris
- Kontogianni, A. (1983). Dramatization for Children. Athens: Alkistis
- Kontogianni, A. (1989). The book of Dramatization. Athens: Alkistis
- Kouretzis, L. (1991). Theatre Play. Athens: Kastaniotis
- Papadopoulos, S. (2010). Pedagogy of Drama. Athens: Self Publishing
- Sextou, P. (1998). Dramatization. The book of the teacher-practitioner. Athens: Kastamiotis
- Sergi, L. (1987). Dramatic expression and education of the child. Athens: Gutenberg
- Faure G., Lascar S.. (1988). Drama Games. Athens: Gutenberg

(Π 23 E) Illustrated Children's Books and their Reading

Instructor:

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
DEPARTMENT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Π 23 E	**SEMESTER**	6th
COURSE TITLE	Illustrated Children's Books and their Reading		

INDEPENDENT TEACHING ACTIVITIES	WEEKLY TEACHING HOURS	CREDITS
	3	4.5

COURSE TYPE	Scientific Knowledge
PREREQUISITE COURSES:	X
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
After the successful completion of the course the students should be able to : 1) recognize the characteristics of a picture (style, focalization, perspective) 2) use picture-books in class knowing their special characteristics 3) utilize the dynamic relation between words and pictures which characterizes this kind of books 4) recognize the ideological dimension of pictures in general and of pictures-books in particular and work on it with children readers.
General Competences
• Understanding and interpreting concepts of literary theory and of painting. • Applying such concepts in classes of children of pre-school age. • Working independently and as a team • Search for, analysis and synthesis of data and information, with the use of the

necessary technology

(3) SYLLABUS

1.The picture and the eye: the implied viewer.
2. Style and meaning of a picture.
3. The para-text of picture-books: size, shape, covers, frames e.t.c.
4. The relations between words and pictures.
5. Point of view, focalization and their ideological dimensions.
6. Contemporary trends in Greek illustrations.
7. Ideological dimensions of pictures and of picture-books.
8. Reading of selected picture-books in class: the dialectical relation between the pictures and their reader.

The 13 weekly sections are as follows:

1) Ideological definitions and characteristics: Illustrated books and picture books - The "qualifications" of the intended reader/viewer

2) Style and meaning in the image - Style as signified - Pictorial style, the role of illustration

3) For a 'visual' reading (The characteristics of the image and its interpretation) - Syntactic and stylistic structure of the image - Analysis codes: e.g. position, size, frame, color, etc.

4) What is the context? Where does it aim? -The elements of the context (book shape and size, covers, wallpapers, page frames / images)

5) Types of relations of the verbal with the visual text I (Clarifying / explanatory relationship of image / speech and Complementary relationship of image and speech)

6) Types of relations of the verbal with the visual text II (Contrasting relationship of images and words)

7) Narration: Narrator and Recipient of the Narration - Types of narrative voice - The perspective (types) and focus (modes) in images

8) Contemporary trends in Greek illustration - Types of Books / Types of Readers

9) Ideology and Image - Ideological implications of images and their relations with the text - The relations of visual and verbal text in the construction of the ideological stigma of the story with the analysis of selected illustrated books/picture books

10) Readings of illustrations: the dialectical relationship between the image reader and the reader/text

11) Lesson recap with teaching suggestions that focus on illustration (Workshop): -How useful are picture books/illustrated children's books in education and why? -Which literacies, types of education and skills do they cultivate? -Educational strategies (We

examine what is presented and how it is presented)

12) Presentations of assignments I

13) Presentations of assignments II

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint Email
TEACHING METHODS	

Activity	*Semester workload*
Lectures	39
Essay Writing	55
Personal study	41
Course total	***135***

STUDENT PERFORMANCE EVALUATION

Language of evaluation: *Greek*

Methods of evaluation:
Students are evaluated by submitting a paper, that is an analysis of a picture-book that they themselves have selected.

Evaluation criteria

- **Content**: accurate and comprehensive answers, accurate use of terminology, relevance to the topic (50%)
- **Structure of the analysis:** (20%)
- **Use of bibliography** (10%)
- **Critical thinking** – Evaluation: topic comprehension, adequate empirical support, effective argumentation, synthetic or analytical approach (10%)
- **Language** (10%)

(5) ATTACHED BIBLIOGRAPHY [in Greek]

- **Basic bibliography**:

Asonitis, P. (2001). Illustration in the Books of Children's Literature, Athens: Kastaniotis

Economidou, S. (2006) The coming of age of the gaze: the child – reader between image and text, in Kalogirou, T. (ed.) The Illustrated Book is not Only for Children, Athens: The

Hellenic Children's Book Circle

Economidou, S. (2011b) One thousand and One Subversions: Post-modernism in Literature for Young Ages, Athens: Patakis

Kalogirou, T. (2001). Modes of speech and image in literary books for preschool and primary school children, in Anagnostopoulou, D., Kalogirou, T., Patsiu, V. (ed.) Literary Books in Preschool Education, Athens: Ed. of the I.M. Panagiotopoulos School

Kanatsouli, M. (2000) Ideological Dimensions of Children's Literature, Athens: Tipothito – Dardanos

Martinidis, P. (1990) Comics, Art and Illustartion Techniques, Thessaloniki: ASE Sivropoulou, R. (2004) A Journey to the World of Illustrated Short Stories: Theoretical and Teaching Dimensions, Athens: Metehmio

Tzaferopoulou, M.M. (edit.) (2001) Writing and Illustrating, 1st vol., Athens: Kastaniotis

Tsilimeni, T. (2007) Illustrated Children's Books: Views and Positions, Volos: The University of Thessalia Press

Yannicopoulou, A. (2003). Illustrated children's books: their contribution to the acquisition of literacy, Modern Kindergarten, 33, 8-13

Yannicopoulou, A. (2004b) The humor of the image in the illustrated children's book, Keimena, 1.http://keimena.ece.uth.gr

Yannicopoulou, A. (2008). In the Land of Colours: the contemporary illustrated book for children, Athens: Papadopoulos

(Π 33 Ε) Creative Writing

Instructor: Maria (Maretta) Sidiropoulou, Associate Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Π 33 Ε	**SEMESTER**	8th
COURSE TITLE	Creative Writing		
INDEPENDENT TEACHING ACTIVITIES		**WEEKLY TEACHING HOURS**	**CREDITS**
		3	4.5
COURSE TYPE	SCIENTIFIC KNOWLEDGE		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
After successfully completing the course, students are expected to: • Comprehend basic concepts related to creative writing and the theory of literature • Have developed the skills of analysis, interpretation and critical reading of a literature work • Have exercised in ways to work out the meaning of a text in order to function as creative readers and/or writers • Combine theory with practice through applications and techniques od creative writing • Have explored possibilities of writing expression and reading enjoyment and to be able to use writing as a tool of reflection, personal and professional development and empowerment • Have become aware of practices for enhancing the young children's relation to literature and to have developed the ability to apply the aforementioned practices in early childhood education.
General Competences

- Promotion of free creative thought
- Adjustment to new situations
- Decision making
- Autonomous work
- Teamwork, collaboration
- Project design and management
- Critical assessment and self-assessment
- Respect to diversity and multiculturalism, awareness of gender issues

(3) SYLLABUS

The course involves the modern theoretical context of creative writing. Simultaneously, it involves issues about the creative dimension of the intercombined processes of reading and writing. It explores the possibilities of imaginative and original production and synthesis of discourse by applying creative writing processes and techniques as used in different types of text (literature, poetry, autobiography, essay, etc.). It proposes applications and practices acquainting future teachers with the use of creative writing techniques in classroom. Students will obtain experiences of creative expression techniques and ideas for using a wide range of writing practices in an educational context.

The 13 weekly modules of the course are organized as follows:
1. Introduction to Creative Writing: Theoretical approaches to creativity and the writing process.
2. Writing for oneself: Autobiographical and oblique autobiographical texts mainly inspired by the works of Z. Perec, R. Barthes, S. Sonagon and V. Symborska.
3. Metamorphoses and literary transformation: Creative writing exercises based on the work of F. Kafka.
4. From image to text: Writing a short story inspired by a short film.
5. Style exercises: Experimenting with narrative forms and techniques, with reference to the work of R. Keno.
6. The short story: Concise narrative forms and techniques of short storytelling.
7. Poetry (Free verse, Concrete / Visual poetry, Chaikou, Children's poetry)
8. Experimental poetic practices: Blackout poetry and creative recomposition of texts.
9. The structural elements of narrative: Characters, plot and setting/environment of the story as basic components of the narrative structure.
10. The power of narrative: Narrativeness and functions of the story.
11. Digital storytelling and creative writing: New technologies and multimodal forms of storytelling.
12. Therapeutic dimensions of Creative Writing: Writing as a tool for personal expression and empowerment
13. Applications of Creative Writing in education Creative transformation of literary texts.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint presentations, Online Digital Storytelling Tools, Interactive Whiteboard to share resource links, course files, Artificial Intelligence (AI) Tools for Writing Text
TEACHING METHODS	***Activity*** | ***Semester workload***

	Lectures	39
	Study/analysis of bibliography	30
	Literature creation	66
	Course total	***135***
STUDENT PERFORMANCE EVALUATION	**Language of evaluation**: Greek **Methods of evaluation**: Portfolio (100%) **Evaluation criteria** Completeness of content (20%) Quality of works (literary, linguistic, aesthetic) (20%) Originality and creativity (20%) Format (20%) Oral support presentation skills (20%) are also included in the formation of the final score The evaluation criteria are also announced in detail in the eclass of the course.	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Barry P., 2013. *Γνωριμία με τη θεωρία: μια εισαγωγή στη λογοτεχνική και πολιτισμική θεωρία*, μτφ Α. Νάτσινα, Αθήνα: Βιβλιόραμα.

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Blake Q., 2001. *Tell Me A Picture*. London: Frances Lincoln.

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Goldberg N., 2023. *Το μονοπάτι της γραφής*, (μτφ.: Καλλέργη Λ.), Αθήνα: εκδ. Οκτώ.

Haas, C. 1996. *Writing Technology: Studies in the Materiality of Literacy*. Mahwah, NJ: Lawrence Erlbaum Assoc.

Morley D., 2007. *The Cambridge Introduction to Creative Writing.* Cambridge: Cambridge University Press.

Rodari G., 2003. *Γραμματική της Φαντασίας. Εισαγωγή στην τέχνη να επινοείς ιστορίες.* μτφ. Γ. Κασαπίδης, Αθήνα: Μεταίχμιο.

Sutherland J., 2011. *How Literature Works: 50 Key Concepts.* Oxford UP.

Woolf V, 2005. *Ένα δικό σου δωμάτιο*, μτφ. Μ.Δαλαμάγκα. Αθήνα: Οδυσσέας.

Βακάλη Α., Ζωγράφου- Τσαντάκη Μ., Κωτόπουλος Τ., 2013. *Η δημιουργική γραφή στο*

νηπιαγωγείο. Θεσσαλονίκη: Επίκεντρο

Κιοσσές Σ., 2018. *Εισαγωγή στη δημιουργική ανάγνωση και γραφή του πεζού λόγου*. Αθήνα: Κριτική.

Νικολαϊδου Σ. (επιμ.), 2016. *Η Δημιουργική Γραφή στο Σχολείο*. Αθήνα: Μεταίχμιο.

Νικολαϊδου Σ. 2014. Πώς έρχονται οι λέξεις. Τέχνη και τεχνική της δημιουργικής γραφής. Αθήνα: Μεταίχμιο.

Σουλιώτης, Μ., 2012. *Δημιουργική γραφή, Οδηγίες πλεύσεως, Βιβλίο εκπαιδευτικού*. Κύπρος: Υπουργείο Παιδείας και Πολιτισμού - Παιδαγωγικό Ινστιτούτο.

Τσέργας Ν., 2020. *Θεραπεία μέσω της ποίησης και θεραπευτική δημιουργική γραφή.* Αθήνα: Gutenberg.

Relevant scientific journals:

- *Creative Nonfiction.* The CNF Foundation, 1994-.
- *Poetry Magazine.* Poetry Foundation, 1912-.
- *The Language Arts Journal of Michigan*, Michigan Council of Teachers of English, 1985-
- *Λεξητανίλ,* Περιοδικό των Ασκούμενων Συγγραφέων, ΠΜΣ Δημιουργική Γραφή, Πανεπιστήμιο Δυτικής Μακεδονίας, 2010-

(Π 37 Ε) Applied Museum Education

Instructor: Adjunct Lecturer

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Π 37 Ε	**SEMESTER**	7th
COURSE TITLE	APPLIED MUSEUM EDUCATION		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5

COURSE TYPE	SCIENTIFIC KNOWLEDGE
PREREQUISITE COURSES:	INTRODUCTION TO MUSEUM EDUCATION
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
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 modules 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. • To understand the applications of Museum Education theory to the museum

education practice
- To examine further the relationship between museums and schools
- To examine all types of possible museum education programmes and activities
- To analyse the layout of museum education programmes
- To examine varieties of museum learning materials
- To be able to compose drafts of learning materials for potential use in the museum

General Competences

- Production of free, creative and inductive thinking
- Working independently
- Team work
- Production of free, creative and inductive thinking
- Decision-making
- Project planning (ie. Museum education projects)

(3) SYLLABUS

- Learning in the museum
- Museum visitors and the learning experience
- Types of museum activities and learning strategies
- Types of learning materials and content analysis
- Role of interpreter/facilitator in the learning process
- The school museum interaction
- Steps for designing programmes and learning materials for museums
- Evaluating the museum school visit

The 13 weekly sessions are organized as follows:

1) Introduction – the concept of the Museum

2) History of Museums from the 17th century to the present day

3) The history of Museum Pedagogy. The Greek Convention

4) Visit and evaluation of the educational dimension of a museum exhibition with a visit questionnaire

5) Educational dimension of museum exhibitions (examples from Greek museums)

6) Theories of material culture and educational utilization of museum exhibits – Museum object analysis exercise

7) Participation in a museum educational program

8) Learning theories and modern Museum Pedagogy

9) Evaluation of a museum educational program – oral presentation and discussion

10) Steps in designing museum educational programs – Instructions for assignments

11) Examples of educational programs and actions in museums in Greece and abroad

12) Presentation and discussion of assignments

13) Presentation and discussion of assignments

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	**PowerPoint presentations**
TEACHING METHODS	

Activity	***Semester workload***
Lectures – seminars	13 X 3 HOURS
Study/analysis of bibliography	31
Project	31
Personal study	36
Course total	***135***

STUDENT PERFORMANCE EVALUATION	• Written exams (usually 50-60% of the final mark) • Individual project (usually 40-50% of the final mark)

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:* Enriched every academic year

Κ. Αντύπας, κ.α. Μουσειολογία, πολιτιστική διαχείριση και εκπαίδευση, ΕΚΔΟΣΕΙΣ ΓΡΗΓΟΡΗ, 2014.

Κολιόπουλος Δ. Η διδακτική προσέγγιση του μουσείου φυσικών επιστημών, Μεταίχμιο, 2017.

Ε. Νάκου, Α. Γκαζή (επιμ.), Η προφορική ιστορία στα μουσεία και στην εκπαίδευση, Εκδόσεις Νήσος, 2015.

(Π 38 Ε) Topics on Museology

Instructor: Assistant Professor (to be appointed)

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences			
ACADEMIC UNIT	Department of Education Sciences in Early Childhood			
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies			
COURSE CODE	Π 38 Ε	**SEMESTER**	6th	
COURSE TITLE	TOPICS ON MUSEOLOGY			
INDEPENDENT TEACHING ACTIVITIES		**WEEKLY TEACHING HOURS**	**CREDITS**	
		3	4.5	
COURSE TYPE	SCIENTIFIC KNOWLEDGE			
PREREQUISITE COURSES:	INTRODUCTION TO MUSEUM EDUCATION			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK			
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO			
COURSE WEBSITE (URL)				

(2) LEARNING OUTCOMES

Learning outcomes
• To introduce students to museums as alternative learning environments • To explore current issues that regard museums as learning/cultural institutions • To understand the special way in which museums communicate (mainly with the exhibition and the educational programme) • To understand the social role of museums and their potential impact to contemporary society • To introduce students to special issues that affect museums and their communication with visitors (e.g. new media)

General Competences
• Production of free, creative and inductive thinking • Working independently • Team work • Production of free, creative and inductive thinking • Decision-making

(3) SYLLABUS

- What is a museum today? A brief history
- The social and educational role of the museum
- The communication role of the museum
- Museum visitors and their expectations
- What is a museum exhibition?
- Museums and special groups
- Museums and outreach activities

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint presentations
TEACHING METHODS	***Activity*** / ***Semester workload*** Lectures-seminars / 13 x 3 HOURS Lab practice / 15 Study/analysis of bibliography / 20 Project / 15 Personal study / 46 Course total / ***135***
STUDENT PERFORMANCE EVALUATION	Project delivery at the end of term Oral presentation of the project at the end of the term

(5) ATTACHED BIBLIOGRAPHY

- ***Suggested bibliography***:

Π. Τζώνος, Μουσείο και Νεωτερικότητα, ΜΑΚΕΔΟΝΙΚΗ ΕΤΑΙΡΕΙΑ ΤΕΧΝΩΝ ΚΑΙ ΠΟΛΙΤΙΣΜΟΥ 2014.

Γ. Μπίκος, Α. Κανιάρη, Μουσειολογία, Πολιτιστική Διαχείριση και Εκπαίδευση, Εκδόσεις Γρηγόρη, 2014.

Ν. Νικονάνου, Α. Μπούνια, Α. Φιλιππουπολίτη, Α. Χουρμουζιάδη, Ν. Γιαννούτσου, Μουσειακή μάθηση και εμπειρία στον 21ο αιώνα, Ελληνικά Ακαδημαϊκά Ηλεκτρονικά Συγγράμματα και Βοηθήματα, 2016.

(Π 39 Ε) The Bildungsroman

Instructor: Sophie Iakovidou, Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Π 39 Ε	**SEMESTER**	8th
COURSE TITLE	The Bildungsroman		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	4.5
COURSE TYPE	Scientific Knowledge	
PREREQUISITE COURSES:	x	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes	
COURSE WEBSITE (URL)		

(2) LEARNING OUTCOMES

Learning outcomes
After successfully completing the course, students are expected to: - Comprehend the significance of bildung especially as pedagogical students and future teachers. - Obtain knowledge about the international tradition of bildungsroman, classical and less known writers per country. - Discern variations according to the corresponding national tradition. - Comprehend, identify and classify visual and text narratives belonging in the specific type of narrative. - Comprehend the range of bildung in modern Greek literature. - Comprehend why the specific form of literature is used very frequently in the Generation of the 1930s and also why and how it evolves and is shaped throughout the course of time - Observe analytical interpretive approaches to bildungsroman - To analyze prose work based on the course syllabus - Develop their critical thinking ability about issues regarding the course
General Competences
Search for, analysis and composition of data and information with the use of appropriate technological tools Autonomous and group work Εργασία σε διεθνές περιβάλλον

Production of new research ideas
Promotion of free, creative and inductive thinking

(3) SYLLABUS

Negotiating issues of initiation, conformation, apprenticeship (not only in the narrow pedagogical sense but with the wider sense of knowledge that is experience or that of the attempt to integrate the young hero into different environments), divided between two traditions, that of individualism and that of "socialization", reconciliation with the self and the world, showing the multiple spaces of friction or even conflicts leading to one direction or another (school, family, study, work, art, love and love relationships), and especially closely linked to the rise of the bourgeoisie, the apprenticeship novel has almost come to be identified with the story of the novel in general.

It is a special kind of novel, which is inaugurated throughout Europea with the Wilhelm Meister's Apprenticeship by Johann Wolfgang von Goethe (1795-6), which presents a tremendous tradition in individual national literatures and a prominent representation in Greek (G. Theotokas, M. Lyberakis, Terzakis, L. Nakou, P. Prevelakis and others).

We will look at such narratives unfold the problems of adolescence and youth, observing heroes that in the time span of these novels gradually become by adolescent teenagers and in the end, having reached the threshold of adult life, are ready to live their own novel. The end of these novels therefore marks a new beginning, the entry into (adult) life. What happens, however, when adulthood stays stubbornly in brackets? What kind of shelter can the art or the aesthetics provide to such teenagers in modern times in modern fictional versions of the genre where the ideological-political foundations have collapsed?

We will also look at such works that may be part of extended circles, but allow us to see that the modern limits of youth have shifted or enlarged, and in particular offer the opportunity of a first acquaintance with modern writers.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint presentations E-mail Videos

TEACHING METHODS

Activity	*Semester workload*
Lectures	39
Seminars	3
Study and analysis of bibliography	18
Project	36
Art creation	19

	Personal study	20
	Course total	***135***
STUDENT PERFORMANCE EVALUATION	**Language of evaluation**: *Greek* **Methods of evaluation**: Written examination Optional project **Evaluation criteria:** participation, presentations in classroom, examinations, projects	

(5) ATTACHED BIBLIOGRAPHY [in Greek]

- Suggested bibliography:

Γ. Θεοτοκάς, Λεωνής, Έκδοση 26η, Βιβλιοπωλείον της Εστίας Ι.Δ. Κολλάρου & Σιας Α.Ε., 2013.

Μ. Λυμπεράκη, Τα ψάθινα καπέλα, 50η έκδοση, Εκδόσεις Καστανιώτη, 1997.

Studies:

Φραγκίσκη Αμπατζοπούλου, «Αυτοβιογραφικός λόγος: ιστορικοί και μυθιστορηματικοί βίοι στο μυθιστόρημα εφηβείας», *Εντευκτήριο*, τχ. 28-9, 1994, σ. 74-88.

Daniel Mortier, «Le roman d'éducation comme genre dans l'horizon de réception», στο Roman de formation, roman d'éducation dans la littérature française et dans les littératures étrangères,Παρίσι: éd. Kimé, 2007, σ. 263-273

Suleiman, Susan. «La structure d' apprentissage, Bildungsroman et roman à thèse». *Poétique*, τχ. 37, 1979, 24-42

Franco Moretti, *The way of the world: the bildungsroman in European culture*, Λονδίνο-Νέα Υόρκη,Verso, 2000.

Σπύρος Κιοσσές, *Το γυναικείο bildungsroman στη νέα ελληνική λογοτεχνία: παραδειγματικές αφηγηματικές δομές διαμόρφωσης της μυθοπλαστικής ηρωίδας κατά την πρώτη μεταπολεμική περίοδο*, Διδ. διατρ., Πανεπιστήμιο Θεσσαλίας, 2008.

Αγγέλα Καστρινάκη, «Νεαροί καλλιτέχνες στην ελληνική πεζογραφία. Η κουλτούρα του εγωτισμού και κάποιες 'ελλείψεις'», στο *Οι χρόνοι της ιστορίας. Για μια ιστορία της παιδικής ηλικίας και της νεότητας*, Αθήνα, 1998, σ. 252-263

Γερασιμία Μελισσαράτου «Το πορτραίτο του καλλιτέχνη ως νεαρού Κωνσταντινουπολίτη και τα πορτραίτα ευρωπαίων συγγενών του» στο *Ο εξω-ελληνισμός. Κωνσταντινούπολη και Σμύρνη 1800-1922. Πνευματικός και κοινωνικός βίος,* Εταιρεία Σπουδών Νεοελληνικού Πολιτισμού και Γενικής Παιδείας Σχολής Μωραΐτη, 1998, σ. 217-237

Γερασιμία Μελισσαράτου, «Το μυθιστόρημα Eroïca ως Bildungsroman: κριτικά ξαναδιαβάσματα και μια πρόταση ειδολογικού προσδιορισμού», Ελίτροχος, τ.11, Χειμώνας 1996-7, σ. 103-121.

Ag. Kastrinaki, «The portrait of the artist in the late twentieth century», στο Contemporary Greek

fiction in a United Europe. From local history to the global individual, επιμ. Peter Mackridge, Eleni Yiannakakis, Οξφόρδη: Legenda, 2004.

Φανή Τσιαμπάση, *Bildungsroman και εξελικτικό μυθιστόρημα,* Αθήνα, Αιώρα, 2017.

Νικόλαος Πάγκαλος, *Αρρενωπότητα και bildungsroman,* Διδ. Διατριβή, ΑΠΘ, 2005.

Jeffers, Thomas. *Apprenticeships the Bildungsroman from Goethe to Santayana*. New York, N.Y: Palgrave Macmillan, 2005.

(Π 40 Ε) Subversive Narratives of Childhood

Instructor: Sophie Iakovidou, Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Π 40 Ε	**SEMESTER**	3rd
COURSE TITLE	Subversive Narratives of Childhood		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	4.5

COURSE TYPE	Scientific Knowledge
PREREQUISITE COURSES:	X
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes

After successfully completing the course, students are expected to:

- Know the differences between the new Sociology of Childhood and its traditional approaches
- Know the leading social representations about children and how to critically approach them
- Discern what dipoles such as adult vs child, social vs natural offer and how they guarantee the control or dominance of the former over the latter
- Recognize that the subversive representations of childhood are in contrast to truths we persist to be quiet about
- Become familiar with certain of the greatest figures of modern Greek prose of the 19th and 20th century
- Become familiar with the context of modern Greek literature prose during the previous two centuries
- Discern the different narrative ways, literature types and trends such as realism, naturalism, modernism, etc.
- To acquaint themselves with the work of some of the most pioneering writers in modern Greek literature that are internationally known
- Be able to analyze literature and other types of text
- Find out that the appropriate style and content may contribute positively to reading response
- Obtain ideas about the educational applications of creative writing

General Competences

Students realize that typical social representations create stereotypical images of children and how to critically approach them
Students understand that “subversive representations of childhood” correspond to truths that we persist to ignore or taboos
Comprehension and interpretation of scientific theories and concepts of the New Sociology of Childhood and the broader Sciences of Education and their application in early childhood education
Comprehension of the various factors that co-shape the social and cultural reality
Acquaintance with a wide range of texts involving children
Application of educational practices and methods that have as a focal point the child‘s holistic development, its personal rhythms and its perspectives of integration in the cultural environment

(3) SYLLABUS

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.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint presentations E-mail Web-based educational resources
TEACHING METHODS	

Activity	***Semester workload***
Lectures	39
Seminars	3
Study and analysis of bibliography	26
Project	24
Personal study	43

	Course total	***135***
STUDENT PERFORMANCE EVALUATION	**Language of evaluation**: *Greek* **Methods of evaluation**: Written examination Optional project **Evaluation criteria:** Participation Competency in text Presentation of a selected topic/text in classroom Creative exploitation in educational environments of literature work involving the child	

(5) ATTACHED BIBLIOGRAPHY [in Greek]

- Suggested bibliography:

Γ. Βιζυηνός, *Νεοελληνικά διηγήματα*, επιμ. Π. Μουλλάς, Αθήνα: Βιβλ. της Εστίας, 2011

Σ. Ιακωβίδου, Inter-esse. Θέματα και ερμηνευτικές προσεγγίσεις στη νεοελληνική λογοτεχνία. Αθήνα: Γ. & Κ. Δαρδανός, 2020.

Χ. Ντουνιά, *Πέτρος Πικρός. Τα όρια και η υπέρβαση του νατουραλισμού*, Αθήνα: Γαβριηλίδης, 2006.

Μ. Αξιώτη, *Δύσκολες νύχτες*, Αθήνα: Κέδρος, 2008

Κ. Ταχτσής, *Το τρίτο στεφάνι*, Αθήνα: Γαβριηλίδης, 2009.

Κ. Ταχτσής, *Τα ρέστα*, Αθήνα: Γαβριηλίδης, 2009.

Μ. Καραπάνου, *Η Κασσάνδρα και ο λύκος*, Αθήνα: Καστανιώτης, 1997

Studies:

Γ. Πεχτελίδης – Υ. Κοσμά, *Άγ(ρ)ια παιδιά. Οριοθετήσεις της «παιδικής ηλικίας» στο λόγο*, Θεσσαλονίκη: Επίκεντρον, 2012.

Θεωρία του λόγου. Δημιουργικές εφαρμογές, επιμ. Α. Κιουπκιολής, Γ. Πεχτελίδης, Υ. Κοσμά, Αθήνα: Gutenberg, 2015

Παιδική ηλικία: κοινωνιολογικές, πολιτισμικές, ιστορικές διαστάσεις, επιμ. Χ. Μπαμπούνης, ΕΚΠΑ: Εργαστήριο Κοινωνικών Επιστημών, 2014
(http://www.hellenicsociology.gr/sites/default/files/praktika_synedriou.pdf)

Δ. Μακρυνιώτη (επιμ.), *Κόσμοι της παιδικής ηλικίας*, Αθήνα: Νήσος, 2003.

A. James, A. Prout (επιμ.), *Constructing and reconstructing childhood – Contemporary issues in the sociological study of childhood,* Λονδίνο: The Falmer Press, 1990

A. Prout, *The future of childhood*, Λονδίνο και Νέα Υόρκη: Routledge, Falmer, 2005

Μ. Παπαρούση, *Το σώμα και η διαπραγμάτευση της διαφοράς στη σύγχρονη ελληνική πεζογραφία*. Θεσσαλονίκη: Επίκεντρο, 2012

Β. Πάτσιου, *Τα πρόσωπα του παιδιού στην πεζογραφία*, Αθήνα: Δωδώνη, 1991.

Γ. Ρηγάτος, *Το άρρωστο και κακοποιημένο παιδί στη λογοτεχνία*, Αθήνα: Δωδώνη, 1989.

Σ. Ιακωβίδου, «Ανατρεπτικές αφηγήσεις της παιδικής ηλικίας: το παιδί και το κέλυφος», στο *Mundo Neogriego y Europa: contactos, dialogos culturales / Νεοελληνικός κόσμος και Ευρώπη: διάλογοι και πολιτισμικές σχέσεις*, επιμ. F. M. Morcillo, Γρανάδα: 2015, σ. 43-52 (http: www.shenorg.es/files/pdf/actas_congreso_valencia_2015.pdf)

Σ. Ιακωβίδου, «Η τέχνη της απόστασης: ο Ταχτσής και η αυτοβιογραφία», *Νέα Εστία*, 1782, Φεβρ. 2002, σ. 270-296

Σ. Ιακωβίδου, «Όταν το παιδί ήταν παιδί..»: *Η Κασσάνδρα και ο λύκος* της Μ. Καραπάνου ή η επιτέλους ξανακερδισμένη παιδική ηλικία, στο *Παιδική ηλικία: κοινωνιολογικές, πολιτισμικές, ιστορικές διαστάσεις*, επιμ. Χ. Μπαμπούνης, ΕΚΠΑ: Εργαστήριο Κοινωνικών Επιστημών, 2014 (http://www.hellenicsociology.gr/sites/default/files/praktika_synedriou.pdf)

(Π 43 Υ) Introduction to Children's Literature

Instructor: Adjunct Lecturer

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
DEPARTMENT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Π 43 Υ	**SEMESTER**	2nd
COURSE TITLE	Introduction to Children's Literature		
INDEPENDENT TEACHING ACTIVITIES		**WEEKLY TEACHING HOURS**	**CREDITS**
		3	4.5
COURSE TYPE	General Background		
PREREQUISITE COURSES:	X		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
After the successful completion of the course the students should be able to : 1. Recognize the importance of literature in the overall culture of children 2. Recognize and know the importance of the narrative elements of children's books (language, scenario, narrative voice, point of view, etc.) 3. Recognize and utilize the ideological/socializing role of children's books 4. Choose the appropriate children's book in every instance.
General Competences
• Understanding and interpreting concepts of literary theory. • Applying such concepts to the analysis of literary texts. • Choosing which text is appropriate in each learning process. • Search for, analysis and synthesis of data and information, with the use of the

necessary technology
- Respect for difference and multiculturalism
- Working independently
- Using literature in teaching environments

(3) SYLLABUS

1. Children’s literature and pre-school age.
2. The inherent problems of children’s literature
3. Children’s literature – Ideology – Socialization
4. How ideology gets inscribed in literary texts
5. The role of the implied reader
6. Intertextuality in texts of children’s literature
7. The canon of children’s literature. The work of Hans Christian Andersen
8. Alternative children’s literature : analyses of selected books

The 13 weekly sections of the course are as follows:

1) Definition of the concept of "Child" and "Children's Literature" and "Childhood" and Children's Literature - Conditions of suitability of a work of literature for children - Children's characteristics and readings
2) History, Theory, Criticism of Children's Literature - Theoretical approaches to Children's Literature - Ideological Classification of Children's Literature texts
3) Children's Literature - Ideology - Socialization (Political correctness, The Literary Canon, Censorship in Children's Literature and the socializing role of Children's Literature)
4) Ways of registering ideology in literary texts (Ideology and literary text, Ideology and narrative techniques and the role of the author/reader)
5) Exploring the reading subject - Reading response - The role of the implied reader - The child as reader and critic of Literature
6) Intertextuality and Metafiction (Definition, Types, Characteristics and Narrative Techniques)
7) The folk tale and its study - Definition of the fairy tale - Its characteristics as a literary genre - The Greek oral tradition/art of storytelling
8) The artistic fairy tale - Its special characteristics - The fairy tale in the modern era (representatives) - Pedagogical dimension and the teaching of the fairy tale
9) Children's Literature of the canon: the work of H.K. Andersen - Analyses of his works
10) Adaptations of books for children
11) Poetry for children (Characteristics, Types, Experiments)
12) Modernity in Children's Literature. Reasons for its creation. The role of the reader in modern children's literature I - Analyses of selected modern, non-illustrated books for children with a focus on their ideological charge and the 'qualifications' of their intended reader.

13) Modernity in Children's Literature. Reasons for its creation. The role of the reader in modern children's literature II - Analyses of selected modern illustrated books for children with a focus on their ideological charge and the 'qualifications' of their intended reader.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint Email
TEACHING METHODS	***Activity*** / ***Semester workload*** Lectures: 39 Essay writing: 46 Personal study: 50 Course total: ***135***
STUDENT PERFORMANCE EVALUATION	**Language of evaluation**: *Greek* **Methods of evaluation**: Students are evaluated by a written examination in which they have to answer four open-ended questions related to the subject matter of the course. **Evaluation criteria in this case** ▪ **Content**: accurate and comprehensive answers, accurate use of terminology, relevance to the topic (100%) Students have the option to submit a written essay in which case the mark they get from that is added to the mark of the written exam paper.

(5) ATTACHED BIBLIOGRAPHY [in Greek]

- Basic bibliography:

Anagnostopoulos, V., (2001) Ideology and Children's Literature, Athens: Kastaniotis

Economidou, S., (2011b) One thousand and One Subversions: Post-modernism in Literature for Young Ages, Athens: Patakis

Economidou, S., (2016) The Child behind the Words: the Implied Reader of Children's Books, Athens: Gutenberg

Friderikou, A. (1995) Jenny behind the Window-glass: Representations of Gender in the Text-books of Grammar of the Greek Elementary Schools, Athens: Ellinika Grammata

Kanatsouli, M. (2000) Ideological Dimensions of Children's Literature, Athens: Tipothito –

Dardanos

Kanatsouli, M. (2018c) Introduction to Children's Literature Theory and Criticism, University Studio Press SA

Kalogirou, T. (2003) Pleasures and Days of Reading, Vol. II, Athens: Publications of the School of I.M. Panagiotopoulos

Karpozilou, M. (1994) The Child in the Land of Books: A Contribution to the Study of Books for Children, Athens: Kastaniotis

Katsiki- Givalou, A. (2005) The Wonderful Journey: Studies on the Literature for Children, Athens: Patakis

Spink, J. (1995) Children as Readers, Athens: Kastaniotis

Yannicopoulou, A. (2008). In the Land of Colours: the Contemporary Illustrated book for Children, Athens: Papadopoulos

Zervou, A. (1996) Censorship and Resistances in the Texts of Our Childhood, Athens: Odisseus

Zervou, A. (1997) In the Wonderland: The Children's Text as a Meeting-point of Children and Adults, Athens: Patakis

(Π 44 Ε) 20th Century Poetry

Instructor: Sophie Iakovidou, Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Π 44 Ε	**SEMESTER**	6th
COURSE TITLE	20th Century Poetry		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	4.5
COURSE TYPE	Scientific Knowledge	
PREREQUISITE COURSES:	x	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes	
COURSE WEBSITE (URL)		

(2) LEARNING OUTCOMES

Learning outcomes
After successfully completing the course, students are expected to: - Acknowledge the peculiarities of poetic discourse - Analyze and interpret the major figures of our poetic and our broadly cultural tradition (Kavafis, Karyotakis, Seferis, Elytis, Empeirikos, Egonopoulos and other figures of the Generation of the 1930s and the poetry after WWII) - Discern differences among various categories - Discern trends and artistic currents - Realize the relation between the different arts and their interaction with social developments - Comprehend that poetic developments are part of the broader cultural, historic and social shifts - Make grammatical separations among generations and comprehend the continuations and renewals - Discern the difference between tradition and modernity, Greekness (and corresponding European ideologies) and internationalism - Comprehend the most important manifestations of our cultural history and how they developed during the 20th century - Comprehend how the tools and concepts in the course are applied in other arts (painting, architecture, cinema) or other views of life
General Competences
Expansion of reading reflections Critical ability

Comprehension of different spacetime phases
Creative use in learning environments
Decision making
Critical ability
Promotion of free, creative and inductive thinking
Autonomous work

(3) SYLLABUS

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?

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint presentations E-mail
TEACHING METHODS	

Activity	***Semester workload***
Lectures	39
Fieldwork	16
Study and analysis of bibliography	23
Project	23
Personal study	34
Course total	***135***

STUDENT PERFORMANCE EVALUATION	**Language of evaluation**: *Greek* **Methods of evaluation**: Written examination Optional project **Evaluation criteria:**

	Participation Projects Critical presentation of poets in classroom

(5) ATTACHED BIBLIOGRAPHY [in Greek]

- Suggested bibliography:

Ε. Γαραντούδης, Η ελληνική ποίηση του 20ού αιώνα - Μια συγχρονική ανθολογία, Εκδόσεις Μεταίχμιο, 2008.

Ε. Γαραντούδης, Από τον μοντερνισμό στη σύγχρονη ποίηση (1930-2006), 2η Έκδοση, Εκδόσεις Καστανιώτη, 2007.

Και με τον ήχον των για μια στιγμή επιστρέφουν ...Η ελληνική ποίηση τον εικοστό αιώνα (επίτομη ανθολογία), επιμέλεια: Δ. Μέντη-Ευρ. Γαραντούδης, Αθήνα: Gutenberg, 2016.

Ανθολογία της ελληνικής ποίησης (1940-1970), επιμέλεια: Κ. Παπαγεωργίου, Β. Χατζηβασιλείου, Αθήνα: Στάικος, 2012.

Further studies:

Αθανασόπουλος, Β. Το ποιητικό τοπίο του ελληνικού 19ου και 20ου αιώνα, τόμοι 2, Αθήνα: Εκδόσεις Καστανιώτη, 1998.

Απατζοπούλου, Φ. «Δεν άνθησαν ματαίως ...» Ανθολογία υπερρεαλισμού, Αθήνα: Εκδόσεις Νεφέλη, 1980.

Αργυρίου, Α. Διαδοχικές αναγνώσεις Ελλήνων υπερρεαλιστών, Αθήνα: Εκδόσεις Γνώση, 1983.

Αργυρίου, Α. Η πρώτη μεταπολεμική γενιά, ανθολογία-γραμματολογία, Αθήνα: Εκδόσεις Σοκόλη, 1982.

Αρσενίου, Ελισάβετ, Νοσταλγοί και πλαστουργοί, Έντυπα, κείμενα και κινήματα στη μεταπολεμική λογοτεχνία, Αθήνα: Εκδόσεις Τυπωθήτω, 2003.

Βαγενάς, Ν. Για έναν ορισμό του μοντέρνου στην ποίηση, Αθήνα: Εκδόσεις Στιγμή, 1984.

Βαγενάς Ν., Ο ποιητής και ο χορευτής. Μια εξέταση της ποιητικής και ποίησης του Γ. Σεφέρη, Αθήνα; Κέδρος, 1979.

Βίτι, Μάριο, Η γενιά του Τριάντα. Ιδεολογία και μορφή, Αθήνα: Ερμής, 2011.

Δασκαλόπουλος, Δ., Κ. Π. Καβάφης. Η ποίηση και τη ποιητική του, Αθήνα: Κίχλη, 2013.

Ιλίνσκαγια, Σόνια, Η μοίρα μιας γενιάς, Αθήνα: Εκδόσεις Κέδρος, 1990.

Καστρινάκη, Αγγέλα, Η λογοτεχνία στην ταραγμένη δεκαετία 1940-1950, Αθήνα: Εκδόσεις Πόλις, 2005.

Λεοντάρης Β., Η ποίηση της ήττας, Αθήνα: Έρασμος, 2008.

Μαρωνίτης Δ., Πολιτική και ποιητική ηθική. Πρώτη μεταπολεμική γενιά, Αθήνα: Εκδόσεις Κέδρος, 1976.

Μέντη, Δώρα, Μεταπολεμική πολιτική ποίηση. Ιδεολογία και ποιητική, Αθήνα: Εκδόσεις Καστανιώτη.

Πιερής Μ., Χώρος, φως και λόγος. Η διαλεκτική του «μέσα»-«έξω» στην ποίηση του Καβάφη, Αθήνα: Καστανιώτης, 1992.

Εισαγωγή στην ποίηση του Καβάφη, επιμ. Πιερής Μ., Ηράκλειο: ΠΕΚ, 2006.

Η ποίηση του κράματος. Μοντερνισμός και διαπολιτισμικότητα στο έργο του Καβάφη, Ηράκλειο: ΠΕΚ, 2000.

Καγιαλής, Τ. Η επιθυμία για το μοντέρνο, Αθήνα: Εκδόσεις Βιβλιόραμα, 2007.

Τζιόβας, Δ. Οι μεταμορφώσεις του εθνισμού και το ιδεολόγημα της ελληνικότητας στο μεσοπόλεμο, Αθήνα: Εκδόσεις Οδυσσέας, 1989.

Τζιόβας, Δ. Ο μύθος της Γενιάς του τριάντα, Αθήνα: Εκδόσεις Πόλις, 2011.

(Π 46 Ε) Creative Music Activities for Kindergarten

Instructor: Evangelia Kopsalidou, Specialized Educational Staff

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Π 46 Ε	**SEMESTER**	6th
COURSE TITLE	Creative music activities for kindergarten		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5

COURSE TYPE	Scientific Knowledge
PREREQUISITE COURSES:	Teaching music and songs for children
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: 1) distinguish the concepts of active listening music and creative musical processes 2) Design and perform musical teachings 4) create improvised musical games 5) perform an instrumental accompaniment for a fairytale, a poem, a literary text 6) compose their own melodies and improvise 7) develop the ability of good musical reading and writing
General Competences
• Understanding and interpreting scientific theories and concepts from the field of educational sciences • Transfer of scientific concepts to pre-school children.

• Implementation of educational practices and methods with reference to the child's all-round development.
• Autonomous work
• Teamwork
• Respect for diversity and multiculturalism
• Respect for the natural environment
• Exercise of criticism and self-criticism
• Promote free, creative and inductive thinking
• Exercise of criticism and self-criticism
• Production of new research ideas

(3) SYLLABUS

Interdisciplinary activities concerning music and other teaching subjects (language, mathematics, geography, art, etc.). They include creative musical processes such as singing, rhythm and movement, performing on simple musical instruments, music reading and writing, use of hand-made musical instruments and toys.

Emphasis is laid on active music listening applied to all musical genres: Greek Music (artistic, folk, traditional), western music (classical, contemporary, jazz, rock) music of other cultures (Indian, Chinese, Latin American, African, etc.), children's songs.

Emphasis is laid on equally to the use of music in the fairy tales: songs, compositions, background music, narration and partial dramatization of well known children's fairy tales and well known musical compositions.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint, eclass, email

TEACHING METHODS

Activity	*Semester workload*
Lectures	13
Seminars	3
Laboratory practice	26
Fieldwork	10

	Study and analysis of bibliography	10
	Essay writing	*10*
	Project	*10*
	Artistic creativity	*30*
	Personal study/training	23
	Course total	***135***
STUDENT PERFORMANCE EVALUATION	**Language of evaluation**: Greek **Methods of evaluation**: -short-answer questions 10% -written work 20% -oral examination 40% -art interpretation 30% **Specifically-defined evaluation** criteria: • Accuracy and completeness of responses 20% • Sufficient voice and instrument execution 50% • Appropriate use of terminology 20% • Sufficient bibliographic references and appropriate use of literature 10%	

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

J. Machlis - C. Forney, Η ΑΠΟΛΑΥΣΗ ΤΗΣ ΜΟΥΣΙΚΗΣ, 2014.

Ε. Κοψαλίδου, ΑΝΑΠΛΑΘΟΝΤΑΣ ΤΗΝ ΟΠΕΡΑ, 2014.

(Π 48 Ε) Musical Ensembles for Children

Instructor: Evangelia Kopsalidou, Specialized Educational Staff

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Π 48 Ε	**SEMESTER**	7th
COURSE TITLE	Musical ensembles for children		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5

COURSE TYPE	Special background
PREREQUISITE COURSES:	Teaching music and songs for children; Creative music activities for kindergarten
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: 1) Describe the composition of a simple instrumental class set 2) Distinguish notes, keys, tempos 3) Combine 2-5 melodic and rhythmic musical instruments 4) Design a musical course using simple musical instruments 5) Interpret children's songs with musical instruments and voices 6) Interpret simple compositions of other historical musical seasons with musical instruments and voices 7) Composing and improvising on their own melodies 8) Develop rhythmic and motor skills

General Competences
• Understanding and interpreting scientific theories and concepts from the field of educational sciences • Transfer of scientific concepts to pre-school children. • Understanding the various factors that reconcile social and educational reality. Implementation of educational practices and methods with reference to the child's all-round development. • Search, analyze and synthesize data and information, using the necessary technologies • Adapt to new situations - Decision making • Autonomous work - Teamwork • Respect for diversity and multiculturalism • Respect for the natural environment • Demonstrate social, professional and ethical responsibility and gender awareness • Exercise of criticism and self-criticism -Promoting free, creative and inductive thinking

(3) SYLLABUS

The creation of small and large musical ensembles in kindergarten strengthens individual expression and enhances team collaboration for better sound effect and thus requires specific knowledge of music such as the following: recorder, metallophon, xylophone, small rhythmic percussion instruments, body percussion, singing, basic element of rhythmic in music, basic element of musical improvisation.

All these elements will be intergraded in the context of courses referring to music offered in the curriculum and strengthen "team musical spirit".

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint, eclass, email, web
TEACHING METHODS	

Activity	***Semester workload***
Lectures	39
Seminars	6
Study and analysis of bibliography	32
Artistic creativity	18
Personal study/training	40
Course total	***135***

STUDENT PERFORMANCE EVALUATION	Language of evaluation: greek Methods of evaluation: -short-answer questions 10% -oral examination 10% -art interpretation 80% Specifically-defined evaluation criteria: - • Accuracy and completeness of responses 10% • Sufficient voice and instrument execution 80% • Appropriate use of terminology 20% • Sufficient art interpretation 10%

(5) ATTACHED BIBLIOGRAPHY

- ***Suggested bibliography****:*

Tsoutsia, Eleni (2006), Playing music, Recorder method, Αθήνα, Orpheus (in Greek).

Brandley, Jane Adree (1990), The glongenspiel for beginners , Αθήνα, Orpheus (in Greek).

- ***Related academic journals:***

International journal of music education, Music educators journal

(Π 52 Ε) Narrative techniques – Approaches to the Oral Speech

Instructor: Myrsini Lantzouraki, Specialized Educational Staff

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Π 52 Ε	**SEMESTER**	5th
COURSE TITLE	Narrative techniques- Approaches to the oral speech		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5

COURSE TYPE	Skills Development
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: 1) Present different kind of texts by using their motion and emotion 2) Develop methods of using the vocal system 3) Alter the rhythm of speech by creating vocal varieties and sounds 4) Recognize the rules of pronunciation
General Competences
Search for, analysis and synthesis of data and information by using theater techniques. Production of free, creative thinking.

(3) SYLLABUS

The course is designed to give students guidelines to exercise different forms of spoken language and apply narrative techniques to their oral communication. They will comprehend the dynamics of the narrator as the creator of spoken language and the reader as the receiver of the narrative. Through exercising rhythm and speech, varieties and alternations of voice and sound, they will conquer the principles that enhance the narrator's expression, the pauses, the rhythm of speech and the different approaches to texts, regarding their structure and style.

The thirteen weekly sections of the course are as follows:

1. Words reveal mysteries. Narrative as a reflection of the self.
2. Can we cultivate imagination?
3. Defining through stories. Narrative as an educational tool.
4. Narrative Techniques: The Power of the Word.
5. Pronunciation rules and relevant examples.
6. Enriching the text with emotions (moods).
7. Rhythm in speech. Playing with rhythm.
8. The pause.
9. Embellishing speech with sounds deriving from breathing.
10. The narrator and the space. The narrator's movement as a way to connect with the audience.
11. The object in the service of storytelling.
12. Incorporating dialogue parts into the narration.
13. The Significance of Choice. Creating our personal story.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face- to- face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	**E-class,** **E-mail**
TEACHING METHODS	

Activity	***Semester workload***
Lectures	10
Interactive teaching	35
Art workshop	40
Project	10
Artistic creativity	25
Independent study	15
Course total	***135***

STUDENT PERFORMANCE EVALUATION	Language of evaluation: Greek Methods of evaluation: Presentation (oral examination- art interpretation) Evaluation Criteria • Speech: Expression (50%) • Speech: Use of oral speech (50%)

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Tsilimeni, T. (2011). Narration and Education. Introduction to narrative art. Athens: Epicentro Publications. (in Greek)

Balaskas, K. (2002). A Journey with the text. Athens: Bakirtzis-Gaitanis OE. (in Greek)

(Π 53 Ε) Drama in Education

Instructor: Myrsini Lantzouraki, Specialized Educational Staff

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Π 53 Ε	**SEMESTER**	4th
COURSE TITLE	Drama in Education		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5

COURSE TYPE	Skills Development
PREREQUISITE COURSES:	None
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: 1) Implement activities and organizing projects by using drama techniques 2) Recognize the potential of intervention in their actions 3) Develop the flexibility and creativity of an animator 4) Design an educational project for children in early childhood
General Competences
Search for analysis and synthesis of data and information with the use of theater techniques. Designing, implementation and evaluation of innovative educational projects implemented in alternative educational environments. Production of free, creative thinking.

(3) SYLLABUS

The lectures aim to introduce students to the pioneers of theatre in education and their contribution to the educational process. Through drama techniques and practical presentations, they will be able to recognize the potential of “interference” in their actions, acknowledge practices of drama as social intervention and implement dramatic action as a means of overturning stereotypes. The course will initiate students to the theatre of the oppressed- Augusto Boal’s forum theatre- and help them develop the versatility and skills of a conductor as well as the ability to design a training program for preschool and primary school children.

A theoretical and practical overview of the course through analyzed in 13 modules:

1. An overview of Drama in Education
2. Pioneers of dramatic arts in education: From Stanislavski to Brecht
3. Interactive Theatre and Education: "Something Else" by Kathryn Cave and Chris Riddell
4. Drama in Education techniques: Still Image. Practical example on a project for the Environment
5. Drama in Education techniques: Practical example on a project for Nutrition
6. Drama in Education techniques: Project based on Eleni Vakaló's poem: "How a bad man was made"
7. Drama in Education techniques: Project based on Gianni Rodari's text: "The magic flute and the cars"
8. Project based on Social media and news networks
9. Project based on the animation short film "Going Green"
10. Drama in Education techniques: Character's personal artifacts / Role objects: A project about school bullying
11. The role of the facilitator, group dynamics and communication
12. Theatre as social intervention: Space and time of the intervention
13. Theatrical action as a means of subverting stereotypes. Augusto Boal: The theatre of the oppressed. Building a project from scratch.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face- to- face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	e- class e- mail
TEACHING METHODS	

Activity	***Semester workload***
Lectures	15
Interactive teaching	25

	Art workshop	45
	Project	15
	Artistic creativity	15
	Independent study	20
	Course total	***135***
STUDENT PERFORMANCE EVALUATION	**Language of evaluation:** Greek **Methods of evaluation**: Presentation (oral examination- art interpretation) **Evaluation Criteria**: Comprehension and implementation of Drama in Education techniques	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Avdi, A. Chatzigeorgiou M. (2007). The Art of Drama in Education. Athens: Metaixchmio (in Greek)
- Govas, N. (2003). Towards a creative theater. Athens: Metaixchmio (in Greek)
- Kontogianni, A. (2008). Black cow - White cow. Drama in education and interculturalism. Athens: Motivo Publisher (in Greek)
- Kontogianni, A. (2012). The dramatic art in education. Athens: Pedio (in Greek)
- Papadopoulos, S. (2010). Pedagogy of theater. Athens: Himself (in Greek)

- Related academic journals:

- *Education and Theatre. Journal@theatroedu.gr*

(Π 54 Ε) The Child and the Literary Book

Instructor:

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
DEPARTMENT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Π 54 Ε	**SEMESTER**	8th
COURSE TITLE	THE CHILD AND THE LITERARY BOOK		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5

COURSE TYPE	Scientific Knowledge
PREREQUISITE COURSES:	X
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
After the successful completion of the course the students should be able to : 1) Understand the special nature of literary books for children. 2) Be in a position to judge which age of readers a book addresses itself to. 3) Pinpoint those aspects of a literary book which help portray its implied reader. 4) Suggest books appropriate for specific children and for a specific pedagogical or other use.
General Competences
• Search for, analysis and synthesis of data and information, with the use of the necessary technology • Respect for difference and multiculturalism • Showing social, professional and ethical responsibility and sensitivity to gender issues • Working independently

- Understanding the function of the implied reader and pinpoint those aspects of a literary book which portray such a reader.

(3) SYLLABUS

How can an adult judge whether a “children’s” book is appropriate for children and what kind of children is it appropriate for?
How helpful is in that direction the concept of the implied reader?
What is the relation between the implied and the real reader of a text/ book?
Is there an implied viewer in the case of pictures? How can one discern its characteristics?
To show the above, we will examine a wide range of books for children.

The 13 weekly sections of the course are organized as follows:

1) Historical and sociological view of Children's Literature - Concept, content and specificities
2) The genres of Children's Literature - The implied reader and its ideological function as tools for evaluating literary texts for children
3) Ideological definitions and characteristics: Picture books and picture books
4) The implied reader/viewer - The dimension between the implied reader and the implied viewer
5) Perspective and focus on illustrated children's books/picture books: the position of the implied reader, the implied viewer and the implied reader/viewer
6) Children as readers of Children's Literature (Types of Readers) - The construction of childhood through the images of picture books
7) Humor and Children's Literature - Typical examples of illustrated, and non-illustrated, of children's stories
8) The implied reader of children's adaptations
9) Wordless books - Types of wordless books and their implied reader
10) Knowledge books for children: the stakes of the implied reader through the analysis of selected books
11) Multicultural Literature - Identity and Otherness in children's literary books
12) Holocaust and Children's Literature - Theoretical directions regarding Holocaust Literature for children - Examination of contemporary picture books and novels with different ways of writing/style/point of view and comparison with each other
13) Contemporary, subversive, controversial picture books for children or not? (For whom are they written? To whom are they addressed? Who enjoys them?)

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face-to-face
USE OF INFORMATION AND	**PowerPoint**

<table>
<tr><td>COMMUNICATIONS TECHNOLOGY</td><td></td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Essay Writing</td><td>21</td></tr>
<tr><td>Personal study</td><td>75</td></tr>
<tr><td>Course total</td><td>135</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>Language of evaluation: Greek
Methods of evaluation:
Students are evaluated by submitting a paper, that is an analysis of the implied reader of a book that they themselves have selected.
Evaluation criteria
▪ Content: accurate and comprehensive answers, accurate use of terminology, relevance to the topic (60%)
▪ Critical thinking – Evaluation: topic comprehension, adequate empirical support, effective argumentation, synthetic or analytical approach (40%)</td></tr>
</table>

(5) ATTACHED BIBLIOGRAPHY [in Greek]

- Basic bibliography:

Economidou, S. (2016) *The Child behind the Words: the Implied Reader of Children's Books*, Athens: Gutenberg

Kanatsouli, M., (2014) *Secrets, Lies , Dreams and others: Literature for Pre-school and Early Elementary School Readers*, Thessaloniki: University Studio Press

Hunt, P. (edit.) (2006) *Understanding Children's Literature*, Athens, Metehmio

Givalou – Katsiki, A., Politis, D. (edits.) (2013) *Cultivating the love for books*, Athens: Diadrasi

(Π 55 Ε) Monolingual/Bilingual Pragmatic Ability

Instructor: Lydia Mitits, Assistant Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
DEPARTMENT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Π 55 E	**SEMESTER**	8th
COURSE TITLE	Monolingual/bilingual pragmatic ability		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5

COURSE TYPE	Scientific Knowledge
PREREQUISITE COURSES:	X
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes

After the successful completion of the course the students should be able to:

1. Recognize the basic concepts and definitions in the field of pragmatics
2. Learn that pragmatics studies:
   - Speaker's meaning
   - Meaning in context
   - Implicatures
   - Relative distance
3. Analysis of child speech from corpus data
4. Assessment of pragmatic linguistic functions of monolingual and bilingual preschool children

General Competences

- Understanding and interpreting scientific theories and concepts from the field of educational sciences.
- Transfer of scientific concepts to the education of preschool children.
- Understanding various factors that shape social and educational reality.

(3) SYLLABUS

The course starts with the presentation of the central concepts in the study of pragmatics, such as context, utterance, speech act, cooperative principle, implicature and deixis. Next, we investigate speech analysis, mainly conversation analysis and critical speech analysis (particularly of child narrative) on particular examples from the Greek language. The main aim is to raise students' awareness of how communicative competence can help organize and use language more successfully in various social settings and contexts and how they can help preschool children develop it. Special attention is paid to language learning/use strategies in L1 and L2 and how teachers can help their students become autonomous and self-regulated learners starting from preschool.

Sections of the course:

1. Deixis
2. Speech acts
3. Implicature
4. Speech analysis principles
5. Conversation analysis
6. Child speech
7. Child narration
8. Child speech corpora
9. Pragmatic ability of bilingual children
10. Language learning/use strategies in L1 and L2
11. Teaching language learning strategies in preschool
12. Assessment of pragmatic linguistic functions of monolingual/bilingual children
13. Presentation of projects

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY.</td><td>Face-to-face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td><td>PowerPoint
Web
E-mail
E-class</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Study and analysis of bibliography</td><td>50</td></tr>
<tr><td>Individual study</td><td>46</td></tr>
<tr><td>Course total</td><td>135</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>Language of evaluation: Greek
Methods of evaluation:
Students can choose between two methods of evaluation:</td></tr>
</table>

	First: • Short-answer questions (100%) Second: • Short-answer questions (80%) • Oral presentation in class (20%) **Evaluation criteria** (weight%) ▪ **Content**: accurate and comprehensive answers, accurate use of terminology, relevance to the topic (75%) **Critical thinking** – Evaluation: topic comprehension, adequate empirical support, effective argumentation, synthetic or analytical approach (25%)

(5) SUGGESTED BIBLIOGRAPHY

Γούτσος, Δ. 2012. *Γλώσσα. Κείμενο, ποικιλία, σύστημα*. Αθήνα: Κριτική.

Dirven, R. & Verspoor, M. 2004. *Γνωστικές ανιχνεύσεις στη γλώσσα και τη γλωσσολογία*. Μετάφραση-προσαρμογή-επιμέλεια: Αγγελική Αθανασιάδου & Μιχάλης Μηλαπίδης. Θεσσαλονίκη: University Studio Press.

Fromkin, V., Rodman, R. & Hyams, N. 2008. *Εισαγωγή στη μελέτη της γλώσσας*. Μετάφραση: Ε. Βάζου, Γ. Ι. Ξυδόπουλος, Φ. Παπαδοπούλου & Α. Τσαγγαλίδης. Επιστημονική επιμέλεια: Γ. Ι. Ξυδόπουλος. Αθήνα: Πατάκης.

Παυλίδου, Θ.-Σ. 2008. *Επίπεδα γλωσσικής ανάλυσης*, ε΄ έκδ. Θεσσαλονίκη: Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης, Ινστιτούτο Νεοελληνικών Σπουδών [Ίδρυμα Μανόλη Τριανταφυλλίδη].

Αρχάκης, Α. 2011/2005. Γλωσσική Διδασκαλία και Σύσταση των Κειμένων, β΄ έκδ. Αθήνα: Πατάκης.

Γεωργακοπούλου, Α. & Γούτσος, Δ. 2011/1999. Κείμενο και Επικοινωνία. Ανανεωμένη έκδοση. Αθήνα: Πατάκης.

Γεωργαλίδου, Μ., Σηφιανού, Μ. & Τσάκωνα, Β. (επιμ.). 2014. Ανάλυση Λόγου: Θεωρία και Εφαρμογές. Αθήνα: Νήσος.

Γλωσσάρι Σημασιολογίας και Πραγματολογίας. Διγλωσσοποίηση του A Glossary of Semantics and Pragmatics του Alan Cruse, 2008. Επιμέλεια-εισαγωγή: Β. Τσάκωνα. Αθήνα: Πανεπιστήμιο Αθηνών.

Γούτσος, Δ., Κουτσουλέλου, Σ., Μπακάκου-Ορφανού Α. & Παναρέτου, Ε. (επιμ.). 2008. Ο Κόσμος των Κειμένων: Μελέτες Αφιερωμένες στον Γεώργιο Μπαμπινιώτη. Αθήνα: Ελληνικά Γράμματα.

Κανάκης, Κ. 2007. Εισαγωγή στην Πραγματολογία. Γνωστικές και Κοινωνικές Όψεις της Γλωσσικής Χρήσης. Αθήνα: Εκδόσεις του Εικοστού Πρώτου.

Ντάλτας, Π. 2003. Πραγματολογία και Επικοινωνία. Αθήνα: Μεταίχμιο.

Yule, G. 2006. Πραγματολογία. Μετάφραση: Α. Αλβανούδη & Χ. Καπελλίδη. Επιμέλεια: Θ.-Σ. Παυλίδου. Θεσσαλονίκη: Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης, Ινστιτούτο Νεοελληνικών Σπουδών [Ίδρυμα Μανόλη Τριανταφυλλίδη].

Scientific journals:

Γλωσσολογία (http://glossologia.phil.uoa.gr/node/36)

Μελέτες για την ελληνική γλώσσα (http://ins.web.auth.gr/index.php?lang=el&Itemid=176)

Sciences (Θ)

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

Instructor: Athanasios Mogias, Associate Professor, Dept. of Primary Education

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Θ 02 Y	**SEMESTER**	7th
COURSE TITLE	Environmental Education, Sustainability and Sustainable Development		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5

COURSE TYPE	Scientific Knowledge
PREREQUISITE COURSES:	-
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: 1. Understand the composition and functioning of the natural environment as well as the interrelationships between natural phenomena 2. Study basic concepts of environmental sciences 3. Become concerned about the anthropogenic factors that create or enhance environmental problems. 4. Recognize the concept of sustainable operation of the environment 5. Study the environment as a system and analyze related problems with systemic thinking. 6. Recognize contemporary pressing environmental problems and analyze their

environmental / ecological processes and mechanisms
8. Evaluate the importance of energy production and consumption in the perspective of sustainability
9. Link environmental pollution to quality of life
10. Recognize the interdependence between human activities and environmental quality
11. Become concerned about socio-economic conditions as causes for the creation and / or enhancing of environmental problems
12. Become concerned about the modern way of life at individual and social level and the impact on environmental quality
13. Examine critically the causes and effects of environmental problems on nature and on human societies
14. Examine environmental problems in the context of environmental justice and social inequalities
15. Assess the relationship between environmental quality and social inequalities
16. Evaluate the role of human activities and choices in the quality of the environment
17. Design, implement and evaluate specific interventions to educate individuals (children and adults) about the environment and sustainability in formal and non-formal education11. Assess the relationship between environmental quality and social inequalities
12. Evaluate the role of human activities and choices in the quality of the environment
13. Suggest specific pedagogical methods for the education of people (children and adults) for the environment and sustainability in formal and non-formal education
14. Propose strategies to raise awareness of the environment and related issues
15. Describe and apply the basic principles governing educational material for the environment, environmental issues and problems in the context of modern environmental education and sustainability trends.
16. Evaluate the role of human activities and choices in the quality of the environment
17. Design, implement and evaluate specific interventions to educate individuals (children and adults) about the environment and sustainability in formal and non-formal education

General Competences

- Respect for the natural and man-made environment
- Cultivation of Sustainable Values
- Critical study of environmental problems
- Social participation
- Search, analysis and synthesis of data and information, using the necessary technologies as well
- Adaptation to new situations related to the development of environmental quality
- Making decisions to address environmental problems for the sustainable functioning of the environment and human societies
- Autonomous work
- Work in an interdisciplinary environment
- Respect for diversity and multiculturalism
- Exercise of criticism and self-criticism

- Promote free, creative and inductive thinking

(3) SYLLABUS

The module aims to analyse 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 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 the pre-school and primary education.

The weekly sessions of the course are as follows:

1. Introductory - Informative Course

2. Relationship between Man and Natural Environment I

3. Relationship between Man and Natural Environment II

4. Ecological Crisis, Ecological and Educational Movements and the Role of the Science of Ecology

5. Precursors of Environmental Education in Greece, Genesis and Evolution of Environmental Education

6. Philosophy - Problematic - Objectives and Characteristics of Environmental Education I

7. Philosophy - Problematic - Objectives and Characteristics of Environmental Education II

8. Teaching Strategies in Environmental Education / Education for Sustainability I

9. Teaching Strategies in Environmental Education / Education for Sustainability II

10. Environmental Education / Education for Sustainability and New Curricula, Assessment in Environmental Education, The Integration of Environmental Education / Education for Sustainability in the innovative institution of Skills Workshops in Kindergarten

11. Presentation of work I

12. Presentation of work II

13. Presentation of work III

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY</td><td>Face-to-face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td><td>Presentations
Movies and Documentaries
Eclass
E-mail
Video Production by students
Laboratory exercises for implementation of e-learning applications consisting of interactive learning activities addressed to early childhood (photostory / digital stories)</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Laboratory practice</td><td>9</td></tr>
<tr><td>Fieldwork</td><td>7</td></tr>
<tr><td>study and analysis of bibliography</td><td>16</td></tr>
<tr><td>essay writing</td><td>23</td></tr>
<tr><td>Independent study</td><td>41</td></tr>
<tr><td>Course total</td><td>135</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>Language of evaluation: Greek
Methods of evaluation (weight %):
1. Written essay (70%)
2. Participation in experiential workshops, evaluation of produced material (30% gravity).
Evaluation criteria of written essay:
Content (30%): Clarity and scientific composition of language, appropriate use of terminology, relevance to the subject of personal constructs, originality
Critical thinking (50%): Interpretation of the topic sufficient justification of opinions, appropriate argumentation, consideration of alternative views, analytical-synthetic approach.
Structure (10%): Organization/structure/completeness of the project
Bibliography: (10%) Adequacy and appropriateness of bibliographical references, independent source research</td></tr>
</table>

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Vassala, P. & Fologiti, E. (2004). A world of the sea. Interdisciplinary approach. Alternative teaching techniques and work plans. Athens: Metaixmio.

Caduto, M. (1985). A guide on environmental values education. Environmental Education Series No 13. Paris: UNESCO.

Georgopoulos, A., Nikolaou, K., Dimitriou, A., Gavrilakis, K., Blionis G. (2014). Earth a small and fragile planet. Athens: Gutenberg.

Dimitriou, A. (2001). Health and Environmental Education - Exposure and protection from hazardous substances. The Teacher's Book. Athens: Hellenic Institute of Health and Safety at Work. Available online at http://www.elinyae.gr

Dimitriou, A., (2001). Health and Environmental Education - Exposure and protection from hazardous substances. The Student's Book. Athens: Publications Hellenic Institute of Occupational Health and Safety. http://www.elinyae.gr

Dimitriou, A. (2004). Interdisciplinary Approach to Knowledge Based on Art Evros: The River of Three Peoples: A proposal for pre-school age and primary classes. In: Chr. Govaris, K. Brassalis, & M. Kampouropoulou (Ed.), Science and Art (pp. 117-156). Athens: Atrapos.

Dimitriou, A. (2009). Environmental education: environment and sustainability. Theoretical and pedagogical approaches. Thessaloniki: Epicentro.

Goleman, D. (2015). Ecological intelligence. Athens: Pedio.

Hart, R. (2011) (K. Tamoutseli, Ed.). Children are involved. Theory and practice of child engagement in community development and environmental care. Thessaloniki: Epicentro.

Katsikis, A. (2004). Inter-Thematic Geography. Athens: Print

Manorom, K. & Pollock, Z. (2006). Role play as a teaching method: A practical guide. Available on the website: http://www.mekong.es.usyd.edu.au/rolepaly_manual_ubu_pdf

Oikonomou, E. & Christidou, B. (2008). "Finding Nemo": pedagogical exploitation potential for the ecosystem approach. In Fig. Swallow (Ed.). Sociological and socio-cultural approaches to science teaching in preschool and early school age. Athens: Patakis, 329-343.

Palmberg, I., & Kuru, J. (2000). Outdoor activities as a basis for environmental responsibility. The Journal of Environmental Education, 31 (4), 32-36.

Skanavi - Tsamboukou, K. (2004). Environment and society. A relationship in uninterrupted development. Athens: Klidarithmos.

UNESCO - UNEP (1985). A Problem-Solving Approach to Environmental Education. Environmental Education Series 15. Paris: Unesco.

Young, A.J. & McElhone, M.J. (1986). Guidelines for the development of non-formal environmental education. Environnemental Education Series 23. Paris: Unesco.

Fologitis, E (2011). Environmental education and sustainability. Athens: Pedio.

Webster, K., Graig, J. (K. Tamoutseli, translation) (2011). Sense and Sustainability. Educating for a low carbon world. Thessaloniki: Epicentro

Wilson, R. A. (ed.) (1994). Environmental Education at Early Childhood Level, Washington, DC: North American Association for Environmental Education.

- Related academic journals:

- Applied environmental education and communication

- Environmental Education Research
- Environment, Development and Sustainability
- International Journal of Early Childhood Environmental Education (ijecee)
- International journal of environmental & science education
- Journal of Environmental Education

-**Related websites**

http://www.naaee.org
http://www.epa.gov
http://www.unesco.org (http://en.unesco.org/themes/science-sustainable-future) UNESCO
http://www.medies.net (**Me**diterranean **Ed**ucation Initiative for **E**nvironment & **S**ustainability)
http://www.ensi.org
http://www.env-edu.gr/Support.aspx
www.envilab.psed.duth.gr/

http://www.unesco.org (http://en.unesco.org/themes/science-sustainable-future) UNESCO
http://www.medies.net (**Me**diterranean **Ed**ucation Initiative for **E**nvironment & **S**ustainability)
http://www.ensi.org
http://www.env-edu.gr/Support.aspx
www.envilab.psed.duth.gr/

(Θ 03 Y) Principles of Informatics with Applications in Education I

Instructor: Dimitrios Prentzas, Associate Professor
Maria Chatzisavvas, Specialized Technical and Laboratory Staff

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Θ 03 Y	**SEMESTER**	2nd
COURSE TITLE	Principles of Informatics with Applications in Education I		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5

COURSE TYPE	Scientific Knowledge
PREREQUISITE COURSES:	-
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
Students after the successful completion of the course will be able to: 1) Explain principles, functionalities and services of Informatics with applications in education, 2) Distinguish the main components of a computing system, categories of software, 3) Explain the role of software and other technological resources in education, 4) Explain the definition of educational technology, justify the integration of technology of education, interpret primary issues regarding educational technology, explain lessons involving educational technology that have been derived from the past and the role of the teacher regarding educational technology, 5) Explain the main factors affecting the integration of technology in education and also explain main types of educational activities in early childhood education using technological resources,

6) Explain main aspects of robotics and Artificial Intelligence,
7) Implement e-learning applications consisting of interactive educational activities for early childhood by using a corresponding authoring tool and to use basic Web tools for information retrieval.

General Competences

1) Search for, analysis and synthesis of data and information, with the use of the necessary technology
2) Working independently
3) Working in an interdisciplinary environment
4) Production of free, creative and inductive thinking
5) Transfer of scientific concepts in educational settings involving early childhood
6) Implementation of educational practices and methods focusing on the overall development of the child.

(3) SYLLABUS

This course constitutes an introduction to basic principles of Informatics and educational technology. It consists of theory and lab exercises. The theoretical part of the course involves issues such as the following: introductory concepts, main computing components, introductory issues concerning algorithms and the design of simple algorithms for creating multimedia applications, introduction to main types of software and its role in education, introductory aspects involving educational technology (i.e., arguments justifying its integration in education, primary social, technical and educational issues connected with it, lessons learnt from the past, role of the teacher, factors affecting the integration of technology in education, etc.), control technology and programmable toys, educational programming languages, main types of educational activities in early childhood education based on technological resources, introduction to robotics, introduction to AI, Informatics in Greek education. The lab mainly involves familiarization with: (i) an authoring tool for implementation of interactive educational activities for children in early childhood and (ii) main Web tools for retrieval of relevant data. Lab activities are implemented in small groups in the Laboratory of Informatics.

The 13 weekly teaching units are organized as follows:

1) Introductory Concepts

2) Algorithms (I)

3) Algorithms (II), The Logo Programming Language

4) Programmable Toys (I)

5) Programmable Toys (II)

6) Software

7) Educational Technology (I)

8) Educational Technology (II)

9) Introduction to Robotics (I)

10) Introduction to Robotics (II)

11) Introduction to Artificial Intelligence (I)

12) Introduction to Artificial Intelligence (II)

13) Informatics in the Primary and Secondary Education Curriculum in Greece, Review

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Presentations Eclass E-mail Videos Laboratory exercises for implementation of e-learning applications consisting of interactive learning activities addressed to early childhood
TEACHING METHODS	

Activity	***Semester workload***
Lectures	26
Tutorials	8
Laboratory practice	5
Independent study	93
Final written examination	3
Course total	***135***

STUDENT PERFORMANCE EVALUATION	**Language of evaluation**: Greek **Methods of evaluation** (weight %): Final written examination (75%) Implementation of a project (i.e., e-learning interactive activities (25%) **Evaluation criteria in the final written examination**: **Content** (75%): accuracy and completeness of answers, appropriate use of terminology, relevance with the subject.

	Critical thinking (25%): sufficient justification of opinions, appropriate argumentation, design of an algorithm **Evaluation criteria for the project**: **Content** (50%): relevance with the subject, correctness, easiness in retrieving the included information, originality, effects **Structure** (15%): Organization/structure/completeness of the project **Technical excellence** (35%): correct function of hyperlinks, correct response to user's choices in exercises

(5) ATTACHED BIBLIOGRAPHY

- ***Suggested bibliography***:

Beekman B., Beekman G. (2012). Digital Planet: Tomorrow's Technology and You, Tenth Edition. Prentice-Hall.

Δενδρινός, Μ., & Κουής, Δ. (2016). *Βασικές Αρχές Προγραμματισμού*. Στο Δενδρινός, Μ., & Κουής, Δ. 2016. *Βασικές Αρχές και Τεχνολογίες στην Επιστήμη της Πληροφόρησης (σελ. 160-199)*. Κάλλιπος, Ανοικτές Ακαδημαϊκές Εκδόσεις. https://hdl.handle.net/11419/6447

Evans A., Martin K., Poatsy M.A. (2019). Technology in Action, 16th Edition. Pearson.

Janka P. (2008). *Using a programmable toy at preschool age: why and how*. Workshop Proceedings of the International Conference on Simulation, Modeling and Programming for Autonomous Robots, pp. 112-121. https://www.terecop.eu/downloads/simbar2008/pekarova.pdf

Karipidis N., Prentzas J. (2016). A Survey of Factors Affecting the Successful Integration of ICT in Education. Proceedings of the 10th International Technology, Education and Development Conference, pp. 8456-8466. IATED.

Komis B.I. (2025). Introduction to the Educational Applications of ICT, Third edition. New Technologies Publications.

Negnevitsky M. (2005). Artificial Intelligence: A Guide to Intelligent Systems, Second Edition. Addison-Wesley.

O'Leary T.J., O'Leary L.I., O'Leary D.A. (2022), Computing Essentials, 29th edition, McGraw-Hill.

Roblyer M.D., Doering A.H. (2022). Integrating Educational Technology into Teaching, 9th Edition. Pearson.

- ***Related academic journals***:

Computers & Education, Elsevier

IEEE Transactions on Education, IEEE Education Society

IEEE Transactions on Learning Technologies, IEEE Computer Society & IEEE Education Society

Journal of Educational Technology and Society, Int. Forum of Educ. Technology & Society

(Θ 04 Y) Principles of Informatics with Applications in Education II

Instructor: Dimitrios Prentzas, Associate Professor
Maria Chatzisavvas, Specialized Technical and Laboratory Staff

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Θ 04 Y	**SEMESTER**	3rd
COURSE TITLE	Principles of Informatics with Applications in Education II		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5

COURSE TYPE	Scientific Knowledge
PREREQUISITE COURSES:	-
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
Students after the successful completion of the course will be able to: 1) Assess the social impact of the Internet and issues involving the safe use of the Internet by children and adults, 2) Design the integration of a technological resource in an educational setting addressed to early childhood, 3) Explain main types of educational software, criteria for selecting an educational software tool from the available ones, main aspects of using the Internet in education, main aspects of robotics and main aspects of AI, 4) Implement educational presentations with interactive activities addressed to early childhood and to use basic Web tools for information retrieval.

General Competences
1) Search for, analysis and synthesis of data and information, with the use of the necessary technology 2) Working independently 3) Working in an interdisciplinary environment 4) Production of free, creative and inductive thinking 5) Transfer of scientific concepts in educational settings involving early childhood 6) Implementation of educational practices and methods focusing on the overall development of the child.

(3) SYLLABUS

This course constitutes an introduction to basic issues involving Informatics and educational technology. It consists of theory and lab exercises. The theoretical part of the course provides the background to issues such as the following: designing the integration of technology in education, main types of educational software, assessment criteria for alternative educational software tools, educational programming languages, the Internet and education, robotics and education, AI, social impact of the Internet and aspects involving children. The lab involves practice in implementing educational applications with interactive activities for early childhood utilizing Artificial Intelligence tools.

The weekly modules of the course are organized as follows:

1) Introduction
2) Social Impact of the Internet
3) Social Impact of the Internet and Issues Concerning Children
4) Internet and Education (A)
5) Internet and Education (B)
6) Educational Programming Languages
7) Basic Categories of Educational Software (A)
8) Basic Categories of Educational Software (B)
9) Evaluation Criteria for Alternative Educational Software
10) Kindergarten and Family Connectivity
11) Artificial Intelligence and Education (A)
12) Artificial Intelligence and Education (B)
13) Artificial Intelligence and Education (C)
14) Educational Applications with Interactive Activities for Preschool Children Utilizing Artificial Intelligence Tools (A)
15) Educational Applications with Interactive Activities for Preschool Children Utilizing Artificial Intelligence Tools (B)

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY.</td><td>Face-to-face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td><td>Presentations
Eclass
E-mail
Videos
Laboratory exercises for implementation of e-learning applications consisting of interactive learning activities addressed to early childhood utilizing AI tools</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>26</td></tr>
<tr><td>Tutorials</td><td>8</td></tr>
<tr><td>Laboratory practice</td><td>5</td></tr>
<tr><td>Independent study</td><td>93</td></tr>
<tr><td>Final written examination</td><td>3</td></tr>
<tr><td>Course total</td><td>135</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>Language of evaluation: Greek
Methods of evaluation (weight %):
Final written examination (70%)
Implementation of two projects (i.e., educational application and evaluation of AI tools) (30%)
Evaluation criteria in the final written examination:
Content (75%): accuracy and completeness of answers, appropriate use of terminology, relevance with the subject.
Critical thinking (25%): sufficient justification of opinions, appropriate argumentation, design of an algorithm
Evaluation criteria for the project:
Content (60%): relevance with the subject, correctness, proper size of items, originality, custom animations
Structure (15%): Organization/structure/completeness of the project
Technical excellence (25%): navigation, correct response to user’s choices, hyperlinks</td></tr>
</table>

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Alnajjar F. et al. (2021), Robotics in Education: An Introduction to High-Tech Social Agents,

Intelligent Tutors, and Curricular Tools. Routledge.

Dafermou Ch., Koulouri P., Basagianni E. (2007). Guide for Kindergarten Teachers – Educational Design, Creative Learning Environments. Teaching Books Publications. (in Greek).

Google Scholar: the ultimate guide. https://paperpile.com/g/google-scholar-guide/

Horn, M. B., & Staker, H. (2017). Blended: Using disruptive innovation to improve schools. John Wiley & Sons.

Ko S., Rossen S. (2017). Teaching Online: A Practical Guide. Taylor & Francis.

Komis B.I. (2025). Introduction to the Educational Applications of ICT, Third Edition. New Technologies Publications. (in Greek).

Prentzas, J. (2013). Artificial Intelligence Methods in Early Childhood Education. In X.-S. Yang (Ed.), Artificial Intelligence, Evolutionary Computing and Metaheuristics: In the Footsteps of Alan Turing (pp. 169-199). Springer.

Prentzas J. (Ed.) (2016). Digital Stories and their Integration in Early Childhood and Primary Education: Teaching Scenarios and Practical Ideas. Nova Science Publishers.

Prentzas, J., Sidiropoulou, M. (2024). Integrating OpenAI Chat-GPT in a University Department of Education: Main Types of Use and Preliminary Assessment Results. In: Bourbakis, N., Tsihrintzis, G.A., Virvou, M., Jain, L.C. (eds) Extended Selected Papers of the 14th International Conference on Information, Intelligence, Systems, and Applications. IISA 2023. Lecture Notes in Networks and Systems, vol 1093. Springer, Cham.

Price H. (Ed.) (2009). The Really Useful Book of ICT in the Early Years. Routledge.

Roblyer M.D., Doering A.H. (2022). Integrating Educational Technology into Teaching, Ninth Edition. Pearson.

Tselios N. (2007). Introduction to Web Science – Basic Services and Pedagogical Use. Kleidarithmos Publications (in Greek).

Staker, H., & Horn, M. B. (2012). Classifying K–12 blended learning. Innosight Institute. Available in: https://www.christenseninstitute.org/publications/classifying-k-12-blended-learning-2/

- Related academic journals:

Computers & Education, Elsevier

IEEE Transactions on Education, IEEE Education Society

IEEE Transactions on Learning Technologies, IEEE Computer Society & IEEE Education Society

Journal of Educational Technology and Society, Int. Forum of Educ. Technology & Society

(Θ 05 E) Science Concepts in Early Childhood

Instructor: Nikolaos Zarkadis, Assistant Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Θ 05 E	**SEMESTER**	7th
COURSE TITLE	Concepts of Science in Early Childhood Education		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5

COURSE TYPE	*Scientific Knowledge*
PREREQUISITE COURSES:	-
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: (1) Design, implement and evaluate teaching experimental interventions for pre-school education of preschool children in the natural sciences (2) Observe a phenomenon of the natural sciences and form questions about its mechanism (3) Make assumptions to answer the questions arising from the study of a phenomenon (4) Identify variables related to the study topic and control them (5) Identify the data generated by the experiment, organize and use the data to explain the phenomenon studied. (6) Convey the data and conclusions of the experimental application using tables, diagrams and charts (7) Experimentally examine the mechanism of a phenomenon (8) Identify the natural entities associated with the phenomenon and identify relationships

between them

(9) Explain the mechanism of a physicochemical phenomenon

(10) Identify their own alternative ideas about a physicochemical phenomenon being studied and reject or accept on the basis of experimental data

General Competences

- Develop an interest in the study of natural sciences
- Develop a positive attitude in the scientific research process and research
- Develop co-operation among members of a group to achieve a common goal
- Develop communication between the members of a group through the exchange of ideas and knowledge about the phenomena of study for drawing conclusions and explaining them
- Conveying of scientific concepts and theories of teaching and learning of natural sciences to formal and non-formal education of pre-school children.
- Search, analyze and synthesize data and information, using the necessary technologies to apply concepts of natural sciences to preschool age
- Cultivation of scientific thinking skills
- Development of critical thinking
- Development of decision-making capacity
- Working in an interdisciplinary environment
- Working in groups / developing cooperation and communication skills
- Promote free, creative and inductive thinking

(3) SYLLABUS

The module 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.

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY.</td><td>Face-to-face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td><td>Presentations
Movies and Documentaries
Eclass
E-mail
Video Production by students
Laboratory exercises for implementation of e-learning applications consisting of interactive learning activities addressed to early childhood (photostory / digital stories)</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>30</td></tr>
<tr><td>Laboratory practice</td><td>30</td></tr>
<tr><td>study and analysis of bibliography</td><td>14</td></tr>
<tr><td>essay writing</td><td>21</td></tr>
<tr><td>Independent study</td><td>40</td></tr>
<tr><td>Course total</td><td>135</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>Language of evaluation: Greek
Methods of evaluation (weight %):
1.Written work on the development of a training scenario for the education of infants on the concepts and phenomena of natural sciences (60% gravity).
3. Individual laboratory applications (40% gravity).
Evaluation criteria of written essay:
Content (30%): Clarity and scientific composition of language, appropriate use of terminology, relevance to the subject of personal constructs, originality
Critical thinking (50%): Interpretation of the topic sufficient justification of opinions, appropriate argumentation, consideration of alternative views, analytical-synthetic approach.
Structure (10%): Organization/structure/completeness of the project
Bibliography: (10%) Adequacy and appropriateness of bibliographical references, independent source research</td></tr>
</table>

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

American Association for the Advancement of Science (AAAS) (1990). Project2016: Science for All Americans. Available at http://www.project2061.org/publications/sfaa/online/sfaatoc.htm (12/1/2015).

Dimitriou, A. (Ed.) (2013). Concepts of Nature and the Environment in Preschool Education. Research data, methodological approaches and educational applications. Thessaloniki: Epicentro

Hewitt, P. (2009). The concepts of physics. University editions of Crete

Kakanas, NT (2000). Theory and methodology of activities in preschool education. Thessaloniki: Kyriakides Brothers.

Koliopoulos, D. (2004). The teaching approach of the Museum of Natural Sciences. Athens: Metaixmio.

Koliopoulos, D., Vavourakis, A. (Ed.) (2005). Teaching Science: The Challenges of the 21st Century - Texts for Primary and Pre-school Education. Athens: Union for the teaching of Natural Sciences.

Kariotoglou, P. & Papadopoulou. P. (Ed.) (2014). Natural sciences and the environment in preschool education. Searches and suggestions. Athens: Gutenberg

Kumaras P., (2002). Scientific and technological literacy. Guide to experimental teaching of physics. Thessaloniki: Christodoulides. A & P. Christodoulides Co.

Konstantinou, K., Feronimou, G. (Ed.) (2002). Natural Sciences in Kindergarten. Nicosia: Ministry of Education and Culture of Cyprus, - Department for the Development of Primary Education Programs.

Loukas, L., Papadimitri -Kakrimani, Chr., Konstantinou, K.P. (Ed.) (2004). Teaching science and exploiting new technologies in infancy. Nicosia: TEA University of Cyprus

Plakitzis, Aik. (Ed.) (2008). Socio-knowledge and socio-cultural approaches to science teaching in pre-school and early school age. Athens: Patakis

Ravanis, K. (Ed.) (2001). The Initiation of Little Children in Natural Sciences. Patra: TEEAP University of Patras

Ravanis, K. (2003). Activities for kindergarten from the world of physics. Athens: Diptycho.

Tsitouridou, M. (Editing) (2003). The natural sciences and the information and communication technologies in pre-school education. Thessaloniki: Giola

Walker, J. (2002). The Physics Fair. Athens: Katoptro

Wynne, H. & Elstgeest, J. (Kokottas, P., Ed.) (2005). Teaching and learning of natural sciences in primary education. A cooperative - experiential approach to teacher education. Athens: Typosito - GIORGOS DARDANOS

Chatzigeorgiou, G. (2001). Physics through the eyes of the little child. Athens: Grigoris.

Chatzigeorgiou, G. (2003). Sound, light, water and air. Athens: Grigoris.

Christidou, B. (Ed.) (2008). Educating young children in the natural sciences. Research orientations and pedagogical practices. Thessaloniki: Kyriakides Brothers

- Related academic journals:

- Teaching Physics - Research and Practice
- Researching the world of the child
- Science and Technology Issues in Education
- International Journal of Science in Society
- Journal of biological education
- Journal of Science Education and Technology.
- Review of Science, Mathematics and ICT Education
- Science Education
- The International Journal of Learning

(Θ 06 E) Informatics in Education

Instructor: Dimitrios Prentzas, Associate Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Θ 06 E	**SEMESTER**	4th
COURSE TITLE	Informatics in Education		
INDEPENDENT TEACHING ACTIVITIES		**WEEKLY TEACHING HOURS**	**CREDITS**
		3	4.5
COURSE TYPE	Scientific Knowledge		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
Students after the successful completion of the course will be able to: 1) Explain primary issues combining learning theories and technology and to support corresponding strategies of technology integration, 2) Analyze methods of using technology in teaching and learning of knowledge fields, 3) Explain ways of using software tools in teaching and learning and to design ways of integrating multimedia in teaching and learning, 4) Use open source software tools for basic image processing, digital painting for early childhood, educational programming environments and development of educational multimedia applications for early childhood.
General Competences
1) Search for, analysis and synthesis of data and information, with the use of the necessary technology 2) Working independently 3) Working in an interdisciplinary environment

4) Production of free, creative and inductive thinking

5) Transfer of scientific concepts in educational settings involving early childhood

6) Implementation of educational practices and methods focusing on the overall development of the child.

(3) SYLLABUS

The course provides background involving the integration of ICT in education and the implementation of educational multimedia applications. The course consists mainly of lab exercises. The lab exercises involve familiarization with education software for early childhood (available from the Ministry of Education, open source software), image processing with open source software, digital painting for early childhood with open source software, educational programming environments and authoring of multimedia applications for early childhood using open source software, AI tools.

The 13 weekly modules of the course are organized as follows:

1) Introductory concepts

2) Familiarity with functions and use of digital painting software for preschoolers

3) Basic image processing with open source software (I)

4) Basic image processing with open source software (II)

5) AI Tools for automated content creation

6) Writing educational multimedia stories for preschoolers with two alternative open source software tools (8 weeks).

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY.</td><td>Face-to-face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td><td>Presentations
Eclass
E-mail
Laboratory exercises involving use of open source software tools for basic image processing, digital painting for early childhood, educational programming environments and development of educational multimedia applications for early childhood, AI tools</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>13</td></tr>
<tr><td>Laboratory practice</td><td>26</td></tr>
</table>
</td></tr>
</table>

	Independent study	93
	Final written examination	3
	Course total	***135***
STUDENT PERFORMANCE EVALUATION	**Language of evaluation**: Greek **Methods of evaluation** (weight %): Implementation of two projects (i.e., educational multimedia applications) (100%) **Evaluation criteria for the projects**: **Content** (40%): relevance with the subject, originality, scenario of the application, proper size of items, movement of items in space **Structure** (15%): Organization/structure/completeness of the project **Technical excellence** (45%): navigation facilities, change of backgrounds, appearance and disappearance of items	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Vosniadou S. (2006). Children, Schools and Computers: Perspectives, Problems and Proposals for a More Effective Use of New Technologies in Education. Gutenberg Publications. (in Greek)

Vosniadou S., De Corte E., Glaser R., Mandl H. (2006). Designing Learning Environments Supported by Modern Technologies. Gutenberg Publications. (in Greek)

Giannoulas A.E. (2009). Educational Software: Teaching Utilization in the Modern Digital Environment. Kafkas Publications. (in Greek)

Dafermou Ch., Koulouri P., Basagianni E. (2007). Guide for Kindergarten Teachers – Educational Design, Creative Learning Environments. Teaching Books Publications. (in Greek)

Komis V. (2025). Introduction to Educational Applications of ICT, Third Edition. New Technologies Publications. (in Greek)

Panagiotakopoulos Ch., Pierrakeas P., Pintelas P. (2003). Educational Software and its Evaluation. Metehmio Publications. (in Greek)

Depover C., Karsenti T., Komis V. (2010). Teaching with the Use of Technology to Promote Learning and Development of Skills. Kleidarithmos Publications. (in Greek)

Newby T.J., Stepich D.A., Lehman J.D., Russel J.D., Leftwich A.T. (2019). Educational Technology for Teaching and Learning, Fourth Edition. Pearson.

Roblyer M.D., Doering A.H. (2022). Integrating Educational Technology into Teaching, Ninth Edition. Pearson.

Smaldino S.E., Lowther D.L., Russel J.D. (2018). Instructional Technology and Media for Learning, Twelfth Edition. Pearson.

- Related academic journals:

Computers & Education, Elsevier

IEEE Transactions on Education, IEEE Education Society

IEEE Transactions on Learning Technologies, IEEE Computer Society & IEEE Education Society

Journal of Educational Technology and Society, Int. Forum of Educ. Technology & Society

(Θ 07 E) Multimedia, Robotics and Artificial Intelligence in Early Childhood Education

Instructor: Dimitrios Prentzas, Associate Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Θ 07 E	**SEMESTER**	5th
COURSE TITLE	Multimedia, Robotics and Artificial Intelligence in Early Childhood Education		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5
COURSE TYPE	Scientific Knowledge	
PREREQUISITE COURSES:	-	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes	
COURSE WEBSITE (URL)		

(2) LEARNING OUTCOMES

Learning outcomes
Students after the successful completion of the course will be able to: 1) Explain primary issues about the integration of ICT in early childhood, 2) Analyze case studies of ICT integration in early childhood education, 3) Use software tools to create multimedia items and develop educational multimedia applications, 4) Use robotic tools in the context of early childhood education, 5) Explain main aspects concerning AI and its role in education.
General Competences
1) Search for, analysis and synthesis of data and information, with the use of the necessary technology 2) Working independently

3) Working in an interdisciplinary environment

4) Production of free, creative and inductive thinking

5) Transfer of scientific concepts in educational settings involving early childhood

6) Implementation of educational practices and methods focusing on the overall development of the child.

(3) SYLLABUS

The course provides background knowledge involving the integration of ICT in early childhood education. More specifically, issues concerning multimedia technologies, digital storytelling, robotics and AI will be discussed. The course consists of theory and lab exercises. The theoretical part of the course discusses case studies on using ICT in early childhood. The lab involves acquisition of skills in using tools for creating multimedia items and developing educational multimedia applications, robotic tools for early childhood and AI tools.

The weekly modules of the course are organized as follows:

1) Week 1: Introduction
2) Week 2-8: Developing multimedia educational stories
3) Week 9-11: Artificial Intelligence and Education
4) Week 12-13: Robotics Tools

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY.</td><td>Face-to-face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td><td>Presentations
Eclass
E-mail
Videos
Laboratory exercises involving use of tools to create multimedia items and develop educational multimedia applications
Laboratory exercises involving use of robotic tools in early childhood education
Laboratory exercises involving use of AI tools</td></tr>
<tr><td>TEACHING METHODS</td><td><table><tr><th>Activity</th><th>Semester workload</th></tr><tr><td>Lectures</td><td>13</td></tr></table></td></tr>
</table>

	Laboratory practice	26
	Independent study	40
	Projects	56
	Course total	***135***
STUDENT PERFORMANCE EVALUATION	**Language of evaluation**: Greek **Methods of evaluation** (weight %): Implementation of a project (i.e., educational multimedia application) (50%) Implementation of two projects (AI and applications) (50%) **Evaluation criteria for the project**: (educational multimedia application): **Content** (55%): relevance with the subject, originality, proper size of items, movement of items in space **Δομή** (15%): Organization/structure/completeness of the project **Technical excellence** (30%): modularity of instructions, change of backgrounds, appearance and disappearance of items **Evaluation criteria for the project** (AI and applications): **Content** (60%): relevance with the subject, originality, proper size of items, movement of items in space **Structure** (25%): Organization/structure/completeness of the project **Bibliography** (15%)	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Alnajjar F. et al. (2021), Robotics in Education: An Introduction to High-Tech Social Agents, Intelligent Tutors, and Curricular Tools. Routledge.

Dafermou Ch., Koulouri P., Basagianni E. (2007). Guide for Kindergarten Teachers – Educational Design, Creative Learning Environments. Teaching Books Publications. (in Greek)

Hayes M., Whitebread D. (2006). ICT in the Early Years (Learning and Teaching with Information & Communications Technology). Open University Press.

Nicolopoulou K. (2018). ICT in Early Childhood Education: Integration, Use and Utilization. Patakis Publications. (in Greek)

Prentzas J. (Ed.) (2016). Digital Stories and their Integration in Early Childhood and Primary Education: Teaching Scenarios and Practical Ideas. Nova Science Publishers.

Prentzas, J. (2013). Artificial Intelligence Methods in Early Childhood Education. In X.-S. Yang (Ed.), Artificial Intelligence, Evolutionary Computing and Metaheuristics: In the

Footsteps of Alan Turing (pp. 169-199). Springer.

Price H. (Ed.) (2009). The Really Useful Book of ICT in the Early Years. Routledge.

Siraj-Blatchford J. (2004). Developing New Technologies for Young Children. Trentham Books.

Siraj-Blatchford J., Morgan A. (2009). Using ICT in the Early Years - Parents and Practitioners in Partnership. Practical Pre-School Books.

Siraj-Blatchford J., Siraj-Blatchford I. (2006). A Guide to Developing the ICT Curriculum for Early Childhood Education. Trentham Books.

Siraj-Blatchford J., Whitebread D. (2003). Supporting ICT in the Early Years. Open University Press.

Zaranis N., Economidis B.D. (2008). ICT in Early Childhood Education: Theoretical Survey and Experimental Research. Grigoris Publications. (in Greek)

- Related academic journals:

Computers & Education, Elsevier

IEEE Transactions on Education, IEEE Education Society

IEEE Transactions on Learning Technologies, IEEE Computer Society & IEEE Education Society

Journal of Educational Technology and Society, Int. Forum of Educ. Technology & Society

(Θ 08 Y) Descriptive Statistics

Instructor: Adjunct Lecturer

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Θ 08 Y	**SEMESTER**	**5th**
COURSE TITLE	Descriptive Statistics		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5
COURSE TYPE	Scientific Knowledge	
PREREQUISITE COURSES:	x	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes	
COURSE WEBSITE (URL)		

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: 1) Recognize 2) Explain 3) Produce 4) Develop basic concepts of Descriptive Statistics
General Competences
1. Adapting to new situations 2. Decision-making 3. Production of new research ideas 4. Criticism and self-criticism 5. Production of free, creative and inductive thinking

(3) SYLLABUS

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

The 13 weekly sections of the course are organized as follows:

1. Epistemological and Theoretical Issues in Research Methodology
2. Introduction to Statistical Thinking
3. The Concept of Variable
4. Population and Sample
5. Data Organization and Presentation. Frequency Tables.
6. Graphs and Charts
7. Measures of Central Tendency (Mean, Median and Mode)
8. Measures of Dispersion (Variance, Standard Deviation, Range, Coefficient of Variation)
9. Distributions - Introduction to the Normal Distribution
10. Z-scores
11. Introduction to Correlation. Correlation Indices.
12. Sampling
13. Applying Statistical Thinking to Unknown Research Scenarios and Exercises

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	**E- mail**

<table>
<tr><td></td><td>PowerPoint</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>26</td></tr>
<tr><td>Tutorials</td><td>13</td></tr>
<tr><td>Student’s study hours</td><td>96</td></tr>
<tr><td>Course total</td><td>135</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>
Language of evaluation: Greek
Methods of evaluation:
• problem solving 70%
• short-answer questions 30%
Evaluation criteria:
• Content 60%
• Critical thinking 30%
• Structure 10%
The Methods of Evaluation and the Evaluation criteria are given to the students at the beginning of the semester.
</td></tr>
</table>

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Book [21952]: Statistical techniques and applications in the education sciences, V. Gialamas (in Greek)

Book [31590]: Statistics in Social Research, J. Ifantopoulos – K. Nikolaidou (in Greek)

- Related academic journals:

(Θ 10 Y) Mathematics in Early Childhood

Instructor: Anna Klothou, Assistant Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	**Θ 10 Y**	**SEMESTER**	**5th**
COURSE TITLE	Mathematics in Early Childhood		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5

COURSE TYPE	Scientific Knowledge
PREREQUISITE COURSES:	X
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
After the successful completion of the course, students will be able to: 1) Understand basic mathematical ideas and integrate them into the daily routine of the classroom 2) Understand how children learn and think in math, through a cognitive, developmental perspective. 3) Assess the mathematical knowledge of children of this age and plan appropriate activities. 4) Develop a well justified understanding of developmentally appropriate teaching methods and curricula. 5) Design and evaluate the development of mathematical knowledge in all areas of action at school, ensuring access to this development for all pupils.
General Competences
Especially:

• Understanding and interpreting the scientific theories and concepts that characterize the field of Didactics of Mathematics
• Utilizing the scientific theories and concepts that characterize the field of Didactics of Mathematics in initiating early childhood children into mathematics.
• Understanding the multiple factors (cognitive, social, cultural and political) that shape the mathematical education of the early childhood children.
• Implementing educational practices and methods in the teaching practice, aiming at the development of mathematical thinking in ways that ensure the child's full development.

Generally:
• Identify, analyze, and synthesize data and information that support educational practice, using digital technologies.
• Making decisions about the educational process.
• Composing and exercising a critical view of the educational act.
• Promoting free, creative and inductive thinking on issues of development and education for pre-school children.

(3) SYLLABUS

• Mathematical knowledge and thought at first school age
• Learning mathematics in the first school age: modern learning theories
• Social and cultural parameters of mathematical education in the first school age
• Teaching practices in mathematics in the first school education
• Mathematical activities and their management in the first school age
• Evaluation in mathematics of first-time education.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	
TEACHING METHODS	

Activity	***Semester workload***
Lectures	13 X 2 = 26
Tutorials	5 X 1 = 5
Workshops	6 X 1.5 = 9
Study for half-term prograss test	20
Essay writing	35

	Independent study	40
	Course total	***135***
STUDENT PERFORMANCE EVALUATION	**Language of evaluation**/ assessment: Greek **Methods of evaluation** (weight %): • Half-term test: open-ended questions (20%) • Essay: work in pairs, including review of literature and a teaching intervention proposal (35%) • Final written exams: Open-ended questions (45%) **Evaluation criteria**: • **Content** (20%): accuracy and completeness of information/ knowledge, appropriate use of terminology, relevance to the topic of focus. • **Structure** (20%): Organization and coherence of arguments. • **Literature**: (30%) Adequacy and appropriateness of references, effective usage of resources. • **Critical thinking** (30%): Interpretation of the subject of study, sufficient justification of the positions adopted, appropriate argumentation, consideration of alternative perspectives, analytical-synthetic approach (30%).	

(5) ATTACHED BIBLIOGRAPHY

- Suggested Literature:

Agaliotis, I. (2011). Teaching Mathematics in Special Education. Athens: Gregory Publications.

Vosniadou, S. (1998). The Psychology of Mathematics. Athens: Gutenberg

Zacharos, K. (2006). The mathematical concepts of pre-school education and their teaching. Athens: Metaichmio.

Hughes, M. (1996). Children and the concept of numbers. Athens: Gutenberg.

Kamii, C. K. (1985). Children reinvent arithmetic. Athens: Patakis.

Karantzinis, Th. (2003). The evolution of the Mathematical Concepts in Preschool and Early Childhood Children. Athens: Atrapos.

Koleza, E. (2009). Theory and Practice in Didactics of Mathematics. Athens: Topos.

Lemonidis, Ch. (2003). A new teaching proposal for mathematics in the early grades of Primary School. Athens: Patakis.

Nunes, T. & Bryant, P. (2007). Children do maths. Athens: Gutenberg.

Siety, A. (2003). Mathematics, my favourite fear. Athens: Savvalas Publications.

- Related academic journals:

- Research in Mathematics Education
- Educational Studies in Mathematics
- For the Learning of Mathematics
- Journal for Research in Mathematics Education

(Θ 12 Y) Science Teaching and Learning in Early Childhood

Instructor: Nikolaos Zarkadis, Assistant Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Θ 12 Y	**SEMESTER**	6th
COURSE TITLE	Science Teaching and Learning in Early Childhood		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5

COURSE TYPE	*Scientific Knowledge*
PREREQUISITE COURSES:	-
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: (1) Describe the theories of learning and teaching science in preschool age (2) Recognize the socio-cultural dimension of Natural Sciences. (3) Distinguish the scientific method skills in educational interventions (4) Combine scientific methodologies in the development of educational interventions (5) Combine learning theories to develop concepts and phenomena for the education of children in the natural sciences (6) Design, implement and evaluate teaching interventions for pre-school education of preschool children in the natural sciences (7) Link theory to practice through experiential participation in natural science applications in preschool age for the cognitive, sensory and emotional development of infants. (8) Evaluate the effectiveness of educational interventions for the education of children in

the natural sciences
General Competences
• Understanding and interpreting scientific theories and concepts from the field of science education • Understanding and applying the theories of science teaching in preschool age • Understanding and applying the theories of learning science in preschool age • Transfer of scientific concepts and theories of teaching and learning of natural sciences to formal and non-formal education of pre-school children. • Search, analyze and synthesize data and information, using the necessary technologies to apply concepts of natural sciences to preschool age • Cultivation of scientific thinking skills • Respect for the natural environment • Development of critical thinking • Development of decision-making capacity • Working in an interdisciplinary environment • Working in groups / developing cooperation and communication skills • Promote free, creative and inductive thinking

(3) SYLLABUS

The module aims to analyze contemporary issues concerning the teaching and learning of sciences in the pre school age 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.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY.	*Face-to-face*
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Presentations Eclass E-mail Laboratory exercises for implementation of e-learning applications consisting of interactive learning activities

<table>
<tr><td></td><td>addressed to early childhood (photostory / digital stories)</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Laboratory practice</td><td>12</td></tr>
<tr><td>Fieldwork</td><td>4</td></tr>
<tr><td>study and analysis of bibliography</td><td>18</td></tr>
<tr><td>essay writing</td><td>24</td></tr>
<tr><td>Independent study</td><td>38</td></tr>
<tr><td>Course total</td><td>135</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>
Language of evaluation: Greek

Methods of evaluation (weight %):

1. Written examination with development questions and multiple choice (60%).

2. Written work on the analysis of scientific texts on science education. (20%).

3. Individual and / or group work: individual or group work (experiential workshops / exercises) is carried out within the course. (20%). Students have the ability to perform and send online the related work.

Evaluation criteria in the final written examination:

Content (40%): accuracy and completeness of answers, appropriate use of terminology, relevance with the subject.

Critical thinking (50%): Interpretation of the topic sufficient justification of opinions, appropriate argumentation, consideration of alternative views, analytical-synthetic approach.

Language - expression / clarity and scientific composition of speech (10%)

Evaluation criteria for the project:

Content (30%): Content: Clarity and scientific composition of language, appropriate use of terminology, relevance to the subject of personal constructs, originality

Structure (10%): Organization/structure/completeness of the project

Bibliography: (10%) Adequacy and appropriateness of bibliographical references, independent source research
</td></tr>
</table>

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Driver, R., Squires, A., Rushworth, P., Wood-Robinson, V. (Kokota Editor, P.) (2000). Building the Concepts of Natural Sciences - A Global Summary of Children's Ideas. Athens: printed - Giorgos Dardanos.

Driver, R., Guesne, E., Tiberghien, A. (1993). The ideas of children in the natural sciences. Athens: Trohalia..

Dimitriou, A. (2013) (Ed.). Concepts of nature and the environment in preschool age. Research data, methodological approaches and educational applications. Thessaloniki: Epikentro

Zogza, B. (2007). The biological knowledge in childhood. Children's ideas and teaching approaches. Athens: Metaixmio

Kariotoglou, P. & Papadopoulou P. (Ed.) (2014). Natural sciences and the environment in preschool education. Searches and suggestions. Athens: Gutenberg

Kokotas, P. (Ed.) (2000). Teaching Approaches to Natural Sciences. Contemporary concerns. Athens: print - Giorgos Dardanos.

Koulaidis, B. (1994). Representations of the Natural World: Cognitive, Epistemological and Teaching Approach. Athens: Gutenberg.

Koulaidis, V., Dimopoulos, K., Sklavenitis, S., Christidou, I. (2001). The texts of techno-science in the public domain. Athens: Metaixmio.

Koliopoulos, D. (2004). The teaching approach of the Museum of Natural Sciences. Athens: Metaixmio.

Koliopoulos, D. (2004). Theoretical subjects of science. The build up of school knowledge. Athens: Metaixmio.

Plakitzis, Aik. (2008). Teaching of natural sciences in preschool and early school age. Athens: Patakis

Ravanis, K. (1999). The natural sciences in pre-school education. Teaching and cognitive approach. Athens: print - Giorgos Dardanos.

Ravanis, K. (2003). Introduction to Physical Science Teaching. Athens: New Technologies Publishing

Stavridou, E. (2007). Teaching of Natural Sciences: Methods and Learning Technologies. University of Thessaly, 3rd Conference of the Association for Natural Science Teaching.

Wynne Harlen - Jos Elstgeest (Kokkotas, P., Ed.) (2005). Teaching and learning of natural sciences in primary education. A cooperative - experiential approach to teacher education. Athens: Typothito - GIORGOS DARDANOS

Christidou, B. (Ed.) (2008). Educating young children in the natural sciences. Thessaloniki: Kyriakides Brothers

- Related academic journals:

- Teaching Physics - Research and Practice
- Investigating the world of the child
- Science and Technology Issues in Education
- International Journal of Science in Society
- Journal of biological education
- Journal of Science Education and Technology.
- Review of Science, Mathematics and ICT Education
- Science Education
- The International Journal of Learning

(Θ 13 E) Environmental Issues in Education

Instructor: Nikolaos Zarkadis, Assistant Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Θ 13 E	**SEMESTER**	8th
COURSE TITLE	Environmental Issues in Education		
INDEPENDENT TEACHING ACTIVITIES		**WEEKLY TEACHING HOURS**	**CREDITS**
		3	4.5
COURSE TYPE	*Scientific Knowledge*		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: 1. Understand the composition and functioning of the natural environment as well as the interrelationships between natural phenomena 2. Study basic concepts of environmental sciences 3. Become concerned about the anthropogenic factors that create or enhance environmental problems. 4. Recognize the concept of sustainable operation of the environment 5. Study the environment as a system and analyze related problems with systemic thinking. 6. Recognize contemporary pressing environmental problems and analyze their environmental / ecological processes and mechanisms 8. Evaluate the importance of energy production and consumption in the perspective of sustainability 9. Link environmental pollution to quality of life

10. Recognize the interdependence between human activities and environmental quality

11. Become concerned about socio-economic conditions as causes for the creation and / or enhancing of environmental problems

12. Become concerned about the modern way of life at individual and social level and the impact on environmental quality

13. Examine critically the causes and effects of environmental problems on nature and on human societies

14. Examine environmental problems in the context of environmental justice and social inequalities

15. Assess the relationship between environmental quality and social inequalities

16. Evaluate the role of human activities and choices in the quality of the environment

17. Design, implement and evaluate specific interventions to educate individuals (children and adults) about the environment and sustainability in formal and non-formal education11. Assess the relationship between environmental quality and social inequalities

12. Evaluate the role of human activities and choices in the quality of the environment

13. Suggest specific pedagogical methods for the education of people (children and adults) for the environment and sustainability in formal and non-formal education

14. Propose strategies to raise awareness of the environment and related issues

15. Describe and apply the basic principles governing educational material for the environment, environmental issues and problems in the context of modern environmental education and sustainability trends.

16. Evaluate the role of human activities and choices in the quality of the environment

17. Design, implement and evaluate specific interventions to educate individuals (children and adults) about the environment and sustainability in formal and non-formal education

General Competences

- Respect for the natural and man-made environment
- Cultivation of Sustainable Values
- Critical study of environmental problems
- Social participation
- Search, analysis and synthesis of data and information, using the necessary technologies as well
- Adaptation to new situations related to the development of environmental quality
- Making decisions to address environmental problems for the sustainable functioning of the environment and human societies
- Autonomous work
- Work in an interdisciplinary environment
- Respect for diversity and multiculturalism
- Exercise of criticism and self-criticism

- Promote free, creative and inductive thinking

(3) SYLLABUS

The module aims to analyse 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.

(4) TEACHING and LEARNING METHODS - EVALUATION

<table>
<tr><td>DELIVERY.</td><td>Face-to-face</td></tr>
<tr><td>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</td><td>Presentations
Movies and Documentaries
Eclass
E-mail
Video Production by students
Laboratory exercises for implementation of e-learning applications consisting of interactive learning activities addressed to early childhood (photostory / digital stories)</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Laboratory practice</td><td>10</td></tr>
<tr><td>Fieldwork</td><td>6</td></tr>
<tr><td>study and analysis of bibliography</td><td>15</td></tr>
<tr><td>essay writing</td><td>22</td></tr>
<tr><td>Independent study</td><td>43</td></tr>
<tr><td>Course total</td><td>135</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>Language of evaluation: Greek
Methods of evaluation (weight %):
1. Written essay (70%)
2. Participation in experiential workshops, evaluation of produced material (30% gravity).
Evaluation criteria of written essay:</td></tr>
</table>

	Content (30%): Clarity and scientific composition of language, appropriate use of terminology, relevance to the subject of personal constructs, originality **Critical thinking** (50%): Interpretation of the topic sufficient justification of opinions, appropriate argumentation, consideration of alternative views, analytical-synthetic approach. **Structure** (10%): Organization/structure/completeness of the project **Bibliography**: (10%) Adequacy and appropriateness of bibliographical references, independent source research

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Vassala, P. & Fologiti, E. (2004). A world of the sea. Interdisciplinary approach. Alternative teaching techniques and work plans. Athens: Metaixmio.

Caduto, M. (1985). A guide on environmental values education. Environmental Education Series No 13. Paris: UNESCO.

Georgopoulos, A., Nikolaou, K., Dimitriou, A., Gavrilakis, K., Blionis G. (2014). Earth a small and fragile planet. Athens: Gutenberg.

Dimitriou, A. (2001). Health and Environmental Education - Exposure and protection from hazardous substances. The Teacher's Book. Athens: Hellenic Institute of Health and Safety at Work. Available online at http://www.elinyae.gr

Dimitriou, A., (2001). Health and Environmental Education - Exposure and protection from hazardous substances. The Student's Book. Athens: Publications Hellenic Institute of Occupational Health and Safety. http://www.elinyae.gr

Dimitriou, A. (2004). Interdisciplinary Approach to Knowledge Based on Art Evros: The River of Three Peoples: A proposal for pre-school age and primary classes. In: Chr. Govaris, K. Brassalis, & M. Kampouropoulou (Ed.), Science and Art (pp. 117-156). Athens: Atrapos.

Dimitriou, A. (2009). Environmental education: environment and sustainability. Theoretical and pedagogical approaches. Thessaloniki: Epicentro.

Goleman, D. (2015). Ecological intelligence. Athens: Pedio.

Hart, R. (2011) (K. Tamoutseli, Ed.). Children are involved. Theory and practice of child engagement in community development and environmental care. Thessaloniki: Epicentro.

Katsikis, A. (2004). Inter-Thematic Geography. Athens: Print

Manorom, K. & Pollock, Z. (2006). Role play as a teaching method: A practical guide. Available on the website:

http://www.mekong.es.usyd.edu.au/rolepaly_manual_ubu_pdf

Oikonomou, E. & Christidou, B. (2008). "Finding Nemo": pedagogical exploitation potential for the ecosystem approach. In Fig. Swallow (Ed.). Sociological and socio-cultural approaches to science teaching in preschool and early school age. Athens: Patakis, 329-343.

Palmberg, I., & Kuru, J. (2000). Outdoor activities as a basis for environmental responsibility. The Journal of Environmental Education, 31 (4), 32-36.

Skanavi - Tsamboukou, K. (2004). Environment and society. A relationship in uninterrupted development. Athens: Klidarithmos.

UNESCO - UNEP (1985). A Problem-Solving Approach to Environmental Education. Environmental Education Series 15. Paris: Unesco.

Young, A.J. & McElhone, M.J. (1986). Guidelines for the development of non-formal environmental education. Environnemental Education Series 23. Paris: Unesco.

Fologitis, E (2011). Environmental education and sustainability. Athens: Pedio.

Webster, K., Graig, J. (K. Tamoutseli, translation) (2011). Sense and Sustainability. Educating for a low carbon world. Thessaloniki: Epicentro

Wilson, R. A. (ed.) (1994). Environmental Education at Early Childhood Level, Washington, DC: North American Association for Environmental Education.

- Related academic journals:

- Applied environmental education and communication
- Environmental Education Research
- Environment, Development and Sustainability
- International Journal of Early Childhood Environmental Education (ijecee)
- International journal of environmental & science education
- Journal of Environmental Education

-Related websites

http://www.naaee.org

http://www.epa.gov

http://www.unesco.org (http://en.unesco.org/themes/science-sustainable-future) UNESCO

http://www.medies.net (**Me**diterranean **Ed**ucation Initiative for **E**nvironment & **S**ustainability)

http://www.ensi.org

http://www.env-edu.gr/Support.aspx

www.envilab.psed.duth.gr/

http://www.unesco.org (http://en.unesco.org/themes/science-sustainable-future) UNESCO

http://www.medies.net (**Me**diterranean **Ed**ucation Initiative for **E**nvironment &

Sustainability)

http://www.ensi.org

http://www.env-edu.gr/Support.aspx

www.envilab.psed.duth.gr/

(Θ 17 E) Computational Environments of Data Analysis

Instructor: Adjunct Lecturer

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Θ 17 E	**SEMESTER**	**7th**
COURSE TITLE	Computational Environments of Data Analysis		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5
COURSE TYPE	Skills development	
PREREQUISITE COURSES:	x	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes	
COURSE WEBSITE (URL)		

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: 1) Classify 2) Analyze 3) Compare data, mainly from social sciences, using statistical techniques and data processing packages.
General Competences
Students will be able to search, analyze and compile data and information using the necessary technologies.

(3) SYLLABUS

The aim of this course is to make the Statistical Package JASP 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 JASP
- Data entry, saving data, printout
- From questionnaire to JASP
- 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

The 13 weekly sections of the course are organized as follows:

1. Epistemological and theoretical issues in Research Methodology. Introduction to statistical thinking.
2. The concept of the variable. Population and sample. Data organization and presentation. Frequency tables. Graphs and Diagrams.
3. Introduction to the normal distribution. Hypothesis testing and significance level.
4. Data entry into the statistical software JASP. Database creation.
5. z-scores
6. Descriptive analysis for quantitative and qualitative variables.
7. Distribution control with χ2. Crosstabs.
8. Tests for equality of means (t-test)
9. Tests for equality of means (ANOVA)
10. Correlation of quantitative variables
11. Simple Linear Regression
12. Sampling
13. Applying inductive reasoning to unfamiliar research scenarios and exercises

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	**E- mail** **PowerPoint**
TEACHING METHODS	

Activity	*Semester workload*
Lectures	26
Tutorials	13

	Laboratory practice	30
	Student's study hours	66
	Course total	***135***
STUDENT PERFORMANCE EVALUATION	***Language of evaluation**: Greek* ***Methods of evaluation**:* • *laboratory work 70%* • *multiple choice questionnaires 30%* ***Evaluation criteria**:* • Content 60% • Critical thinking 30% • Structure 10% The Methods of Evaluation and the Evaluation criteria are given to the students at the beginning of the semester.	

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Book [13877]: STATISTICS WITH SPSS 16, DENNIS HOWITT -DUNCAN CRAMER (in Greek)

- Related academic journals:

Book [31772]: Methodology of empirical research in the social sciences, C. Nova-Kaltsouni (in Greek)

Methodology (M)

(M 01 Y) Educational Research Methodology I

Instructor: Antonios Sapountzis, Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	M 01 Y	**SEMESTER**	**3rd**
COURSE TITLE	Educational Research Methodology I		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5
COURSE TYPE	Scientific Knowledge	
PREREQUISITE COURSES:	x	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes	
COURSE WEBSITE (URL)		

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: 1) Recognize basic research methods 2) Design research projects 3) Understand the epistemological differences of different research methods 4) Assess how different research methods can answer different inquiries.
General Competences
The ability to design a research from the stage of formulating the basic research question to selecting the appropriate method.

(3) SYLLABUS

In this course students are taught the basic principles of research and the main research methods, while reference is made to basic research tools such as questionnaires and interviews.

The 13 weekly sections are as follows:

Week 1

Basic concepts in research methodology. Epistemological principles of the research process, positivism and anti-positivism.

Week 2

Conducting the research process. How to write a scientific paper and the different types of research papers.

Week 3

Structure of a scientific paper. What are the parts that make up most research papers. How to write a bibliography according to APA.

Week 4

Ethics of research and educational research in particular. Research design.

Week 5

Sampling in research. Issues of validity and reliability.

Week 6

Experimentation in social and educational research.

Week 7

Naturalistic and ethnographic research.

Week 8

Historical research. Case study.

Week 9

Action research. Observation.

Week 10

Interviews in qualitative research.

Week 11

Questionnaires in social and educational research.

Week 12

Content analysis and thematic analysis.

Week 13

Discourse analysis from the perspective of social psychology.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	**E- mail** **PowerPoint**
TEACHING METHODS	

Activity	*Semester workload*
Lectures	39
Written project	35
Student's study hours	61
Course total	***135***

STUDENT PERFORMANCE EVALUATION	***Language of evaluation****: Greek* ***Methods of evaluation****:*

	• *Written Examination (100%)* ***Evaluation criteria**:* • Content 70% • Critical thinking 30%

(5) ATTACHED BIBLIOGRAPHY [In Greek]

- Suggested bibliography:

Cohen, L. , Manion, L. & Morrison, K. (2008). Μεθοδολογία εκπαιδευτικής έρευνας. Αθήνα: μεταίχμιο.

Robson, C. (2007). Η έρευνα του πραγματικού κόσμου: ένα μέσον για κοινωνικούς επιστήμονες και επαγγελματίες ερευνητές. Αθήνα: Gutenberg.

(M 02 E) Educational Research Methodology II

Instructor: Anna Klothou, Assistant Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	M 02 E	**SEMESTER**	**6th**
COURSE TITLE	Educational Research Methodology II		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	4.5
COURSE TYPE	Scientific Knowledge	
PREREQUISITE COURSES:	x	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes	
COURSE WEBSITE (URL)		

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: 1) To distinguish different research methods and approaches. 2) To formulate and support research questions and assumptions 3) Design the methodology of a research, support decisions on, process, selection (or production) of research / experimental material 4) Carry out small-scale qualitative and quantitative surveys and present their results
General Competences
• Search, analysis and synthesis of data and information, using the necessary technologies • Making decisions • Autonomous and group work • Producing new research ideas • Exercise of criticism and self-criticism

- Promote free, creative and critical thinking

(3) SYLLABUS

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.

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

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	**E- mail** **PowerPoint**
TEACHING METHODS	

Activity	*Semester workload*
Lectures	12
Tutorials	27

	Written project	47
	Student's study hours	49
	Course total	***135***
STUDENT PERFORMANCE EVALUATION	***Language of evaluation**: Greek* ***Methods of evaluation**:* • *Two (2) Written research projects (100%)* ***Evaluation criteria**:* • Content 50% • Critical thinking 30% • Structure……..20%	

(5) ATTACHED BIBLIOGRAPHY [In Greek]

- Suggested bibliography:

Babbie, E. (2011) Εισαγωγή στην Κοινωνική Έρευνα, Αθήνα: Κριτική.

Cohen, L. , Manion, L. & Morrison, K. (2008). Μεθοδολογία εκπαιδευτικής έρευνας. Αθήνα: μεταίχμιο.

Μποζατζής, Ν., & Δραγώνα, Θ. (2011). Κοινωνική Ψυχολογία: Η στροφή στο λόγο. Αθήνα: Μεταίχμιο.

Potter, J. & Wetherell, M. (2009). Λόγος και κοινωνική Ψυχολογία: Πέρα από τις στάσεις και τη συμπεριφορά. Αθήνα: Μεταίχμιο.

Robson, C. (2007). Η έρευνα του πραγματικού κόσμου: ένα μέσον για κοινωνικούς επιστήμονες και επαγγελματίες ερευνητές. Αθήνα: Gutenberg.

Diploma Dissertation

Diploma Dissertation

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE		**SEMESTER**	**7th & 8th**
COURSE TITLE	Diploma Dissertation		
INDEPENDENT TEACHING ACTIVITIES		**WEEKLY TEACHING HOURS**	**CREDITS**
		9	13.5
COURSE TYPE		Scientific Knowledge	
PREREQUISITE COURSES:		Educational Research Methodology I	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:		Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS		Yes	
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
The specific course intends to educate undergraduate students in doing research in subjects involving the disciplines of the Department.
General Competences
Research, analysis and synthesis of data and information using the appropriate technological tools and bibliography Autonomous work Interdisciplinary work Promotion of free, creative and inductive thinking Preparation and presentation of dissertation

(3) SYLLABUS

Students enrolled in the fourth year of their studies have the option to do a diploma dissertation. The diploma dissertation is not obligatory but elective. Students may choose to do a diploma dissertation or take three additional elective courses instead. More specifically, students choosing to do a diploma dissertation are exempted from one elective course in the seventh semester and two elective courses in the eighth semester.

The dissertation involves basic research, applied research or literature survey in the disciplines of the Department. A specific dissertation is done by 1-2 students.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Public presentation Text
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint Email World Wide Web Software tools (e.g., data analysis, implementation of educational applications, etc.)
TEACHING METHODS	
STUDENT PERFORMANCE EVALUATION	Proceedings of a Two-Member Examination Committee

Activity	***Semester workload***
Course total	***405***

(5) ATTACHED BIBLIOGRAPHY [In Greek]

- Suggested bibliography:

Practicum

(A03ΠΚ) Field Practice I

Instructors:
Efthymia Penderi, Associate Professor
Myrsini Lantzouraki, Specialized Educational Staff
Ioulia Ntousi, Specialized Laboratory and Teaching Staff

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	A03ΠΚ	**SEMESTER**	2nd
COURSE TITLE	Field Practice I		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	3

COURSE TYPE	Skills development
PREREQUISITE COURSES:	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: 1) Understand concepts related to the course content and identify their application in the field. 2) Acknowledge the need to organize the activities in the Daily Program of the Kindergarten. 3) Identify the learning contexts that form the basis for organizing the daily program. 4) Recognize the importance of the organization and appropriate pedagogical use of the physical environment of the kindergarten.

5) Acknowledge the link between high quality of the physical environment and positive learning outcomes.

6) Identify basic criteria related to the quality of the organization and the appropriate use of the physical environment of the Kindergarten.

7) Organize a preschool classroom that is characterized by high quality and meets the developmental needs of preschool children.

8) Understand the importance of collaboration and collaboration strategies to build the organizational culture of the school.

9) Use collaboration strategies to promote their work.

General Competences

• Acquiring knowledge and critical thinking skills on topics related to learning and teaching in early childhood education

• Transfer of scientific meanings regarding teaching in preschool classrooms.
• Understanding the parameters of planning and implementing a teaching scenario in kindergarten.
• Implementation of educational practices and methods with reference to the child's all-round development.

• Search, analysis and synthesis of data and information, using the necessary technologies.

• Critical thinking skills

• Decision-making skills.

• Collaboration skills.

• Development of free, creative and inductive thinking on issues of development and education of preschool children.

• Reflection and self-reflection

(3) SYLLABUS

This specific course, which is part of the Practical Training and Practicum Program, focuses on the Holistic Approach of the Learning Environment in Kindergarten.

Holistic approach of the kindergarten program and learning contexts. Quality and organization of the physical environment in the kindergarten. Human and children-centered approach to space. The environment as the third teacher. Organization and pedagogical utilization of the kindergarten's natural environment in relation to the aims and objectives of the curriculum and the needs of preschool children. Basic quality criteria. The classroom space and criteria for setting up "corners" in the kindergarten. The resources of the Educational Material-Special Library. Collaboration in small groups-strategic planning and bonding techniques.

The 13 weekly modules of the course are as follows:

1. Holistic Approach to Programming in Kindergarten and Learning Frameworks I
2. Holistic Approach to Programming in Kindergarten and Learning Frameworks II
3. Quality and Organization of the Physical Environment in Kindergarten I
4. Quality and Organization of the Physical Environment in Kindergarten II
5. Collaboration in Groups, Strategic Planning
6. Team-Building Techniques
7. Progress
8. Contact with the Educational Materials Office – Special Library
9. Recording/Documentation in Kindergarten
10. Presentation of Assignments – Feedback
11. Presentation of Assignments – Feedback
12. Presentation of Assignments – Feedback
13. Presentation of Assignments – Feedback

(4) TEACHING and LEARNING METHODS – EVALUATION

DELIVERY.	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint, Eclass, email
TEACHING METHODS	

Activity	***Semester workload***
Seminars	12
Laboratory practice	4
Fieldwork	5
Study and analysis of bibliography	43
Essay writing	26
Course total	***90 (3*30)***

STUDENT PERFORMANCE EVALUATION

Language of evaluation: Greek

Methods of evaluation:

- Compulsory written examination (30%)
- Compulsory written team work and public presentation (50%)
- Compulsory written work and public presentation (20%).

Specifically-defined evaluation criteria:

- Content: (50%)
- Structure: (10%)

	• Critical thinking: (10%) • Creative thinking:(10%) • Language: (10%) • Bibliography: (10%)

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Αυγητίδου, Σ., Τζεκάκη, Μ., & Τσάφος, Β. (2016) (επιμ.). *Οι υποψήφιοι εκπαιδευτικοί παρατηρούν, παρεμβαίνουν και αναστοχάζονται.* Αθήνα: Gutenberg.

Γερμανός Δ. (1993). *Χώρος και διαδικασίες αγωγής.* Αθήνα: Gutenberg.

Γερμανός Δ. (2002). *Οι τοίχοι της γνώσης.* Αθήνα: Gutenberg.

Edwards, C., Gandini, L., & Forman, G. (επιμ.) (2008). *Reggio Emilia: Οι χίλιες γλώσσες των παιδιών προσχολικής ηλικίας.* Αθήνα: Πατάκης.

Heikka, J., Kahila, S., Pitkäniemi, H., & Hujala, E. (2021). *Teachers' Time for Planning, Assessment and Development Connected to Staff Well-Being in Early Childhood Education.* IntechOpen. doi: 10.5772/intechopen.99103

Knauf, H. (2019). Physical Environments of Early Childhood Education Centres: Facilitating and Inhibiting Factors Supporting Children's Participation. *International Journal of Early Childhood, 51,* 355–372.

Κουτσουβάνου Ε., Γιαλαμάς Β. (1996). *Ο χώρος του νηπιαγωγείου και οι διαδικασίες μάθησης και διδασκαλίας.* Αθήνα: Οδυσσέας.

McWhaw, K., Schnackenberg, H., Sclater, J., & Abrami, P. C. (2003). From co-operation to collaboration. Helping students become collaborative learners. Teoksessa: Gillies, R. & Ashman, A. *Co-operative Learning. The social and intellectual outcomes of learning in groups.* London: New Fetter Lane, 69-86.

Μπότσογλου, Κ. (2010). *Υπαίθριοι χώροι παιχνιδιού και παιδί.* Αθήνα: Gutenberg

Ντολιοπούλου Ε. (1999). *Σύγχρονες τάσεις της προσχολικής αγωγής.* Αθήνα: Τυπωθήτω – Γ. Δαρδανός.

Ντολιοπούλου Ε. (2000). *Σύγχρονα προγράμματα για παιδιά προσχολικής ηλικίας.* Αθήνα: Τυπωθήτω – Γ. Δαρδανός.

Παπανικολάου Ρ. (1998). *Οργάνωση και διαμόρφωση του χώρου στο νηπιαγωγείο.* Αθήνα: Καστανιώτης.

Πεντέρη, Ε., Χλαπάνα, Ε., Μέλλιου, Κ., Φιλιππίδη, Α., & Μαρινάτου, Θ. (2022α). *Πρόγραμμα Σπουδών Για την Προσχολική Εκπαίδευση – Διευρυμένη Εκδοχή* (2η Έκδοση, 2022 ΙΕΠ). Στο πλαίσιο της Πράξης «Αναβάθμιση των Προγραμμάτων Σπουδών και Δημιουργία Εκπαιδευτικού Υλικού Πρωτοβάθμιας και Δευτεροβάθμιας Εκπαίδευσης» του ΙΕΠ με MIS 5035542

Πεντέρη, Ε., Χλαπάνα, Ε., Μέλλιου, Κ., Φιλιππίδη, Α., & Μαρινάτου, Θ. (2022β). Οδηγός νηπιαγωγού -Υποστηρικτικό υλικό. Πυξίδα: Θεωρητικό και Μεθοδολογικό Πλαίσιο-Πρακτικές Εφαρμογές και Διδακτικοί Σχεδιασμοί. Στο πλαίσιο της Πράξης «Αναβάθμιση των Προγραμμάτων Σπουδών και Δημιουργία Εκπαιδευτικού Υλικού Πρωτοβάθμιας και

Δευτεροβάθμιας Εκπαίδευσης» του ΙΕΠ με MIS 5035542

Σιβροπούλου, Ρ. (1997). *Ο σχεδιασμός και η οργάνωση του χώρου (νηπιαγωγείου) στο πλαίσιο του παιχνιδιού.* Αθήνα: Πατάκης.

Σιβροπούλου, Ρ. (2019). *Παιχνίδι και μαθησιακά κέντρα στο νηπιαγωγείο.* Αθήνα: Πατάκης.

Tuononen, T., Hyytinen, H., Kleemola, K., Hailikari, T., Männikkö, I. & Toom, A. (2022). Systematic Review of Learning Generic Skills in Higher Education—Enhancing and Impeding Factors. *Frontiers in Education, 7*:885917. doi: 10.3389/feduc.2022.885917

(Α04ΠΚ) Field Practice II

Instructors:
Efthymia Penderi, Associate Professor
Ioulia Ntousi, Specialized Laboratory and Teaching Staff
Maria (Maretta) Sidiropoulou, Associate Professor

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Α04ΠΚ	**SEMESTER**	3rd
COURSE TITLE	Field Practice II		
INDEPENDENT TEACHING ACTIVITIES		**WEEKLY TEACHING HOURS**	**CREDITS**
		3	3
COURSE TYPE	Skills development		
PREREQUISITE COURSES:	(Α03ΠΚ) Field Practice I (Δ01Υ) Introduction to Education Sciences		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: 1) Distinguish the aims and objectives of preschool education. 2) Define the learning goals of a teaching scenario. 3) Understand the parameters of planning and implementing teaching scenarios in kindergarten. 4) Observe a teaching scenario in a Kindergarten classroom and redesign it, reflecting critically.

5) Recognize the appropriateness of observation as a method of data collection in the preschool age.

6) Understand basic concepts related to observation.

7) Recognize the importance of preparation for observation.

8) Make use of research tools (observation protocol) in the educational practice.

9) Distinguish observation from induction/interpretation.

10) Utilize techniques and practices to promote literacy-related skills.

11) Make use of scaffolding tools (e.g., a doll, an object) to enhance understanding and assimilation of concepts and to achieve goals set for children in various learning contexts.

General Competences

• Acquiring knowledge and critical thinking skills on topics related to learning and teaching in early childhood education

• Transfer of scientific meanings regarding teaching in kindergarten.
• Understanding the parameters of planning and implementing a teaching scenario in kindergarten.
• Implementation of educational practices and methods with reference to the child's all-round development.
• Respect towards diversity and multicultural values.
• Inclusive perspective of education.

• Search, analysis and synthesis of data and information, using the necessary technologies.

• Critical thinking skills

• Decision-making skills.

• Collaboration skills.

• Development of free, creative and inductive thinking on issues of development and education of preschool children.

• Reflection and self-reflection

• Practice of observation skills.

• Familiarization with observation recording techniques.

• Cultivation of the ability to critically evaluate and utilize ready-made observation tools.

(3) SYLLABUS

This specific course, which is part of the Practical Training and Practicum Program, focuses on the Holistic Approach of the Learning Environment in Kindergarten. Emphasis is placed on the processes and methodologies related to instructional design, highlighting the importance of Observing the children in

order to enhance the reflective perspective for improving the educational process through continuous revision of the teaching work to promote its effectiveness. A significant aspect of the kindergarten program is the approach to language through the pedagogical utilization of children's literature.

Regarding instructional design, the basic parameters are: (a) Distinction of the educational aims and objective, (b) Pedagogy through goals and guided teaching approaches, (c) The learning outcomes in the context of the implementation of the new curriculum for the Kindergarten, (d) The emerging goals and the possibilities of their utilization in the kindergarten classroom.

More specifically, the parameters of designing organized and spontaneous activities in kindergarten are analyzed, with emphasis on the role of the teacher in the planning and implementation process to ensure a balance between what originates from the children and what from the teachers. In this context and within the framework of the inclusive perspective of preschool education, practices are developed that concern inclusive learning, with emphasis on the principles of educating children with disabilities and/or learning difficulties or special needs, while emphasizing the use of the doll as an important scaffolding tool to support the needs of all children within the context of playful learning.

In the section 'Good Practices in Reading Children's Books', established literacy theories are combined with applications to cultivate attractive reading practices for preschool children. The book is studied as a material object, as content, and as a field where language, storytelling, and visual exploration meet. In this context, the section equips teachers with interactive techniques and tools to create enriched literary experiences, providing the capability to become proficient storytellers and to lay the foundations for a lifelong love of reading.

In the context of Observation as a formative assessment tool, the advantages and disadvantages of observation as a scientific tool are discussed, and the necessity of observation as a means of data collection in preschool age is documented. Types of observation are presented: in terms of the degree of the observer's participation, in terms of the use of techniques and means, as well as techniques for recording observation data.

The 13 weekly modules of the course are as follows:

1. Free Activities
2. Child Observation
3. Student Involvement in the Educational Reality of the Classroom I
4. Good Practices in Reading Children’s Books
5. Development of a Teaching Scenario in Kindergarten
6. Progress
7. Feedback I
8. Student Involvement in the Educational Reality of the Classroom II
9. Feedback II – Presentations of Teaching Scenarios
10. Feedback II – Presentations of Teaching Scenarios
11. Feedback II – Presentations of Teaching Scenarios

12. Feedback II – Presentations of Teaching Scenarios 13. Feedback II – Presentations of Teaching Scenarios

(4) TEACHING and LEARNING METHODS – EVALUATION

DELIVERY.	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint, Eclass, email
TEACHING METHODS	

Activity	***Semester workload***
Seminars	10
Laboratory practice	4
Fieldwork	10
Study and analysis of bibliography	24
Essay writing	42
Course total	***90 (3*30)***

STUDENT PERFORMANCE EVALUATION

Language of evaluation: Greek

Methods of evaluation:

- Compulsory written examination (30%)
- Compulsory written team work and public presentation (50%)
- Compulsory written work and public presentation (20%).

Specifically-defined evaluation criteria:

- Content: (40%)
- Structure: (20%)
- Critical thinking: (10%)
- Creative thinking:(10%)
- Language: (10%)
- Bibliography: (10%)

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Asonitis, P. (2001). *Illustration in the Books of Children's Literature*. Kastaniotis

Avgitidou, S., Tzekaki, M., & Tsafos, B. (2016) (ed.). *Prospective teachers observe, intervene and reflect*. Gutenberg. (in

Greek)

Cohen, D.H. , Stern, V., & Balaban, N. (1997). *Observing and recording the behavior of young children*. New York: Teachers College Press, Columbia University.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in Education.* London: Routledge.

Giannikopoulou, A. (2003). *In the Land of Colours: the contemporary illustrated book for children*. Papadopoulos

Giannikopoulou, A. (2008). *In the Land of Colors: The Modern Illustrated Children's Book.* Athens: Papadopoulos.

Gioftsali, K., & Pitsou, Ch. (2021). *Reflective Approaches in Formal and Alternative Education Contexts.* Gutenberg.

Dafermou, X., Koulouri, P., & Batsogianni, E. (2006). *Kindergarten Teacher's Guide: Teaching Plans- Creative Learning Environments.* Athens: OEDB. (in Greek)

DEPPS (2003). *Cross-Curriculum Programs Guide*. Pedagogical Institute, FEK 303 και 304/13-3-2003, T. A΄ & B΄. Athens: Ministry of Education. (in Greek)

Doliopoulou, E. (2003). *Contemporary Programs for Preschool Children*, Athens, Typothito –Dardanos. (in Greek)

Kokkidou, M. (2014). *Teaching-Learning Animation*, Athens, faggoto books. (in Greek)

Kossivaki, F. (2003). *Teacher's role in Post Modern School: Expectations, Perspectives, Limits*, Gutenberg. (in Greek)

Matsagouras, I. (2007). *Teaching Strategies*, T. ΄B, Gutenberg. (in Greek)

Moumoulidou, M. (2006). *The Pedagogy of work plan in Preschool education. Theoretical framework and practice*, Athens, Tipothito – Dardanos. (in Greek)

Moumoulidou, M. (2015). *Teaching-Learning practices in Kindergarten*, Athens: Gutenberg. (in Greek)

Pedagogical Institute. (2011). *Teacher's Curriculum Guide for the Kindergarten.*

http://ebooks.edu.gr/new/ (in Greek)

Pedagogical Institute. (2011). *Kindergarten's Curriculum Guide. Part 1 & 2.*

http://ebooks.edu.gr/new/(in Greek)

Penderi, E., Chlapana, E., Melliou, K., Filippidi, A., & Marinato, Th. (2022a). *Curriculum for Preschool Education – Extended Version* (2nd Edition, 2022 IEP). Within the framework of the project "Upgrading Curricula and Creating Educational Material for Primary and Secondary Education" of the IEP with MIS 5035542.

Penderi, E., Chlapana, E., Melliou, K., Filippidi, A., & Marinato, Th. (2022b). Kindergarten Teacher's Guide - Supportive Material. Compass: Theoretical and Methodological Framework - Practical Applications and Instructional Designs. Within the framework of the project "Upgrading Curricula and Creating Educational Material for Primary and Secondary Education" of the IEP with MIS 5035542.

Tzaferopoulou, M.M. (edit.) (2001) *Writing and Illustrating*, 1st vol., Athens:Kastaniotis

Tsilimeni, T., (2007) *Illustrated Children's Books: Views and Positions,* Volos: The University of Thessalia Press

Filias, V., (2003). *Introduction to the Methodology and Techniques of Social Research.* Gutenberg. (in Greek).

(Α06ΠΚ) Field Practice III

Instructors:
Efthymia Penderi, Associate Professor
Efthymia Papanastasiou, Specialized Laboratory and Teaching Staff
Aikaterini Gioftsali, Specialized Laboratory and Teaching Staff
Ioulia Ntousi, Specialized Laboratory and Teaching Staff

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Α06ΠΚ	**SEMESTER**	5th
COURSE TITLE	Field Practice III		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	3

COURSE TYPE	Skills development
PREREQUISITE COURSES:	Field Practice II Principles of Informatics with Applications in Education I Contemporary Didactics: Basic Notions and Application Proposals Innovative Approaches to Assessment in Early Childhood Education and Social Processes Intercultural Education Collaborative Types of Learning in Early Childhood Education
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to:

1) Observe, identify, and understand the characteristics and conditions within formal and non-formal educational settings, in order to design and organize appropriate educational and facilitation programs/activities.

2) Develop collaboration with the host institution and its staff in order to appropriately organize the learning environment and implement the educational and facilitation program they have designed.

3) Implement and evaluate an educational program in formal or non-formal educational contexts.

4) Understand and apply the basic principles of collaborative learning and group-based teaching.

5) Reflect on and improve their teaching practice. Recognize the importance of lifelong learning and develop their professional profile.

6) Recognize the importance of diversity and support democratic decision-making processes.

General Competences

• Acquiring knowledge and critical thinking skills on topics related to learning and teaching in early childhood education

• Transfer of scientific meanings regarding teaching in preschool classrooms.

• Understanding the parameters of planning and implementing a teaching scenario in kindergarten.

• Implementation of educational practices and methods with reference to the child's all-round development.

• Search, analysis and synthesis of data and information, using the necessary technologies.

• Critical thinking skills

• Decision-making skills.

• Collaboration skills.

• Development of free, creative and inductive thinking on issues of development and education of preschool children.

• Reflection and self-reflection

• Acquiring knowledge and critical thinking skills on topics related to learning and teaching in early childhood education

• Transfer of scientific meanings regarding teaching in preschool classrooms.

• Understanding the parameters of planning and implementing a teaching scenario in kindergarten.

• Implementation of educational practices and methods with reference to the child's all-round development.

• Search, analysis and synthesis of data and information, using the necessary technologies.

• Critical thinking skills

• Decision-making skills.

• Collaboration skills.

• Development of free, creative and inductive thinking on issues of development and education of preschool children.

• Reflection and self-reflection

(3) SYLLABUS

This course, which is part of the Practical Training and Practicum Program, consists of two sections.
The first section concerns the design, implementation, evaluation, and reflection on a daily program in formal educational settings (kindergarten) using the Lesson Study (LS) model of teachers' professional development. Specifically, the planning, implementation, and evaluation of a daily program in kindergarten will be presented. The role of the teacher as a facilitator/animator in the process of designing and implementing teaching scenarios as well as free activities will also be examined.

In addition, students approach the theoretical framework of the LS model, which, as documented in the international literature, is recommended for the education of future teachers and the professional development of in-service teachers. Through experiential applications in small groups, conceptual definitions, the purpose, and approaches to reflection are presented, with emphasis on the reflective–critical teacher and the reflective practices they may employ.

Students, working in small groups, follow the implementation strategies of the model through its main phases by designing and implementing a five-day project in public kindergartens, which includes:
a) collaborative planning of the project goals,
b) implementation and observation,
c) reflection and feedback.
The second section focuses on the design, implementation, evaluation, and reflection on short-term educational and facilitation programs in non-formal educational settings (e.g., museums, parks, libraries, etc.), again using the Lesson Study (LS) professional development model. Specifically, students engage with the theoretical framework of the LS model, which, according to the international literature, is recommended for the education of future teachers and the professional development of practicing teachers.

Through experiential applications in small groups, conceptual definitions, the purpose, and approaches to reflection are presented, with emphasis on the reflective–critical educator and the reflective practices they can utilize. Students, working in small groups, follow the implementation strategies of the model through its main phases by designing and implementing a short facilitation/educational program or activity in a non-formal educational setting (e.g., museum, university, hospital, park, etc.).

The 13 weekly lectures are:
1. Lesson Study
2. Reflection techniques
3. Project
4. Socio-emotional development (non-formal education)
5. Teaching planning in groups I (non-formal education)
6. Teaching planning in groups II (non-formal education)
7. Implementation in non-formal education
8. Teaching planning in groups I
9. Teaching planning in groups II
10. Teaching planning in groups III
11. Teaching planning in groups IV
12. Teaching planning in groups V
13. Implementation of Teaching in schools

(4) TEACHING and LEARNING METHODS – EVALUATION

DELIVERY.	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint presentations, Eclass, E-mail
TEACHING METHODS	

Activity	***Semester workload***
Seminars	6
Group workshops	10
Fieldwork	20
Essay writing	24
Study and analysis of bibliography	24
Course total	***90 (3*30)***

STUDENT PERFORMANCE EVALUATION	**Language of evaluation**: Greek **Methods of evaluation:** • Compulsory written examination (30%) • Compulsory non-formal education participation and essay writing (30%) • Compulsory formal education participation and essay writing (40%). **Specifically-defined evaluation criteria:** • Content: (50%)

	• Structure: (10%) • Critical thinking: (10%) • Creative thinking:(10%) • Language: (10%) • Bibliography: (10%)

(5) ATTACHED BIBLIOGRAPHY

- *Suggested bibliography:*

Αυγητίδου, Σ. (2008). Συνεργατική Μάθηση στην Προσχολική Εκπαίδευση: Έρευνα και Εφαρμογές, εκδ. Gutenberg.

Αυγητίδου, Σ., Τζεκάκη, Μ., & Τσάφος, Β. (2016) (επιμ.). Οι υποψήφιοι εκπαιδευτικοί παρατηρούν, παρεμβαίνουν και αναστοχάζονται. Αθήνα: Gutenberg.

Γιόφτσαλη Κ. & Πίτσου Χ. (2021). Αναστοχαστικές προσεγγίσεις σε τυπικά και εναλλακτικά πλαίσια εκπαίδευσης. Αθήνα:Gutenberg

Γκούρτσας, Ν.Β. (2013). Πρώτες Βοήθειες. Μύθοι και πραγματικότητα, Αθήνα:Δισιγμα.

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την Προσχολική Εκπαίδευση – Διευρυμένη Εκδοχή (2η Έκδοση, 2022 ΙΕΠ). Στο πλαίσιο της Πράξης «Αναβάθμιση των Προγραμμάτων Σπουδών και Δημιουργία Εκπαιδευτικού Υλικού Πρωτοβάθμιας και Δευτεροβάθμιας Εκπαίδευσης» του ΙΕΠ με MIS 5035542

Πεντέρη, Ε., Χλαπάνα, Ε., Μέλλιου, Κ., Φιλιππίδη, Α., & Μαρινάτου, Θ. (2022β). Οδηγός νηπιαγωγού - Υποστηρικτικό υλικό. Πυξίδα: Θεωρητικό και Μεθοδολογικό Πλαίσιο-Πρακτικές Εφαρμογές και Διδακτικοί Σχεδιασμοί. Στο πλαίσιο της Πράξης «Αναβάθμιση των Προγραμμάτων Σπουδών και Δημιουργία Εκπαιδευτικού Υλικού Πρωτοβάθμιας και Δευτεροβάθμιας Εκπαίδευσης» του ΙΕΠ με MIS 5035542

Ρεκαλίδου, Γ. (2016). Η αξιολόγηση στην τάξη του νηπιαγωγείου. Τι, γιατί και πώς; Αθήνα: Gutenberg.

(A07ΠΚ) Internship

Instructors:
Efthymia Penderi, Associate Professor
Efthymia Papanastasiou, Specialized Laboratory and Teaching Staff
Aikaterini Gioftsali, Specialized Laboratory and Teaching Staff
Ioulia Ntousi, Specialized Laboratory and Teaching Staff

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	A07ΠΚ	**SEMESTER**	7th & 8th
COURSE TITLE	Internship		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
	3	15

COURSE TYPE	Skills development
PREREQUISITE COURSES:	Field Practice III
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
COURSE WEBSITE (URL)	

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: • Analyse and interpret the characteristics and conditions of the formal educational context (kindergarten) in order to design, organize, implement, and evaluate appropriate teaching scenarios based on inquiry-based learning and project-based methodology. • Collaborate effectively with the host institution and its staff in order to organize an appropriate learning

environment and implement their educational planning.

• Integrate theoretical knowledge, research findings, and practical experience in the design, implementation, and evaluation of teaching scenarios.

• Apply the principles of cooperative and collaborative learning in educational practice.

• Engage in reflective practice in order to critically evaluate and improve their teaching.

• Recognize the importance of lifelong learning and contribute to the development of their emerging professional identity as educators.

• Understand and apply the preschool institutional framework

• Recognize and respect diversity and support democratic decision-making processes within the educational environment.

General Competences

• Acquisition of knowledge and critical thinking skills related to learning and teaching.

• Transfer of scientific concepts to educational settings for preschool children.

• Understanding the parameters involved in the design and implementation of project-based work within the formal educational context (kindergarten classroom).

• Application of educational practices and methods with reference to the holistic development of the child.

• Respect for diversity and multiculturalism.

• Searching for, analysing, and synthesising data and information, using the necessary technologies.

• Development of critical thinking skills.

• Development of decision-making abilities.

• Development of collaboration among members of a working group for the design and implementation of educational activities.

• Promotion of free, creative, and inductive thinking in matters related to the development and education of preschool children.

• Engagement in critical reflection and self-reflection.

• Acquisition of knowledge and skills related to the organisation and administration of an educational unit.

• Development of the competencies required for a future preschool educator.

(3) SYLLABUS

Strategic planning for the organization of learning experiences based on the conditions present in each

formal educational context is examined. Methods for needs assessment are utilized in order to ensure that the educational program responds effectively to the needs and perspectives of those involved in the learning process. Particular emphasis is placed on supporting the position of the child and promoting the child's active participation in the learning process. The stages of strategic planning are analysed according to the basic principles of inquiry-based learning and the project-based learning approach (Project Method). Students are engaged in experiential learning activities and actively participate in all actions and educational situations within the kindergarten environment. They also become familiar with the administrative work carried out within the educational setting.
Students, working in groups, design, implement, evaluate, and reflect upon a Project-Based Learning activity lasting 100 hours in a kindergarten classroom.
The course is structured into the following 13 units:

1. Inquiry in Early Childhood Education I
2. Inquiry in Early Childhood Education II
3. Inquiry in Early Childhood Education III
4. Inquiry in Early Childhood Education IV
5. Mid-term Progress – Written Examination
6. Workshop on Instructional Design in Groups I
7. Workshop on Instructional Design in Groups II
8. Workshop on Instructional Design – Implementation – Evaluation in Groups III
9. Workshop on Instructional Design – Implementation – Evaluation in Groups IV
10. Workshop on Instructional Design – Implementation – Evaluation in Groups V
11. Field Implementation (Kindergarten) – Supervision
12. Workshop – Presentation of Projects I
13. Final Reflection

(4) TEACHING and LEARNING METHODS – EVALUATION

DELIVERY.	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint presentations, Eclass, E-mail

TEACHING METHODS

Activity	*Semester workload*
Lectures	12
Workshops	18
Field placement	100
Study and analysis of bibliography	95
Essay writing	125
Independent study	100
Course total	***450 (15*30)***

STUDENT PERFORMANCE EVALUATION	**Language of evaluation**: Greek **Methods of evaluation:** • Initial Project Design (20%) • Compulsory written examination (20%) • Compulsory written assignment (60%) **Evaluation criteria:** • Content: (40%) • Structure: (20%) • Critical thinking: (10%) • Creative thinking:(10%) • Language Use: (10%) • Bibliography/ Use of References: (10%)

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Αυγητίδου, Σ. (2008). Συνεργατική Μάθηση στην Προσχολική Εκπαίδευση: Έρευνα και Εφαρμογές, εκδ. Gutenberg.

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303 και 304/13-3-2003, Τόμοι Α΄ & Β΄. Αθήνα: ΥΠΕΠΘ.

Helm H J., Katz L. (2002). Μέθοδος project και προσχολική εκπαίδευση. Μικροί ερευνητές. Αθήνα: Μεταίχμιο.

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Κοσσυβάκη, Φ. (2003). Ο ρόλος του Εκπαιδευτικού στο Μετανεωτερικό Σχολείο: Προσδοκίες, Προοπτικές Όρια. Αθήνα:Gutenberg.

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Πεντέρη, Ε., Χλαπάνα, Ε., Μέλλιου, Κ., Φιλιππίδη, Α., & Μαρινάτου, Θ. (2022β). Οδηγός νηπιαγωγού -Υποστηρικτικό υλικό. Πυξίδα: Θεωρητικό και Μεθοδολογικό Πλαίσιο-Πρακτικές Εφαρμογές και Διδακτικοί Σχεδιασμοί. Στο πλαίσιο της Πράξης «Αναβάθμιση των Προγραμμάτων Σπουδών και Δημιουργία Εκπαιδευτικού Υλικού Πρωτοβάθμιας και Δευτεροβάθμιας Εκπαίδευσης» του ΙΕΠ με MIS 5035542

Πεντέρη, Ε., & Πετρογιάννης, Κ. Γ. (2024). *Η σχέση σχολείου, οικογένειας και κοινότητας: Κοινωνικο-παιδαγωγικές και αναπτυξιακές διαστάσεις για τη γονική εμπλοκή στην προσχολική και πρωτοσχολική ηλικία*. Gutenberg.

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Foreign Languages (Ξ)

The qualitative upgrading of the teaching of foreign languages at University is now an imperative necessity given the new conditions that arise in Greek and international reality. Firstly, the need for the university community to connect with the international environment and its opening to the international community, the existence of European exchange programs for students and teachers and, furthermore, professional and personal mobility within the European Union (and beyond) as well as intercultural contacts and mutual understanding require that a program for the teaching of foreign languages at the modern university be redesigned and re-targeted.
On the other hand, the European Union's ambitious yet realistic goal of "mother tongue plus two", the introduction of a second foreign language in Greek primary schools and the introduction of a foreign language in kindergartens are new data to be taken into account.

On this basis, the Department of Education Sciences In Early Childhood has designed a language teaching system that has the following objectives:

1. Promote multilingualism: since students have been taught a foreign language, some of them a second foreign language prior to their admission to University, they may, if they so wish, choose the second foreign language for which they have lower level certificate and improve it.
2. Enrich their knowledge in the language they already know. This is achieved by monitoring four consecutive semesters, which have classified difficulty.
3. Increase communication skills in the language they are taught.
4. Cultivate respect for diversity and linguistic and cultural diversity through the language learning.

Based on the above objectives, foreign language teaching must respond to the Department's needs, whether it concerns the language students already know or the language they have the lowest level. That is, foreign language courses should aim to familiarize students with the terminology associated with the subjects taught in the Department (pedagogy, linguistics, psychology, literature, sociology, etc.) so that they can use Internet information, read a simple scientific text or a brochure or instructions for various types of pedagogical material.

The objectives of the language teaching system are implemented through the use of modern audiovisual and electronic technologies and innovative teaching methods (e.g. action plans). Two foreign languages are currently offered: English and French. For admissions until 2016-17, three foreign languages were offered: English, French and German.

English
Instructor: Maria Ammari, Specialized Educational Staff

French
Instructor:

(Ξ 03 Y) English as a Foreign language

Instructor: Maria Ammari, Specialized Educational Staff

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	**Ξ 03 Y**	**SEMESTER**	**1st**
COURSE TITLE	English as a Foreign language		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	4.5
COURSE TYPE	Skills development	
PREREQUISITE COURSES:	x	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek and English	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes	
COURSE WEBSITE (URL)		

(2) LEARNING OUTCOMES

Learning outcomes
A general and final purpose of the English as a Foreign language course in the Dept. is the revision and exercise of the basic language structures, familiarization of the students with the language of their specialty so that they acquire the language skills that will allow them to comprehend English texts relevant to the context of their studies as well as assist them to compose academic texts as an ultimate purpose. Another aim of the course is to gradually prepare students of the Dept. to acquire general and special communicative skills like conference attendances, oral presentation of small academic papers in group work. After the successful completion of the course students will be able to : 1)Recognize language structures and terminology relevant to Education Sciences. 2)To fully develop their internet navigation skills regarding their specialty 3)To develop oral skills in regard to Education Sciences. 4)To develop audio listening comprehension of lectures, speeches and seminars in English.
General Competences
• *Development of reading and comprehension techniques of specialized English texts*

as well as navigating techniques for finding general and special input.

- *Development of specialized vocabulary and terminology in the disciplinary field of Education sciences.*
- *Extracting and composing a variety of references from internet, books and journals.*
- *Perfection of communicative language functions.*
- *Improvement of academic writing skills.*
- *Development of group work and critical thinking.*

(3) SYLLABUS

The course begins with a brief introduction to the Specific Purposes of English within the Educational Sciences. Subsequently, selected thematic units are elaborated. At the same time, the course offers flexibility in the selection of topics by the students themselves, but within the framework of their Science.

1. Week 1-Unit 1-True Education
2. Week 2-Unit 2-Popular Pedagogists
3. Week 3-Unit 3-Childrens's Literature
4. Week 4-Unit 4-Fairy Tales in education
5. Week 5-Unit 5-Fairy Tales -part B
6. Week 6-Unit 6-Importance of play in education
7. Week 7-Unit 7- Gamification
8. Week 8-Unit 8-Concept of creativity
9. Week 9-Unit 9-Pygmalion Effect in Education
10. Week-10-Unit 9-Introduction to presentations
11. Week-11-Unit 10-Presentation skills
12. Week 12-Students Presentations
13. Week 13-Students Presentations

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint Eclass Email Attending video,

<table>
<tr><td></td><td>Internet tools intended for their familiarization of special vocabulary and terminology ie. Just the word, SKELL.</td></tr>
<tr><td>TEACHING METHODS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Lectures</td><td>39</td></tr>
<tr><td>Fieldwork</td><td>26</td></tr>
<tr><td>Essay writing</td><td>15</td></tr>
<tr><td>Independent study</td><td>60</td></tr>
<tr><td>Course total</td><td>135</td></tr>
</table>
</td></tr>
<tr><td>STUDENT PERFORMANCE EVALUATION</td><td>Language of evaluation: English
Methods of evaluation:
• Written exam (100%)
Additionally, students who were not able to attend lectures, are also examined orally.</td></tr>
</table>

(5) ATTACHED BIBLIOGRAPHY [in Greek]

- Suggested bibliography:

Barnett, W. S. (2008). Preschool education and its lasting effects: Research and policy implications. Boulder and Tempe: Education and the Public Interest Center & Education Policy Research Unit. Retrieve from: http://epicpolicy.org/publication/preschooleducation

Camilli, G., Vargas, S., Ryan, S., & Barnett, W.S. (2010). Meta-analysis of the effects of early education interventions on cognitive and social development. Teachers College Record. Retrieve from: http://www.tcrecord.org/Content.asp?ContentID=15440

Curtis, A. (1998) "A curriculum for the Pre-school child Learning to learn", 1998, Routledge.

Fromberg, D.P. (1995)"The full day kindergarten Planning and Practicing a Dynamic Themes Curriculum." Teachers College Columbia University.

Bettelheim Bruno (1976). The Uses of Enchantment. The meaning and importance of fairy tales. New York : Alfred A. Knopf

Hunt, P. (1994) An introduction to children's Literature. OPUS.

Virginia Evans –Jenny Dooley-Rebecca Minor. (2014) Kindergarten Teacher. Express Publishing.

Suzanne Antonaros -Lilika Couri, EFL Methodology updated. (2012)The Teacher's basic tools. The teacher as a manager. Express Publishing

Virginia Evans- Jenny Dooley. (2014) Pathways to Literature. Express Publishing

Nelly Zafeiriadou, (2006) Exploring literature in the EFL Classroom. Express Publishing.

Obee Bob, Spratt Mary, Mission IELTS 2 Academic Student's Book, Express Publishing.

Suzanne Antonaros and Lilika Couri (2012) The Teacher's basic tools. Making our lessons

memorable. EFL Methodology.

Eleni Bindaka (2006) Intercultural education for English language teachers. Express Publishing.

- Related academic journals:

Early childhood research Quarterly
Early Childhood Education Journal
Early Years
Journal of Early childhood Literacy
Journal of Early Childhood Research
Contemporary Issues in Early childhood
International Journal of early Years Education
Early Childhood Development and Care
Reading Psychology
The Reading Teacher

(Ξ 01 Y) English for Specific Purposes

Instructor: Maria Ammari, Specialized Educational Staff

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	**Ξ 01 Y**	**SEMESTER**	**2nd**
COURSE TITLE	English for Specific Purposes (Compulsory course)		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	4.5
COURSE TYPE	Skills development	
PREREQUISITE COURSES:	x	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek and English	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes	
COURSE WEBSITE (URL)	eclass.duth.gr/courses/ALEX04212/	

(2) LEARNING OUTCOMES

Learning outcomes
A general and final purpose of the English as a Foreign language course in the Dept. is the familiarization of the students with the language of their specialty, so that they acquire the language skills that will allow them to comprehend English texts relevant to the context of their studies as well as assist them to compose academic texts as an ultimate purpose. Another aim of the course is to gradually prepare students of the Dept. to acquire general and special communicative skills like conference attendances, oral presentation of small academic papers in group work. After the successful completion of the course students will be able to : 1)Recognize language structures and terminology relevant to Education Sciences. 2)To fully develop their internet navigation skills regarding their specialty 3)To develop oral skills in regard to Education Sciences. 4)To develop audio listening comprehension of lectures, speeches and seminars in English. 5)To compose short texts of academic language in the disciplinary field of Education Sciences.

6) To be able to discern and assess different academic in written academic papers.

7)To design academic presentations and take part in Symposia for students of ESP classes and especially in education for pre-school children.

General Competences

- *Development of reading and comprehension techniques of specialized English texts as well as navigating techniques for finding general and special input.*
- *Development of specialized vocabulary and terminology in the disciplinary field of Education sciences.*
- *Development of knowledge and use of collocations, a skill that has often been judged as one of the most important ones in the ESAP context (English for specific and Academic Purposes).*
- *Extracting and composing a variety of references from internet, books and journals.*
- *Improvement of oral academic skills through academic presentations.*
- *Improvement of academic writing skills.*
- *Development of group work and critical thinking.*

(3) SYLLABUS

During the semester, selected thematic modules are elaborated. At the same time, the course offers flexibility in the selection of topics by the students themselves, but within the framework of their Science.

1. Week 1-Unit 1-Emotional Literacy-EI-EQ
2. Week 2-Unit 2-Emotional Literacy in Education
3. Week 3-Unit 3-Emotional Literacy in the classroom
4. Week 4-Unit 4-Defining Bullying
5. Week 5-Unit 5-School Bullying
6. Week 6-Unit 6-Project Approach
7. Week 7-Unit 7- Concepts of Piaget
8. Week 8-Unit 8-Concepts of Bettelheim
9. Week 9-Unit 9-Concepts of Illich/Bandura
10. Week-10-Unit 9-Introduction to presentations
11. Week-11-Unit 10-Presentation skills
12. Week 12-Students Presentations

13. Week 13-Students Presentations

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint Email Eclass Attending video Internet tools intended for their familiarization of special vocabulary and terminology ie. *Just the word, SKELL.*
TEACHING METHODS	

Activity	***Semester workload***
Lectures	39
Seminars	
Laboratory practice	
Study and analysis of bibliography	8
Artistic creativity	3
Essay writing	25
Independent study	60
Course total	**135**

STUDENT PERFORMANCE EVALUATION	**Language of evaluation**: *English* **Methods of evaluation**: • Written exam (50%) • Written assignment (30%) • Public academic presentation (20%) **Evaluation criteria** Content quality: preciseness and completeness. Assignment individual or group work. (10%) Critical thinking – Assessment: interpretation of the theme, proper use of academic language appropriate argumentation, synthetic and analytic approximation (10%). Structure:organization /structure/cohesion of assignment (10%) Language: written expression/ clarity. (10%) Bibliography: Adequate use of relevant references, appropriate use, referencing skills (10%)

(5) ATTACHED BIBLIOGRAPHY [in Greek]

- Suggested bibliography:

Barnett, W. S. (2008). Preschool education and its lasting effects: Research and policy implications. Boulder and Tempe: Education and the Public Interest Center & Education Policy Research Unit. Retrieve from: http://epicpolicy.org/publication/preschooleducation

Camilli, G., Vargas, S., Ryan, S., & Barnett, W.S. (2010). Meta-analysis of the effects of early education interventions on cognitive and social development. Teachers College Record. Retrieve from: http://www.tcrecord.org/Content.asp?ContentID=15440

Curtis, A. (1998) "A curriculum for the Pre-school child Learning to learn", 1998, Routledge.

Fromberg, D.P. (1995)"The full day kindergarten Planning and Practicing a Dynamic Themes Curriculum." Teachers College Columbia University.

Bettelheim Bruno (1976). The Uses of Enchantment. The meaning and importance of fairy tales. New York : Alfred A. Knopf

Hunt, P. (1994) An introduction to children's Literature. OPUS.

Virginia Evans –Jenny Dooley-Rebecca Minor. (2014) Kindergarten Teacher . Express Publishing.

Suzanne Antonaros -Lilika Couri, EFL Methodology updated. (2012) The Teacher's basic tools. The teacher as a manager. Express Publishing

Virginia Evans- Jenny Dooley. (2014) Pathways to Literature. Express Publishing

Nelly Zafeiriadou, (2006) Exploring literature in the EFL Classroom. Express Publishing.

Obee Bob, Spratt Mary, Mission IELTS 2 Academic Student's Book, Express Publishing.

Suzanne Antonaros and Lilika Couri (2012) The Teacher's basic tools. Making our lessons memorable. EFL Methodology.

Eleni Bindaka (2006) Intercultural education for English language teachers. Express Publishing.

- Related academic journals:

Early childhood research Quarterly
Early Childhood Education Journal
Early Years
Journal of Early childhood Literacy
Journal of Early Childhood Research
Contemporary Issues in Early childhood
International Journal of early Years Education
Early Childhood Development and Care
Reading Psychology
The Reading Teacher

(Ξ 03 E) English for Specific and Academic Purposes I

Instructor: Maria Ammari, Specialized Educational Staff

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	**Ξ 03 E**	**SEMESTER**	**5th**
COURSE TITLE	English for Specific and Academic Purposes I (Elective course)		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	4.5
COURSE TYPE	Skills development	
PREREQUISITE COURSES:	x	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek and English	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes	
COURSE WEBSITE (URL)		

(2) LEARNING OUTCOMES

Learning outcomes
A general and final purpose of the course in the Dept. is the familiarization of the students with the language of their specialty, so that they acquire the language skills that will allow them to comprehend English texts relevant to the context of their studies as well as assist them to compose academic texts as an ultimate purpose. Another aim of the course is to gradually prepare students of the Dept. to acquire general and special communicative skills like conference attendances, oral presentation of small academic papers in group work. After the successful completion of the course students will be able to: 1)Recognize language structures and terminology relevant to Education Sciences. 2)To fully develop their internet navigation skills regarding their specialty 3)To develop oral skills in regard to Education Sciences. 4)To develop audio listening comprehension of lectures, speeches and seminars in English. 5)To compose short texts of academic language in the disciplinary field of Education Sciences. 6) To be able to discern and assess different academic in written academic papers. 7)To design academic presentations and take part in Symposia for students of ESP classes

and especially in education for pre-school children.

General Competences

- *Development of reading and comprehension techniques of specialized English texts as well as navigating techniques for finding general and special input.*
- *Development of specialized vocabulary and terminology in the disciplinary field of Education sciences.*
- *Development of knowledge and use of collocations, a skill that has often been judged as one of the most important ones in the ESAP context (English for specific and Academic Purposes).*
- *Extracting and composing a variety of references from internet, books and journals.*
- *Perfection of communicative language functions.*
- *Improvement of academic writing skills.*
- *Development of group work and critical thinking.*

(3) SYLLABUS

The course material consists of specialized texts in English on the field of education and in particular on the education of children in preschool age, through a combination of a book (Eudoxus) and teaching notes.

During the four semesters, the aim is to familiarize students with different fields. Students can also introduce their own academic interests for processing in the English Language. More specifically, in the fifth semester of English Language, the material they process is as follows.

Week 1-Academic Writing Introduction

Week 2-Scanning an academic text

Week 3-The paramedic method

Week 4-Writing an abstract

Week 5-The moves in abstracts

Week 6-Structure of a definition

Week 7-Writing a definition

Week 8-Structure of an Introduction

Week 9-Writing introductions

Week 10-Academic phrases

Week 11-Academic Phrases-part 2

Week 12-How to write an academic paper Week 13-Students' presentations

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint Email Eclass Attending video Internet tools intended for their familiarization of special vocabulary and terminology.
TEACHING METHODS	

Activity	*Semester workload*
Lectures	39
Seminars	
Laboratory practice	5
Study and analysis of bibliography	8
Artistic creativity	3
Essay writing	25
Independent study	55
Course total	**135**

STUDENT PERFORMANCE EVALUATION	**Language of evaluation**: *English* **Methods of evaluation**: • Written exam (50%) • Written assignment (30%) • Public academic presentation (20%) **Evaluation criteria** Content quality: preciseness and completeness. Assignment individual or group work. (10%) Critical thinking – Assessment: interpretation of the theme, proper use of academic language appropriate argumentation, synthetic and analytic approximation (10%). Structure:organization /structure/cohesion of assignment (10%) Language: written expression/ clarity. (10%) Bibliography: Adequate use of relevant references,

	appropriate use, referencing skills (10%)

(5) ATTACHED BIBLIOGRAPHY [in Greek]

- Suggested bibliography:

Barnett, W. S. (2008). Preschool education and its lasting effects: Research and policy implications. Boulder and Tempe: Education and the Public Interest Center & Education Policy Research Unit. Retrieve from: http://epicpolicy.org/publication/preschooleducation

Camilli, G., Vargas, S., Ryan, S., & Barnett, W.S. (2010). Meta-analysis of the effects of early education interventions on cognitive and social development. Teachers College Record. Retrieve from: http://www.tcrecord.org/Content.asp?ContentID=15440

Curtis, A. (1998) "A curriculum for the Pre-school child Learning to learn", 1998, Routledge.

Fromberg, D.P. (1995)"The full day kindergarten Planning and Practicing a Dynamic Themes Curriculum." Teachers College Columbia University.

Bettelheim Bruno (1976). The Uses of Enchantment. The meaning and importance of fairy tales. New York : Alfred A. Knopf

Hunt, P. (1994) An introduction to children's Literature. OPUS.

Virginia Evans –Jenny Dooley-Rebecca Minor. (2014) Kindergarten Teacher. Express Publishing.

Suzanne Antonaros -Lilika Couri, EFL Methodology updated. (2012)The Teacher's basic tools. The teacher as a manager. Express Publishing

Virginia Evans- Jenny Dooley. (2014) Pathways to Literature. Express Publishing

Nelly Zafeiriadou, (2006) Exploring literature in the EFL Classroom. Express Publishing.

Obee Bob, Spratt Mary, Mission IELTS 2 Academic Student's Book, Express Publishing.

Suzanne Antonaros and Lilika Couri (2012) The Teacher's basic tools. Making our lessons memorable. EFL Methodology.

Eleni Bindaka (2006) Intercultural education for English language teachers. Express Publishing.

- Related academic journals:

Early childhood research Quarterly
Early Childhood Education Journal
Early Years
Journal of Early childhood Literacy
Journal of Early Childhood Research
Contemporary Issues in Early childhood
International Journal of early Years Education
Early Childhood Development and Care
Reading Psychology
The Reading Teacher

(Ξ 04 E) English for Specific and Academic Purposes II

Instructor: Maria Ammari, Specialized Educational Staff

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	**Ξ 05 E**	**SEMESTER**	**6th**
COURSE TITLE	English for Specific and Academic Purposes II (Elective course)		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	4.5
COURSE TYPE	Skills development	
PREREQUISITE COURSES:	x	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek and English	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes	
COURSE WEBSITE (URL)		

(2) LEARNING OUTCOMES

Learning outcomes
A general and final purpose of the course in the Dept. is the familiarization of the students with the language of their specialty, so that they acquire the language skills that will allow them to comprehend English texts relevant to the context of their studies as well as assist them to compose academic texts as an ultimate purpose. Another aim of the course is to gradually prepare students of the Dept. to acquire general and special communicative skills like conference attendances, oral presentation of small academic papers in group work. After the successful completion of the course students will be able to: 1)Recognize language structures and terminology relevant to Education Sciences. 2)To fully develop their internet navigation skills regarding their specialty 3)To develop oral skills in regard to Education Sciences. 4)To develop audio listening comprehension of lectures, speeches and seminars in English. 5)To compose short texts of academic language in the disciplinary field of Education Sciences. 6) To be able to discern and assess different academic in written academic papers.

7)To design academic presentations and take part in Symposia for students of ESP classes and especially in education for pre-school children.

General Competences

- *Development of reading and comprehension techniques of specialized english texts as well as navigating techniques for finding general and special input.*
- *Development of specialized vocabulary and terminology in the disciplinary field of Education sciences.*
- *Development of knowledge and use of collocations, a skill that has often been judged as one of the most important ones in the ESAP context (English for specific and Academic Purposes)*
- *Extracting and composing a variety of references from internet, books and journals.*
- *Perfection of communicative language functions.*
- *Improvement of academic writing skills.*
- *Development of group work and critical thinking.*

(3) SYLLABUS

The course material consists of specialized texts in English on the field of education and in particular on the education of children in preschool age, through a combination of a book (Eudoxus) and teaching notes.

During the four semesters, the aim is to familiarize students with different fields. Students can also introduce their own academic interests for processing in the English Language. More specifically, in the fifth semester of English Language, the material they process is as follows.

Week 1-Academic Writing Introduction

Week 2-Scanning an academic text

Week 3-The paramedic method

Week 4-Writing an abstract

Week 5-The moves in abstracts

Week 6-Structure of a definition

Week 7-Writing a definition

Week 8-Structure of an Introduction

Week 9-Writing introductions

Week 10-Academic phrases

Week 11-Academic Phrases-part 2

Week 12-How to write an academic paper

Week 13-Students' presentations

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint Email Eclass Attending video Internet tools intended for their familiarization of special vocabulary and terminology
TEACHING METHODS	

Activity	*Semester workload*
Lectures	39
Seminars	
Laboratory practice	5
Study and analysis of bibliography	10
Artistic creativity	3
Essay writing	25
Independent study	55
Course total	**135**

STUDENT PERFORMANCE EVALUATION	**Language of evaluation**: *English* **Methods of evaluation**: • Written exam (50%) • Written assignment (30%) • Public academic presentation (20%) **Evaluation criteria** Content quality: preciseness and completeness (10%) Assignment individual or group work (10%) Critical thinking – Assessment: interpretation of the theme, proper use of academic language appropriate argumentation, synthetic and analytic approximation (10%). Structure:organization /structure/cohesion of assignment (10%) Language: written expression/ clarity (10%)

	Bibliography: Adequate use of relevant references, appropriate use, referencing skills (10%)

(5) ATTACHED BIBLIOGRAPHY [in Greek]

- Suggested bibliography:

Barnett, W. S. (2008). Preschool education and its lasting effects: Research and policy implications. Boulder and Tempe: Education and the Public Interest Center & Education Policy Research Unit. Retrieve from: http://epicpolicy.org/publication/preschooleducation

Camilli, G., Vargas, S., Ryan, S., & Barnett, W.S. (2010). Meta-analysis of the effects of early education interventions on cognitive and social development. Teachers College Record. Retrieve from: http://www.tcrecord.org/Content.asp?ContentID=15440

Curtis, A. (1998) "A curriculum for the Pre-school child Learning to learn", 1998, Routledge.

Fromberg, D.P. (1995)"The full day kindergarten Planning and Practicing a Dynamic Themes Curriculum." Teachers College Columbia University.

Bettelheim Bruno (1976). The Uses of Enchantment. The meaning and importance of fairy tales. New York : Alfred A. Knopf

Hunt, P. (1994) An introduction to children's Literature. OPUS.

Virginia Evans –Jenny Dooley-Rebecca Minor. (2014) Kindergarten Teacher . Express Publishing.

Suzanne Antonaros -Lilika Couri, EFL Methodology updated. (2012)The Teacher's basic tools. The teacher as a manager. Express Publishing

Virginia Evans- Jenny Dooley. (2014) Pathways to Literature. Express Publishing

Nelly Zafeiriadou, (2006) Exploring literature in the EFL Classroom. Express Publishing.

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Suzanne Antonaros and Lilika Couri (2012) The Teacher's basic tools. Making our lessons memorable. EFL Methodology.

Eleni Bindaka (2006) Intercultural education for English language teachers. Express Publishing.

- Related academic journals:

Early childhood research Quarterly
Early Childhood Education Journal
Early Years
Journal of Early childhood Literacy
Journal of Early Childhood Research
Contemporary Issues in Early childhood
International Journal of early Years Education
Early Childhood Development and Care
Reading Psychology

The Reading Teacher

(Ξ 04 Y) French as a Foreign language (admissions 2023-24)

Instructor:

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	**Ξ 04 Y**	**SEMESTER**	**1st**
COURSE TITLE	French as a Foreign Language		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	4.5
COURSE TYPE	Skills development	
PREREQUISITE COURSES:	x	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek and French	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes	
COURSE WEBSITE (URL)		

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: 1) understand written and spoken texts at the level of A2, in accordance with the Common European Framework of Languages (CECRL) 2) produce written and spoken texts at the level of A2, in accordance with the Common European Framework of Languages (CECRL)
General Competences
Search, analyze and synthesize data and information, using the necessary technologies • *Decision making* • *Teamwork* • *Respect for diversity and multiculturalism* • *Promote free, creative and inductive thinking*

(3) SYLLABUS

OBJECTIVES

Developing the communication capacity of the four basic language skills (understanding and producing spoken and written language) at the A2 language level in accordance with the Common European Framework of Languages.

MATERIAL

The teaching material is in the form of an open envelope so that it can be readjusted on the basis of the interests and needs of the students. It is mainly based on related books, French children's magazines, electronic resources, etc. and is of a graded difficulty.

METHOD

The communicative method of language teaching is applied, as well as the active experiential approach. Emphasis is placed on teamwork. Work plans are proposed through the exploitation of new technologies within an interdisciplinary approach

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint Eclass Email
TEACHING METHODS	

Activity	*Semester workload*
Lectures	39
Essay writing	30
Independent study	66
Course total	**135**

STUDENT PERFORMANCE EVALUATION	**Language of evaluation**: *French* **Methods of evaluation**: •Multiple Choice Test, 50% • Short Response Questions, 20% • Written Work (review), 20% • Public Presentation, 10% **Evaluation criteria** written examination • Accuracy and completeness of answers 70% Work • Content: originality, completeness (5%) Structure: Organization / Cohesion (5%) Language / vocabulary, form-syntax (8%)

	• Bibliography: Adequacy of bibliographic references, independent source finding (2%) • Presentation (10%)

(5) ATTACHED BIBLIOGRAPHY [in Greek]

- Suggested bibliography:

Title : ALORS ON JOUE ! 12 jeux de société pour La didactique du FLE

Authors : Mavromara-Lazaridou C. Schlemminger G.

Edition : GUTENBERG (2018)

Title : Le Grenier de la Grammaire

Authors : Αιγλη Σιούτη, Αννα Αλικιώτη. (2016)

Edition : ΓΡΗΓΟΡΗ

Title: Prêts..partez ! A1-A2

Authors: Apartian S , Bertin Noel (2016)

Edition : TRAIT D'UNION

Title: Ελληνογαλλικό γαλλοελληνικό λεξικό

Author: Παντελοδήμος

Edition: ΚΑΟΥΦΜΑΝ

Related sites :

- http://www.gommeetgribouillages.fr/Lienmater.htm
- http://www.ac-grenoble.fr/tice74/spip.php?rubrique23
- http://www.chansons-net.com/
- http://www.momes.net/Comptines

(Ξ 02 Y) French for Specific Purposes (admissions 2023-24)

Instructor:

COURSE OUTLINE

(1) GENERAL

SCHOOL	School of Education Sciences		
ACADEMIC UNIT	Department of Education Sciences in Early Childhood		
LEVEL OF STUDIES	Undergraduate – 1st Cycle of studies		
COURSE CODE	Ξ 02 Y	**SEMESTER**	**2nd**
COURSE TITLE	French for Specific Purposes		

INDEPENDENT TEACHING ACTIVITIES	**WEEKLY TEACHING HOURS**	**CREDITS**
Lectures	3	4.5
COURSE TYPE	Skills development	
PREREQUISITE COURSES:	x	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek and French	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes	
COURSE WEBSITE (URL)		

(2) LEARNING OUTCOMES

Learning outcomes
After completing the course, students will be able to: 1) understand written and oral texts related to their profession, (level A2,B1), according to the Common European Framework of Languages (CECRL) 2) produce written and oral texts related to their profession, (level A2,B1), according to the Common European Framework of Languages (CECRL)
General Competences
Search, analyze and synthesize data and information, using the necessary technologies • *Adapt to new situations* • *Decision making* • *Teamwork* • *Respect for diversity and multiculturalism* • *Promote free, creative and inductive thinking* • *Criticism and self-criticism, auto-evaluation*

(3) SYLLABUS

OBJECTIVES

• Familiarization with the language of sciences of education, as well as the the French-speaking literature related to the subject.

• Development of written and spoken language that is related to the students' immediate scientific needs, especially to their future professional activities.

• Development of methodological skills, attitudes and attitudes through the production of educational material and the organization and animation of language awakening laboratories

MATERIAL

• The course material is in the form of an open envelope so that it can be readjusted on the basis of the interests and needs of the students. Suggested themes: pedagogical work plan, French-language awakening in infants, foreign language in pre-school age, constructions, games, songs, fairy tales, puppet theater. The material is mainly drawn from authentic texts: pedagogical dictionaries, children's magazines, books, electronic resources, etc. and is of a graded difficulty.

METHOD

The communicative method of language teaching is applied, as well as the active experiential approach. Emphasis is placed on teamwork. Work plans are proposed through the exploitation of new technologies within an interdisciplinary approach.

Participation in the work project "Awakening in French language and French Culture" with production of educational material and animation of creative workshops at Kindergarten in Alexandroupolis.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY	Face-to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	PowerPoint Eclass Email	
TEACHING METHODS	***Activity***	***Semester workload***
	Lectures	6
	Tutorials	33
	Laboratory practice	10

	Practice	3
	Study of the literature	16
	Writing a review	20
	Artistic creation	17
	Study at home	30
	Course total	**135**

STUDENT PERFORMANCE EVALUATION	**Language of evaluation**: *French* **Methods of evaluation**: •Multiple Choice Test, 50% • Written Work, 40% • Public Presentation, 10% **Evaluation criteria** written examination • Accuracy and completeness of answers 50% Work (50%) • Content: originality, completeness (15%) Structure: Organization / Cohesion (10%) Language / vocabulary, form-syntax (10%) • Bibliography: Adequacy of bibliographic references (5%) • Practical implementation: animating workshops (5%) • Presentation (5%)

(5) ATTACHED BIBLIOGRAPHY [in Greek]

- Suggested bibliography:

PÉDAGOGIE DE PROJET

BORDALLO I. / GINESTET J.-P. (1993) : *Pour une pédagogie du projet*, Paris, Hachette.

HUBER M. (1999) : *Apprendre en projets : La Pédagogie du projet-élèves*, Lyon, Chronique Sociale.

MAVROMARA-LAZARIDOU C. (2006) : *La pédagogie de projet pratiquée en FLE (Français Langue Étrangère) dans les deux premières classes du collège public grec,* Université de Pédagogie de KARLSRUHE : Thèse de doctorat

EVEIL AUX LANGUES – APPRENTISSAGE PRÉCOCE D'UNE LANGUE

CANDELIER M., 2003, *L'éveil aux langues à l'école primaire. EVLANG : Bilan d'une innovation européenne*, Paris : De Boeck.

GAONAC'H D., 2006, *L'apprentissage précoce d'une langue étrangère,* Paris : Hachette.

GROUX D., 2003, « Pour un apprentissage précoce des langues : Le meilleur âge pour apprendre », *Le français dans*

le monde, n°330 (novembre-décembre), 23-25.

Related sites:

- http://www.gommeetgribouillages.fr/Lienmater.htm
- http://www.ac-grenoble.fr/tice74/spip.php?rubrique23

Ideas for games and making:

Mavromara-Lazaridou C. Schlemminger G., 2018*, Alors on joue ! 12 jeux de société pour La didactique du FLE,*

Εκδόσεις GUTENBERG.

- http://jeux.lulu.pagesperso-orange.fr/
- un site exceptionnel de jeux et activités pré-scolaires : http://campdejour.v3r.net/doc_uploads/v3r/camps_de_jour/documents/Recueil%20de%20jeux%20pour%20les%20enseignants%20du%20prescolaire.pdf
- http://www.grandiravecnathan.com/activites-bricolages-faciles-enfants.html