



**UNIVERSITY OF CRETE
DEPARTMENT
OF PRESCHOOL EDUCATION**

COURSE OUTLINES

RETHYMNO
2023

TABLE OF CONTEXT

COMPULSORY MODULES	5
EPA 101 (Tutor: S. Chatzistefanidou)	5
EPA 102 (Tutor: M. Kreza)	7
EPA 103 (Tutor: M. Ampartzaki).....	9
EPA 104 (Tutor: D. Kontogianni).....	12
EPA 105 (Tutor: E. Chlapana).....	14
EPA 201 (Tutor: I. Grigorakis)	16
EPA 202 (Tutor: E. Kornilaki).....	18
EPA 203 (Tutor: M. Sotiropoulou)	20
EPA 204 (Tutor: K. Trouli)	22
EPA 205 (Tutor: M. Kalogiannakis)	25
EPA 301 (Tutor: M. Markodimitraki)	27
EPA 302 (Tutor: M. Pourkos)	29
EPA 303 (Tutor: M. Kypriotaki).....	34
EPA 304 (Tutor: Th. Eleftherakis)	36
EPA 401 (Tutor: N. Zaranis)	38
EPA 501 (Tutor: A. Foundoulakis).....	40
EPA 601 (Tutor: G. Manolitsis)	42
EPA 602 (Tutor: M. Linardakis).....	44
EPA 701 (Tutor: S. Zervoudakis)	46
EPA 702 (Tutor: S. Zervoudakis)	48
COMPULSORY ELECTIVES	50
EPA 107 (Tutor: G. Manolitsis)	50
EPA 108 (S. Chatzistefanidou)	52
EPA 109 (Tutor: E. Synodi).....	53
EPA 110 (Tutor: B. Grammatikopoulos)	56
EPA 111 (Tutor: E. Argyropoulou)	58
EPA 115 (Tutor: M. Kalogiannakis)	60
EPA 207 (Tutor: A. Strataridaki).....	62
EPA 208 (Tutor: K. Stavrianos).....	64
EPA 306 (Tutor: E. Kornilaki).....	66
EPA 307 (Tutor: M. Markodimitraki)	68
EPA 308 (Tutor: M. Kypriotaki).....	70

EPA 309 (Tutor: A. Matsopoulos)	72
EPA 310 (Tutor: A. Matsopoulos)	74
EPA 311 (Tutor: M. Pourkos)	76
EPA 313 (Tutor: Th. Eleftherakis)	80
EPA 404 (Tutor: M. Kalogiannakis)	82
EPA 502.....	84
EPA 503 (Tutor: M. Karaïskou)	87
EPA 504 (Tutor: M. Karaïskou)	89
EPA 505 (Tutor: A. Strataridaki).....	91
EPA 506 (Tutor: K. Stavrianos).....	93
EPA 508 (Tutor: A. Fountoulakis)	95
EPA 603 (Tutor: M. Pourkos)	97
EPA 604.....	102
EPA 605 (Tutor: M. Linardakis)	105
EPA 705 (Tutor: S. Zervoudakis)	107
EPA 706 (Tutor: S. Zervoudakis)	109
FREE ELECTIVES	111
EPA 116 (Tutor: E. Synodi).....	111
EPA 117 (Tutor: I. Grigorakis)	113
EPA 119 (Tutor: S. Chatzistefanidou)	115
EPA 120 (Tutor: E. Argyropoulou)	118
EPA 121 (Tutor: M. Ampartzaki).....	121
EPA 123 (Tutor: G. Manolitsis)	124
EPA 124 (Tutor: M Kreza)	126
EPA 127 (Tutor: D. Kontogianni).....	128
EPA 129 (Tutor: M. Kreza)	130
EPA 130 (Tutor: M. Sotiropoulou)	132
EPA 134 (Tutor: E. Argyropoulou)	135
EPA 135 (Tutor: S. Trouli)	137
EPA 136 (Tutor: E. Synodi).....	140
EPA 315 (Tutor: E. Kornilaki).....	142
EPA 323 (Tutor: A. Matsopoulos)	144
EPA 324 (Tutor: M. Pourkos)	146
EPA 325 (Tutor: M. Pourkos)	149
EPA 326 (Tutor: M. Pourkos)	152
EPA 327 (Tutor: M. Pourkos)	155

EPA 331 (Tutor: Th. Eleftherakis)	161
EPA 335 (Tutor: M. Pourkos)	163
EPA 407 (Tutor: M. Kalogiannakis)	167
EPA 510 (Tutor: A. Strataridaki).....	169
EPA 511 (Tutor: A. Strataridaki).....	171
EPA 513 (Tutor: M. Karaïskou)	173
EPA 607 (Tutor: M. Linardakis)	175
SEMINARS	177
SEM 120 (Tutor: I. Grigorakis)	177
SEM 123 (Tutor: E. Argyropoulou)	180
SEM 125 (Tutor: E. Synodi)	183
SEM 126 (Tutor: E. Synodi)	185
SEM 128 (Tutor: D. Kontogianni).....	187
SEM 131 (Tutor: K. Trouli)	189
SEM 133.....	192
SEM 135 (Tutor: M. Kreza)	194
SEM 136 (Tutor: M. Kreza)	196
SEM 137 (Tutor: M. Ampartzaki).....	198
SEM 138 (Tutor: M. Ampartzaki).....	201
SEM 142 (Tutor: N. Zaranis)	204
SEM 143 (Tutor: S. Chatzistefanidou).....	206
SEM 144 (Tutor: S. Chatzistefanidou).....	208
SEM 145 (Tutor: S. Trouli).....	210
SEM 210 (Tutor: M. Sotiropoulou)	214
SEM 212 (Tutor: M. Sotiropoulou)	216
SEM 213 (Tutor: N. Zaranis)	218
SEM 214 (Tutor: M. Kalogiannakis)	220
SEM 215 (Tutor: M. Kalogiannakis)	222
SEM 216 (Tutor: A. Strataridaki).....	224
SEM 320 (Tutor: M. Pourkos)	226
SEM 321 (Tutor: M. Pourkos)	230
SEM 323 (Tutor: E. Kornilaki).....	234
SEM 324 (Tutor: E. Kornilaki).....	236
SEM 322 (Tutor: M. Pourkos)	238
SEM 325 (Tutor: M. Markodimitraki)	241
SEM 326 (Tutor: M. Markodimitraki)	243

SEM 329 (Tutor: A. Matsopoulos)	245
SEM 330 (Tutor: A. Matsopoulos)	247
SEM 331 (Tutor: M. Kypriotaki)	249
SEM 332 (Tutor: M. Kypriotaki)	251
SEM 351 (Tutor: Th. Eleftherakis).....	253
SEM 353 (Tutor: Th. Eleftherakis).....	255
SEM 451 (Tutor: M. Kalogiannakis)	257
SEM 452 (Tutor: M. Kalogiannakis)	259
SEM 453 (Tutor: M. Kalogiannakis)	261
SEM 454 (Tutor: M. Kalogiannakis)	263
SEM 503 (Tutor: A. Fountoulakis).....	265
SEM 504 (Tutor: M. Karaiskou).....	267
SEM 505 (Tutor: M. Karaiskou).....	269
SEM 561.....	271
SEM 572 (Tutor: A. Strataridaki).....	274
SEM 752 (Tutor: A. Strataridaki).....	276
SEM 603 (Tutor: M. Linardakis)	278
TEACHING PRACTICE	280
DAS 102 (Level IIa).....	280
DAS IIa & DAS IIb (Tutor: E. Chlapana)	282
DAS 107 (Tutor: D. Kontogianni)	284
DAS 108 (IIa) (Tutor: M. Kreza).....	286
DAS 109 (Tutor: D. Kontogianni)	288
DAS 109 (Tutor: S. Nikolidaki).....	290
DAS 110 (IIb) (Tutor: M. Kreza).....	294
DAS 113 (Tutor: S. Nikolidaki).....	296
DAS 114 (Tutor: S. Nikolidaki).....	300
DAS 118 (Tutor: S. Nikolidaki).....	304

COMPULSORY MODULES

EPA 101 (Tutor: S. Chatzistefanidou)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA101	SEMESTER	1st
COURSE TITLE	INTRODUCTION TO PEDAGOGY		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
		3	4
COURSE TYPE	Lectures		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	YES (written work in English)		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
Upon completion of the course the students should be able to: • Have a general overview of the origin and evolution of the educational sciences. • Understand the nature of Pedagogy or Science/s of Education both as a theoretical and an applied scientific field. • Conduct discussions on fundamental questions and concepts of the Science/s of Education. • Understand as future teachers the complexity of the pedagogical process, and the dynamics of the modern field of the Science/s of Education.
General Abilities

• Autonomous Work • Exercise of criticism and self-criticism • Promotion of free thought • Respect for diversity and multiculturalism, sensitivity to gender issues

3. COURSE CONTENT

• A brief overview of the development of pedagogical thought through the ages. • Basic concepts of Pedagogy. • The status of Pedagogy and its relation to other sciences, especially Philosophy, Psychology, and Sociology. • Research methods in educational sciences. • Educational theories in 20th century pedagogical thought. • Problems and challenges for the education in the 21st century.
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4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lectures	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	ppt, videos	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	lectures	39
	<i>Autonomous work</i>	61
	Total	100
STUDENTS' ASSESSMENT	Written examination (100%)	

5. RECOMMENDED READING

- Pella Kalogiannaki – Konstantinos Karras (2011) (eds.). <i>Gaston Mialaret, Peri paidagogikis kai ekpaidefsis</i>. Athens: Gutenberg. - Panagiota Gounari / Giorgos Grollios (2010) (eds.). <i>Kritiki Paidagogiki. Mia sillogi keimenon</i>. Athens: Gutenberg. Further readings will be recommended in discussions with the Erasmus students.

EPA 102 (Tutor: M. Kreza)

1. GENERAL INFORMATION

SCHOOL	Faculty of Education		
DEPARTMENT	Department of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 102	SEMESTER	1 st
COURSE TITLE	Teaching methodology		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures Workshops		3	4
COURSE TYPE	Foundation, Subject Area		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE	https://eclass.edc.uoc.gr		

2. LEARNING OUTCOMES

Learning Outcomes
The aim of this course is the development of students' knowledge about teaching methodology in preschool education. Students will become able to teach as teachers in Kindergarten, helping children to develop their skills and knowledge.
General Abilities
• Search, analysis and composition of data and relevant information • Decision making • Independent work • Group work • Promotion of independent, creative and inductive thinking

3. COURSE CONTENT

Main contents: ▪ Teaching methodology: basic terms, concepts and aims. ▪ The history of teaching methodology in Preschool Education. ▪ Child development and teaching methodology. ▪ Curriculum in Preschool Education in Greece

- The qualities and role of teachers in early childhood.
- The classroom climate.
- Basic aspects of teaching in Preschool Education: principles, teaching styles, models and teaching methods.
- The Kindergarten building: creating environments and settings for the young children.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lectures in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of e-class.	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures and exercises	
	Individual and group study	
	Total (25 hours of workload for each ECTS credit)	100
STUDENTS' ASSESSMENT	• Final exam • Written essays	

5. RECOMMENDED READING

1. Trilianos, Ath. (2013). *Teaching methodology*. Athens: Diadrasi.
2. Augitidou, S. (Ed.) (2008). *Collaborative Learning in Preschool Education: Research and Applications*. Athens: Gutenberg.

EPA 103 (Tutor: M. Ampartzaki)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA103 (PAI101)	SEMESTER	2 nd
COURSE TITLE	EARLY CHILDHOOD EDUCATION		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures		3	4
COURSE TYPE	Subject knowledge		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK		
COURSE IS OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE	https://elearn.uoc.gr/course/view.php?id=231		

2. LEARNING OUTCOMES

Learning Outcomes
The main objective of the course is the systematic discussion, analysis and the critical approach and evaluation of issues referring to early childhood education. Upon course completion students will be able to: Demonstrate knowledge and understanding in a field of early childhood education that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study. Apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of early childhood education. Gather and interpret relevant data (usually within the field of early childhood education) to inform judgments that include reflection on relevant social, scientific or ethical issues. Display those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy. More precisely, students should display: Advanced knowledge and a critical understanding of theories and principles in the field of early childhood education. Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in the field of early childhood education.
General Abilities

• Search, analysis and composition of data and relevant information • Decision making • Independent work • Group work • Promotion of independent, creative and inductive thinking

3. COURSE CONTENT

More specifically the course contents will be the following:

a) Aims, objectives and conditions in early childhood education. Beliefs and ideas about how young children learn. b) Positions on the early childhood curriculum. c) Understanding difference in contemporary early childhood education d) Educational partnerships and community involvement in early childhood education: The role of the family in the development of young children. e) The influence of social - environmental conditions in the development of young children. ICT, Mass Media and the Pedagogy of Multiliteracies in early childhood education. f) The influence of environmental conditions in learning and the development of young children: The pivotal role of space.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lectures in class, via forum, with the support of e-learning platform Moodle (synchronous & asynchronous) (special support to working students)	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the of e-learning platform Moodle (synchronous & asynchronous learning)	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	39
	Exercises that focus on the implementation of methodologies and case study analysis – group work	12
	Group work in forum	5
	Independent study	34
	Total (25 hours of workload for each ECTS credit)	100
STUDENTS' ASSESSMENT	I. Summative assessment through a final written exam (70%) which contains: - Multiple choice questions. - Analysis of role and conditions in a small case study. - Problem-solving (within the context of early childhood education). II. Formative assessment in weekly work (30%) which contains: - Participation in a minimum of 10 class sessions at the University of Crete to present coursework (20%).	

	- Submission of the relevant coursework (10%).
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5. RECOMMENDED READING

MacNaughton, G. (2003). *Shaping Early Childhood: Learners, Curriculum and Contexts*. Maidenhead: Open University Press.

EPA 104 (Tutor: D. Kontogianni)

1. GENERAL INFORMATION

SCHOOL	Faculty of Education		
DEPARTMENT	Department of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 104	SEMESTER	4th
COURSE TITLE	Introduction to Intercultural Pedagogic		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures		3	4
COURSE TYPE	Foundation module, subject area		
PREREQUISITIES	n.a.		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The aim of the module is to inform students of the linguistic, religious, cultural, national etc. diversity that penetrates modern multicultural societies, to sensitize them on the needs that arise when individuals or groups of people from different ethno-cultural origin meet and to understand the basic principles of recognizing and dealing with the diversity in the frame of Intercultural Pedagogic.
General Abilities
• Respect to Diversity and to Multiculturalism • Demonstrate social, professional and ethical responsibility and sensitivity to gender issues • Exercise criticism and self-criticism

3. COURSE CONTENT

I. The definition of basic terms that is associated with issues of Intercultural Pedagogic II. Population movements (migration) earlier today III. Theoretical principles and targets of ideological – pedagogical models that deal with multiculturalism, such as assimilation, integration, multicultural pluralism, antiracial education, intercultural education IV. The education of repatriated and foreign students in Greece V. Educational forms in multicultural societies

VI. Bilingualism and Cognitive Theories of Bilingualism
VII. Proposals to create a successful multicultural school

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	In class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Contacting Students	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lecturers	65
	Independent Study	35
	Total Course	100
STUDENTS' ASSESSMENT	Written final examination (100%) comprising: - Questions test development - Solving problems related to educational practice	

5. RECOMMENDED READING

1. Govaris, Christos (2001). *Introduction to Intercultural Education*. Athens: Atrapos
2. Damanakis, M. (2018). *Pedagogical discourse and diversity in the early 20th century*. Athens: Gutenberg.

EPA 105 (Tutor: E. Chlapana)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 105	SEMESTER	4 th
COURSE TITLE	Teaching methodology of Preschool Education		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures & involvement in relevant instructional activities		3	4
COURSE TYPE	Lecture, compulsory module		
PREREQUISITIES	-		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	No		
COURSE WEBSITE	https://eclass.edc.uoc.gr/		

2. LEARNING OUTCOMES

Learning Outcomes
The aim of the present course is to help students recognize, evaluate and implement current practices which concern teaching methodology in Preschool Education.
General Abilities
• Search, analysis and composition of data and relevant information • Decision making • Independent work • Group work • Promotion of independent, creative and inductive thinking

3. COURSE CONTENT

(a) Basic concepts in teaching methodology and developmentally appropriate practices. (b) Classroom environment organization in kindergarten. (c) Current didactic methodological approaches in kindergarten: Play based learning, Inquiry-based learning, differentiated instruction, cooperative learning. (d) School-family cooperation.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lectures - Discussions	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	The learning process is supported by the e-class platform.	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	75%
	Activities taking place in groups of student teachers aiming to the organization and application of instructional activities in kindergarten.	25%
	Total	100
STUDENTS' ASSESSMENT	Final written exam	

RECOMMENDED READING

Kieff Judith E. , & Casbergue Renée M., (2017). *Play based learning and instruction. Integrating Play into Preschool and Primary Programs*. Gutenberg.

Valiandes, S. & Neophytou, S. (2017): *Differentiated Instruction. Operational and effective implementation*. Pedio.

EPA 201 (Tutor: I. Grigorakis)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 201	SEMESTER	5 th
COURSE TITLE	ORAL AND WRITTEN LANGUAGE OF PRESCHOOL CHILDREN		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures and practical classes/exercises		3	4
COURSE TYPE	Background knowledge		
PREREQUISITIES	No		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	No		
COURSE WEBSITE	https://eclass.edc.uoc.gr/courses/		

2. LEARNING OUTCOMES

Learning Outcomes
Upon successful completion of the course, students are expected to know how oral language is cultivated in the preschool age and how children's reading and writing skills emerge. Students are also expected to be aware of the context in which oral and written language skills of preschool children might develop.
General Abilities
• Search, analyze and synthesize data and information, using the necessary technologies • Promotion of free, creative and inductive thinking • Respect for diversity and multiculturalism • Decision-making

3. COURSE CONTENT

The main topics that will be taught during the course are: (a) Language development and metalinguistic development of preschool children (b) Contemporary theories and views on how young children develop early written language skills (c) The principles of emergent literacy (d) The components of emergent literacy
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- (e) Conceptual and procedural knowledge
- (f) Oral language skills
- (g) Metalinguistic skills
- (h) The emergence of reading and writing skills
- (i) The importance of the family and school environment in the cultivation of oral and written language
- (j) The organization and teaching methodology of activities for the cultivation of oral language skills
- (k) The organization and teaching methodology of activities for the emergence of reading and writing skills

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lectures in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class platform	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures and discussion	50
	Practical exercises in small groups of students focused on the design and implementation of activities for the cultivation of oral language and the emergence of written language skills	25
	Independent individual study	25
	Total Total Course (25 hours of workload per credit unit)	100
STUDENTS' ASSESSMENT	I. Final written examination (100%) comprising: - Solving problems related to the design and implementation of activities for the cultivation of oral language and the emergence of written language skills in preschool children - Essay development questions - Multiple choice questions	

5. RECOMMENDED READING

- Tafa, E. (2011). *Reading and writing in preschool education*. Pedio.
- Tafa, E. & Manolitsis, G. (2009). *Emergent literacy: research and applications* (eds.). Pedio.
- Roskos, K.A., Tabors, P.O., & Lenhart, L.A. (2004). *Oral language and early literacy in preschool*. International Reading Association.

EPA 202 (Tutor: E. Kornilaki)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 202	SEMESTER	2o
COURSE TITLE	Mathematical concepts in Preschool Education		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures		3	4
COURSE TYPE	Foundation, Subject Area		
PREREQUISITIES	n.a.		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	No		
COURSE WEBSITE	https://eclass.edc.uoc.gr		

2. LEARNING OUTCOMES

Learning Outcomes
The student should be able to: • Understand the development of mathematical thinking from infancy to early years. • Design educational activities that will support the development of mathematical concepts.

Understand the aims and the structure of the preschool curriculum that support mathematical thinking.
General Abilities
- Search, analysis and composition of data and relevant information - Development of critical thinking - Promotion of independent, creative and inductive thinking - Respect of individual differences

3. COURSE CONTENT

- Why maths in the nursery? - How to make math meaningful? - Teaching approaches for maths - What maths we do in the nursery - What maths babies can do - Counting and quantifying - Understanding numeration systems - The development of the concept of number - The arithmetic operations - Qualitative relations (sorting, grouping and correspondences).
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4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	lectures	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of e-class	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	50
	Personal study	50
	Total	100 ECTS
STUDENTS' ASSESSMENT	Written exams at the end of the term	

5. RECOMMENDED READING

Nunes, T. & Bryant, P. (2007). <i>Children doing mathematics</i> . Athens: Gutenberg.

EPA 203 (Tutor: M. Sotiropoulou)

1. GENERAL INFORMATION

SCHOOL	FACULTY OF EDUCATION		
DEPARTMENT	Department of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 203	SEMESTER	4 th
COURSE TITLE	Teaching approaches of arts education		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures, experiential activities, individual project presentations		3	4
COURSE TYPE	Lecture, compulsory module. Scientific area: Arts education of preschool and primary school age children		
PREREQUISITES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	(In Greek)		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
EPA 203 is a introductory course which aims at: - the assimilation of terminology related to arts education of preschool and primary school age children, - the study of ontological and epistemological topics related to the teaching approaches of arts education, - the acquisition of methodological principles of arts activities for pre and primary school, and - the creation of conditions for an 'Aesthetic Teaching' After successfully completing the course, students will be able to: • Be aware of the terminology related to arts education and aesthetic experience • Be familiar with current theories on which programs of arts education are based • Develop the methodological criteria for the classification of the arts activities • Participate in arts activities • Analyse the goals and evaluate arts activities • Recognise, assess and create conditions for 'aesthetic teaching'
General Abilities

Exploration, analysis and synthesis of data and information, with the use of appropriate technologies
 Connection of theory and practice
 Individual Study
 Group study
 Design and management of projects
 Respect for differentiation and multiculturalism
 Respect for the natural environment
 Exercise evaluation and self-evaluation
 Promotion of free, creative and inductive thinking.

3. COURSE CONTENT

Students come into contact with different fields of arts expression (theatrical, musical, movement and visual art etc.) on a theoretical, experiential and methodological level. They become aware of the multi-faceted and holistic dimension of the arts engagement of young children in school.

More specifically, the course comprises:

- i. Basic terminology, related to the epistemological framework of arts education
- ii. Implementation of model arts activities aimed at the aesthetic experience
- iii. Goal analysis, which are achieved through arts activities
- iv. The study of various methodological issues (teacher attitude, classification of arts activities, evaluation, cross-curricular approach, etc.).

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Combined teaching approach: Lectures and Activities' implementation.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of artifacts and audiovisual media	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	19
	Activities implementation	10
	Individual practice project / microteaching	10
	Individual study	86
	Total	125
STUDENTS' ASSESSMENT	I. Progress paper presentation (30%): - Arts activities - Methodological commentary II. Written final exam (70%): - Short answer questions - Arts activities' analysis	

5. RECOMMENDED READING

ESSENTIAL READING (EUDOXOS):

1) Sotiropoulou - Zormpala, M. (2011). Every day a premiere. Aesthetic approach of knowledge in nursery and primary school. Athens: Pedio (in Greek)

JOURNALS

- Art Education (<https://www.arteducators.org/research/art-education>),
- Arts Education Policy Review (<http://www.tandf.co.uk/journals/cfp/vaepcfp.pdf>),
- Studies in art education (<http://www.arteducators.org/research/studies>),
- International Journal of Education Through Art (<http://www.insea.org/publications/international-journal-education-through-art>)
- International Journal of Education and the Arts (<http://www.ijea.org/index.html>)
- Journal of Aesthetic Education (<http://www.jstor.org/page/journal/jaesteduc/about.html>)

EPA 204 (Tutor: K. Trouli)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 204	SEMESTER	1 st
COURSE TITLE	Methodological Approaches in Psychomotor Education		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures		3	4
COURSE TYPE	Foundation, Subject Area		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	YES		
COURSE WEBSITE	https://eclass.edc.uoc.gr/courses/PTPE159/		

2. LEARNING OUTCOMES

Learning Outcomes
EPA 152 is a basic introductory lesson aiming at: • The initiation of students in the specific terminology of psychomotor education • The approach of specific epistemological issues related to the teaching of psychomotor education.

- Involvement of students in the teaching methodology of psychomotor activities in the preschool class.

Upon completion of the course, the student will be able to:

- Be familiar with the specific terminology associated with psychomotor treatment
- To know contemporary theories on which the pedagogical application of psychomotricity is based.
- To know modern theories on which psychomotor education programs are based.
- Be able to organize psychomotor activities according to methodological criteria.
- Understand their role as educators in pre-school education.
- Use the knowledge they have acquired in a way that demonstrates a professional approach to their work.

General Abilities

- Search, analyze, and synthesize data and information
- Autonomous work
- Teamwork
- Respect for diversity and multiculturalism
- Respect for the natural environment
- Promoting free, creative and inductive thinking

3. COURSE CONTENT

Concept, subject and beginnings of psychomotricity. Distinction of terms - conceptual clarifications. Developments and trends in psychomotricity (France, Germany, England, Greece). Basic concepts of psychomotricity (body shape, laterality, space and time) and their importance in the educational process. Objectives of psychomotor education in kindergarten. Modern approaches, teaching principles and methods used by psychomotor education to achieve its goals. Instruments and equipment of psychomotor activities and their importance in children development. The role of the teacher in psychomotor activities and his contribution to shaping the personality of the child. Addressees and areas of application of psychomotricity. Psychomotor education as a basic cross-thematic approach. The issue of diversity through the psychomotor approach. Applications of psychomotor activities aiming at the approximation of fundamental concepts presented by the kindergarten curriculum.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Πρόσωπο με πρόσωπο, μεικτή διδακτική προσέγγιση (θεωρία-πράξη)	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Χρήση Τ.Π.Ε. στη διδασκαλία και στην επικοινωνία με τους φοιτητές, υποστήριξη μαθησιακής διαδικασίας μέσω της ηλεκτρονικής πλατφόρμας e-class	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	lectures	26
	Exercises focusing on the application of psychomotor activities	11
	Team work in the form of microteaching Ομαδική εργασία εξάσκησης σε μορφή μικροδιδασκαλίας	20
	Personal study of the course material	43
	Total	100
STUDENTS' ASSESSMENT	Writing essay	

5. RECOMMENDED READING

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EPA 205 (Tutor: M. Kalogiannakis)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 205	SEMESTER	5 th
COURSE TITLE	Science Education in Early Childhood		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing Workshops		3	4
COURSE TYPE	General background, specialised general knowledge		
PREREQUISITIES	No prerequisite courses		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK		
COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE	https://eclass.edc.uoc.gr/		

2. LEARNING OUTCOMES

Learning Outcomes
Epistemological constitution of science education and initiation to science education of preschool children.
General Abilities
• Search, analysis and composition of data and relevant information • Decision making • Independent work • Group work • Promotion of independent, creative and inductive thinking

3. COURSE CONTENT

The course will give the opportunity to students to become familiar with objects, events, phenomena, concepts and methods of natural sciences. Students are expected to be familiar with the basic concepts of the Didactics of Physics, the theoretical and educational characteristics of young children's "naïve physics" and a series of findings from the research domain of Didactics of Physics about the ways in which preschoolers understand essential concepts concerning the world of the Physics.

We will be focusing on the following areas:

- (a) children's conceptions about concepts and phenomena of the natural world;
- (b) learning theories and their effect to the development of frameworks for the organization of activities concerning natural sciences in early childhood;
- (c) teaching strategies in Science Education for preschool education;

- (d) incorporation of Information and Communication Technologies (ICT) in early childhood for science education;
- (e) activities for concepts and phenomena of the natural world for preschool age (gravity, electricity, shadows, light, sound, plants, solids, liquids, gases, environment, greenhouse effect, etc.).

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing in class, Discussions – Work presentation – Experiential classes. Hybrid course offered at distance in the Learning Management System of the University of Crete (e-class) in the following link: http://eclass.edc.uoc.gr/eclass/ (in Greek).	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the of e-learning	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	45
	Group work	10
	Individual work	10
	Independent study	35
		100
STUDENTS' ASSESSMENT	Final written examination - Oral examination - Optional or obligatory written work.	

5. RECOMMENDED READING

1. Michail Kalogiannakis (Eds). Teaching Natural Sciences in Preschool Education (in Greek)
Eudoxus: **77110723**
2. Konstantinos Ravanis, Introduction to Science Education (in Greek)
Eudoxus: **59383358**
3. Articles in English available in the following link:
<https://www.researchgate.net/profile/Michail-Kalogiannakis>

EPA 301 (Tutor: M. Markodimitraki)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 301	SEMESTER	1 st
COURSE TITLE	DEVELOPMENTAL PSYCHOLOGY I		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing		3	4
Workshops			
COURSE TYPE	Foundation, Subject Area		
PREREQUISITIES	n.a.		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK,		
COURSE IS OFFERD TO ERASMUS STUDENTS	YES		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The aim of the course is to introduce students to the Psychology of human development (infant, toddler, child and adolescent). More specific goals of the lecture are the following: a) To initiate students to the branch of Psychology that studies the developing human behavior. b) To provide students with adequate knowledge in order to meet the child as a special psychosomatic organism and independent individual.
General Abilities

- Search, analysis and composition of data and relevant information
- Independent work

3. COURSE CONTENT

Main contents:

The following issues will be examined: a) Developmental Psychology in modern times. b) The psychic development of the child: meaning, characteristics, stages, ages and developmental factors. c) Child's cognitive development: meaning, development of senses, movements, spatial time μορφών and number perception. d) The multilateral consideration of toddler's, child's, and adolescents psychic life.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Powerpoint, videos as an educational tool in class, e-class, students' web	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	13 3-hour lectures	50
	Individual study	50
	Total ECTS	100
STUDENTS' ASSESSMENT	Written exams	

5. RECOMMENDED READING

1) Krasanakis, G. (2003). *Psychologia pediu ke efivou (in Greek)*. Heraklion: Sanidas

EPA 302 (Tutor: M. Pourkos)

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 302	SEMESTER	4o
COURSE TITLE	PEDAGOGICAL PSYCHOLOGY		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures and practical classes/exercises			4
COURSE TYPE	Foundation, Subject Area		
PREREQUISITIES	Developmental Psychology Methodology of Psychopedagogical Research		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	Yes (with coursework in English or Polish language)		
COURSE WEBSITE	http://eclass.edc.uoc.gr/eclass/courses/PTPE120/		

2. LEARNING OUTCOMES

Learning Outcomes
The course is compulsory and aims to introduce students on purpose, objectives, basic concepts, theoretical and methodological approaches of Pedagogical Psychology, and especially on the concepts of psychopedagogic theory and practice and its related issues of psychological foundation of educational, learning and developmental processes and key factors that influence and form them. The main objective of the course is the systematic study and critical discussion, analysis and evaluation of basic issues referring to Pedagogical Psychology. Finally, the aim of the course is to understand the importance of alternative psychopedagogical approaches in contemporary fluid, globalized and rapidly changing postmodern society. Upon successful completion of this course the student will have gained awareness, familiarity, knowledge and understanding of: 1. The main theories and methodological research approaches and applications of Pedagogical Psychology. 2. The contemporary trends concerning the issues of psychopedagogic theory and practice. 3. The presence, origin and the regulatory role of temperament in affective, cognitive and socio-moral functions and behavior of students (e.g. their adjustment difficulties and behavior problems). 4. The basic psycho-pedagogical principles and the role of the three psychopedagogic frameworks in three psychopedagogic systems (family, school, society) in communication and in learning, developmental and knowledge acquisition processes.

5. The psychopedagogic importance of ecological and systemic concepts such as context, ecological niches, structural and functional couplings, emotional differentiation of self, emotional triangles, etc.
6. The psycho-educational importance of processes of attention, perception, mediation and cognitive scaffolding.
7. The psycho-pedagogical role of tools, multimodality and body-based (perceptual systems), arts-based and narrative-based qualitative psychopedagogic methods in educational, learning and developmental processes.
8. How cognitive processes (perception, imagination, classification, generalization and abstraction, deductive thinking and inference, language and memory capacities, imaginative and heuristic processes, problem solving processes, processes of self-analysis and self-awareness, kinesthetic processes, socio-moral processes) are situated and contextualized (pragmatically, interpersonally, culturally, etc.).
9. The role of emotional group dynamics of the psychopedagogic climate in communication, learning and developmental processes of students within the classroom.
10. Basic issues of emotional and socio-moral learning and development.
11. Alternative psycho-pedagogical approaches in the context of educational, learning and developmental processes.
12. The objectives, methods and approaches of Experiential, Heuristic and Narrative-Dialogic Psychopedagogy.

General Abilities

- Independent work
- Teamwork
- Respect for diversity and multiculturalism
- Exercise of criticism and self-criticism
- Promotion of free, creative and deductive thinking
- Self-knowledge and ecological and multimodal-multiprismatic self-awareness work

3. COURSE CONTENT

1. Purpose, objectives, basic concepts, history of Pedagogical Psychology. The historical development of Pedagogical Psychology in Greece and the world. The place of Pedagogical Psychology among other disciplines of psychology.
2. Theoretical and methodological approaches of Pedagogical Psychology.
3. The meaning of psychopedagogic system and its fundamental elements (psychology of students, psychology of teachers, psychology of teaching, social psychology of the classroom, psychological dimensions of assessment, socio-cultural values, ideals of education, the aims of education concerning learning and developmental processes).
4. Psychological processes, self, family, school, community: systemic couplings and the perspective of Pedagogical Psychology.
5. Individual differences of students/teachers, students with special needs and alternative psychopedagogic approaches.
6. Contexts (pragmatic, spatial-temporal, interpersonal, cultural, etc.), play, social interaction, tools, technologies, symbols and emotional and cognitive processes (perception, imagination, classification, generalization and abstraction, deductive thinking and inferences, language and memory capacities, imaginative and heuristic processes, solve problem processes, processes of self-analysis and self-knowledge, kinesthetic processes, socio-moral processes).
7. Perception, lived experience and representations (e.g. pictures, language, narratives etc.): their role in the process of children's education, learning and development.
8. The role of play and social interaction of children with adults and peers (guided participation, zone of proximal development, holding environment, psychopedagogic

scaffold, processes of active attention and attunement, etc.) in the processes of education learning and development. Interaction between teaching, learning and development. 9. Brain, body and processes of education, learning and development. 10. Motivation and educational, learning and developmental processes. 11. Psychopedagogic aspects of classroom management: how to form an effective educational, learning and developmental environment. 12. Psychopedagogic dimensions of strategic planning and teaching. Teaching, learning and development as a socio-historical-cultural and narrative-dialogic process: the methodological perspective of eco-bodily-experiential approach. The role of narratives and metaphors in educational, learning and developmental processes. Creative education and learning. 13. Problems and difficulties in educational, learning and developmental processes. 14. Psychopedagogic dimensions concerning issues of assessment of learning-developmental process. 15. Criticism of cognitivism in education and basic assumptions of alternative approaches (ecological, systemic, socio-historical, cultural, embodied, dialogic-narrative, multimodal). The assumptions of eco-bodily-experiential approach. 16. The assumptions of Experiential, Heuristic and Narrative-Dialogic Psychopedagogy in emotional, socio-moral and cognitive learning and development.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	The three-hour lessons taught on a weekly basis in the amphitheater through lectures, group discussions, problem solving and critical-reflection activities using primary sources, educational DVDs and other online internet material. Part of the teaching process is the not compulsory work (essay) chosen by the student, which takes the form of experiential exercises.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of primary sources, educational DVDs and other online internet material (the main teaching tools will include the use of computer and a data projector). Use of experiential-multimodal educational material. Extra teaching-learning material and consolidation exercises will also be provided in the e-learning platform 'e-class'.	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	40
	Laboratorial-experiential essay (not compulsory) work that focuses on the application of qualitative multimodal and alternative-narrative-dialogical tools of Pedagogical Psychology or Critical-reflective essay work (not compulsory) that focuses on the critical elaboration of specific issues within the	40

	scope of Pedagogical Psychology	
	Small individual reflection work (not compulsory) using primary sources of Pedagogical Psychology	10
	Small individual work (not compulsory) concerning methodological research training on selected issues of Pedagogical Psychology	10
	Total course (25 hours workload per credit unit)	100
STUDENTS' ASSESSMENT	Final written examination (100%) or written optional essay work (100%) or written optional essay work (60%) based either on: (a) critical-reflective essay work related to topics of Pedagogical Psychology, or (b) on laboratorial-experiential essay work in the spirit of Experiential, Heuristic and Narrative-Dialogic Psychopedagogy, There is also an optional public presentation in the classroom and submission of short individual essay work (not compulsory) using primary sources (20%).	

5. RECOMMENDED READING

- Elliott, S.N., Kratochwill, Th. R. Cook, J.L., & Travers, J.F. (2008). *Educational Psychology: Effective Teaching, Effective Learning* (Eds., A. Leontari & E. Sigolitu, trans. M. Solman & F. Kaliva). Athens: Gutenberg (in Greek).
- Luria, A.P. (1995). *Cognitive Development*. Athens: Ellinika Grammata (in Greek).
- Pourkos, M. (1997a). *The Role of the Context in Human Communication, Education and Socio-Moral Learning. The Eco-Bodily-Experiential Approach as Alternative Proposition to Cognitivism: Toward an Experiential, Heuristic and Communicative Psychopedagogy*. Athens: Gutenberg Publications (in Greek).
- Pourkos, M. (Ed.) (1997b). *Individual Differences and Alternative Psychopedagogic Approaches*. Athens: Gutenberg Publications (in Greek).
- Pourkos, M. (Ed.) (2008). *Embodied Mind, Situated Knowledge and Education: Approaching the Poetics and Culture of the Thinking Body*. Athens: Gutenberg Publications (in Greek).
- Pourkos, M. (Ed.) (2009). *Art-Play-Narrative: Psychological and Psychopedagogic Dimensions*. Athens: Topos Publications (in Greek).
- Pourkos, M. (Ed.) (2011). *Socio-Historical-Cultural Approaches in Psychology and Education*. Athens: Diadrasi Publications (in Greek).
- Pourkos, M. (Ed.) (2013). *Possibilities and Limits of Mixed Methodologies in Social, Psychological and Educational Research: Epistemological and Methodological Issues of Expanding Research Design*. Athens: Ion Publications (in Greek).
- Pourkos, M. (Ed.) (2014). *Perspectives and Limits of Dialogism in Mikhail Bakhtin: Applications in Psychology, Art, Education and Culture*. Germany: LAP LAMBERT Academic Publishing (in English).
- Pourkos, M. (Ed.) (2015a). *The Absent Presence of the Body and Lived Experience in Educational, Learning and Developmental Processes*. Athens: Topos Publications (in Greek).

- Pourkos, M. (Ed.) (2015b). *Lived Experience and Arts-based Qualitative Research Methods: Epistemological-methodological Issues and New Perspectives*. Thessaloniki: Nissides Publications (in Greek).
- Pourkos, M. (Ed.) (2016a). *Perspectives and Limits of Dialogism in Mikhail Bakhtin: Applications in Psychology, Art, Education and Culture*. Patra: Opportuna (in Greek).
- Pourkos, M. (2016b). *Context, Body, Lived Experience, Representations: Fundamental Issues of Psychology and Psychopedagogy*. Athens: Gutenberg Publications.
- Pourkos, M. (Ed.) (2017a). *The Body as a Locus of Experiences, Identities and Social Meanings*. Athens: Okto.
- Pourkos, M. (Ed.) (2017b). *The Body as a Locus of Information, Learning and Knowledge: New Perspectives in Epistemology and Methodology of Qualitative Research*. Thessaloniki: Disigma.
- Pourkos, M., & Dafermos, M. (Eds.) (2010a). *Qualitative Research in Social Sciences: Epistemological, Methodological and Ethical Issues*. Athens: Topos Publications (in Greek).
- Pourkos, M., & Dafermos, M. (Eds.) (2010b). *Qualitative Research in Psychology and Education: Epistemological, Methodological and Ethical Issues*. Athens: Topos Publications (in Greek).
- Pourkos, M., & E. Katsarou (Eds.) (2011). *Lived Experience, Metaphor and Multimodality: Implications in Communication, Education, Learning and Knowledge*. Thessaloniki: Nissides Publications (in Greek).
- Pourkos, M. & Kontopodis, M. (2005). How 16-Years Old Students Experience Time in School. *Psychologia*, 12(2), 249-275 (in Greek).
- Slavin, R.E. (2007). *Educational Psychology: Theory and Practice* (Eds. K.M. Kokkinos, trans. E. Ekkekaki). Athens: Metechmio (in Greek).
- Vygotsky, L.S. (1988). *Thought and Speech*. Athens: Gnosi (in Greek).
- Vygotsky, L.S. (1997). *Mind in Society, The Development of Higher Psychological Processes*. Athens: Gutenberg (in Greek).

EPA 303 (Tutor: M. Kypriotaki)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 303	SEMESTER	2nd
COURSE TITLE	Special Psychopaedagogy of the Early Years		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing		3	4
COURSE TYPE	Subject knowledge		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK		
COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes

The course aims at increasing students' sensitivity, learning, and educational level on issues regarding psychology, support strategies, education and inclusion of children with special educational needs and/or disabilities (SEND).

General Abilities

- Search, analysis and composition of data and relevant information
- Independent work
- Teamwork
- Adaptation to new situations
- Creation of new research ideas
- Respect for diversity
- Exercise criticism and self-criticism
- Promotion of free, creative and inductive thinking

3. COURSE CONTENT

Main contents:

Objective of Special Education. Historical Review (Statements and Legislation). Working with families of children with SEND. Supporting family involvement-Methods of Communication: familial and educational context. Diagnosis. Early intervention. Students with special educational needs and/or disabilities (Intellectual disability, attention deficit/hyperactivity disorder, learning difficulties, emotional and behavioral disorders, autism spectrum disorder, communication disorders, hearing problems, visual problems, physical disabilities, chronic health problems, giftedness and talent). Transition to adulthood.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Powerpoint, audiovisuals, e-class, students' web, eduportal	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	13 3-hour lectures	
STUDENTS' ASSESSMENT	1. Written exams, optional essay, weekly optional activities. 2. Oral exams for students with Special Educational Needs and/or Disabilities (SEND).	

5. RECOMMENDED READING

1. Heward, L. (2011) *Exceptional children: An introduction to special education*. Pearson Education/Merrill/Prentice Hall.
2. Smith, D. D., & Tyler, N. C. (2010). *Introduction to special education: Making a difference*. Upper Saddle River, NJ: Merrill.

EPA 304 (Tutor: Th. Eleftherakis)

1. GENERAL INFORMATION

SCHOOL	FACULTY OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 304	SEMESTER	1
COURSE TITLE	SOCIOLOGY OF EDUCATION		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing		3	4
COURSE TYPE	Foundation, Subject Area		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK		
COURSE IS OFFERD TO ERASMUS STUDENTS	NO		
COURSE WEBSITE	https://elearn.uoc.gr		

2. LEARNING OUTCOMES

Learning Outcomes
The course offers to the students a familiarization with the basic concepts of the Sociology of Education and helps them build up the appropriate theoretical background, which is necessary for the realization of the institutions, processes and results of the modern educational systems, their relations with other institutions, as well as their role in the reproduction or the destruction of social inequalities.
General Abilities
• Search, analysis and composition of data and relevant information • Decision making • Independent work • Group work • Promotion of independent, creative and inductive thinking

3. COURSE CONTENT

Main contents: Sociology and Sociology of Education (A. Compte, I. Dewey, E. Durkheim, F. Tonnies, K. Mannheim, F. Clark). Society, Social Change and Revolution. Components of Sociology of Education (Socialization Social integration. Civilization. Education - Moral tuition - Culture). Forms of family constitution and socialization (family Forms, upbringing practice). Social Origin and Socialization (Social class, family social class and school

progress). National or class school? School knowledge as an 'ideology of chief order'.
 The role of the school in Modern Society. The Social Inequality inside Education
 (Theories: I. Coleman and Chr. Jencks, B. Bernstein, A. Jensen, T. Parsons, P. Bourdieu).

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Specific Educational computer applications for scheduling essays and documents, Management and Scheduling Tools, digital aid platforms, support of Educational Programme via distant digital e-learning programs e-learn (Moodle) Use of the digital educational platform e-learning (E-LEARN)	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	LECTURER	39
	Autonomous Study	61
	Total (25 hours of workload for each ECTS credit)	100
STUDENTS' ASSESSMENT	I. Final written examination (100%) comprising: Benchmarking data theory, Comparison and evaluation of theory elements and orology II. Presentation and writing individual essay reinforcing the degree Work (40%). All data and information of the evaluation can be found at the following digital resource: https://elearn.uoc.gr	

5. RECOMMENDED READING

- 1.Nikolaou, S-M, Eleftherakis, Th. ,e.t.c. (2018). New Approaches in Education and Democracy. Social and Educational Approaches in Democratic Education. Athens: Gutenberg
- 2.Kalogiannaki, P. & Karras, K. (2012). The "LANGUAGE OF WALL". The graffiti at the University at the time of 'crisis'. Athens: Dardanos.
- 3.Eleftherakis, Th. (2006). National School? Athens: Gutenberg.
- 4.Nikolaou, S.-M. (2009). Theoretical questions in the Sociology of Education. ". Athens: Gutenberg.

EPA 401 (Tutor: N. Zaranis)

1. GENERAL INFORMATION

SCHOOL	FACULTY OF EDUCATION		
DEPARTMENT	Department of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	ΕΠΑ 401	SEMESTER	1 ^ο
COURSE TITLE	Information Technology in Education I		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures and exercises in Laboratory		3	4
COURSE TYPE	Foundation, Subject Area, Skills Development		
PREREQUISITIES	NONE		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE	http://eclass.edc.uoc.gr/eclass/courses/PTPE127/		

2. LEARNING OUTCOMES

Learning Outcomes
The aim of the course is to introduce students in the creative and constructive exploitation of multiple uses of computer in the Kindergarten. The topics that will be taught during the course are: a) Educational Operations of Computer: attitudes and opinions with regard to the introduction of New Technologies in preschool education, advantages/disadvantages b) The educational use of computer: as cognitive object, as source of information and as cognitive tool c) Fundamentals of Computer d) Windows operating system (windows XP, vista) e) Word Processor (Microsoft Word) f) Spread sheet (Excel) g) Designing Presentations (Power Point). Upon successful completion of this course the student will be able to: • understood the educational functions of the computer, and the attitudes and opinions about the introduction of new technologies (NT) in early childhood education • know of the advantages / disadvantages of computer application in education • know of the educational computer use: as a source of information and as a cognitive tool • Know the basics of computer • Know of the operating system windows • Know of the word processor (Microsoft Word) • Know of spreadsheet (Excel) • Schedule presentations (Power Point).

General Abilities
Search, analysis and synthesis of data and information, and the use of essential technologies

3. COURSE CONTENT

- i. Educational computer functions
- ii. Attitudes and opinions about the introduction of new technologies (NT) in early childhood education
- iii. The introduction of new technologies (NT) in early childhood education, advantages / disadvantages
- iv. The educational computer use: as a discipline, as a source of information and as a cognitive tool
- v. Basic elements of Computers
- vi. The operating system of windows
- vii. Computer Editor
- viii. Spreadsheet
- ix. Power Point Presentations

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	In class and Computer Laboratory	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Basic Software of computer use Support the learning process through the electronic platform e-class	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	30
	Laboratory Exercises	20
	Independent Study	50
	Sum of Course	100
STUDENTS' ASSESSMENT	I. Oral final examination (100%) comprising: - Multiple-choice questions - Open questions	

5. RECOMMENDED READING

1. Nicholas Zaranis & Vasileios Oikonomidis, Technologies of Information and Communication in Early Childhood Education. Gregory Editions, Athens 2008.
2. Tasos Mikropoulos & Joanna Bellos, Scenarios Teaching computer, Klidarithmos, Athens 2010.
3. Bill Komis, Introduction to the Teaching of Computer, Klidarithmos, Athens 2005.
4. Vassilios Makrakis, Multimedia in Education, Metaixmio, 2000.

EPA 501 (Tutor: A. Foundoulakis)

1. GENERAL INFORMATION

SCHOOL	FACULTY OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 501	SEMESTER	1 ST
COURSE TITLE	Modern Greek Language I: Historical development – Literature		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures and Discussion		3	4
COURSE TYPE	Foundation – Subject area		
PREREQUISITIES	None		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Modern Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	Modern Greek		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The aim of the course is to acquaint students with various topics relating to the study of language, historical linguistics, Greek grammar, and the language of literature.
General Abilities
• Independent work • Team work • Criticism and Self-criticism • Promotion of independent and creative thinking

3. COURSE CONTENT

The course includes an introduction to general linguistics with particular reference to the structuralist schools. Reference is also made to various topics of Modern Greek phonology, morphology and syntax as well as to topics relating to the history of Greek and the relation between language and literature.
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4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	In the classroom	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY		
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	39
	Independent study	61
	Overall	100
STUDENTS' ASSESSMENT	Final written examination	

5. RECOMMENDED READING

- A) D. Tompaidis, *Διδασκαλία Νεοελληνικής Γλώσσας*, Thessaloniki: Vantias, 1995. (Greek, proposed to be distributed free)
- B) N.S. Mitsis, *Η Διδασκαλία της Γραμματικής στην Πρωτοβάθμια και Δευτεροβάθμια Εκπαίδευση*, Athens: Gutenberg, 1995.
- C) N.S. Mitsis, *Γραμματική και Επικοινωνία: Η Γραμματική ως Θεωρία και Πρακτική στο Πλαίσιο της Επικοινωνιακής Προσέγγισης της Γλώσσας*, Athens: Gutenberg, 2015.
- D) A.-F. Christidis, *Ιστορία της Ελληνικής Γλώσσας από τις Αρχές έως την Ύστερη Αρχαιότητα*, Thessaloniki: Institute of Modern Greek Studies, Manolis Triantafyllides Institution, 2001. (Greek)
- E) S. Chatzisanvidis, *Νεοελληνική Γραμματική: Θεωρητικές Βάσεις και Περιγραφή. Φωνητική, Φωνολογία, Μορφολογία, Σύνταξη, Σημασιολογία, Λεξιλόγιο Πραγματολογία*, Thessaloniki: Vantias, 2012.
- F) G. Horrocks, *Ελληνικά: Ιστορία της Γλώσσας και των Ομιλητών της*, μτφρ. Μ. Σταύρου, Μ. Τζεβελέκου του *Greek: A History of the Language and its Speakers*, Athens: Estia, 2006. (Greek)
- G) D. Holton, P. Mackridge, E. Philippaki-Warbuton, *Γραμματική της Ελληνικής Γλώσσας*, μετ. Β. Σπυρόπουλος του *Greek Grammar: A Comprehensive Grammar of the Modern Language*, Athens: Patakis, 1999. (Greek)
- H) P.A.M. Seuren, *Western Linguistics: An Historical Introduction*, Oxford: Blackwell, 1998.

EPA 601 (Tutor: G. Manolitsis)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 601	SEMESTER	Winter
COURSE TITLE	Psychoeducational Research Methods I		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing and Exercises		3	4
COURSE TYPE	Background		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	YES		
COURSE WEBSITE	https://eclass.edc.uoc.gr/courses/PTPE102/		

2. LEARNING OUTCOMES

Learning Outcomes
This course aims to introduce students to basic concepts of research methods in education and familiarize them with the important stages of conducting research in education. On successful completion of the course, students are expected to • Understand and evaluate methods and results of psychoeducational research studies • Know and apply the basic criteria for selecting a research topic. • Compare and evaluate 'quantitative' and 'qualitative' research approaches • Identify the basic characteristics of the main quantitative (survey, correlational, and experimental designs) and qualitative (action research, ethnography, case study) research methods. • Explain the importance of conducting a literature review and know how to do it • Describe different ways of collecting data in educational research and list the different types of measurement scales. • Design and implement research studies in the field of education sciences. • Know how to prepare research reports following the guidelines of academic writing.
General Abilities
• Produce new research ideas • Enhance creative and inductive reasoning • Analysis and synthesis data and information using necessary technologies.

3. COURSE CONTENT

- 1) Conceptualization of educational research – Aims and research principles in educational research. Ethics in educational research.
- 2) Research philosophy. Types of research paradigms (quantitative – qualitative – mixed designs).
- 3) Stages in the research process. Selecting a research topic and determining a research issue. Formulation of the research aim.
- 4) Developing the research question. Type of variables and hypotheses. Developing indicators.
- 5) Literature review
- 6) Sampling techniques
- 7) Data collection methods (measurement scales, questionnaires, interviews, observation, content analysis).
- 8) Quantitative research methodologies (survey, correlational, experimental designs)
- 9) Qualitative research methodologies (case study, ethnography, action research). Mixed designs.
- 10) Organize, analyze and discuss research findings.
- 11) Writing and evaluating a research report.
- 12) Presentation of exemplary research studies.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Face to face	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support based on eclass	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	75
	Exercises	25
	Total	100
STUDENTS' ASSESSMENT	Final written exams (100%) • Multiple choice questions • Problem solving based on research design practices. • Compare and evaluate theoretical elements.	

5. RECOMMENDED READING

Newby, P. (2014). Research methods in education. 2nd edition. Routledge. – Greek translation by Pedio Editions in 2019.

EPA 602 (Tutor: M. Linardakis)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA602 (STA100)	SEMESTER	3 rd or 4 th
COURSE TITLE	STATISTICS IN EDUCATION I		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing			4
COURSE TYPE	Subject knowledge		
PREREQUISITIES	n.a.		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK,		
COURSE IS OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
Understanding Statistics as a tool for data analysis in education, and interpretation of the results. Students are intended to be able, after the completion of the course, to understand basic statistical concepts and be able to attend literature on quantitative surveys. Moreover, they will be able to conduct assessments with descriptive statistics and a limited number of statistical analyses.
General Abilities
• Search, analysis and composition of data and relevant information • Decision making • Independent work • Group work • Promotion of independent, creative and inductive thinking • Work in an international environment • Work in a multidisciplinary environment • Generating new research ideas • Design and project management

3. COURSE CONTENT

Main contents:

Population and sample. Basic concepts of Statistics. Descriptive Statistics.

Standardized values. Coefficient of variation. The five numbers summary.

Graphical display (box and whiskers plot, stem and leaf plot, histogram, pie chart).

Elements of probability theory and combinations. Basic discrete and continuous distributions (Binomial, Poisson, normal).

Hypothesis testing. Correlation coefficient. Simple linear regression. χ^2 test.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of students web. Statistical software	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	50
	Practice	10
	Homework	10
	Study	30
	Total (25 hours of workload for each ECTS credit)	100
STUDENTS' ASSESSMENT		

5. RECOMMENDED READING

Χλουβεράκης Γ., Εισαγωγή στη Στατιστική, Πεδίο, 2011.

Ρούσσος Π., Τσαούσης Ι., Στατιστική εφαρμοσμένη στις κοινωνικές επιστήμες, Τόπος, 2011.

EPA 701 (Tutor: S. Zervoudakis)

1. GENERAL INFORMATION

SCHOOL	FACULTY OF EDUCATION		
DEPARTMENT	PRESCHOOL EDUCATION		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 701	SEMESTER	1st
COURSE TITLE	MUSIC AND RHYTHMIC EDUCATION I		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures, Practice and Workshops		3	3
COURSE TYPE	General Knowledge, Skills Development		
PREREQUISITES	n.a.		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
<i>This is the orientation course in which basic music knowledge is taught. Students get informed about the basic elements of European Music Education, the methods and approaches of teaching music to preschool children. At the end of the courses students will be able to:</i> • <i>Understand the significance of voice as a way of expressing oneself, sing melodies and children songs in tune.</i> • <i>Synchronize and correspond to rhythmic patterns.</i> • <i>Learn to use music notation of European music.</i> • <i>Accompany their music experiences with sound movements and percussion instruments.</i> • <i>Acquire a list of simple songs for preschool children.</i>
General Abilities
• <i>Working individually</i> • <i>Working in a team</i> • <i>Searching, analyzing and combining data and information using appropriate information</i>

3. COURSE CONTENT

- i. Important characteristics in music theory: Timbre, melody, rhythm, dynamics, form and harmony.
- ii. European music notation and sol fez.
- iii. Means of music expression: Voice, body language, class music instruments.
- iv. Choosing and teaching songs for preschool children.
- v. Learning to play simple percussion instruments in order to accompany rhymes or songs movements and improvisation.
- vi. Music listening program consist selected compositions of children and traditional songs from different countries and ,various music styles, traditional music instruments and instruments of symphony orchestra ,music which describe a story ,music

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	ICT in class and in communication	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	10
	Practice	20
	Workshops	10
	Interactive Teaching	10
	Individual Study	25
	Course total	75
STUDENTS' ASSESSMENT	1.Final Oral Exams (80%) 2.Written Paper (20%)	

5. RECOMMENDED READING

Jukka maki. Η χαρά της μουσικής.Βιβλίο για το δάσκαλο. Πατάκης 1995,(προτείνεται να διανεμηθεί δωρεάν).

Σπ.Καψάσκη – Σπ.Λάμπρου .Τα πρώτα μου τραγούδια .Εκδόσεις Μικρή πολιτεία, (προτείνεται να διανεμηθεί δωρεάν).

Abbado C.Το σπίτι των ήχων. Πανεπιστημιακές Εκδόσεις Κρήτης.

Otto Karolyi: Εισαγωγή στη μουσική. Νεφέλη 1983.

EPA 702 (Tutor: S. Zervoudakis)

6. GENERAL INFORMATION

SCHOOL	FACULTY OF EDUCATION		
DEPARTMENT	PRESCHOOL EDUCATION		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 702	SEMESTER	2nd
COURSE TITLE	MUSIC AND RHYTHMIC EDUCATION II		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures, Practice and Workshops		3	3
COURSE TYPE	General Knowledge, Skills Development		
PREREQUISITES	EPA 701		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE			

7. LEARNING OUTCOMES

Learning Outcomes
<i>The course contributes to the consolidation of the orientation course. It helps students become creative, make choices and work in a team.</i> <i>At the end of the course students will be able to:</i> • <i>Choose and plan music experience appropriate to preschool children. These could be about Performing-Reading, Creating and Listening –Describing.</i> • <i>Work in a team and use all the ways in which sounds can be produced artistically i.e. voice, body language, class instruments, in order to tell stories or express ideas or feelings.</i> • <i>Pick up pictures, geometric designs and other symbols which represent various characteristics of sounds as well as the elements of music.</i> • <i>Use different types of music games to reach the targets of the course.</i>
General Abilities
• Working individually • Working in a team • Searching, analyzing and combining data and information using appropriate

technology.

- Planning and organizing material.

8. COURSE CONTENT

- Text rhythm : rhythmic word or line processing.
- Melody composition based on words.
- Presentation and instruction of simple or more complicated modern Greek songs for early childhood.
- Music notation corresponding with children's perception. Relationship between music sounds and notation.
- Listening, analysing and processing classical music for younger listeners.
- Interdisciplinary approaches focusing on music.

9. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	ICT in class and in communication	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	10
	Practice	20
	Workshops	10
	Interactive Teaching	10
	Individual Study	25
	Course total	75
STUDENTS' ASSESSMENT	1.Final Oral Exams (80%) 2.Written Paper (20%)	

10. RECOMMENDED READING

Μακροπούλου - Βαρελάς .Μουσική το πιο συναρπαστικό παιχνίδι. Fagotto (προτείνεται να διανεμηθεί δωρεάν)

Αντωνακάκη – Χιωτάκη: Μουσική Παιδαγωγική .Καστανιώτης 2007.

Σέρρη Λ. Δημιουργική Μουσική Αγωγή. Gutenberg, 1989.

Gertrud Meyer –Denkmanm : Πειραματισμοί στον ήχο.Νικολαΐδης 1989.

Ger Storms: 100 Μουσικά παιχνίδια. Νικολαΐδης

COMPULSORY ELECTIVES

EPA 107 (Tutor: G. Manolitsis)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 107	SEMESTER	Spring
COURSE TITLE	Educational Psychology and Early Childhood		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing		3	4
COURSE TYPE	Scientific Field		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	YES		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
This course aims to familiarize students in the scientific field that examines early childhood issues under the perspective of Educational Psychology's contemporary evidence. The core objective of this course is to offer students an adequate scientific evidence in understanding the main domains of Educational Psychology and their relation with development and learning in early childhood. On successful completion of the course, students are expected to • Understand developmental psychological theories and their applications in early childhood education. • Know the links between learning and development • Identify the individual differences of young children and their implications in early childhood. • Understand the learning process focused in the context of early childhood education. • Understand the principles of assessment and evaluation of learning in early childhood based in evidence from the field of Educational Psychology.
General Abilities
• Decision making • Enhance creative and inductive reasoning

- Analysis and synthesis data and information using necessary technologies.

3. COURSE CONTENT

- 1) Introduction and conceptualization of Educational Psychology and implications in early childhood.
- 2) Psychoeducational perspectives of teaching and teacher development.
- 3) Psychological theories and implications in early childhood education (Piaget, Vygotsky, Bruner, Gardner)
- 4) Learning theories and implications in early childhood education (Behavioristic, cognitive, socio-cognitive perspectives of learning).
- 5) Managing learning in early childhood classrooms.
- 6) Peer learning perspectives in early childhood settings.
- 7) Cognitive development and implications in early childhood education.
- 8) Social development and implications in early childhood education
- 9) Motivation and learning in early childhood.
- 10) Individual differences and learning in early childhood (learning styles, socio-economic differences)
- 11) Assessment and evaluation of learning in early childhood.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Face to face	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support based on eclass	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	100
	Total	100
STUDENTS' ASSESSMENT	Final written exams (100%) • Multiple choice questions • Problem solving based on theory.	

5. RECOMMENDED READING

O'Donnel, A. M., Reeve, H., & Smith, J. K. (2012). Educational Psychology: Reflection for Action. 3rd edition. Wiley & Sons. - Greek translation by Gutenberg Editions in 2021.

EPA 108 (S. Chatzistefanidou)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA108	SEMESTER	From the 2 nd semester onwards
COURSE TITLE	HISTORY OF EDUCATION		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures		3	4
COURSE TYPE	Scientific area		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	no		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
Upon completion of the course the students should be able to: • Discuss the importance of history of education in teachers' education. • Discuss about core "episodes" in the history of Greek education. • Understand as future professional teachers that education is not a static institution, but requires continuous training and updating of their professional knowledge and skills. • Have the cognitive background that will allow them to further cultivate their social and political sensitivity, a precondition for a competent future teacher.
General Abilities

- Autonomous Work
- Exercise of criticism and self-criticism
- Promotion of free thought
- Respect for diversity and multiculturalism, sensitivity to gender issues

3. COURSE CONTENT

- History and Historiography of Education: Identification of the terms / fields.
- Milestones in the History of Greek Education :
 - Modern Greek Enlightenment and the Struggle for Greek Independence: the role of schools and education.
 - Institutionalizing the education in the Greek state (19th century).
 - Pedagogical trends (theories and teaching methods) in the 19th and 20th centuries (in Greece and internationally).
 - Greek educational reforms in the 19th and 20th centuries.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lectures	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	ppt, videos, class Web	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	lectures	39
	<i>Autonomous work</i>	61
	Total	100
STUDENTS' ASSESSMENT	Written examination (100%)	

5. RECOMMENDED READING

1. Sifis Bouzakis (2011). *Panorama istorias tis ekpaidefsis. Opseis kai apopseis, v. B', Neoelliniki Ekpaidefsi 1821-2010*. Athens: Gutenberg.
2. Pantelis Kiprianos (2004). *Sinkritiki istoria tis ellinikis ekpaidefsis*. Athens: Vivliorama.

GENERAL INFORMATION

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRECHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	ΕΠΑ 109	SEMESTER	6
COURSE TITLE	COMPARATIVE EARLY CHILDHOOD EDUCATION		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
		3	4
COURSE TYPE	LECTURE, OBLIGATORY ELECTIVE		
PREREQUISITIES	NO		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK		
COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE			

LEARNING OUTCOMES

Learning Outcomes
Critical thinking Intercultural communication Perception on human nature, learning and development Culture and education Antiracism and anti-discriminatory education
General Abilities
• Individual work • Team work • Respect to diversity and multiculturalism • Promotion of free creative and critical thinking • Adjustment to new situations • Demonstration of social, professional and moral responsibility and sensitivity

COURSE CONTENT

The implementation of the Convention of the rights of the child in Greece and other countries. Respecting and facilitating children to enjoy their rights mainly those of participation in education
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METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	In class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Powerpoints, students' web, slides, videos	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	26
	Individual work (optional)	16
	Presentation of work	3
	Study	45

	Work in class	3
	Interactive teaching	7
	TOTAL	100
STUDENTS' ASSESSMENT	WRITTEN EXAMINATION (100%) And for those presenting and submitting a paper I. Written examination (70%) II. An optional additional written paper. (30%) The above are discussed in the first lecture and can be found on the students' web	

RECOMMENDED READING

1. Τα δικαιώματα του παιδιού: Ο δρόμος προς την ελευθερία, Στάθης Μπάλιας, Εκδόσεις Παπαζήση, 2011
2. ΑΝΘΡΩΠΙΝΑ ΔΙΚΑΙΩΜΑΤΑ - ΔΙΚΑΙΩΜΑΤΑ ΤΟΥ ΠΑΙΔΙΟΥ ΚΑΙ ΕΚΠΑΙΔΕΥΣΗ ΠΑΝΤΑΖΗΣ ΒΑΣΙΛΗΣ, ΑΤΡΑΠΟΣ, 2009
3. ΤΑ ΔΙΚΑΙΩΜΑΤΑ ΤΟΥ ΠΑΙΔΙΟΥ, ΙΣΤΟΡΙΚΗ ΔΙΑΣΤΑΣΗ, ΣΥΓΧΡΟΝΗ ΕΞΕΛΙΞΗ ΚΑΙ Η ΔΙΕΘΝΗΣ ΣΥΜΒΑΣΗ ΓΙΑ ΤΑ ΔΙΚΑΙΩΜΑΤΑ ΤΟΥ ΠΑΙΔΙΟΥ, (2015) ΦΑΣΟΥΛΗΣ Ν. ΒΑΣΙΛΗΣ. Εκδόσεις: Παπαζήσης.
4. Οικονομίδης, Β.Δ. & Ελευθεράκης, Θ. Γ. (Επιμ.). Εκπαίδευση, Δημοκρατία και Ανθρώπινα Δικαιώματα.

EPA 110 (Tutor: B. Grammatikopoulos)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 110	SEMESTER	4 th
COURSE TITLE	Educational Evaluation		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing Workshops		3	4
COURSE TYPE	Subject knowledge		
PREREQUISITIES	NO		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK - ENGLISH		
COURSE IS OFFERD TO ERASMUS STUDENTS	YES		
COURSE WEBSITE	http://eclass.edc.uoc.gr/eclass/courses/PTPE106/		

2. LEARNING OUTCOMES

Learning Outcomes
The module presents the different aspects of educational evaluation. It will introduce to students into the different models of evaluation, and their theoretical and scientific background. Moreover, throughout the module important topics of a) applied evaluation procedures, b) contemporary educational program evaluation theories, c) known taxonomies are presented and analysed. After the successful completion of the module the students will be able to: • Become aware of the terms and dimensions of evaluation (e.g. student evaluation, teaching effectiveness evaluation, program evaluation) • Present the basic theoretical models and types of evaluation • Understand the structure of the contemporary methods in educational evaluation • Have the capacity and knowledge in order to design and implement valid evaluation procedures in education
General Abilities
• Search, analysis and composition of data and relevant information • Decision making • Independent work • Group work • Promotion of independent, creative and inductive thinking • Work in an interdisciplinary environment

3. COURSE CONTENT

Main contents:

- Introduction in evaluation theory
- Principles of evaluation
- Objects, goals, & criteria of evaluation
- Main types and functions of evaluation
- Evaluation models
- Educational program evaluation
- Examples of theory and methods in evaluation
- Teacher evaluation
- Student evaluation
- Knowledge evaluation vs evaluation for knowledge
- Alternative methods of educational evaluation

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the of e-learning	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	26
	Methodological tasks & study analyses of assessment and measurements in small group of students	13
	Group assignment	7
	Individual assignment	13
	Independent individual study	41
	Total (25 hours of workload for each ECTS credit)	100
STUDENTS' ASSESSMENT	Independent individual study (50%) Individual assignment (30%) Group assignment (20%)	

5. RECOMMENDED READING

Fitzpatrick, J. L., Sanders, J. R., & Worthen, B. R. (2011). *Program evaluation: Alternative approach and practical guidelines*. Boston, MA: Allyn & Bacon.

Mertens, D. M. & Wilson, A. T. (2012). *Program evaluation theory and practice: A comprehensive guide*. New York, NY: The Guilford Press.

Mertens, D. M. (2010). *Research and evaluation in education and psychology*. Thousand Oaks, CA: Sage.

Stufflebeam, D. L., & Shinkfield A. J. (2011). *Evaluation theory, models, and applications*. Jossey-Bass.

EPA 111 (Tutor: E. Argyropoulou)

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 111	SEMESTER	Winter
COURSE TITLE	ORGANIZATION AND MANAGEMENT IN EDUCATION		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
LECTURES, CASE STUDIES ANALYSIS AND SIMULATION		3	4
COURSE TYPE	BACKGROUND KNOWLEDGE – SCIENTIFIC/RESEARCH AREA		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK		
COURSE IS OFFERED TO ERASMUS STUDENTS	YES IN ENGLISH		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The objective of the course is to familiarize students with a wide spectrum of learning and research in the field of the organization and management of education. Emphasis is placed on the management and the leadership skills in preschool education. By the end of the course the students will be able to understand and analyze the educational environment in which they are expected to work.
General Abilities
 Literature research and knowledge acquisition with the support of ITT  Adaptability to new situations  Cooperative work to accomplish a project-development of communicative skills  Critical analysis and self-critique skills

3. COURSE CONTENT

The course includes the initial familiarization of the students with the content and meaning of the major terms of educational management and the study of the organizational structure and administrative procedures within the educational system. Furthermore, it examines the principles of educational leadership as well as it traces the major research trends in educational settings in Greece and abroad. Moreover, students are introduced to case study as a research strategy in education. Finally, an attempt is made to induce
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students to management and leadership in practice through simulation of real school situations.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Face-to-face	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	ITT use in class Learning support via the e-class platform	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures- Case Studies analysis	39
	<i>Group project in a given Case Study or on a selected area</i>	15
	<i>Self-study</i>	46
	<i>Total study hours</i>	100 HOURS/ 4 ECTS
STUDENTS' ASSESSMENT	1/ FINAL WRITTEN EXAM (40%): Analysis –discussion and literature-legislation development questions on a given short case study 2/ ACTIVE PARTICIPATION IN CLASS (15%): participation in the analysis-discussion of subject-related topics 3/GROUP PROJECT WRITING AND PRESENTATION IN CLASS (35%) on a given topic 4/MID-TERM FORMATIVE PROGRESS EVALUATION (10%)	

5. RECOMMENDED READING

Argyropoulou, E. (2018) **Organization, Management and Operation of Primary Education** [Kindergartens and Primary Schools], Kritiki publications, Athens (SETBOOK, in Greek)

Argyropoulou, E. (2007) **“Organization and Management of Preschool Education”**, Kritiki publications, Athens (in Greek)

Collection of legislative texts: P.D 79/2017, M.D. YA105657/2002, National Curriculum for Preschool Education, etc

Topic-related Journals: Greek and international by choice

Argyropoulou, E. (2013) Managing and Leading in Early Childhood Education: a study of Heads of centres in Greece, *US-China Education Review B*, vol.3 no 9, pp663-679

Selected Chapters from the following books:

1. **Ebbeck, M. and Waniganayake, M. (2005)** Early Childhood Professionals: Leading today and Tomorrow, MacLennan and Petty/Elsevier
2. **Aubrey, C. (2009)** Leading and Managing in the Early Years, Sage
3. **Rodd, J. (2007)** Leadership in Early Childhood, OUP
4. **Nivala, V. and Hujala, E. (2002)** Leadership in Early Childhood Education, OULU

EPA 115 (Tutor: M. Kalogiannakis)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 115	SEMESTER	5 th
COURSE TITLE	ENVIRONMENTAL EDUCATION		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing Workshops		3	4
COURSE TYPE	General background, specialised general knowledge		
PREREQUISITIES	No prerequisite courses		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK		
COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE	https://eclass.edc.uoc.gr/		

2. LEARNING OUTCOMES

Learning Outcomes
Epistemological constitution of science education and initiation to science education of preschool children.
General Abilities
• Search, analysis and composition of data and relevant information • Decision making • Independent work • Group work • Promotion of independent, creative and inductive thinking

3. COURSE CONTENT

The course is an introduction to basic topics of Environmental Education with emphasis on preschool and early school age. The development of the main concepts for Environmental Education and the sustainability from their introduction until today is carried out with reference to the relevant international conferences, the natural and landscape, contemporary environmental problems. Interdisciplinary approaches to environmental education and science teaching for preschoolers and first graders are presented and analyzed, as well as the contribution of science education to the understanding and protection of the natural environment. Also, detailed examples of environmental education programs such as Water Ecoculture are presented and the basic elements from its creation to its implementation in the classrooms are analyzed as well as its most important results.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing in class, Discussions – Work presentation – Experiential classes. Hybrid course offered at distance in the Learning Management System of the University of Crete (e-class) in the following link: http://eclass.edc.uoc.gr/eclass/ (in Greek).	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the of e-learning	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	45
	Group work	10
	Individual work	10
	Independent study	35
		100
STUDENTS' ASSESSMENT	Final written examination - Oral examination - Optional or obligatory written work.	

5. RECOMMENDED READING

Dimitriou, A. (2009). *Environmental Education: Environment, Sustainability*. Thessaloniki: Epikentro.

Flogaiti, E., & Liarakou, G. (Eds). (2011). *Research in education for sustainable development*. Athens: Pedio.

Articles in English available in the following link:
<https://www.researchgate.net/profile/Michail-Kalogiannakis>

EPA 207 (Tutor: A. Strataridaki)

11. GENERAL INFORMATION

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 207	SEMESTER	1 st (Spring)
COURSE TITLE	Teaching History to Young Children		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures		3	4
COURSE TYPE	Social Science		
PREREQUISITIES	n.a.		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE			

12. LEARNING OUTCOMES

Learning Outcomes
Students are introduced a) to the nature of History as a field of study and research, as well as to concepts related to history, such as time, which are significant for understanding History, and b) to basic teaching methods and tools that will facilitate students to teach the historical past to young children, so that the latter begin to become aware of it. Upon completion of the course, the students should be able to: • Have understood the concepts that define History. • Have understood the significance of historical and time concepts, in order for them to do research in History. • Utilize the appropriate methodological tools for doing research in History. • Teach young children historical concepts, and what is like doing research in a History topic.
General Abilities
Self study

13. COURSE CONTENT

i. What is History? The beginnings of historiography. ii. History as a research field. iii. The value of studying History. iv. The components of the study of History I. v. The components of the study of History II.
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	vi. How young children perceive the components of History. vii. The concepts of time and historical time. viii. How young children perceive historical time. ix. Historical concepts. x. Children's perception of time and historical concepts, according to J. Piaget and L. Vygotsky. xi. Children's perception of time and historical concepts, according to J. Bruner. xii. Teaching principles in facilitating young children's understanding of time and historical concepts. xiii. Practical suggestions for teaching History topics to young children.
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14. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Class lectures	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY		
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures and discussion	39
	Students' self study	61
	Total	100
STUDENTS' ASSESSMENT	Language: Greek Assessment methods: Final written examination (100%). • Short answers (40%) • Essay writing (60%)	

15. RECOMMENDED READING

Άννα Στραταριδάκη-Κυλάφη, *Η Ιστορία στην Προσχολική Εκπαίδευση: Θεωρητικές θέσεις και ενδεικτικές εφαρμογές*, Αυτοέκδοση, Ρέθυμνο 2006

Δημήτρης Α. Σακκής & Τασούλα Τσιλιμένη, *Ιστορικοί τόποι και περιβάλλον: Διδακτικές προσεγγίσεις για παιδιά προσχολικής και πρωτοσχολικής ηλικίας*, Εκδ. Καστανιώτη, Αθήνα 2007

EPA 208 (Tutor: K. Stavrianos)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 208	SEMESTER	1st
COURSE TITLE	Religious Education		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
		3	4
COURSE TYPE	Lecture – Optional subject		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE	eclass		

2. LEARNING OUTCOMES

Learning Outcomes
Learning about the models and the methods of teaching the Religious Education at the 1 st Degree of Education
General Abilities

3. COURSE CONTENT

Meaning of Religious Education. The historical, sociological and pedagogical option of R.E. The R.E in Europe. Methods of teaching R.E.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecture – Conversation – Argument – Assignment (voluntary). Use of the projector.		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY			
ORGANISATION OF INSTRUCTION	Activity	Semester Workload	
	Lectures	150	

	<i>Total</i>	150	
STUDENTS' ASSESSMENT			

5. RECOMMENDED READING

H.Rerakis, The R.E at the greek School, Thessaloniki 2013.

EPA 306 (Tutor: E. Kornilaki)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 306	SEMESTER	
COURSE TITLE	Psychology of Early Years		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures		3	4
COURSE TYPE	Subject knowledge		
PREREQUISITIES	No		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	Yes (the student will be asked to submit an essay under the supervision of the tutor)		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
After the successful completion of the module the students will be able to: • Have an understanding of the main theories of development • Have understood issues of research methodology in Developmental Psychology, • Have understood the milestones of cognitive, social and emotional development from infancy to early childhood
General Abilities
• Search, analysis and composition of research data • Independent work • Group work • Promotion of independent, creative and inductive thinking • Work in an interdisciplinary environment

3. COURSE CONTENT

1. Theories of development 2. Perception and the development of senses during infancy 3. The first relationships. Mother-infant interaction

4. Attachment and Care
5. Language development
6. The relations with friends and family
7. Moral development
8. Aggression

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of e-class platform	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	50
	Independent individual study	50
	Total	100
STUDENTS' ASSESSMENT	Written exam	

5. RECOMMENDED READING

Berk, L., (2019). *Αναπτυξιακή Ψυχολογία: Η προσέγγιση της δια βίου ανάπτυξης* (Επ. Επιμ. Κ. Μανιαδάκη & Στ. Παπασταθόπουλος). Αθήνα: Εκδόσεις Κριτική.

Craig, G. & Baucum, D. (2007). *Η ανάπτυξη του ανθρώπου* (τόμος Α). Αθήνα: Παπαζήση.

Dunn, W., L. & Craig, G. J. (2021). *Κατανοώντας την ανάπτυξη του ανθρώπου* (Επ. Επιμ. Π. Βορριά). Αθήνα: Εκδόσεις Παπαζήση.

Feldman, R. (2009). *Εξελικτική Ψυχολογία*. Αθήνα: Gutenberg.

Lightfoot, C., Cole, M., & Cole, S. R. (2014). *Η ανάπτυξη των παιδιών*. Αθήνα: Gutenberg.

Smith, P., Cowie, H., & Blades, M. (2018). *Κατανοώντας την ανάπτυξη των παιδιών*. Αθήνα: Τζιόλα.

EPA 307 (Tutor: M. Markodimitraki)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 307	SEMESTER	2nd
COURSE TITLE	DEVELOPMENTAL PSYCHOLOGY OF INFANTS AND YOUNG CHILDREN		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing Workshops		3	4
COURSE TYPE	Subject knowledge		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK,		
COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes

The aim of the courses is the students to get the knowledge of how relationships among people are developed in early years through a modern theory, the Innate Intersubjectivity theory. Recent findings on the way mother-embryo's bond is developed and challenging evidence will be presented, that infants are intelligent beings capable of sharing motives, emotions and intentions. The theory of Innate Intersubjectivity will be critically approached compared with classic psychological theories (e.g. Piagetian. Freudian, etc.).

General Abilities

- Search, analysis and composition of data and relevant information
- Independent work

3. COURSE CONTENT

Main contents:

The issues that will be discussed are the following:

- infants and music,
- infants and imitation,
- infants and humour,
- infants and numbers,

- infants and language,
- empathy in infants of healthy and depressed mothers,
- children with autism,
- imaginary friend in preschool years and
- the role of motives, emotions and intentions in interpersonal communication.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Powerpoint, audiovisuals, videos as an educational tool in class, e-class, students' web	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	13 3-hour lectures	
STUDENTS' ASSESSMENT	Written exams	

5. RECOMMENDED READING

- 1) Kugiumutzakis, G. (2016). *To Syn- tis Synkinesis. Pros timin tou Colwyn Trevarthen (The Syn of Synkinesis. In honour of Colwyn Trevarthen.* Heraklion: Crete University Press.

EPA 308 (Tutor: M. Kypriotaki)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 308	SEMESTER	1st
COURSE TITLE	Psychopedagogics of the Early Autism Syndrome		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing		3	4
COURSE TYPE	Subject knowledge		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK		
COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes

The course aims at increasing students' sensitivity, learning, and educational level on issues regarding psychology, support strategies, education and inclusion of children with ASD.

General Abilities

- Search, analysis and composition of data and relevant information
- Independent work
- Teamwork
- Adaptation to new situations
- Creation of new research ideas
- Respect for diversity
- Exercise criticism and self-criticism
- Promotion of free, creative and inductive thinking

3. COURSE CONTENT

Main contents:

Definition. Frequency-Symptoms. Aetiology and interpretation (Psychological theories). Senses and perception of children with ASD. Diagnosis (basic principles and criteria of

diagnosis). Counseling of parents. Early intervention for children with ASD and their families. Psycho-pedagogical treatment/interventions: conditions, purpose, place, therapists, basic teaching principles. Educational programs for preschool, school children and adolescents with ASD. Implementation of inclusive education for children with ASD. Levels of therapeutic support.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Powerpoint, audiovisuals, e-class, students' web, eduportal	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	13 3-hour lectures	
STUDENTS' ASSESSMENT	1. Written exams, optional essay, weekly optional activities. 2. Oral exams for students with Special Educational Needs and/or Disabilities (SEND).	

5. RECOMMENDED READING

1. Nadel, J. (2014). *How imitation boosts development: In infancy and autism spectrum disorder*. OUP Oxford.
2. Kouglioumoutzakis, G. (2016). *The plus of emotion: Psychology of fetuses, infants and toddlers*. University of Crete Publications.

EPA 309 (Tutor: A. Matsopoulos)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 309	SEMESTER	
COURSE TITLE	School Psychology		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
		3hours	4 ECTS
COURSE TYPE	Lecture		
PREREQUISITES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	Yes in conjunction with independent study.		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
Student will be able to be familiar with the basic introductory topics of School Psychology Student will be familiar with main issues focused on applications of School Psychology in preschool and elementary school education.
General Abilities

3. COURSE CONTENT

The following themes are presented in the class: Applications of School Psychology for preschool and elementary education Assessment Interventions and Prevention programs in schools Current issues on special education and Special Education Needs populations Growth Resilience Ecosystemic Consultation (GRECO) model (Matsopoulos, 2022) and applications for educators.

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4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lectures	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Yes	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures, dialogos, invited speakers, case study analyses.	
	Total	
STUDENTS' ASSESSMENT	Portfolio assessment (Short paper, final exams)	

5. RECOMMENDED READING

Matsopoulos, A. (2005). *School Psychology: A New Science*: Athens: Author.

Gutkin, T. & Reynolds, C. (2008). *Handbook of School Psychology (4th Edition)*. New York: Wiley.

Peacock-Gimpel, G., Ervin, R., Dally E., Merrell, K. (2012), *Practical Handbook of School Psychology: Effective Practices for the 21st Century*. New York: Guildford Press.

EPA 310 (Tutor: A. Matsopoulos)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 310	SEMESTER	
COURSE TITLE	Prevention (Resilience) programs in Education		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
		3hours	4 ECTS
COURSE TYPE	Lecture		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	Yes in conjunction with independent study.		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
Student will be able to be familiar of the basic introductory topics in prevention science Student will be able to apply the basic steps in designing prevention programs for preschool and elementary school children Student will be familiar with current issues and challenges of prevention science in schools Student will have main issues focused on applications of School Psychology in preschool and elementary school education.
General Abilities

3. COURSE CONTENT

The following themes are presented in the Seminar: Prevention science Applications of prevention science in preschools & schools Design and implement prevention programs in education School climate and implementation
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4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecture	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Yes	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures, invited speakers, small group work in class, project based learning	
	Total	
STUDENTS' ASSESSMENT	Portfolio assessment (Short paper, final exams)	

5. RECOMMENDED READING

Matsopoulos, A. (2011) *From vulnerability to Resilience: Applications for the School and Family Settings*: Athens: Papazisis publications.

Bosworth, K. (2015) (Editor). *Prevention science in school settings*. Springer: New York.

EPA 311 (Tutor: M. Pourkos)

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EHA 311	SEMESTER	1o
COURSE TITLE	ECOLOGICAL PSYCHOLOGY		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures and practical classes/exercises			4
COURSE TYPE	Scientific area		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	Yes (with coursework in English or Polish language)		
COURSE WEBSITE	http://eclass.edc.uoc.gr/eclass/courses/PTPE120/		

2. LEARNING OUTCOMES

Learning Outcomes
The course is compulsory of restricted choice and aims to introduce students on: (a) purpose, objectives, basic theoretical and methodological concepts and research findings of Ecological Psychology. (b) the applications or implications of Ecological Psychology in learning, development and education. (c) provide how the embodied, perceptual and cognitive processes relate to the ecological environment. (d) Understand about the role of context, perception, lived experience, body (proprioception, kinesthetic experience) and representations in processes of children education, learning and development. (e) Understand the eco-body-self indissoluble relationships and their connections with the educational, learning and developmental processes. (f) explore psychopedagogical themes in the light of an alternative eco-bodily-experiential approach.
General Abilities
• Independent work • Teamwork • Respect for diversity and multiculturalism • Exercise of criticism and self-criticism

- Promotion of free, systemic, creative and deductive thinking
- Self-knowledge and ecological awareness work

3. COURSE CONTENT

Objectives, assumptions, history and methodological approaches of Ecological Psychology and its place among the other subjects of psychology. Basic critical theses of Ecological Psychology to the other theoretical approaches of psychology (psychophysics, structural and gestalt psychology, behaviorism, cognitive-developmental psychology, theories of information processing etc.). The ecological approach of J.J. Gibson. The importance and implications of ecological approaches in learning, development and education. The concept of environment in the ecological approach of J.J. Gibson. Basic ecological concepts for the description of the environment. Ecological physics and optics and the myth of space and time. The concept of ambient optic array and events. Types of terrestrial ecological events. The concept of perceptual system. Types of perceptual systems and their differences from sensations. The concepts of ambient and ambulatory vision compared to snapshot and aperture vision. The concept of information in ecological psychology of J.J. Gibson. Critique of the concept of stimulus and the alternative theory of affordances. Examples of affordances and different areas of their application. The concepts of propriospecific and exterospecific information. The role of the body and proprioception in perceptual and cognitive processes. Implications in education. The concept of invariants in ecological psychology of J.J. Gibson and their importance in perceptual, cognitive and educational processes. The concept of niche and its importance in study and understanding of learning processes in the classroom. The concept of direct perception in ecological psychology of J.J. Gibson. Experimental evidences for direct perception. Criticism of cognitivistic (computational) approaches. The concept of perceptual learning and development. The concept of knowledge in ecological approach and the processes of its acquiring. The problem of egocentrism and private and public knowledge. The role of tools and language in perceptual learning and development. The concept of indirect (mediated) perception and its basic differences with the concept of direct (unmediated) perception. Ways of indirect knowledge. Basic differences between knowledge acquired through pictures and knowledge acquired through language. Ecological approaches and socio-historical and cultural approaches in psychology and education: attempts of integration. From ecological information to socio-historical and cultural representational systems. Perceptual processes and representations (pictures, language etc.): mutual relations and their role in children's learning, education and development. Towards an Eco-Bodily-Experiential approach and an Experiential, Heuristic and Narrative-Dialogic Psychopedagogy. Epistemological and critical assessment and contribution of ecological approaches. Challenges of ecological approaches for the research in 21st century. Their implications and applications in preschool education.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	The three-hour lessons taught on a weekly basis in the amphitheater through lectures, group discussions, problem solving and critical-reflection activities using primary sources, educational DVDs and other online internet material. Part of the teaching process is the not compulsory work (essay) chosen by the student, which takes the form of experiential exercises.
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of primary sources, educational DVDs and other online internet material (the main teaching tools will include the use of computer and a data projector). Use of experiential-multimodal educational material. Extra teaching-learning material and consolidation exercises will also be provided in the e-learning platform 'e-class'.

ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	30
	Laboratorial-experiential essay work that focuses on the applications of Ecological Psychology in education or Critical-reflective essay work that focuses on the critical elaboration of specific issues within the scope of Ecological Psychology	30
	Small individual reflection work using primary sources of Ecological Psychology	20
	Small individual work concerning methodological research training in Ecological Psychology	20
	Total course (25 hours workload per credit unit)	100
STUDENTS' ASSESSMENT	Final written examination (100%) or written optional essay (100%) based either on: (a) critical-reflective essay related to topics of Ecological Psychology, or (b) on laboratorial-experiential essay in the spirit of Ecological Psychology and Experiential, Heuristic and Narrative-Dialogic Psychopedagogy. There is also an optional public presentation in the classroom and submission of short individual essay work using primary sources of Ecological Psychology (20%).	

5. RECOMMENDED READING

- Pourkos, M. (2016). *The Absent Presence of the Body and Lived Experience in Educational, Learning and Developmental Processes*. Athens: Topos Publications (Greek).
- Pourkos, M. (2002). *From Psychophysics to Ecological Psychology: Turning Points in Life and Scientific Work of James J. Gibson*. Athens: Gutenberg Publications (Greek).
- Gibson, J.J. (2002). *The Ecological Approach to Visual Perception* (translated in Greek by A. Golemi & M. Pourkos, Introduction and Editor M. Pourkos). Athens: Gutenberg Publications (Greek).
- Pourkos, M. (2005). *The Ecological Approach to Perceptual Learning and Development: The Odyssey of Eleanor J. Gibson*. Athens: Gutenberg Publications (Greek).
- Gibson, E.J. & Pick, A.D. (2005). *An Ecological Approach to Perceptual Learning and Development* (translated in Greek by A. Bakaki, Introduction and Editor M. Pourkos). Athens: Gutenberg Publications (Greek).

Pourkos, M. (Ed.) (2008). *Embodied Mind, Situated Knowledge and Education: Approaching the Poetics and Culture of the Thinking Body – Interdisciplinary Approaches*. Gutenberg Publications, Athens: Gutenberg Publications (Greek).

EPA 313 (Tutor: Th. Eleftherakis)

1. GENERAL INFORMATION

SCHOOL	FACULTY OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 313	SEMESTER	3
COURSE TITLE	INTRODUCTION TO SOCIOLOGY		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing		3	4
COURSE TYPE	Subject knowledge		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK		
COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE	https://elearn.uoc.gr		

2. LEARNING OUTCOMES

Learning Outcomes
The aim of the course is for the students to gain the acquaintance of a new scientific field in terms of which the society is analyzed methodologically under the scope of many scientific interpretations.
General Abilities
• Search, analysis and composition of data and relevant information • Decision making • Independent work • Group work • Promotion of independent, creative and inductive thinking

3. COURSE CONTENT

• Main contents: From the elementary factors which compose the social and cultural system in which we are born we learn gradually to behave and to communicate with the other persons-members of society. In this ability conduce: a) the institutions which educate us, b) the rules which control us, c) the values which direct us and d) the role models of demeanor which identify us.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Live class attendance (Lecturing in Class) during the scheduled lessons, forms of distance educational
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	programmes with digital educational platforms and support (digital e-learning via Moodle) for working students.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Specific Educational computer applications for scheduling essays and documents, Management and Scheduling Tools, digital aid platforms, support of Educational Programme via distant digital e-learning programs e-learn (Moodle) Use of the digital educational platform e-learning (E-LEARN)	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	LECTURER	39
	Autonomous Study	61
	Total (25 hours of workload for each ECTS credit)	100
STUDENTS' ASSESSMENT	I. Final written examination (100%) comprising: Benchmarking data theory, Comparison and evaluation of theory elements and orology II. Presentation and writing individual essay reinforcing the degree Work (40%). All data and information of the evaluation can be found at the following digital resource: https://elearn.uoc.gr	

5. RECOMMENDED READING

1. Giddens, Anthony (2004). Sociology. Translation by D.G. Tsaousis. Athens: Gutenberg.
2. Alexander, J, Thompson, K., κ.ά. (2016). Modern Introduction in Sociology. Athens: Gutenberg.
3. Gogou, L. (2011). The understanding of social phenomena and perspectives of social research. Athens: Grigoris.

EPA 404 (Tutor: M. Kalogiannakis)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 404	SEMESTER	4 th
COURSE TITLE	Natural Sciences in Preschool Education		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing Workshops		3	4
COURSE TYPE	General background, specialised general knowledge		
PREREQUISITIES	No prerequisite courses		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK		
COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE	http://eclass.edc.uoc.gr/eclass/		

2. LEARNING OUTCOMES

Learning Outcomes
Epistemological constitution of science education and initiation to science education of preschool children.
General Abilities
• Search, analysis and composition of data and relevant information • Decision making • Independent work • Group work • Promotion of independent, creative and inductive thinking

3. COURSE CONTENT

We will be focusing on the following areas: (a) children's conceptions about concepts and phenomena of the natural world; (b) learning theories and their effect to the development of frameworks for the organization of activities concerning natural sciences in early childhood; (c) teaching strategies in Science Education for preschool education; (d) incorporation of Information and Communication Technologies (ICT) in early childhood for science education;
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(e) activities for concepts and phenomena of the natural world for preschool age (gravity, electricity, shadows, light, sound, plants, solids, liquids, gases, environment, greenhouse effect, etc.)

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the of e-learning	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	45
	Group work	10
	Individual work	10
	Independent study	35
	Total (25 hours of workload for each ECTS credit)	100
STUDENTS' ASSESSMENT	Final written examination - Oral examination - Optional or obligatory written work.	

5. RECOMMENDED READING

Plakitsi K. (2008). *Science Education in early and first school childhood. Trends and perspectives*. Athens: Patakis [in Greek]

Kallery M. (2016). Concepts and phenomena from the natural world for young children
Thessaloniki: Ostrakon Publishing, ISBN 978-618-5146-28-3 [in Greek]

EPA 502

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 502	SEMESTER	Spring
COURSE TITLE	Introduction to Philosophy		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures		3	4
COURSE TYPE	General Knowledge,		
PREREQUISITIES	No		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	No		
COURSE WEBSITE	https://free.openeclass.org/courses/HUM320/		

2. LEARNING OUTCOMES

Learning Outcomes
After the course students are expected to: - Have been acquainted with basic philosophical terminology. - Have been acquainted with the basic fields of philosophy. - Have been acquainted with the fundamental problems that the western philosophical tradition has entangled itself with. - Have been acquainted with the history of philosophy. - Have understood what differentiates philosophy from similar or antagonistic fields such as theology, science or mythology or art. - Be able to formulate coherent and sound arguments. - Be able to write short papers.
General Abilities

- Adaptation to different circumstances.
- Decision making.
- Working autonomously.
- Working in groups.
- Development of reflective and critical skills.
- Supporting and nurturing free and creative thinking.

3. COURSE CONTENT

- What is philosophy? / Why do we philosophize?
- Delimiting philosophy: Philosophy, Mythology, Theology and Science.
- Ancient Greek philosophy:
Presocratics, Sophists and Socrates, Plato and Aristoteles, Philosophy and Religion.
- Modern philosophy:
(1) Paradigm shift: New Science.
(2) Rationality and Empiricism.
(3) Kant.
- Post-Kantian philosophy: From the subject to intersubjective understanding.
- The problem of freedom.
- Ethics / morality.
- Art.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	- Use of technology to teach and collaborate / communicate with the students. - Use of open access educational platform (Free Open eClass) for supporting teaching.	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lecturing	30
	Studying the available literature	25
	Interactive communication	20
	Writing papers	15
	Free time studying	10
	Total	100
STUDENTS' ASSESSMENT	Language: Greek. Types of evaluation: - Questions requiring critical thinking. - Question requiring problem solving skills.	

	- Non – obligatory short paper. Standards of evaluation will be made announced during the first two lectures and on line.
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5. RECOMMENDED READING

- Αυγελής, Ν. (2016). Εισαγωγή στη φιλοσοφία. Θεσσαλονίκη: Αντ. Σταματούλης.
- Audi, R. (επ.). (2011). Το φιλοσοφικό λεξικό του Cambridge. (Μτφρ. Αθανασιάδου, Α. κ.ά.). Αθήνα: Κέδρος
- Beardsley, M.C. (1989). Ιστορία των αισθητικών θεωριών. (Μτφρ. Κούρτοβικ, Δ. & Χριστοδουλίδης, Π.). Αθήνα: Νεφέλη.
- Gurthrie, W.K.C. (2007). Οι Έλληνες φιλόσοφοι: Από τον Θαλή ως τον Αριστοτέλη. Αθήνα: Παπαδήμος.
- Κάλφας Β. – Ζωγραφίδης Γ. (2006). Αρχαίοι Έλληνες φιλόσοφοι. Θεσσαλονίκη: Ινστιτούτο Νεοελληνικών Σπουδών (Ίδρυμα Μανώλη Τριανταφυλλίδη).
- Kenny, A. (ed.). (2005). Ιστορία της δυτικής φιλοσοφίας. (Μτφρ. Ρισσάκη, Δ.). Πανεπιστήμιο Οξφόρδης. Αθήνα: Νεφέλη.
- Nagel, T. (1987). What does it all mean? A very short introduction to philosophy. New York: Oxford University Press.
- Πελεγρίνης, Θ. (2004). Λεξικό φιλοσοφίας. Αθήνα: Ελληνικά Γράμματα.
- Renaut, A. (2009). Η φιλοσοφία. (Μτφρ. Μπετζέλος, Τ). Αθήνα: Πόλις.
- Τζαβάρας, Γ. (2007). Ανθολόγιο Αισθητικής. Αθήνα: Gutenberg.
- Warburton, N. (2009). Φιλοσοφία: Τα βασικά ζητήματα. (Μτφρ. Χατζοπούλου, Β.). Αθήνα: Περίπλους.
- (2015). Φιλοσοφία: Τα κλασικά κείμενα. (Μτφρ. Δρίτσας, Θ.). Αθήνα: Αρσενίδης
- Vardy, P. & Grosch, P. (2013). Το αίνιγμα της ηθικής. Εκδόσεις: Αρσενίδης.

Relevant scientific journals: :

- Δευκαλίων.
- Υπόμνημα.

EPA 503 (Tutor: M. Karaiskou)

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 503	SEMESTER	A
COURSE TITLE	Children's literature		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
		3	4
COURSE TYPE	compulsory after the student's choice		
PREREQUISITIES	None		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The aim of the course is a) to introduce students to the character and role of children's literature b) to bring them in contact with significant texts of foreign and Greek children's literature c) to indicate specific methods which may contribute to the decoding of literary texts that address children
General Abilities
Autonomous course-work Cultivation of critical ability Promotion of creative thought

3. COURSE CONTENT

The course is a general introduction to the theory, criticism and history of children's literature and presents a twofold structure. On a first level issues such as the definition of children's literature and the role of the child as a reader and critic of literary texts are examined. Moreover, the aspects that may contribute to the exploration of a literary text (point of view, subject, plot, structure, characters, setting, intertextuality) are analyzed, while key-elements such as language, humor, ideology and illustration are explored. On a second level, after a brief reference to the foreign history of children's literature, a more analytical overview of the development of Greek children's literature is attempted. Particular emphasis is placed on the poetic and prose genres that flourish within its context as well as on the most significant authors that have composed works addressing children. In addition, representative texts are discussed so that the theoretical elements the students have learnt in the first part of the course may be applied in practice.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Classroom	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of electronic platform on student's web	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	39
	Provisional complementary written essay	20
	Personal reading	30
STUDENTS' ASSESSMENT	Final written examination Complementary essay (20%)	

5. RECOMMENDED READING

M. Kanatsouli, *Secrets, lies, dreams and other. Literature for children of pre-school and school age*. Thessaloniki, University Studio Press 2014 (in Greek, proposed to be distributed free).

M. Kanatsouli, *Introduction to the theory and criticism of children's literature of school and preschool age*. 2nd edition. Thessaloniki, University Studio Press 2002.

M. Karpozilou, *The child in the land of books*. Athens. Kastaniotis 1994 .

P. Hunt, *Criticism, theory, and children's literature*. Oxford. Basil Blackwell 1991.

P. Hunt (ed.), *Understanding children's literature*. London. Routledge 2005.

M. Kanatsouli, *The ideological dimensions of children's literature*. Athens. Typothito – G. Dardanos 2000 (in Greek).

H. Sakellariou, *A history of Greek and international children's literature*. Athens. Dania editions 1996 (in Greek).

EPA 504 (Tutor: M. Karaiskou)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 504	SEMESTER	Spring
COURSE TITLE	Modern Greek Literature: Children in Prose Fiction		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures		3	4
COURSE TYPE	General, literature		
PREREQUISITIES	-		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The course aspires to familiarize students with significant texts of modern Greek literature which focus on the representation of childhood as well as to introduce them to modern methods of analyzing literary texts. At the same time it points to new ways of approaching the experience of childhood and its pedagogical and psychological implications through the lens of fiction.
General Abilities
Cultivation of critical thought Creative writing skills Aesthetic education

3. COURSE CONTENT

The course focuses on major authors of the so called generation of the 1880s (Y. Vizyinos, Emm. Roidis, A. Papadiamantis) who employed children as fictional characters in their prose fiction. After an introduction to basic aesthetic movements and literary trends that shaped the development of prose fiction in this period (realism, naturalism, ethnography, short story, the language question), the modes through which children's life and psychology are reflected in literary texts are extensively explored. Aspects such as the relation with peers and adults, the affinity with animals and nature, school life and education, the perception of death and religion, games, child aggression and child exploitation are discussed.
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Additionally, the ways that child characters influence the narrative techniques of a literary text are analyzed. Furthermore, parallels are drawn between the literary depictions of childhood and the way this stage of human life is perceived in a historical and social context both in Greece and Europe of the period.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	In class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Powerpoints Site of the course in E – Class.	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	39
	Student's personal study time	50
	Total	89
STUDENTS' ASSESSMENT	Final written exam	

5. RECOMMENDED READING

Y. M. Vizyinos, *Neoellinika Diigimata*, ed. Pan. Moullas, Athens, Hestia 2003.
A. Papadiamantis, *Autobiographoumenos*, ed. Pan. Moullas, Athens, Ermis 1974.
I Palaioteri *Pezographia mas*, vol.E' – Th' , Athens, Sokolis 1996-1997
R. Kuhn, *Corruption in paradise. The child in Western Literature*, Hanover & London, University Press of New England 1982.

EPA 505 (Tutor: A. Strataridaki)

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 505	SEMESTER	1 st (Winter)
COURSE TITLE	Greek History: The Classical Period		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures		3	4
COURSE TYPE	Social Science		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS			
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
Students are introduced to the history of classical Greece, as well as to the pedagogic implications of the classical civilization. Upon completion of the course, the students should: • Have understood the political and social developments of events and institutions in classical Greece. • Distinguish and interpret the motives of the classical Greeks for their actions, as well as the consequences of those actions on a political, social, and cultural level. • Have understood the pedagogic significance of the classical civilization upon posterity.
General Abilities
Self study

3. COURSE CONTENT

i. Introduction to classical Greece ii. The Persian Wars iii. Pericles and Democracy iv. The Athenian Empire v. The Peloponnesian War vi. The Greek world following the Peloponnesian War
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	vii. The hegemony of Thebes viii. Philip II and the end of Greek independence ix. Society in classical Athens x. Culture in classical Greece I xi. Culture in classical Greece II xii. Pedagogic implications of classical antiquity upon posterity I xiii. Pedagogic implications of classical antiquity upon posterity II
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4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Class lectures	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY		
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures and discussion	39
	Students' self study	61
	Total	100
STUDENTS' ASSESSMENT	Language: Greek Assessment methods: Final written examination (100%). • Short answers (40%) • Essay writing (60%)	

5. RECOMMENDED READING

Άννα Στραταριδάκη-Κυλάφη, *Αρχαία Ελληνική Ιστορία: Η κλασική περίοδος και η παιδαγωγική αξία της*, Αυτοέκδοση, Ρέθυμνο 2000

Claude Mossé & Annie Schnapp-Gourbeillon, *Επίτομη Ιστορία της αρχαίας Ελλάδας (2000-31 π.Χ.)*, Εκδ. Δ. Παπαδήμα, Αθήνα 2002

EPA 506 (Tutor: K. Stavrianos)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 506	SEMESTER	1st
COURSE TITLE	Orthodox Patristic Theology		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
		3	4
COURSE TYPE	Lecture – Optional subject		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE	eclass		

2. LEARNING OUTCOMES

Learning Outcomes
Learning about the teaching of the Fathers of the Church and the issue of the orthodox patristic theology.
General Abilities

3. COURSE CONTENT

Meaning of Patrology and the Fathers of the church. The periods of the Christian literature. The teaching of the Fathers about the Trinity, the God, the Theotokos, the icons. Patristic anthropology. The infancy of the Christians and the teaching of the church about the infants

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecture – Conversation – Argument – Assignment (voluntary). Use of the projector.		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY			
ORGANISATION OF INSTRUCTION	Activity	Semester Workload	

	<i>Total</i>		
STUDENTS' ASSESSMENT			

5. RECOMMENDED READING

K.Stavrianos, Orthodox Patristic Theology and Teaching, ed. Barbounakis, Thessaloniki 2018.

EPA 508 (Tutor: A. Fountoulakis)

1. GENERAL INFORMATION

SCHOOL	FACULTY OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 508	SEMESTER	2 nd
COURSE TITLE	Greek Literature and Drama		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures and Discussion		3	4
COURSE TYPE	Subject area		
PREREQUISITIES	None		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Modern Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	Modern Greek		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The aim of the course is to acquaint students with various topics of drama theory, the scholarly study of the dramatic text and theatre in education.
General Abilities
• Independent work • Team work • Criticism and Self-Criticism • Work in an interdisciplinary environment • Promotion of independent and creative thinking

3. COURSE CONTENT

The course consists of an introduction to the nature of drama with special reference to relevant theories from antiquity to the present day. Reference will be made to topics such as the study of the dramatic text as literature, the ritual origins of drama, the construction of dramatic space, time and theatricality, and reception theory. Reference will also be made to topics relating theatre in education as well as to relevant forms of theatrical expression such as dramatization, dramatic play or shadow theatre.
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4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	In the classroom
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USE OF INFORMATION AND COMMUNICATION TECHNOLOGY		
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	39
	Independent study	61
	Overall	100
STUDENTS' ASSESSMENT	Final written examination	

5. RECOMMENDED READING

- A) Th. Grammatas, *Θεατρική Παιδεία και Επιμόρφωση των Εκπαιδευτικών*, Athens: Typothito – G. Dardanos, 1997. (Greek, proposed to be distributed free)
- B) T. Moudatsakis, *Η Θεωρία του Δράματος στη Σχολική Πράξη: Το Θεατρικό Παιχνίδι, Η Δραματοποίηση*, Athens: Kardamitsa, 1994.
- C) A. Fountoulakis, *Αναζητώντας τον Διδακτικό Μένανδρο: Μια Προσέγγιση της Κωμωδίας του Μενάνδρου και μια Διερεύνηση της Σαμίας*, Athens: Typothito – G. Dardanos, 2004. (Greek)
- D) P. Pavis, *Λεξικό του Θεάτρου*, μετ. Α. Στρουμπούλη του *Dictionnaire du Theatre*, εποπτεία Κ. Γεωργουσόπουλος, Athens: Gutenberg, 2006. (Greek)
- E) Th. Grammatas, *Fantasyland: Θέατρο για Παιδικό και Νεανικό Κοινό*, Athens: Typothito – G. Dardanos, 1999. (Greek)
- F) C. B. Balme, *The Cambridge Introduction to Theatre Studies*, Cambridge: Cambridge University Press, 2008.
- G) A. Mystakidou, *Karagoz: Το Θέατρο Σκιών στην Ελλάδα και στην Τουρκία*, Athens: Ermis, 1982. (Greek)

EPA 603 (Tutor: M. Pourkos)

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPIA 603	SEMESTER	5o
COURSE TITLE	QUALITATIVE RESEARCH METHODOLOGY		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures and practical classes/exercises			4
COURSE TYPE	Scientific area		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	Yes (with coursework in English or Polish language)		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The course is compulsory of restricted choice and aims to introduce and inform students on: 1. The purpose, objectives, history, basic concepts and variety of approaches (methodologies and methods) of the Qualitative Research Methodology in psychology and education. 2. The importance, applications and implications of Qualitative Research Methodology in psychology and in educational, learning and developmental processes. 3. The role that play the context, lived experience, lifeworld and body in the processes of psychological and educational qualitative research. 4. The ultimate goal is to develop an alternative way of thinking of students about the issues of research in psychology and education and knowledge in general.
General Abilities
• Independent work • Teamwork • Respect for diversity and multiculturalism • Exercise of criticism and self-criticism • Promotion of free, systemic, creative, deductive and abducting thinking • Self-knowledge and ecological and multimodal-multiprismatic self-awareness work

3. COURSE CONTENT

The concept of qualitative research. Characteristics of a qualitative research. The importance of Qualitative Research in Social and Human Sciences. Basic differences between qualitative
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and quantitative research. The main differences between qualitative and quantitative research concerning: (a) ontological assumptions; (b) epistemological assumptions, and (c) the relationship between theory and data. The myths about the relationships between qualitative and quantitative research. The main differences between quantitative and qualitative research in social sciences concerning the basic research project and procedure. Advantages and disadvantages of qualitative research. Qualitative research in social sciences and particularly in psychology and education: theoretical and historical delineation of the field. The main general milestones of qualitative research. The main historical turning points and influences for the development of qualitative research. Qualitative research in postmodernism and contemporary times. Epistemology and theoretical background of qualitative research. The concept of "crisis" in science and the critique of the positive "paradigm". The concept of "paradigm" and its basic components. The importance of the epistemological "paradigm" in qualitative research methodology. The basic epistemological-methodological "paradigms" in theory and research (basic assumptions and differences between these paradigms). The basic assumptions of the naturalistic and the humanistic/interpretive "paradigm". Basic differences between the naturalistic and the humanistic/interpretive "paradigm" in social sciences. The myths of the naturalistic "paradigm" under the prism of the humanistic/interpretive "paradigm". The key points of critique of the naturalistic-positive "paradigm". The issue of ideological biased in a research study (either quantitative or qualitative or mixed type). The concept of theory and its role in the research of social sciences. The concept of knowledge, science, methodology and scientific method. The concept of the research method and its difference from the concept of research methodology. The main types of qualitative methodologies/research methods. The basic assumptions of social constructivism. The main features of critical research. The role of the researcher in the field research. The basic assumptions of the critical paradigm in psychology and education. Research conditions, procedures for the development of scientific knowledge and research design issues. Theoretical approaches to qualitative research (interpretative, naturalistic, ethnographic, auto-ethnographic, phenomenological, biographical, narrative, feminist, post-modern, constructivist, critical, ecological and ecosystemic, embodied, social-historic and cultural, critical realism, grounded theory, queer theory, etc.). Idiographic vs nomothetic approach. The concept, approaches (strategies) and types of mixed research methods. The main advantages of mixed research methods. Methods of production and analysis of qualitative research data (case study, interview, observation, participatory observation, focus group, action-research, phenomenological methods, ethnographic method, visual methods, discourse analysis, conversation analysis, cooperative inquiry, microgenetic method, "didactic experiment", design experiment, evidences, etc.). Sampling issues in qualitative research. Stages of qualitative research. Processes concerning selection and formulation of the research problem. Bibliography review. Problem formulation and delimitation. Formulation of the research objective. Research design. Stages and types of qualitative data analysis. Process of organizing, analyzing and interpreting qualitative research data. Writing the research project in a form of paper. Writing bibliographical references. The role of electronics computers in qualitative research. Capabilities and limits of special qualitative research analysis software. Computer programs for the analysis of qualitative data. Assessment of qualitative research. Reliability and validity issues in qualitative research methods. Criteria or practices that ensure validity, credibility, and trustworthiness in a qualitative research. Multimethodic and multiprismatic approaches, the triangulation strategy and crystallization. Ethics in qualitative research.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	The three-hour lessons taught on a weekly basis in the amphitheater through lectures, group discussions, problem solving and critical-reflection activities using primary sources, educational DVDs and other online internet material.
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	Part of the teaching process is the not compulsory work (essay) chosen by the student, which takes the form of experiential exercises.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of primary sources, educational DVDs and other online internet material (the main teaching tools will include the use of computer and a data projector). Use of experiential-multimodal educational material. Extra teaching-learning material and consolidation exercises will also be provided in the e-learning platform 'e-class'.	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	30
	Laboratorial-experiential essay work that focuses on the application of Qualitative Research Methodology in psychology and education or Critical-reflective essay work that focuses on the critical elaboration of specific issues within the scope of Qualitative Research Methodology	30
	Small individual reflection work using primary sources of Qualitative Research Methodology	20
	Small individual work concerning methodological research training in Qualitative Research Methodology	20
	Total course (25 hours workload per credit unit)	100
STUDENTS' ASSESSMENT	Final written examination (100%) or written optional essay (100%) based either on: (a) critical-reflective essay related to topics of Qualitative Research Methodology, or (b) on elaboration of research activity in the spirit of qualitative research approaches. There is also an optional public presentation in the classroom and submission of short individual essay work using primary sources of Qualitative Research Methodology (20%).	

5. RECOMMENDED READING

Berger, P., & Luckmann, T. (2003). *Η Κοινωνική Κατασκευή της Πραγματικότητας* (μτφρ. Α. Αθανασίου). Αθήνα: Νήσος.

- Breakwell, G. (1995). *Η Συνέντευξη*. Αθήνα: Ελληνικά Γράμματα.
- Bruner, J. (1997). *Πράξεις Νοήματος* (μτφρ. Η. Ρόλου & Γ. Καλομοίρης). Αθήνα: Ελληνικά Γράμματα.
- Bruner, J.S. (2004). *Δημιουργώντας Ιστορίες. Νόμος, Λογοτεχνία, Ζωή* (μτφρ. Γ. Κουγιουμουτζάκης, Κ. Πολυδάκη & Β. Τσούρτου, Επιμ. Γ. Κουγιουμουτζάκης). Αθήνα: Ελληνικά Γράμματα.
- Carr, W., & Kemmis, S. (2002). *Για μια Κριτική Εκπαιδευτική Θεωρία – Εκπαίδευση, Γνώση και Έρευνα Δράσης* (μτφρ. Α. Λαμπράκη-Παγανού, Ε. Μηλίγκου & Κ. Ροδιάδου-Αλμπάνη). Αθήνα: Κώδικας.
- Flick, U. (2017). *Εισαγωγή στην Ποιοτική Έρευνα* (μτφρ. Ν. Ζιώγας, επιμ. Ν. Ναγόπουλος). Αθήνα: Προπομπός.
- Ίσαρη, Φ., & Πουρκός, Μ. (2015). *Ποιοτική Μεθοδολογία Έρευνας: Εφαρμογές στην Ψυχολογία και στην Εκπαίδευση*. Ελληνικά Ακαδημαϊκά Ηλεκτρονικά Συγράμματα και Βοηθήματα, <https://repository.kallipos.gr/handle/11419/5826>
- Ιωσηφίδης, Θ. (2003). *Ανάλυση Ποιοτικών Δεδομένων στις Κοινωνικές Επιστήμες*. Αθήνα: Κριτική.
- Ιωσηφίδης, Θ., & Σπυριδάκης, Μ. (Επιμ.) (2006). *Ποιοτική Κοινωνική Έρευνα. Μεθοδολογικές Προσεγγίσεις και Ανάλυση Δεδομένων* (πρόλογος Λ. Λεοντίδου). Αθήνα: Κριτική.
- Kress, G., & van Leeuwen, Th. (2010). *Η Ανάγνωση των Εικόνων: Η Γραμματική του Οπτικού Σχεδιασμού* (μτφρ. Γ. Κουρμεντάλα, επιμ.-θεώρηση, Φ. Παπαδημητρίου). Αθήνα: Επίκεντρο.
- Kuhn, T. (2004). *Η Δομή των Επιστημονικών Επαναστάσεων* (μτφρ. Γ. Γεωργακόπουλος & Β. Κάλφας, εισαγωγή & επιμ. Β. Κάλφας). Αθήνα: Σύγχρονα θέματα.
- Λάζος, Γ. (1998). *Το Πρόβλημα της Ποιοτικής Έρευνας στις Κοινωνικές Επιστήμες*. Αθήνα: Παπαζήσης.
- Λυδάκη, Α. (2012). *Ποιοτικές Μέθοδοι της Κοινωνικής Έρευνας (Νέα έκδοση συμπληρωμένη)*. Αθήνα: Καστανιώτης.
- Mason, J. (2003). *Η Διεξαγωγή της Ποιοτικής Έρευνας* (μτφρ. Ε. Δημητριάδου, επιμ. Ν. Κυριαζή). Αθήνα: Ελληνικά Γράμματα.
- Mishler, E.G. (1996). *Συνέντευξη Έρευνας: Νοηματικό Πλαίσιο και Αφήγημα* (μτφρ. Ν. Ρώντα, επιμ. Γ. Καλομοίρης). Αθήνα: Ελληνικά Γράμματα.
- Πηγιάκη, Δ. (1988). *Εθνογραφία: Η Μελέτη της Ανθρώπινης Διάστασης στην Κοινωνική και Παιδαγωγική Έρευνα*. Αθήνα: Γρηγόρη.
- Πουρκός, Μ. (Επιμ.) (2011α). *Λογοτεχνία-Διαλογικότητα-Ψυχολογία: Κριτικές Προσεγγίσεις*. Αθήνα: Διάδραση.
- Πουρκός, Μ. (Επιμ.) (2013α). *Δυνατότητες και Όρια της Μείξης των Μεθοδολογιών στην Κοινωνική, Ψυχολογική και Εκπαιδευτική Έρευνα: Επιστημολογικά και Μεθοδολογικά Ζητήματα των Προοπτικών Διεύρυνσης του Ερευνητικού Σχεδιασμού*. Αθήνα: Ίων.
- Πουρκός, Μ. (Επιμ.) (2015α). *Βίωμα και Βασισμένες στην Τέχνη Ποιοτικές Μέθοδοι Έρευνας: Επιστημολογικά-Μεθοδολογικά Ζητήματα και Νέες Προοπτικές*. Θεσσαλονίκη: Νησίδες.
- Πουρκός, Μ. (Επιμ.) (2015γ). *Προοπτικές και Όρια της Διαλογικότητας στον Μιχαήλ Μπαχτίν: Εφαρμογές στην Ψυχολογία, την Εκπαίδευση, την Τέχνη και τον Πολιτισμό*. Πάτρα: Opportuna.
- Πουρκός, Μ. (2016). *Πλαίσιο, Σώμα, Βίωμα, Αναπαραστάσεις: Θεμελιώδη Ζητήματα Ψυχολογίας και Ψυχοπαιδαγωγικής*. Αθήνα: Gutenberg.
- Πουρκός, Μ. (2017α). *Το Σώμα ως Τόπος Πληροφορίας, Μάθησης και Γνώσης: Νέες Προοπτικές στην Επιστημολογία και Μεθοδολογία της Ποιοτικής Έρευνας*. Αθήνα: Δίσιγμα.
- Πουρκός, Μ., & Δαφέρμος, Μ. (Επιμ.) (2010α). *Ποιοτική Έρευνα στις Κοινωνικές Επιστήμες: Επιστημολογικά, Μεθοδολογικά και Ηθικά Ζητήματα*. Αθήνα: Τόπος.
- Πουρκός, Μ., & Δαφέρμος, Μ. (Επιμ.) (2010β). *Ποιοτική Έρευνα στην Ψυχολογία και την Εκπαίδευση: Επιστημολογικά, Μεθοδολογικά και Ηθικά Ζητήματα*. Αθήνα: Τόπος.

- Πουρκός, Μ., & Κατσαρού, Ε. (Επιμ.) (2011). *Βίωμα, Μεταφορά και Πολυτροπικότητα: Εφαρμογές στην Επικοινωνία, την Εκπαίδευση, τη Μάθηση και την Γνώση*. Θεσσαλονίκη: Νησίδες.
- Σαββάκης, Μ. (2013). *Μικροκοινωνιολογία και Ποιοτική Έρευνα: Θεωρητικά Παραδείγματα και Εφαρμογές*. Αθήνα: Κριτική.
- Τσουρβάκας, Γ.Ε. (1997). *Ποιοτική Έρευνα – Οι Εφαρμογές της στη Μελέτη των Μέσων Μαζικής Επικοινωνίας*. Αθήνα: Εκδοτικός Όμιλος Συγγραφέων Καθηγητών.
- Τσιώλης, Γ. (2006). *Ιστορίες Ζωής και Βιογραφικές Αφηγήσεις. Η Βιογραφική Προσέγγιση στην Κοινωνιολογική Ποιοτική Έρευνα* (πρόλογος P. Alheit). Αθήνα: Κριτική.
- Τσιώλης, Γ. (2014). *Μέθοδοι και Τεχνικές Ανάλυσης στην Ποιοτική Κοινωνική Έρευνα*. Αθήνα: Κριτική.
- Verma, G.K., & Mallick K. (2004). *Εκπαιδευτική Έρευνα: Θεωρητικές Προσεγγίσεις και Τεχνικές*. Αθήνα: Τυπωθήτω.
- Voloshinov, V.N. (1998). *Μαρξισμός και Φιλοσοφία της Γλώσσας* (μτφρ. & πρόλογος Β. Αλεξίου). Αθήνα: Παπαζήση.

EPA 604

GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	ΕΠΑ 604	SEMESTER	3 rd
COURSE TITLE	Assessment and measurements in early childhood education		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing Workshops		3	4
COURSE TYPE	Subject knowledge		
PREREQUISITIES	NO		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK - ENGLISH		
COURSE IS OFFERD TO ERASMUS STUDENTS	YES		
COURSE WEBSITE	http://eclass.edc.uoc.gr/eclass/courses/PTPE126/		

LEARNING OUTCOMES

Learning Outcomes
First, the students are getting familiar with general approaches of the assessment and measurements in early childhood education and how these have to be implemented. Then, updated tests and measures are introduced, and the students become aware of how these are selected & used, and how their results are presented. After the successful completion of the module the students will be able to: - Understand the procedures and scopes of assessment and measurements in early childhood education - Recognize the contemporary methods of assessment - Have the knowledge to design and implement assessment procedure in early childhood education
General Abilities
- Search, analysis and composition of data and relevant information - Decision making - Independent work - Group work - Promotion of independent, creative and inductive thinking - Work in an interdisciplinary environment

COURSE CONTENT

Main contents:

Development and evolution of assessment and measurements in early childhood education
Understanding of the goals of assessment and measurements, and raising awareness regarding the age
Tests in in early childhood education, presentation and critical analysis of the most common used
Standardized tests
Systematic observation: use, validity, & reliability
Use of systematic observation in early childhood education
Presentation of the most widely used of observation scales in early childhood education
Implementation in the field practice of selected scales
Training of how to use the selected scales

METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the of e-learning	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	26
	Methodological tasks & study analyses of assessment and measurements in small group of students	13
	Group assignment	7
	Individual assignment	13
	Independent individual study	41
	Total (25 hours of workload for each ECTS credit)	100
STUDENTS' ASSESSMENT	Independent individual study (50%) Individual assignment (30%) Group assignment (20%)	

RECOMMENDED READING

Brassard, M. R., & Boehm, A. E. (2007). *Preschool assessment. Principles and Practices*. New York, NY: The Guilford Press.

Dahlberg, G., Moss, P., & Pence, A. (2007). *Beyond quality in early childhood education and care*. New York, NY: Routledge.

Gullo, D. F. (2005). *Understanding assessment and evaluation in early childhood education*. New York, NY: Teachers College Press.

Snow, C. E., & Van Hemel, S. B. (2008) (Eds.). *Early childhood assessment. Why, What, and How*. Washington, DC: The National Academies Press.

Wortham, S. C. (2012). *Assessment in early childhood education*. Princeton, NC: Merrill Publishing.

Wright, R. J. (2010). *Multifaceted assessment for early childhood education*. Thousand Oaks, CA: Sage.

Zaslow, M., Martinez-Beck, I., Tout, K., & Halle, T. (2011). *Quality measurement in early childhood settings*. Baltimore, MD: Brookes Publishing.

EPA 605 (Tutor: M. Linardakis)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 605 (STA101)	SEMESTER	5
COURSE TITLE	STATISTICS IN EDUCATION II		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing Workshops			4
COURSE TYPE	Subject knowledge		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK,		
COURSE IS OFFERD TO ERASMUS STUDENTS	YES		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
Use of statistical analyses in social sciences. Use of statistical software SPSS.
General Abilities
• Search, analysis and composition of data and relevant information • Decision making • Independent work • Group work • Promotion of independent, creative and inductive thinking • Work in an international environment • Work in a multidisciplinary environment • Generating new research ideas • Design and project management

3. COURSE CONTENT

Main contents: Descriptive statistics. Graphs. Correlation. Simple linear regression. Multiple regression. 2 independent samples t-test. Paired samples t-test. One and two way analysis of variance. Interactions. Contingency tables, χ^2 test of independence, Fisher's exact test.
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Multivariate analysis, factor analysis. Introduction to SPSS, applications, analysis of real data sets

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the computer lab.	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	40
	Homework	20
	Study	20
	Total (25 hours of workload for each ECTS credit)	100
STUDENTS' ASSESSMENT		

5. RECOMMENDED READING

Howitt, D., Cramer, D., Στατιστική με το SPSS 16, Κλειδάριθμος, Αθήνα, 2010.

Γναρδέλλης, Χ., Ανάλυση Δεδομένων με το PASW Statistics 17, Παπαζήσης, Αθήνα, 2009

EPA 705 (Tutor: S. Zervoudakis)

1. GENERAL INFORMATION

SCHOOL	FACULTY OF EDUCATION		
DEPARTMENT	PRESCHOOL EDUCATION		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 705	SEMESTER	3rd
COURSE TITLE	MUSIC AND RHYTHMIC EDUCATION III		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures, Workshops		3	3
COURSE TYPE	General Knowledge, Skills Development		
PREREQUISITIES	MOY 100, MOY 101		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
<i>At this level students acquire knowledge and skills of the music methods and approaches. They prepare material for a multicultural class and participate in the Orff instrumental ensemble.</i> <i>At the end of the course students will be able to:</i> • <i>Combine various elements of different music methods in response to modern requests.</i> • <i>Organize a number of preschool activities in order to constitute a complete musical experience.</i> • <i>Be able to choose musical material from different cultures.</i> • <i>Evaluate the artistic outcome of the musical activities.</i>
General Abilities
• Working individually. • Working in a team. • Searching, analyzing and combining data and information using appropriate technology. • Planning and organizing music material.

3. COURSE CONTENT

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- i. Introducing music methods and approaches. Dalcroze and Orff method, Kodaly Approach.
- ii. Organizing *the Orff instrumental ensemble*.
- iii. Multicultural songs and activities.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	ICT in class and in communication	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	10
	Workshops	35
	<i>Interactive teaching</i>	10
	<i>Individual study</i>	20
	COURSE TOTAL	75
STUDENTS' ASSESSMENT	1. Final written exam (80%) 2. Presentation of Personal Assignment (20%)	

5. RECOMMENDED READING

- α) Δογάνη Κ. Μουσική στην προσχολική Αγωγή Gutenberg (προτείνεται να διανεμηθεί δωρεάν)
- β) Ζερβουδάκης Σ. Μάργαρη Μ. Από το ταξίδι του χρόνου, Αθήνα 1992.
- γ) The big multi-cultural music-book, Merry Publications.
- δ) J.B. Turner and R.S. Schiff.: Let's Make Music (multicultural songs and activities), Hal-Leonard, 1995.

EPA 706 (Tutor: S. Zervoudakis)

1. GENERAL INFORMATION

SCHOOL	FACULTY OF EDUCATION		
DEPARTMENT	PRESCHOOL EDUCATION		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 706	SEMESTER	4th
COURSE TITLE	MUSIC AND RHYTHMIC EDUCATION IV		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures, Workshops		3	3
COURSE TYPE	General Knowledge, Skills Development		
PREREQUISITIES	EPA 701 & EPA 702		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS			
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
<i>At this level students acquire knowledge and skills of the music methods and approaches. They prepare material for a multicultural class and participate in a choir ensemble.</i> <i>At the end of the course students will be able to:</i> • <i>Combine various elements of different music methods in response to modern requests.</i> • <i>Organize a number of preschool activities in order to constitute a complete musical experience.</i> • <i>Be able to choose musical material from different cultures.</i> • <i>Evaluate the artistic outcome of the musical activities.</i>
General Abilities
• Working individually. • Working in a team. • Searching, analyzing and combining data and information using appropriate technology. • Planning and organizing music material.

3. COURSE CONTENT

i. Introducing music methods and approaches. Dalcroze and Orff method, Kodaly Approach
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- ii. Organizing *a choir ensemble*.
- iii. Multicultural songs and activities.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	ICT in class and in communication	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	10
	Workshops	35
	<i>Interactive teaching</i>	10
	<i>Individual study</i>	20
	COURSE TOTAL	75
STUDENTS' ASSESSMENT	3. Final written exam (80%) 4. Presentation of Personal Assignment (20%)	

5. RECOMMENDED READING

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 Δογάνη Κ. Μουσική στην προσχολική αγωγή. Gutenberg, (προτείνεται να διανεμηθεί δωρεάν).
 Θεοδωράκης. Μ. 40 τραγούδια για παιδιά., Παπαγρηγορίου – Νάκας 1993.
 Εδώ Λιλιπούπολη. Τα τραγούδια, Ianos 2010.
 Μαυρουδής Ν. Χάρτινο καράβι Παπαγρηγορίου – Νάκας 1996.

FREE ELECTIVES

EPA 116 (Tutor: E. Synodi)

1. General information

SCHOOL	School of Education		
DEPARTMENT	Department of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 116	SEMESTER	3
COURSE TITLE	Comparative Education.		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
		3	4
COURSE TYPE	lecture, elective		
PREREQUISITIES	NO		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	YES in English		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
Students get to know the area of Comparative Education, its methodology and problems that refer to organising, managing and carrying out comparative studies and to interpreting results. They become acquainted with basic features of foreign education systems.
General Abilities
• Individual work • Team work • Respect to diversity and multiculturalism • Critiquing and self-critiquing • Promotion of free creative and critical thinking

3. COURSE CONTENT

The roots and development of Comparative Education, the various schools of thinking within Comparative Education and their epistemological bases, educational borrowing and the connection of Comparative education to other disciplines and fields (politics, economics, sociology, history, philosophy) are presented. Basic features of foreign education systems are also presented.
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4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	In class
USE OF INFORMATION AND	Powerpoints, students' web

COMMUNICATION TECHNOLOGY			
ORGANISATION OF INSTRUCTION	Activity	Semester Workload	
	Lectures	26	
	Individual work (optional)	16	
	Presentation of work	3	
	Study	45	
	Work in class	3	
	Interactive teaching	7	
	TOTAL	100	
STUDENTS' ASSESSMENT	WRITTEN EXAMINATION (100%) And for those presenting and submitting a paper I. Written examination (70%) II. An optional additional written paper. (30%) The above are discussed in the first lecture and can be found on the students' web		

5. RECOMMENDED READING

Περί Συγκριτικής Παιδαγωγικής, της Πέλλας Καλογιαννάκη, 2015, εκδόσεις Gutenberg.
 Συγκριτική Παιδαγωγική του Σήφη Μπουζάκη, 2011, εκδόσεις Gutenberg.

EPA 117 (Tutor: I. Grigorakis)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 117	SEMESTER	
COURSE TITLE	PSYCHOPEDAGOGY OF THE EMERGENT WRITTEN LANGUAGE		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures		3	4
COURSE TYPE	Subject Area		
PREREQUISITES	No		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	No		
COURSE WEBSITE	https://eclass.edc.uoc.gr/courses/PTPEU289/		

2. LEARNING OUTCOMES

Learning Outcomes
After the successful completion of the course, students will be able to know issues related to the young child's systematic contact with the written language as well as issues related to the unhindered acquisition of written language skills. The course based on recent psycho-pedagogical data will help the students to understand: (a) the value of choosing research-based teaching strategies in the field of language (evidence-based teaching), (b) the developing structure of written language, and (c) the skills included in that structure which affect the young child's transition from the emerging literacy to learning to read and write. The course will present students with a continuous picture in children's acquisition of the functions of written language, so that they can get to know: (a) what takes place in the learning process after pre-school education, (b) what are the individual functions of conventional forms of written language, (c) which pedagogical strategies carried out in pre-school education contribute most to the various stages of literacy development, and (d) how will they identify children at risk of experiencing future difficulties in learning to read and write and how can they provide early effective intervention?
General Abilities
• Decision making • Promotion of free, creative and inductive thinking • Search, analyze and synthesize data and information, using the necessary technologies

3. COURSE CONTENT

- Conceptual approach to written language
- Cognitive functions of reading
- Relationship between reading and oral language
- Written language and Greek orthography
- Prerequisites for reading
- Delineation of the emergent literacy and its basic assumptions
- Presentation of the components of emergent literacy (skills, knowledge, attitudes and experiences associated with the conventional forms of written language)
- Cognitive components of the emergent literacy and their role in learning to read and write
- Letter knowledge and the acquisition of the alphabetical principle
- Metalinguistic skills and learning to read
- Invented writing and instructional implications
- Acquisition of basic reading skills
- Reading learning models (Structural – Developmental)
- Teaching methods in learning to read (Phonetics vs holistic methods)
- Early identification of children at risk of experiencing future difficulties in learning to read and write (child-centered, family-centered and school-centered prediction indicators)
- Early psycho-pedagogical intervention to prevent reading and writing difficulties
- Assessment of emergent literacy skills and conventional literacy skills

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lectures in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class platform	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures and discussion	100
	Total Total Course (25 hours of workload per credit unit)	100
STUDENTS' ASSESSMENT	• Written final examination (100%) comprising: - Questions test development - Solving problems related to educational practice • Written optional additional research-based work (20%)	

5. RECOMMENDED READING

- Aidinis A. (2012). *Literacy in early school age. A psycholinguistic approach*. Gutenberg.
- Tafa, E. & Manolitsis, G. (2009). *Emergent literacy: research and applications* (eds.). Pedio.
- Porpodas, K. (2002). *The reading*. Athens.

EPA 119 (Tutor: S. Chatzistefanidou)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 119	SEMESTER	From the 2 nd semester onwards
COURSE TITLE	HISTORY OF EARLY CHILDHOOD EDUCATION		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures		3	4
COURSE TYPE	Scientific area		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	YES (written work in English)		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
Upon completion of the course the students should be able to: • Know important milestones in the evolutionary course of early childhood education (theory and praxis) internationally and in Greece. • To recognize childhood as a socio-cultural construct with varying conceptions across cultures, societies, time and place. • Perceive early childhood education and education in general as a dynamic scientific field evolving under the influence of multiple national and supranational powers: political, economic, social, cultural, ideological.

General Abilities
• Autonomous Work • Exercise of criticism and self-criticism • Promotion of free thought • Respect for diversity and multiculturalism, sensitivity to gender issues

3. COURSE CONTENT

1. Consideration of philosophical and pedagogical ideas concerning the young child and his/her education.
2. Anthropological perceptions about the young child in different societies (exemplary aspects).
3. Evolution of the institutional framework of early childhood education.
4. Presentation of the most well-known early childhood education systems.
5. Milestones in the history of Greek early childhood education.
5. The role of international organizations in the field of early childhood education.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lectures	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	ppt, videos	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	lectures	39
	<i>Autonomous work</i>	61
	Total	100
STUDENTS' ASSESSMENT	Written examination (100%)	

5. RECOMMENDED READING

- Sofia Chatzistefanidou (2015). <i>Istoria tis Proscholikis Agogis. Anthropologikes kai paidagogikes antilipseis – Praktikes anatrofis – Thesmoi frontidas kai ekpaidefsis, v.A, Apo tis aparches tis koinonikis organosis mechri ton 19o aiona</i>,Thessaloniki: Afoi Kyriakidi. - Pantelis Kiprianos (2007). <i>Paidi – Oikogeneia – Koinonia: Istoria tis proscholikis agogis apo tis aparches eos tis meres mas</i>. Athens: Gutenberg. - Charalampos Charitos (1998). <i>To elliniko nipiagogio kai oi rizes tou. Simvoli stin istoria tis proscholikis agogis</i>. Athens: Gutenberg.

- Sheila B. Kamerman (2006). *A global history of early childhood education and care. Background paper for EFA Global Monitoring Report*. Paris: Unesco.
- V. Celia Lascarides & Blythe F. Hinitz (2000). *History of Early Childhood Education*. New York: Routledge.
- Cathy Nutbrown and Peter Clough (2014). *Early Childhood Education: History, Philosophy and Experience*. London: SAGE.

EPA 120 (Tutor: E. Argyropoulou)

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 120	SEMESTER	Spring
COURSE TITLE	PLANNING AND ECONOMICS IN EDUCATION		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
LECTURES, CASE STUDIES ANALYSIS USING FILMS AND DOCUMENTARIES FROM THE INTERNATIONAL CONTEXT		3	4
COURSE TYPE	BACKGROUND KNOWLEDGE – SCIENTIFIC/RESEARCH AREA		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK		
COURSE IS OFFERD TO ERASMUS STUDENTS			
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes	
By the end of the course students will be able to:	
- o Identify and explain terminology appropriate to the field; - o Identify differences in approaching various contexts by analyzing various country cases ; - o Critically discuss, analyze and evaluate theories of educational planning, emphasizing on the school level; - o Discuss various cases of school praxis that can be affected by centrally planned decisions and identify ethical dilemmas that may arise - o Define how can educational planning processes be affected by contextual factors - o Compare and contrast theories of effectiveness	
General Abilities	
 Literature research and knowledge acquisition with the support of ITT  Adaptability to new situations  Cooperative work to accomplish a project-development of communicative skills  Critical analysis and self-critique skills	

3. COURSE CONTENT

The course introduces the student to the theory and practice of educational planning and its role to economic and societal development. Topics include major theories associated with education and human development: human capital, returns of education, etc.. The course content critically analyzes and discusses different approaches to the management of resources for education. It introduces the concept of context as a major factor that contributes to development, economic growth and cultural evolution. The course points out that development is a broad term; development is effective only when all parameters of context (geographic, social, economic, cultural) are taken into account in educational planning

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Face-to-face	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	ITT use in class Learning support via the e-class platform	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures- Case Studies analysis	35
	<i>Group project in a given Case Study or on a selected documentary film</i>	19
	<i>Self-study</i>	46
	<i>Total study hours</i>	100 HOURS/ 4 ECTS
STUDENTS' ASSESSMENT	1/ FINAL WRITTEN EXAM (60%): Analysis –discussion and literature-legislation development questions on a given short case study 2/ ACTIVE PARTICIPATION IN CLASS (25%): participation in the analysis-discussion of subject-related topics 4/MID-TERM FORMATIVE PROGRESS EVALUATION (10%), if not applicable the amount will be added to the final written exam <u>Assessment criteria</u> ▪ Clear understanding of the themes discussed in class ▪ Ability to construct a plausible argument based on a specific paradigm ▪ Participation in class and contribution to class and group discussions	

5. RECOMMENDED READING

SETBOOK

Argyropoulou, E. (2015) Approaching the uncertain future: the managerial function of Planning in Education, Disigma publications, Thessaloniki [in Greek]

FURTHER READING

5. Argyropoulou, E. (2018) International Organizations of Educational Planning, Government Policies and School Management and Leadership, *China-USA Business Review*, Vol. 17, No. 2, 53-63,
6. **Collection of legislative texts and the three Memoranda of Understanding** between the Greek government and the international lending entities.
7. **Topic-related Journals:** Greek and international by choice

EPA 121 (Tutor: M. Ampartzaki)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 121	SEMESTER	3 rd
COURSE TITLE	CONTEMPORARY TRENDS AND PEDAGOGICAL SYSTEMS IN EARLY CHILDHOOD EDUCATION		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing Workshops Museum and other visits to providers on non-formal education & learning		3	4
COURSE TYPE	Subject knowledge		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK, ENGLISH		
COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE	https://elearn.uoc.gr/course/view.php?id=295 (FOR THE ERASMUS STUDENTS)		

2. LEARNING OUTCOMES

Learning Outcomes
The main objective of the course is to introduce students to the contemporary developments and trends that affect preschool education in the world. These developments and trends affect the provision of educational services to the preschool children and their families in every aspect: educational programs, curriculum, teaching practice, teaching methods, support and intervention programs, innovative programs, development of resources etc. Upon course completion students will be able to: Demonstrate knowledge and understanding in a field of early childhood education that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study. Apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of early childhood education. Gather and interpret relevant data (usually within the field of early childhood education) to inform judgments that include reflection on relevant social, scientific or ethical issues. Display those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.

More precisely, students should display:
Advanced knowledge of the contemporary trends and pedagogical systems, involving a critical understanding of theories and principles in the field of early childhood education.
Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in the field of early childhood education.

General Abilities

- Search, analysis and composition of data and relevant information
- Decision making
- Independent work
- Group work
- Promotion of independent, creative and inductive thinking

3. COURSE CONTENT

The course will be looking at contemporary trends developing in Early Childhood Education under the influence of research that focus on the multimodality and the Pedagogy of the Multiliteracies. Thus, it will have the following structure:

I) Contemporary Trends in Early Childhood Education:

a) The influence of new social-ecological conditions with ICT, and the Mass and Social Media in the development of the young child, b) the Pedagogy of Multiliteracies in contemporary Early Childhood Education c) the “Why” of multiliteracies, d) multiple approaches to multiliteracies, e) (multi)literacies as multimodal meaning designs, f) multiliteracies and students’ individual differences, g) multimodal art as a reflective process.

II) Early Childhood Education Systems:

a) Examples of Early Childhood Education Systems that put an emphasis on children’s multimodal expressions, works, documentation and recordings (Reggio schools, Project Zero and Project Spectrum, museum programs etc.). b) Samples of educational resources that promote the development of multiple semiotic ways of expression and communication, e.g. eShadow by the Polytechnic of Crete.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing in class, via forum, with the support of e-learning platform Moodle (synchronous & asynchronous) (special support to working students)	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the of e-learning platform Moodle (synchronous & asynchronous learning)	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	29
	Exercises that focus on the implementation of methodologies and case study analysis – group work	22
	Group work (face to face or via forum)	10
	Essays or portfolio of work	5

	Independent study	34
	Total (25 hours of workload for each ECTS credit)	100
STUDENTS' ASSESSMENT	I. Summative assessment through a final written exam (70%) which contains: - Multiple choice questions. - Analysis of role and conditions in a small case study. - Problem-solving (within the context of early childhood education). II. Formative assessment in weekly work (30%) which contains: - Participation in a minimum of 10 class sessions at the University of Crete to present coursework (20%). - Submission of the relevant coursework (10%).	

5. RECOMMENDED READING

Kalantzis, M. & Cope, B., Chan, E., & Dalley-Trim, L. (2016). *Literacies (2nd Ed.)*. Melbourne: Cambridge University Press.

EPA 123 (Tutor: G. Manolitsis)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 123	SEMESTER	
COURSE TITLE	Learning Theories		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
	Lectures and Practice Exercises	3	4
COURSE TYPE	Scientific area		
PREREQUISITIES	No		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	No		
COURSE WEBSITE	https://eclass.edc.uoc.gr/courses/		

2. LEARNING OUTCOMES

Learning Outcomes
After the successful completion of the course, the students will be able to know the main theoretical approaches to learning. In particular, students will be able to understand: A) Basic principles and categories of human learning B) The classification of learning theories C) Behavioral learning theories D) Socio-cognitive learning theories E) Cognitive learning theories F) Special topics of learning at school
General Abilities
• Generating new research ideas • Search, analyze and synthesize data and information, using the necessary technologies • Promotion of free, creative and inductive thinking

3. COURSE CONTENT

• Conceptual delimitation of learning and categorization of types of learning • Neurobiological and stimulating dimensions of learning • Theory of classical dependent learning • Theory of operant conditioning learning • Theory of social learning (Bandura)

- Learning theory of social constructivism (Vygotsky)
- Developmental-cognitive learning theory (Piaget)
- Discovery learning theory (Bruner)
- Theory of information processing
- Connectionism theories
- Learning theories and text comprehension at school
- Learning theories and problem solving at school

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Face to face	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Powerpoint, videos as an educational tool in class, e-class, students' web	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures and discussion	75
	Practice exercises focusing on the application of research methods and analysis of case studies to small groups of students in the classroom	25
	Total Total Course (25 hours of workload per credit unit)	100
STUDENTS' ASSESSMENT	Final written examination (100%) comprising: - Multiple-choice questions - Solving problems related to teaching design based on learning theories - Comparative evaluation of theory elements	

5. RECOMMENDED READING

- 1) Ormrod, J. E. (2020). *Psychology of Learning* (D. Tomaras, transl., K. Kokkinos, ed.). Gutenberg
 - 2) O' Donell, A.M., Reeve, J., & Smith, J. K. (2021). *Educational Psychology* (D. Tomaras, transl., G. Manolitsis & F. Antoniou, ed.). Gutenberg.
 - 3) Maridaki-Kassotaki, A. (2011). *Pedagogical Psychology*. Diadrasi.
 - 4) Slavin, R.E. (2007). *Educational Psychology* (E. Ekkekaki, transl., K.M. Kokkinos, ed.). Metaichmio.
 - 5) Elliott, S., Krantochwill, T.R., Littlefield Cook, J., & Travers, J.F. (2008). *Educational Psychology* (M. Solman & F. Koliva, transl., A. Leontari, ed). Gutenberg.
 - 6) Bassetas, K. (2002). *Psychology of learning*. Atrapos.
- Relevant scientific journals:

EPA 124 (Tutor: M Kreza)

1. GENERAL INFORMATION

SCHOOL	Faculty of Education		
DEPARTMENT	Department of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 124	SEMESTER	
COURSE TITLE	Preschool state educational programs in various countries.		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures Workshops		3	4
COURSE TYPE	Subject knowledge		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The course aims to acquaint students with the pedagogical framework and the teaching methodology principles of the official Greek preschool program compared to other countries' programs and to help them take a critical approach of the programs.
General Abilities
• Search, analysis and composition of data and relevant information • Decision making • Promotion of independent, creative and inductive thinking

3. COURSE CONTENT

During this course there will be a critical presentation : • Of the Greek preschool educational programs of the last years • Of the current program in Greece and other countries More specifically, the pedagogical framework and principles of these programs will be presented as well as the nature and characteristics of the learning areas that are presented in those programs, the learning aims that are set and the teaching methodology recommended. Moreover, the relation between the principles and aims

presented in these programs and the objectives and principles of school education programs (especially in regards to the first grade) in the same countries, will be examined.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lectures in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of e-class	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Total (25 hours of workload for each ECTS credit)	100
STUDENTS' ASSESSMENT	Final written exams (100%) including questions of critical thinking on what has been studied during the semester.	

5. RECOMMENDED READING

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EPA 127 (Tutor: D. Kontogianni)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 127	SEMESTER	4th
COURSE TITLE	Modern Diaspora		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures		3	4
COURSE TYPE	Scientific Area		
PREREQUISITIES	n.a.		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
By successfully completing this course the students will be able to acknowledge the reasons that push people to move, the identities that are developed by the immigrants in their new countries of residence, as well as how are they organized in communities. Also focusing more on the Greek Diaspora, students seek to get to know the institutions and forms of Greek language education in the Diaspora as well as to understand the need for the children of the second generation of immigrants to cultivate their bilingualism and biculturalism.
General Abilities
• Respect for diversity and multiculturalism • Presentation of social, professional and ethical responsibility and sensitivity in gender issues • Exercise of criticism and self-criticism

3. COURSE CONTENT

1. Introduction and clarification of basic concepts immigrants, returnees, expatriates, diaspora, multiculturalism, interculturalism, biculturalism, bilingualism

II. Migratory patterns and their establishment of their country of residence

Theoretical approaches to the phenomenon of migration - Reasons for migration - Consequences of migration for the country of origin and the country of residence - Greek Diaspora

III. Organization of Greek communities in the Diaspora

Genesis of the community - forms of community organizations - characteristics of the structure of the community - the relationship of the community with the country of origin and country of residence

IV. Ethnocultural identity in the Diaspora

Acculturation- processes of building the ethno-cultural identity of the migrants

V. Forms and institutions of Greek language education in the Diaspora

Social spaces for the use of the Greek language - bilingual educational programs in the Greek community - teaching Greek as a second / foreign language - teaching staff - students

VI. Curricula - teaching materials

Presentation, analysis, evaluation of various teaching materials that have been made for the Greeks of the Diaspora

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	In the class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Contacting Students	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	65
	Independent Study	35
	Total	100
STUDENTS' ASSESSMENT	Final written exam (100%) that consists of: - Test development questions - Solving problems in relation to the educational action	

5. RECOMMENDED READING

1. Δαμανάκης, Μ. (2007). Ταυτότητες και εκπαίδευση στη διασπορά. Αθήνα: Gutenberg.
2. Cohen, R. (Cohen, R. (2003). Παγκόσμια Διασπορά. Αθήνα: Εκδόσεις Παπαζήση.

EPA 129 (Tutor: M. Kreza)

1. GENERAL INFORMATION

SCHOOL	Faculty of Education		
DEPARTMENT	Department of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 129	SEMESTER	
COURSE TITLE	School Pedagogy		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures Workshops		3	5
COURSE TYPE	Subject knowledge		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The aim of this course is the development of students' knowledge about the Pedagogy in the Elementary School, about the basic aspects of teaching in the Elementary School, the Elementary School curriculum, and the key factors affecting learning and teaching in Primary school education. The aim is for students to understand some common points and differences between School Pedagogy and Preschool Pedagogy.
General Abilities
• Search, analysis and composition of data and relevant information • Decision making • Promotion of independent, creative and inductive thinking

3. COURSE CONTENT

Main contents: ▪ The history of School Pedagogy. ▪ The curriculum of the Elementary School in Greece. ▪ Child development and teaching methodology in the Elementary School. ▪ The qualities and role of teachers in the Elementary School. ▪ The classroom climate.

- Basic aspects of teaching in Primary Education: principles, teaching styles, models and teaching methods.
- The role of verbal and non-verbal communication on teaching and learning in Primary Education.
- Common points and differences between School Pedagogy and Preschool Pedagogy.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lectures in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of e-class.	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures and exercises	
	Total (25 hours of workload for each ECTS credit)	100
STUDENTS' ASSESSMENT	Final exam	

5. RECOMMENDED READING

Trilianos, Ath. (2013). *Teaching methodology*. Athens: Diadrasi.

EPA 130 (Tutor: M. Sotiropoulou)

1. GENERAL INFORMATION

SCHOOL	FACULTY OF EDUCATION		
DEPARTMENT	Department of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 130	SEMESTER	5 th and 7 th
COURSE TITLE	AESTHETIC THEORY AND ARTS EDUCATION		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures - Activities' implementation – Qualitative research - Use of audiovisual media.		3	4
COURSE TYPE	Lecture - Elective module. Scientific area: Arts education of preschool and school age children		
PREREQUISITES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	(In Greek)		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes

The course aims at:

- the study of the literature related to a) the arts integration into the pre- and primary school curricula, b) the arts considered a means to teaching non-arts subjects and c) the correlation of aesthetic theory with arts education practices,
- training in model arts activities,
- pilot implementation of arts activities in school,
- the use of qualitative research tools (diaries, observation grids),
- data collection and presentation.

After successfully completing the course, students will be able to:

- Be aware of current theories related to arts integration in pre- and primary school curricula,
- Be familiar with the best-known aesthetic perceptions (representation, expressionism, modernism – formalism, and metamodernism),
- Prepare, implement and evaluate activities appropriate for young children based on the above aesthetic perceptions,
- Record and observe the conditions during the implementation of these activities, and
- Draw conclusions on an ideological, aesthetic and pedagogical level.

General Abilities

Exploration, analysis and synthesis of data and information, with the use of appropriate technologies
 Connection of theory and practice
 Individual Study
 Group study
 Design and management of projects
 Respect for differentiation and multiculturalism
 Respect for the natural environment
 Exercise evaluation and self-evaluation
 Promotion of free, creative and inductive thinking.

3. COURSE CONTENT

Students initially come into contact with ideological, aesthetic and pedagogical features which govern arts activities, according to current research literature for pre- and primary school education. Based on the best-known aesthetic perceptions (representation, expressionism, modernism – formalism, and metamodernism), students train in goal analysis, implementation and development of arts activities. On the basis of the above, they implement arts activities. They subsequently observe, record and process data, and draw conclusions.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Combined teaching approach: Lectures and Activities' implementation	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of artifacts and audiovisual media	
ORGANIZATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	20
	Arts activities presentation / implementation / microteaching	20
	Pilot implementation of arts activities/ Observation /	30
	Data presentation	20
	Individual study	35
	TOTAL	125
STUDENTS' ASSESSMENT	I. Progress paper presentation (30%): II. Collection and analysis of data. Feedback and self-evaluation statement (20%) III. Written final exam 50%	

5. RECOMMENDED READING

BOOK:

1. Σωτηροπούλου – Ζορμπαλά, Μ. & Μουρίκη, Α. (2021). «Είχε μαμά ο Μιρό;» Από την αισθητική θεωρία στη αισθητική αγωγή. Αθήνα: ΠΕΔΙΟ.
2. Sotiropoulou-Zormpala, M. & Mouriki, A. (2020). Enriching arts education through aesthetics. London, New York: ROUTLEGE, TAYLOR & FRANCIS

3. Beardsley, M.C. (1989). *Aesthetics from classical Greece to the present. A short history*. D. Kourtovik & P. Christodoulidis (Trans). Athens: Nefeli. (In Greek).

JOURNALS:

- Art Education (<https://www.arteducators.org/research/art-education>),
- Arts Education Policy Review (<http://www.tandf.co.uk/journals/cfp/vaepcfp.pdf>),
- Studies in art education (<http://www.arteducators.org/research/studies>),
- International Journal of Education Through Art (<http://www.insea.org/publications/international-journal-education-through-art>)
- International Journal of Education and the Arts (<http://www.ijea.org/index.html>)
- Journal of Aesthetic Education (<http://www.jstor.org/page/journal/jaesteduc/about.html>)

EPA 134 (Tutor: E. Argyropoulou)

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 134	SEMESTER	Winter
COURSE TITLE	INTRODUCTION TO LEADERSHIP IN EDUCATION		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
LECTURES, CASE STUDIES ANALYSIS AND SIMULATION		3	4
COURSE TYPE	BACKGROUND KNOWLEDGE – SCIENTIFIC/RESEARCH AREA		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK		
COURSE IS OFFERED TO ERASMUS STUDENTS	YES IN ENGLISH		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The objective of the course is to familiarize students with the content, features and practices of leadership in education. Emphasis is placed on the leadership skills required in education in a context of socio-economic turbulence.. By the end of the course the students will be able to understand and analyze the educational environment in which they are expected to work.
General Abilities
 Literature research and knowledge acquisition with the support of ITT  Adaptability to new situations  Cooperative work to accomplish a project-development of communicative skills  Critical analysis and self-critique skills

3. COURSE CONTENT

The course includes the initial familiarization of the students with the content and meaning of the major terms of educational leadership and the organizational culture within the educational system. Furthermore, it examines the principles of educational leadership as well as it traces the major research trends in educational settings in Greece and abroad. Moreover, students are introduced to case study as a research strategy in education. Finally, an attempt is made to induce students to management and leadership in practice through simulation of real school situations.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Face-to-face		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	ITT use in class Learning support via the e-class platform		
ORGANISATION OF INSTRUCTION	Activity	Semester Workload	
	Lectures- Case Studies analysis	39	
	Group project in a given Case Study or on a selected area	15	
	Self-study	46	
	Total study hours	100 HOURS/ 4 ECTS	
STUDENTS' ASSESSMENT	1/ FINAL WRITTEN EXAM (40%): Analysis –discussion and literature-legislation development questions on a given short case study 2/ ACTIVE PARTICIPATION IN CLASS (35%): participation in the analysis-discussion of subject-related topics 3/GROUP PROJECT WRITING AND PRESENTATION IN CLASS (15%)on a given topic 4/MID-TERM FORMATIVE PROGRESS EVALUATION (10%)		

5. RECOMMENDED READING

8. **Αργυροπούλου, Ε.** (2016) [μτφ., προσαρμογή, επιμέλεια] *Ρ. Στάρατ Ηθική Ηγεσία*, εκδ. Δίσιγμα, Θεσ/κη [SETBOOK]
9. **Αργυροπούλου, Ε.** (2010) Leadership in Early Childhood settings, *LLP: The Making of: Leadership in Education*, NiLS, Bolzano Conference, October 2010, available on www.leadership-in-education.eu
1. **Αργυροπούλου, Ε.** (2013) Managing and Leading in Early Childhood Education: a study of Heads of centers in Greece, *US-China Education Review B*, vol.3, no 9, pp 663-679
2. **Αργυροπούλου, Ε. and Hatira K.** (2014) Metaphors and Drawings as research tools of head teachers' perceptions on their management and leadership roles and responsibilities, *European Early Childhood Education Research Journal*, 2014 Vol. 22, No. 4, 496–512, <http://dx.doi.org/10.1080/1350293X.2014.947832>
3. **Αργυροπούλου, Ε.** (2011) Ethical Leadership: a prerequisite for School Leadership today or just another leadership construct? *Leading Ahead 2011 – Comenius Network Conference León, Spain*
4. **Αργυροπούλου, Ε.** (2015) The challenge of Ethical Leadership university courses: preparing leaders for an uncertain, turbulent and divert future, *Revista Lusófona de Educaçãο*, vol. 30, pp 15-41

Συναφής νομοθεσία:

α/ ΠΔ 79/2017, β/ ΥΑ 105567/2002

ΕΠΙΛΕΓΜΕΝΑ ΚΕΦΑΛΑΙΑ ΑΠΟ ΤΑ ΠΑΡΑΚΑΤΩ ΒΙΒΛΙΑ:

1. **Strike, K., Haller, E. and Soltis, J.** (2005) *The Ethics of School Administration*, 3rd edition, Teachers College Press, NY
2. **Strike, K.,** (2007) *Ethical Leadership in Schools*, Corwin Press, CA
3. **Fullan, M.** (2003) *The Moral Imperative of School Leadership*, Corwin Press, CA
5. **Shapiro, J. P. and Stefkovich, J.** (2011) *Ethical Leadership and Decision Making in Education*, 3rd edition, Routledge, NY

EPA 135 (Tutor: S. Trouli)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 135	SEMESTER	C
COURSE TITLE	Introduction to the Museum Education		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
1. Lectures 2. Educational trips		3 2 or 3 trips (two hours' duration) per semester	4
COURSE TYPE	Free choice General knowledge Skills development		
PREREQUISITIES	Non		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	No		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The learning outcomes of the course in terms of knowledge, skills and attitudes are the following: Knowledge Learn what museum education deals with what a museum is, which types of museums exist and what are their educational possibilities. Become familiar with museum education. Know what the kindergarten syllabus says in relation to museums and educational visits. Meet the methods and techniques of museum education. Get to know the planning stages of museum educational program ant to learn how to evaluate an educational activity offered by the museum. Skills Choose for a specific classroom a museum educational program or some other educational activities offered by the museums. Experiment with museum pedagogical methods and techniques in the classroom as well.

Organize a visit to a museum.

Attitudes

Strengthen the belief that museum pedagogy is a science that offers many tools to the kindergarten teacher.

Organize an educational visit to a museum for their classroom.

Change, if any, their opinion that museums are temples of knowledge, where visitors should be quiet.

Question and reject museum-pedagogical actions that do not encourage active and exploratory learning and that do not correspond to modern theories of learning in the museum.

Cooperate with parents and encourage them to organize family visits to museums.

General Abilities

A broader goal of the Museum Education course is the cooperation between students and their colleagues and the cultivation of a team atmosphere.

At the same time, both when setting goals and when planning the course, we take into account the general skills that the graduate must acquire, such as those listed in the Diploma Appendix and are: the search, the analysis and the synthesis of data and the information using of the appropriate technologies and the necessary bibliography, the application of knowledge in practice, decision-making, autonomous and group work, project planning, the promotion of creative thinking and the exercise of critical thinking and reflection.

3. COURSE CONTENT

The course EPA 135 Museum Education is an introduction to the Museum Pedagogy, the applied pedagogy that has a place of application in museums. In the context of the course, we refer to the history of the museum and the evolution of their educational and social role, as environments of non-formal and informal education. We also present the theories of knowledge and learning that have influenced and contributed to the formation of Museum Pedagogy, but also to the application of these theories into practice through learning in the museum and with the museum in the classroom. With the students, through the observation and the analysis of good pedagogical practices and the experiential participation in museum-pedagogic programs, we understand preschool children. We are still studying the relationship between school and museum, the ways of integrating museum-pedagogical techniques in the kindergarten, but also in the family. Finally, we approach the methods for evaluating learning experiences in the museum or with the museum in the classroom are proposed. With the systematic use of museum education and its methods in kindergarten, children through discovery, observation, exploration, play, experiment, creation, questioning and dialogue, construction of knowledge, expression of their emotions and intersubjectivity, come into authentic contact and unique communication with museums, monuments, material and cultural heritage, gardens, national parks, aquariums, works of art and wider works of material culture, modern or older. At the same time, the kindergarten teacher finds tools in his educational work as the basic skills defined by the Analytical program for Preschool Education are cultivated in an experiential and playful way for children, namely communication, creative and critical thinking, social competences, and competences related to citizenship. Also, the methods and the techniques of museum education support and

enrich the interdisciplinary framework of studies in kindergarten, projects, intercultural, aesthetic and environment education, as well as the corresponding cultural, environment and health education programs.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Face to face teaching. Using ppt and experiential educational techniques in the classroom. Educational visits to museums Remote communication to clarify students' questions.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	E-class for posting educational material for the courses, announcements related to the course and communication with the students. Lectures using power point presentations, observing videos with relevant educational content, utilizing the internet (virtual museums, virtual tours, online museum games etc.)	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	39
	Educational trips	4-6
	Study	20
	Optional assignments	27
	Total	100
STUDENTS' ASSESSMENT	Final written exam in the form of multiple-choice and critical thinking questions (100% or 80%) Optional individual or group assignments during the course, additional to the final assessment (20%)	

EPA 136 (Tutor: E. Synodi)

1.GENERAL INFORMATION

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRECHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 136	SEMESTER	6
COURSE TITLE	COMPARATIVE EDUCATION AND THE RIGHTS OF THE CHILD		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
		3	4
COURSE TYPE	LECTURE, ELECTIVE		
PREREQUISITIES	NO		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK		
COURSE IS OFFERD TO ERASMUS STUDENTS	NO		
COURSE WEBSITE			

LEARNING OUTCOMES

Learning Outcomes
Critical thinking Intercultural communication Perception on human nature, learning and development Culture and education Antiracism and anti-discriminatory education
General Abilities
• Individual work • Team work • Respect to diversity and multiculturalism • Promotion of free creative and critical thinking • Adjustment to new situations • Demonstration of social, professional and moral responsibility and sensitivity

COURSE CONTENT

The implementation of the Convention of the rights of the child in Greece and other countries. Respecting and facilitating children to enjoy their rights mainly those of participation in education
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METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	In class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Powerpoints, students' web, slides, videos	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	26

	Individual work (optional)	16
	Presentation of work	3
	Study	45
	Work in class	3
	Interactive teaching	7
	TOTAL	100
STUDENTS' ASSESSMENT	WRITTEN EXAMINATION (100%) And for those presenting and submitting a paper I. Written examination (70%) II. An optional additional written paper. (30%) The above are discussed in the first lecture and can be found on the students' web	

RECOMMENDED READING

1. Τα δικαιώματα του παιδιού: Ο δρόμος προς την ελευθερία, Στάθης Μπάλιας, Εκδόσεις Παπαζήση, 2011
2. ΑΝΘΡΩΠΙΝΑ ΔΙΚΑΙΩΜΑΤΑ - ΔΙΚΑΙΩΜΑΤΑ ΤΟΥ ΠΑΙΔΙΟΥ ΚΑΙ ΕΚΠΑΙΔΕΥΣΗ ΠΑΝΤΑΖΗΣ ΒΑΣΙΛΗΣ, ΑΤΡΑΠΟΣ, 2009
3. ΤΑ ΔΙΚΑΙΩΜΑΤΑ ΤΟΥ ΠΑΙΔΙΟΥ, ΙΣΤΟΡΙΚΗ ΔΙΑΣΤΑΣΗ, ΣΥΓΧΡΟΝΗ ΕΞΕΛΙΞΗ ΚΑΙ Η ΔΙΕΘΝΗΣ ΣΥΜΒΑΣΗ ΓΙΑ ΤΑ ΔΙΚΑΙΩΜΑΤΑ ΤΟΥ ΠΑΙΔΙΟΥ, (2015) ΦΑΣΟΥΛΗΣ Ν. ΒΑΣΙΛΗΣ. Εκδόσεις: Παπαζήσης.
4. Οικονομίδης, Β.Δ. & Ελευθεράκης, Θ. Γ. (Επιμ.). Εκπαίδευση, Δημοκρατία και Ανθρώπινα Δικαιώματα.

EPA 315 (Tutor: E. Kornilaki)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 315	SEMESTER	2 rd onwards
COURSE TITLE	Developmental Psychology II		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures		3	4
COURSE TYPE	Subject knowledge		
PREREQUISITIES	No		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	Yes (the student will be asked to submit an essay under the supervision of the tutor)		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
After the successful completion of the module the students will be able to: • Have an understanding of the milestones of cognitive, social and emotional development from middle childhood to adolescence. • Have an understanding of the role of difference contexts (family, school, society etc) on development. • Have an understanding of the problems and challenges of adolescence.
General Abilities
• Search, analysis and composition of research data • Independent work • Group work • Promotion of independent, creative and inductive thinking • Work in an interdisciplinary environment

3. COURSE CONTENT

1. Childhood: cognitive, social and emotional development 2. Adolescence: cognitive, social and emotional development 5. The role of friends and family on development
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6. Self and Identity

7. Problems in adolescence (delinquency, drugs, alcohol etc)

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the of e-learning	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	50
	Independent individual study	50
	Total	100
STUDENTS' ASSESSMENT	Written exam	

5. RECOMMENDED READING

Berk, L., (2019). *Αναπτυξιακή Ψυχολογία: Η προσέγγιση της δια βίου ανάπτυξης* (Επ. Επιμ. Κ. Μανιαδάκη & Στ. Παπασταθόπουλος). Αθήνα: Εκδόσεις Κριτική.

Dunn, W., L. & Craig, G. J. (2021). *Κατανοώντας την ανάπτυξη του ανθρώπου* (Επ. Επιμ. Π. Βορριά). Αθήνα: Εκδόσεις Παπαζήση.

Feldman, R. (2009). *Εξελικτική Ψυχολογία*. Αθήνα: Gutenberg.

Lightfoot, C., Cole, M., & Cole, S. R. (2014). *Η ανάπτυξη των παιδιών*. Αθήνα: Gutenberg.

Smith, P., Cowie, H., & Blades, M. (2018). *Κατανοώντας την ανάπτυξη των παιδιών*. Αθήνα: Τζιόλα.

EPA 323 (Tutor: A. Matsopoulos)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 323	SEMESTER	
COURSE TITLE	Consultation in Education		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
		3hours	4 ECTS
COURSE TYPE	Lecture		
PREREQUISITES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	Yes, in conjunction with an independent study.		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
Student will be able to be familiar of the basic concepts of Consultation and its applications in education Student will be able to learn the basic steps and the role of the educator in school consultation Student will be familiar with current issues and challenges of consultation science in schools Student with main issues focused on applications of consultation in preschool and elementary school education.
General Abilities

3. COURSE CONTENT

The following themes are presented in the Seminar:

Consultee based consultation Stages and implementation of consultation in education Skills of a effective consultant Growth Resilience Ecosystemic Consultation (GRECO) model (Matsopoulos, 2022). Applications of consultation science in preschools & schools Applications of consultee based consultation for preschool educators and teachers

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecture	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Yes	
ORGANISATION OF INSTRUCTION	<i>Activity</i>	<i>Semester Workload</i>
	Lectures, small class assignments, invited speakers, case study analysis.	
	<i>Total</i>	
STUDENTS' ASSESSMENT	Portfolio assessment (Short paper, final exams)	

5. RECOMMENDED READING

(1) Hatzichristou, C. & Rosenfield, S. (2017) International Handbook of Consultation New York: Routledge. (2) Matsopoulos, A. (2011) From vulnerability to Resilience: Applications for the School and Family Settings: Athens: Papazisis publications.

EPA 324 (Tutor: M. Pourkos)

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EHA 324	SEMESTER	2o
COURSE TITLE	TEMPERAMENT AND EDUCATIONAL PROCESSES		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures and practical classes/exercises			4
COURSE TYPE	Scientific area		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	Yes (with coursework in English or Polish language)		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The main objectives of the course are: 1. To inform students about the purpose, objectives, history and basic theoretical, methodological and research approaches of Psychology of Temperament. 2. To inform students about the importance, applications and implications of Psychology of Temperament in the processes of childrens' education, learning and development. 3. To inform students about the role that temperament plays in psychological and psychopathological processes. 4. To develop their critical thinking to traditional perceptions and attitudes regarding the learning, behavioral and developmental cognitive processes. 5. To develop students' awareness concerning the need for alternative psychological and psycho-pedagogical approaches to individual temperamental differences and personal development.
General Abilities
• Independent work • Teamwork • Respect for diversity and multiculturalism • Exercise of criticism and self-criticism • Promotion of free, systemic, creative and deductive thinking • Self-knowledge and ecological and systemic awareness work

3. COURSE CONTENT

The aim of the course is to inform students about the purpose, objectives, theoretical, methodological and research approaches of Psychology of Individual Temperamental Differences, as well as its applications and implications in educational and developmental processes. The following issues are covered in the course: The first theories on temperamental differences: the approach of Hippocrates and Galen and that of Heymans and Wiersma. Nervous system types and education: the approach of Pavlov, Krasnogorsky and their followers. Contemporary theories of temperament. Description of the four basic types of the nervous system and their psycho-pedagogical implications according to the approach of Pavlov and Krasnogorsky [strong, balanced and active type (sanguine), strong, balanced and slow type (phlegmatic), strong, unbalanced type with the dominance of the excitation process (choleric), weak type with inhibitions (melancholic)]. Temperament, development and educational and learning processes: the interactive approach of Thomas and Chess. Conceptual definition (operationalization) of temperamental characteristics of behavior (activity level, rhythmicity, regularity, approach or withdrawal, adaptability, threshold of responsiveness, intensity of reaction, quality of mood, distractibility, attention span and persistence). Temperament and children's behavioral problems (developmental psychopathology) in family and school. Individual temperamental differences of pupils and their learning at school. Children's temperamental differences and parental and school counseling. Activity level as a temperamental feature of behavior. Epistemological/psychological foundation of temperamental uniqueness and uniqueness of man: the necessity for alternative psychological and psycho-pedagogical approaches to individual differences and personal development. The concept of general and partial nervous system types as individual temperamental features. Controversies and research findings on the nature of general and partial nervous system types. Four working assumptions about relationships between general and partial nervous system types. The individual differences of people as complex interactive and relational characteristics. The role of individual temperamental differences in relation to socialization and education processes. Individual temperamental differences and development of socio-moral consciousness and behavior. Epistemological issues and critical evaluation and contribution of Psychology of Temperament in the processes of education, learning and development.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	The three-hour lessons taught on a weekly basis in the amphitheater through lectures, group discussions, problem solving and critical-reflection activities using primary sources, educational DVDs and other online internet material. Part of the teaching process is the not compulsory work (essay) chosen by the student, which takes the form of experiential exercises.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of primary sources, educational DVDs and other online internet material (the main teaching tools will include the use of computer and a data projector). Use of experiential-multimodal educational material. Extra teaching-learning material and consolidation exercises will also be provided in the e-learning platform 'e-class'.	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	30
	Laboratorial-experiential essay work that focuses on the application of psychology of	30

	temperament and educational processes or Critical-reflective essay work that focuses on the critical elaboration of specific issues within the scope of psychology of temperament and educational processes	
	Small individual reflection work using primary resources of psychology of temperament and educational processes	20
	Small individual work concerning methodological research training in psychology of temperament and educational processes	20
	Total course (25 hours workload per credit unit)	100
STUDENTS' ASSESSMENT	Final written examination (100%) or written optional essay (100%) based either on: (a) critical-reflective essay related to topics of psychology of temperament and educational processes, or (b) on elaboration of research project in the spirit of psychology of temperament and educational processes. There is also an optional public presentation in the classroom and submission of short individual essay work using primary sources of psychology of temperament and educational processes (20%).	

5. RECOMMENDED READING

- Elliott, S.N., Kratochwill, Th.R. Cook, J.L., & Travers, J.F. (2008). *Εκπαιδευτική Ψυχολογία: Αποτελεσματική Διδασκαλία, Αποτελεσματική Μάθηση* (Επιμ., Α. Λεονταρή & Έ. Συγκολλίτου, μτφρ. Μ. Σόλμαν & Φ. Καλύβα). Αθήνα: Gutenberg.
- Fontana, D. (1996). *Ψυχολογία για Εκπαιδευτικούς* (μτφρ. Μ. Λώμη). Αθήνα: Σαββάλας.
- Gardner, H. (2006). *Πώς το Παιδί Αντιλαμβάνεται τον Κόσμο: Μέθοδοι Διδασκαλίας σε Αρμονία με τους Τρόπους Σκέψης του Παιδιού* (μτφρ. Α. Βεργιοπούλου, επιμ. & εισαγωγή Ε. Κουτσουβάνου & Σ. Πανταζής). Αθήνα: Ατραπός.
- Gardner, H. (2010). *Frames of Mind: Η Θεωρία των Πολλαπλών Τύπων Νοημοσύνης* (μτφρ. Π. Γεωργίου). Αθήνα: Μαραθιά.
- Κανδαράκης, Α. (2007). *Ιδιοσυγκρασία και Σχολική Προσαρμογή*. Αθήνα: Gutenberg.
- Κοσμόπουλος, Α.Β. (1990). *Σχεσιοδυναμική Παιδαγωγική του Προσώπου*. Αθήνα: Γρηγόρης.
- Μαριδάκη-Κασσωτάκη, Α. (2012). *Παιδαγωγική Ψυχολογία*. Αθήνα: Διάδραση.
- Παρασκευόπουλος, Ν.Ι. (1994). *Ψυχολογία Ατομικών Διαφορών: Διατομικές, Διομαδικές και Ενδοατομικές Διαφορές και Αποκλίσεις*. Αθήνα: Ιδιωτική έκδοση.
- Πουρκός, Μ. (Επιμ.) (1997). *Ατομικές Διαφορές Μαθητών και Εναλλακτικές Ψυχοπαιδαγωγικές Προσεγγίσεις*. Αθήνα: Gutenberg.

Πουρκός, Μ. (2001). Ιδιοσυγκρασία και Άγχος: Επιστημονικές Έρευνες και Διαπιστώσεις. Στο Ε. Βασιλάκη, Σ. Τριλίβα & Η. Μεζεβέργη (Επιμ.), *Το Στρες, το Άγχος και η Αντιμετώπισή τους* (σσ. 61-110). Αθήνα: Ελληνικά Γράμματα.

Πουρκός, Μ. (2016). *Πλαίσιο, Σώμα, Βίωμα, Αναπαραστάσεις: Θεμελιώδη Ζητήματα Ψυχολογίας και Ψυχοπαιδαγωγικής*. Αθήνα: Gutenberg.

Slavin, R.E. (2007). *Εκπαιδευτική Ψυχολογία: Θεωρία και Πράξη* (επιμ. Κ.Μ. Κόκκινος, μτφρ. Ε. Εκκεκάκη). Αθήνα: Μεταίχμιο.

EPA 325 (Tutor: M. Pourkos)

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPIA 325	SEMESTER	2ο
COURSE TITLE	PERCEPTUAL LEARNING AND EDUCATIONAL PROCESSES		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures and practical classes/exercises			4
COURSE TYPE	Scientific area		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	Yes (with coursework in English or Polish language)		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The main objectives of the course are: 1. To inform students about the purpose, objectives, history and basic theoretical, methodological and research approaches of the Psychology of Perceptual Learning and Development. 2. To inform students about the importance, applications and implications of Psychology of Perceptual Learning and Development in the processes of childrens' education, learning and development. 3. To sensitize students for the role of perceptual learning that plays in cognitive processes. 4. To develop students' critical thinking in relation to traditional perceptions and attitudes regarding the learning and developmental cognitive processes.
General Abilities

- Independent work
- Teamwork
- Respect for diversity and multiculturalism
- Exercise of criticism and self-criticism
- Promotion of free, systemic, creative and deductive thinking
- Self-knowledge and multimodal-multiprismatic self-awareness work

3. COURSE CONTENT

The aim of the course is to inform students about the purpose, objectives, theoretical, methodological and research approaches of Psychology of Perceptual Learning and Development, as well as its applications and implications in educational processes. The course cover the following issues: Assumptions and basic concepts of Psychology of Perceptual Learning and Development and its position among the other subjects of psychology. Historical review and criticism to other theoretical psychological approaches from the standpoint of Psychology of Perceptual Learning and Development (psychophysics, structural and gestalt psychology, behaviorism, cognitive-developmental psychology, psychoanalytic approaches, information processing theories, etc.). Reflections on delimitation of the concept of perceptual learning. Key Leaders of the Psychology of Perceptual Learning and Development. The ecological approach of E.J. Gibson in perceptual learning and development. Research methods of perceptual learning and development. Basic principles of perceptual learning and development. Developmental trends in perceptual learning. Basic mechanisms (processes) of perceptual learning and development: agency, prospectivity, seeking and using order, flexibility. Perceptual learning: differentiation or enrichment. The role of attention in processes of perceptual learning and development and in educational processes. Perceptual learning and development in relation to the age of pupils and their level of education: research findings in various domains of perceptual learning and development. Epistemological issues and critical evaluation and contribution of Psychology of Perceptual Learning and Development to the science of education. The challenges of Psychology of Perceptual Learning and Development for psycho-pedagogical research in the 21st century. Its implications for research and applications in pre-school education.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	The three-hour lessons taught on a weekly basis in the amphitheater through lectures, group discussions, problem solving and critical-reflection activities using primary sources, educational DVDs and other online internet material. Part of the teaching process is the not compulsory work (essay) chosen by the student, which takes the form of experiential exercises.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of primary sources, educational DVDs and other online internet material (the main teaching tools will include the use of computer and a data projector). Use of experiential-multimodal educational material. Extra teaching-learning material and consolidation exercises will also be provided in the e-learning platform 'e-class'.	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	30
	Laboratorial-experiential essay work that focuses on the applications of perceptual learning in	30

	educational and developmental processes or Critical-reflective essay work that focuses on the critical elaboration of specific issues within the scope of the course of perceptual learning in educational and developmental processes	
	Μικρή ατομική εργασία προβληματισμού με τη χρήση πρωτογενών πηγών της Ψυχολογίας της Αντιληπτικής Μάθησης και Ανάπτυξης Small individual reflection work using primary sources of perceptual learning in educational and developmental processes	20
	Small individual work concerning methodological research training in perceptual learning in educational and developmental processes	20
	Total course (25 hours workload per credit unit)	100
STUDENTS' ASSESSMENT	Final written examination (100%) or written optional essay (100%) based either on: (a) critical-reflective essay related to topics of perceptual learning in educational and developmental processes, or (b) on laboratorial-experiential essay in the spirit of perceptual learning in educational and developmental processes. There is also an optional public presentation in the classroom and submission of short individual essay work using primary sources (20%).	

5. RECOMMENDED READING

Gibson, E.J. & Pick, A.D. (2005). *Μια Οικολογική Προσέγγιση στην Αντιληπτική Μάθηση και Ανάπτυξη* (μτφρ. Α. Βακάκη, Εισαγωγή-Επιμ. Μ. Πουρκός). Αθήνα: Gutenberg.

Gibson, J.J. (2002). *Η Οικολογική Προσέγγιση στην Οπτική Αντίληψη* (μτφρ. Α. Γολέμη & Μ. Πουρκός, Εισαγωγή-Επιμέλεια, Μ. Πουρκός). Αθήνα: Gutenberg.

Κουγιουμουτζάκης, Γ. (Επιμ.) (2009). *Αναπτυξιακή Ψυχολογία: Παρελθόν, Παρόν, Μέλλον*. Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης.

Luria, A.R. (1995). *Γνωστική Ανάπτυξη* (μτφρ. Μ. Τερζίδου, Επιμ. Α. Κωσταρίδου-Ευκλείδη). Αθήνα: Ελληνικά Γράμματα.

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- Πουρκός, Μ. (Επιμ.) (2008). *Ενσώματος Νους, Πλαισιοθετημένη Γνώση και Εκπαίδευση: Προσεγγίζοντας την Ποιητική και τον Πολιτισμό του Σκεπτόμενου Σώματος*. Αθήνα: Gutenberg.
- Πουρκός, Μ. (2016). *Πλαίσιο, Σώμα, Βίωμα, Αναπαραστάσεις: Θεμελιώδη Ζητήματα Ψυχολογίας και Ψυχοπαιδαγωγικής*. Αθήνα: Gutenberg.
- Πουρκός, Μ. (Επιμ.) (2017). *Το Σώμα ως Τόπος Πληροφορίας, Μάθησης και Γνώσης: Νέες Προοπτικές στην Επιστημολογία και Μεθοδολογία της Ποιοτικής Έρευνας*. Θεσσαλονίκη: Εκδόσεις Δίσιγμα.

EPA 326 (Tutor: M. Pourkos)

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 326	SEMESTER	2o
COURSE TITLE	SOCIAL-HISTORICAL-CULTURAL PSYCHOLOGY		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures and practical classes/exercises			4
COURSE TYPE	Scientific area		
PREREQUISITES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	Yes (with coursework in English or Polish language)		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The main objectives of the course are: To inform the students about the purpose, objectives, history, the basic concepts and the variety of theoretical, methodological and research approaches of Socio-Historical-Cultural Psychology.

2. To inform students about the importance, applications and implications of Socio-Historical-Cultural Psychology in the processes of children's education, learning and development. 3. To sensitize students about the role that plays the historical, social and cultural context in the formation processes of psychological concepts and cognitive processes in general. 4. To develop students' critical thinking in relation to traditional perceptions and attitudes regarding the learning and developmental cognitive processes.
General Abilities
• Independent work • Teamwork • Respect for diversity and multiculturalism • Exercise of criticism and self-criticism • Promotion of free, systemic, creative and deductive thinking • Self-knowledge and social-historical-cultural self-awareness work

3. COURSE CONTENT

The aim of the course is to inform students about the purpose, objectives, theoretical, methodological and research approaches of socio-historical-cultural psychology, as well as its applications and implications in education processes. The course covers the following issues: Assumptions of socio-historical-cultural psychology and its place among the other subjects of psychology. Historical review and criticism to other theoretical psychological approaches from the standpoint of Socio-historical-cultural Psychology (psychophysics, structural and gestalt psychology, behaviorism, cognitive-developmental psychology, psychoanalytic approaches, information processing theories, etc.). Reflections on the delimitation of the concept of socio-historical-cultural approaches in psychology. Methodological crisis of Psychology and the alternative perspective of socio-historical-cultural approaches. Key proponents and leaders of the Socio-historical-cultural Psychology. Basic phases of development of socio-historical-cultural approaches. Basic approaches of the contemporary cultural psychology (symbolic approach, activity theory and individualistic approach). Basic assumptions of socio-historical-cultural approaches in psychology. Socio-historical-cultural context (institutions, structures, practices, values or meanings, traditions etc.) and psychological processes (perception, imagination, categorization, generalization and abstract thinking, deductive thinking and inference, linguistic and mnemonic processes, heuristic processes, problem solving processes, processes of self-analysis and self-awareness/self-knowledge, emotional and socio-moral processes, etc.). Socio-historical-cultural approaches and ecological approaches to psychology and education: attempts to synthesize. Epistemological concerns/issues and critical assessment and contribution of socio-historical-cultural approaches to psychology and education. The challenges of socio-historical-cultural approaches to psycho-pedagogical research in the 21st century. Their implications for research and applications in pre-school education, learning and development.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	The three-hour lessons taught on a weekly basis in the amphitheater through lectures, group discussions, problem solving and critical-reflection activities using primary sources, educational DVDs and other online internet material. Part of the teaching process is the not compulsory work (essay) chosen by the student, which takes the form of experiential exercises.
USE OF INFORMATION AND COMMUNICATION	Use of primary sources, educational DVDs and other online internet material (the main teaching tools will include the use of computer and a data projector).

TECHNOLOGY	Use of experiential-multimodal educational material. Extra teaching-learning material and consolidation exercises will also be provided in the e-learning platform 'e-class'.	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	30
	Laboratorial-experiential essay work that focuses on the applications of Social-Historical-Cultural Psychology in education or Critical-reflective essay work that focuses on the critical elaboration of specific issues within the scope of Social-Historical-Cultural Psychology	30
	Small individual reflection work using primary sources of Social-Historical-Cultural Psychology	20
	Small individual work concerning methodological research training in Social-Historical-Cultural Psychology	20
	Total course (25 hours workload per credit unit)	100
STUDENTS' ASSESSMENT	Final written examination (100%) or written optional essay (100%) based either on: (a) critical-reflective essay related to topics of Social-Historical-Cultural Psychology, or (b) on elaboration of research project in the spirit of Social-Historical-Cultural Psychology approaches. There is also an optional public presentation in the classroom and submission of short individual essay work using primary sources of Social-Historical-Cultural Psychology (20%).	

5. RECOMMENDED READING

Bruner, J.S. (1997). *Πράξεις Νοήματος* (μτφρ. Η. Ρόκου & Γ. Καλομοίρης, Επιμ., Μ. Τσαγκαράκης & Α. Ζώτος). Αθήνα: Ελληνικά Γράμματα.

Δαφέρμος, Μ. (2002). *Η Πολιτισμική-Ιστορική Θεωρία του Vygotsky: Φιλοσοφικές-Ψυχολογικές-Παιδαγωγικές Διαστάσεις*. Αθήνα: Ατραπός.

Donaldson, M. (1991). *Η Σκέψη των Παιδιών* (μτφρ. Α. Καλογιαννίδου & Α. Αρχοντίδου, Επιμ. Σ. Βοσνιάδου). Αθήνα: Gutenberg.

- Elias, N.S. (1996). *Η Διαδικασία του Πολιτισμού: Μια Ιστορία της Κοινωνικής Συμπεριφοράς στη Δύση - Κοινωνιογενετικές και Ψυχογενετικές Έρευνες I* (μτφρ. Θ. Λουπασάκης, Επιμ. Κ. Λιβιεράτος). Αθήνα: Αλεξάνδρεια.
- Elias, N.S. (1997). *Η Εξέλιξη του Πολιτισμού: Κοινωνιογενετικές και Ψυχογενετικές Έρευνες, Τόμος Β', Αλλαγές της Κοινωνίας: Σχεδιάγραμμα για μια Θεωρία του Πολιτισμού* (μτφρ. Ε. Βαϊκούση). Αθήνα: Νεφέλη.
- Gergen, K.J. (1997). *Κορεσμένος Εαυτός* (μτφρ. Α. Ζώτος, Επιμ. Μ. Τσαγκαράκης). Αθήνα: Ελληνικά Γράμματα.
- Gibson, E.J. & Pick, A.D. (2005). *Μια Οικολογική Προσέγγιση στην Αντιληπτική Μάθηση και Ανάπτυξη* (μτφρ. Α. Βακάκη, Εισαγωγή-Επιμ. Μ. Πουρκός). Αθήνα: Gutenberg.
- Gibson, J.J. (2002). *Η Οικολογική Προσέγγιση στην Οπτική Αντίληψη* (μτφρ. Α. Γολέμη & Μ. Πουρκός, Εισαγωγή-Επιμέλεια, Μ. Πουρκός). Αθήνα: Gutenberg.
- Levitin, K. (1988). *Η Διαμόρφωση της Προσωπικότητας. Ψυχολογία της Δραστηριότητας* (μτφρ. Λ. Καρσέρα, Επιστ. Θεώρηση Δ. Σακκάς, Επιμ. Α. Στουπάκη). Αθήνα: Σύγχρονη Εποχή και Ελληνικά Γράμματα.
- Luria, A.R. (1995). *Γνωστική Ανάπτυξη* (μτφρ. Μ. Τερζίδου, Επιμ. Α. Κωσταρίδου-Ευκλείδη). Αθήνα: Ελληνικά Γράμματα.
- Παπαδοπούλου, Κ. (2009). *Η Ζώνη Εγγύτερης Ανάπτυξης στη Θεωρία του L.S. Vygotsky*. Αθήνα: Gutenberg.
- Παπαμιχαήλ, Γ. (1988). *Μάθηση και Κοινωνία: Η Εκπαίδευση στις Θεωρίες της Γνωστικής Ανάπτυξης*. Αθήνα: Οδυσσέας.
- Πετρογιάννης, Κ.Γ. (2003). *Η Μελέτη της Ανθρώπινης Ανάπτυξης: Οικοσυστημική Προσέγγιση*. Αθήνα: Καστανιώτη.
- Πουρκός, Μ. (1997). Ο Ρόλος του Πλαισίου στην Ανθρώπινη Επικοινωνία, την Εκπαίδευση και την Κοινωνικο-Ηθική Μάθηση. *Η Οικο-Σωματική-Βιωματική Προσέγγιση ως Εναλλακτική Πρόταση στο Γνωστικισμό: Προς μία Βιωματική, Ευρετική και Επικοινωνιακή Ψυχοπαιδαγωγική*. Αθήνα: Gutenberg.
- Πουρκός, Μ. (Επιμ.) (2011). *Κοινωνικο-Ιστορικο-Πολιτισμικές Προσεγγίσεις στην Ψυχολογία και την Εκπαίδευση*. Αθήνα: Διάδραση.
- Πουρκός, Μ. (2016). *Πλαίσιο, Σώμα, Βίωμα, Αναπαραστάσεις: Θεμελιώδη Ζητήματα Ψυχολογίας και Ψυχοπαιδαγωγικής*. Αθήνα: Gutenberg.
- Vygotsky, L.S. (1988). *Σκέψη και Γλώσσα* (μτφρ. Α. Ρόδη). Αθήνα: Γνώση.
- Vygotsky, L.S. (1997). *Νους στην Κοινωνία: Η Ανάπτυξη των Ανώτερων Ψυχολογικών Διαδικασιών* (μτφρ. Α. Μπίμπου & Σ. Βοσνιάδου, Επιμ. Σ. Βοσνιάδου). Αθήνα: Gutenberg.

EPA 327 (Tutor: M. Pourkos)

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EΠΑ 327	SEMESTER	2ο
COURSE TITLE	GENDER RELATIONS AND PROCESSES OF MORAL DEVELOPMENT AND EDUCATION		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS

Lectures and practical classes/exercises		4
COURSE TYPE	Scientific area	
PREREQUISITIES		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek	
COURSE IS OFFERED TO ERASMUS STUDENTS	Yes (with coursework in English or Polish language)	
COURSE WEBSITE		

2. LEARNING OUTCOMES

Learning Outcomes	
The main objectives of the course are: 1. To inform students about the purpose, objectives, history, the basic concepts and the variety of theoretical, methodological and research approaches of gender relations, gendered identities and processes of moral education, learning and development. 2. To inform students about the importance, applications and implications of gender relations and gendered identities to the processes of children's moral education, learning and development. 3. To sensitize students about the role that play the body, historical, social, political and cultural context to the formation processes of gender relations and gendered identities. 4. To develop students' critical thinking in relation to traditional perceptions and attitudes regarding the gender relations, gendered identities and processes of moral education, learning and development.	
General Abilities	
• Independent work • Teamwork • Respect for diversity and multiculturalism • Exercise of criticism and self-criticism • Promotion of free, systemic, creative and deductive thinking • Self-knowledge and social-moral awareness work	

3. COURSE CONTENT

The aim of the course is to inform students about the purpose, objectives, theoretical, methodological and research approaches on the issues of gender relations and embodied gendered identities and processes of moral education, learning and development. The course covers the following issues: Socio-historical-cultural processes and gender relations, gendered identities and processes of moral education, learning and development: scientific researches and findings. Qualitative research methodologies/methods and body, gender relations, gendered identities and processes of moral education, learning and development. Feminism, body and gender relations, gendered identities and processes of moral education, learning and development. L. Kohlberg's approach to moral development and education. C. Gilligan's approach to self (autonomous self and relational self) and gender-based moral orientations (moral orientation of justice and moral orientation of care and responsibility) and its critique. Mechanisms and processes of self-formation and gender-based moral orientations. Body, habitus, gender relations, gendered identities, and processes of moral education, learning and development. P. Bourdieu's approach to body, gender, gendered identities and their formation
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processes. J. Butler's performative theory for body, gender, gendered identities, and their formation processes. Alternative sexual identities and processes of moral education, learning and development. Moving beyond normative moralities and identities: from psychology and identity politics to a relational oriented psychology and politics. Basic assumptions of eco-bodily-experiential approach to the body, lived experience, gender relations, gendered identities and processes of moral education, learning and development. Epistemological concerns and critical assessment of issues related to the body, habitus, gender relations, gendered identities and processes of moral education, learning and development. The challenges of these issues for psycho-pedagogical research in the 21st century. Their implications for research and applications in pre-school education, learning and development.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	The three-hour lessons taught on a weekly basis in the amphitheater through lectures, group discussions, problem solving and critical self-reflection activities using primary sources, educational DVDs and other online internet material. Part of the selected not compulsory work (study) by students is in the form of experiential activities taught weekly in the Laboratorial Unit of Ecological Psychology and Experiential, Heuristic and Narrative-Dialogic Psychopedagogy.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of primary sources, educational DVDs and other online internet material (the main teaching tools will include the use of computer and a data projector). Use of experiential-multimodal educational material. Extra teaching-learning material and consolidation exercises will also be provided in the e-learning platform 'e-class'.	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	30
	Laboratorial-experiential essay work that focuses on the application of gender relations, gender identities and processes of moral education and development or Critical-reflective essay work that focuses on the critical elaboration of specific issues within the scope of the course	30
	Small individual reflection work using primary sources of gender relations, gender identities and processes of moral education and development	20

	Small individual work concerning methodological research training in gender relations, gender identities and processes of moral education and development	20
	Total course (25 hours workload per credit unit)	100
STUDENTS' ASSESSMENT	Final written examination (100%) or written optional essay (100%) based either on: (a) critical-reflective essay related to topics of gender relations, gender identities and processes of moral education and development, or (b) on elaboration of research project in the spirit of the course. There is also an optional public presentation in the classroom and submission of short individual essay work using primary sources (20%).	

5. RECOMMENDED READING

- Αβδελά, Ε., & Ψαρρά, Α. (1997). *Σιωπηρές Ιστορίες: Γυναίκες και Φύλο στην Ιστορική Αφήγηση*. Αθήνα: Αλεξάνδρεια.
- Askew, S., & Ross, C. (1994). *Τα Αγόρια δεν Κλαίνε* (μτφρ. Μ. Τερζίδου, πρόλογος Ν. Πολεμικός). Αθήνα: Ελληνικά Γράμματα.
- Beauvoir, S. (1979). *Το Δεύτερο Φύλο* (μτφρ., Κ. Σιμοπούλου). Αθήνα: Γλάρος.
- Bourdieu, P. (1999). *Η Διάκριση: Κοινωνική Κριτική της Καλαισθητικής Κρίσης* (μτφρ. Κ. Καφανέλη, πρόλογος Ν. Παναγιωτόπουλος). Αθήνα: Πατάκη.
- Bourdieu, P. (2000). *Πρακτικοί Λόγοι: Για τη Θεωρία της Δράσης* (μτφρ. Ρ. Τουτουντζή). Αθήνα: Πλέθρον.
- Bourdieu, P. (2006). *Η Αίσθηση της Πρακτικής* (μτφρ. Θ. Παραδέλλης, επιμ. Μ. Τσάτσου). Αθήνα: Αλεξάνδρεια.
- Bourdieu, P. (2015α). *Η Ανδρική Κυριαρχία* (μτφρ. Ε. Γιαννοπούλου, επιμ. σειράς, πρόλογος Ν. Παναγιωτόπουλος). Αθήνα: Πατάκης.
- Bourdieu, P. (2015β). *Πασκαλιανοί Διαλογισμοί* (μτφρ. Ε. Γιαννοπούλου). Αθήνα: Πατάκη.
- Butler, J. (2006). Παραστασιακές Επιτελέσεις και Συγκρότηση του Φύλου: Δοκίμιο πάνω στη Φαινομενολογία και τη Φεμινιστική Θεωρία. Στο Α. Αθανασίου (Επιμ.-εισαγωγή), *Φεμινιστική Θεωρία και Πολιτισμική Κριτική* (σσ. 381-407) (μτφρ. Π. Μαρκέτου, Μ. Μηλιώρη & Α. Τσεσκένης). Αθήνα: Νήσος.
- Butler, J. (2008α). *Σώματα με Σημασία: Οριοθετήσεις του «Φύλου» στο Λόγο* (μτφρ. Π. Μαρκέτου, εισαγωγή, επιστημονική επιμέλεια: Α. Αθανασίου). Αθήνα: Εκκρεμές.
- Butler, J. (2008β). *Ενάλωτη Ζωή: Οι Δυνάμεις του Πένθους και της Βίας* (μτφρ. Μ. Λαλιώτης & Κ. Αθανασίου, επιμέλεια-εισαγωγή: Α. Αθανασίου). Αθήνα: Νήσος.
- Butler, J. (2009α). *Αναταραχή Φύλου: Ο Φεμινισμός και η Ανατροπή της Ταυτότητας* (μτφρ. Γ. Καράμπελας, επιμ. Χ. Σπυροπούλου, εισαγωγή-επιστημονική επιμ. Β. Καντσά, επίμετρο: Α. Αθανασίου), Αθήνα: Αλεξάνδρεια.
- Butler, J. (2009β). *Λογοδοτώντας για τον Εαυτό* (μτφρ. Μ. Λαλιώτης, επιμέλεια-επίμετρο: Α. Αθανασίου). Αθήνα: Εκκρεμές.
- Butler, J. (2009γ). *Η Ψυχική Ζωή της Εξουσίας* (μτφρ. Τα. Μπέτζελο). Αθήνα: Πλέθρον.
- Γιαννακόπουλος, Κ. (2001). Ανδρική Ταυτότητα, Σώμα και Ομόφυλες Σχέσεις: Μια Προσέγγιση του Φύλου και της Σεξουαλικότητας. Στο Δ. Σωτήρης (Επιμ.), *Ανθρωπολογία των Φύλων* (σσ. 161-187). Αθήνα: Σαββάλας.
- Γιαννακόπουλος, Κ. (2003). Θεωρίες για το Έμφυλο Σώμα. Προλογικό σημείωμα στο βιβλίο του Τ. Laqueur, *Κατασκευάζοντας το Φύλο. Σώμα και Κοινωνικό Φύλο από τους Αρχαίους Έλληνες έως τον Φρόιντ* (σσ. 11-22). Αθήνα: Πολύτροπον.

- Γιαννακόπουλος, Γ. (Επιμ.) (2006). *Σεξουαλικότητα, Θεωρίες και Πολιτικές της Ανθρωπολογίας*. Αθήνα: Αλεξάνδρεια.
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- Δούλκερη, Τ. (1990). *Μέσα Μαζικής Επικοινωνίας και Ισότητα των Δύο Φύλων*. Αθήνα: Παπαζήση.
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- Francis, B., & C. Skelton (Επιμ.) (2008). *Διερευνώντας το Κοινωνικό Φύλο: Σύγχρονες Προσεγγίσεις για την Εκπαίδευση* (μτφρ. Γ. Κωστοπούλου, επιμ. Γ. Κουιμτζή). Αθήνα: Κέντρο Ερευνών για Θέματα Ισότητας (ΚΕΘΙ).
- Καζούλη-Πλαϊτάκη, Ε., & Πουρκός, Μ. (2015). Το Photovoice ως Μεθοδολογικό Εργαλείο Ποιοτικής Έρευνας στις Κοινωνικές Επιστήμες: Ένα Παράδειγμα Εφαρμογής στο Ζήτημα των Κρυφών Σεξουαλικών Ταυτοτήτων. Στο Μ. Πουρκός (Επιμ.), *Βίωμα και Βασισμένες στην Τέχνη Ποιοτικές Μέθοδοι Έρευνας: Επιστημολογικά-Μεθοδολογικά Ζητήματα και Νέες Προοπτικές* (σσ. 265-292). Θεσσαλονίκη: Νησίδες.
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- Πουρκός, Μ. (2016β). *Πλαίσιο, Σώμα, Βίωμα, Αναπαραστάσεις: Θεμελιώδη Ζητήματα Ψυχολογίας και Ψυχοπαιδαγωγικής*. Αθήνα: Gutenberg.
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- Πουρκός, Μ. (Επιμ.) (2017β). *Το Σώμα ως Τόπος Πληροφορίας, Μάθησης και Γνώσης: Νέες Προοπτικές στην Επιστημολογία και Μεθοδολογία της Ποιοτικής Έρευνας*. Θεσσαλονίκη: Εκδόσεις Δίσιγμα.
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EPA 331 (Tutor: Th. Eleftherakis)

1. GENERAL INFORMATION

SCHOOL	FACULTY OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 331	SEMESTER	1
COURSE TITLE	Political socialization and education: Theory and practice		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing		3	4
COURSE TYPE	Subject knowledge		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK		
COURSE IS OFFERD TO ERASMUS STUDENTS	NO		
COURSE WEBSITE	https://elearn.uoc.gr		

2. LEARNING OUTCOMES

Learning Outcomes
The course offers to the students a familiarization with the basic concepts, institutions and factors of political socialization and democratic education
General Abilities
• Search, analysis and composition of data and relevant information • Decision making • Independent work • Group work • Promotion of independent, creative and inductive thinking

3. COURSE CONTENT

Conceptual approach and correlation of the terms "socialization", "political socialization" and "education": examination of the relevant bibliography. Primary institutions of political socialization: family, school and their need of cooperation. The role of education and school socialization in the development of a democratic citizen. Democracy and Human Rights in School. Human Rights Education.
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Factors / variables of political socialization in a school context: curriculum, handbooks, school communities, school atmosphere, relations between students, organisation of school space, school festivals etc. Modern problems /reflections in the sphere of political socialization and their correlation with formal and informal education.

Analysis, interpretation and critical approach of the factor of political operation in the framework of Greek education: examples from Greek primary schools.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Specific Educational computer applications for scheduling essays and documents, Management and Scheduling Tools, digital aid platforms, support of Educational Programme via distant digital e-learning programs e-elearn (Moodle) Use of the digital educational platform e-learning (E-LEARN)	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	LECTURER	39
	Autonomous Study	61
	Total (25 hours of workload for each ECTS credit)	100
STUDENTS' ASSESSMENT	I. Final written examination (100%) comprising: Benchmarking data theory, Comparison and evaluation of theory elements and orology II. Presentation and writing individual essay reinforcing the degree Work (40%). All data and information of the evaluation can be found at the following digital resource: https://elearn.uoc.gr	

5. RECOMMENDED READING

1. Oikonomidis V. and Eleftherakis Th. (Ed.) (2011). *Education, Democracy and Human Rights*. Athens: Diadrasi. (proposed to be distributed free)
2. Nikolaou, S-M, Eleftherakis, Th. ,e.t.c. (2018). *New Approaches in Education and Democracy. Social and Educational Approaches in Democratic Education*. Athens. Gutenberg
3. Kalogiannaki, P. & Karras, K. (2012). *The "LANGUAGE OF WALL". The graffiti at the University at the time of 'crisis'*. Athens: Dardanos.

EPA 335 (Tutor: M. Pourkos)

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPIA 335	SEMESTER	4o
COURSE TITLE	BODY, QUALITATIVE RESEARCH METHODS AND ALTERNATIVE-EXPERIENTIAL PSYCHO-PEDAGOGICAL LEARNING AND DEVELOPMENTAL PROCECESS		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures and practical classes/exercises			4
COURSE TYPE	Scientific area		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	Yes (with coursework in English or Polish language)		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The course aims at introducing students to the basic concepts and theoretical-epistemological approaches to the embodied-experiential shift/turn in psychology and qualitative methodological research and knowledge processes and also to the alternative-experiential processes of education, learning and development. The main objective of the course is the systematic examination and critical discussion, analysis and evaluation of fundamental issues concerning the role of the body, the lived experience and perceptual systems in the methodology of qualitative research and also in students' understanding of the importance of embodied alternative-experiential psycho-pedagogical approaches to education, learning, knowledge and development.
General Abilities
• Independent work • Teamwork • Respect for diversity and multiculturalism • Exercise of criticism and self-criticism • Promotion of free, systemic, creative and deductive thinking • Self-knowledge and multimodal-multiprismatic self-awareness work

3. COURSE CONTENT

Social sciences (psychology, sociology, political sciences, education sciences, etc.) as empirical sciences, describing and explaining psychological, social, psycho-pedagogical, etc. phenomena tend to present the results of their research in ways that seem to ignore and omit the embodied situated presence of the researcher and the research subjects as actively perceived subjects in the process of knowledge-building. The research results in these disciplines are usually presented in a way that the researcher is a transparent mediator, a transparent tool or instrument that has no meaningful impact/influence on the final conclusions and the actual/on going research process and knowledge building. The researcher's views and judgments tend to be also thought to not stem from a particular person with flesh and bones, but as an unhistorical and impersonal objective events. For this trend in the social sciences –which stems mainly from the desire to objectivize and rationalize accumulated knowledge, for the demand for inter-subjective confirmation (validation) and broadening control in the research process, as well as efforts to ensure accuracy, credibility, validity, and neutrality (objectivity) in the descriptions and explanations that one encounters in the natural sciences– there is a lot of discussion and controversies.

In recent years, there has been a growing debate about the active role played by the cognitive, emotional, and behavioral processes of the researcher and the research subjects in the knowledge produced, as well as their socio-cultural context-dependent situation. It is also beginning to become conscious and developing an interesting debate for the fact that the researcher is embodied, possesses a body which constitute his main "cognitive tool". A basic assumption in these approaches is that the researcher and the research subjects are always embodied and situated in specific pragmatic, spatial-temporal, interpersonal, socio-historical and cultural contexts, which significantly influences the processes and the results of their searches.

This course explores, examines and discusses some of the challenges, possibilities and processes that are relevant to embodied lived experience, knowledge and qualitative research methodologies/methods and how the human body and lived experience play a fundamental role in the process of knowledge and research, which is at the same time inextricably linked to the narrower and wider contexts (pragmatic, interpersonal, socio-historical, cultural, etc.). Based on the epistemological-methodological qualitative research "paradigm" in the humanities and social sciences, we look at interesting philosophical, theoretical and epistemological-methodological approaches and concerns/issues about the body, the embodied perception, lived experience and identity, and how they are related and form the research processes and generally the processes of learning, knowledge and development.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	The three-hour lessons taught on a weekly basis in the amphitheater through lectures, group discussions, problem solving and critical-reflection activities using primary sources, educational DVDs and other online internet material. Part of the teaching process is the not compulsory work (essay) chosen by the student, which takes the form of experiential exercises taught on a weekly basis.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of primary sources, educational DVDs and other online internet material (the main teaching tools will include the use of computer and a data projector). Use of experiential-multimodal educational material. Extra teaching-learning material and consolidation exercises will also be provided in the e-learning platform 'e-class'.	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	30

	Laboratorial-experiential essay work (not compulsory) that focuses on the application of Embodied Qualitative Multimodal Research Methodologies in psychology and education and elaboration/analysis of case studies in smaller groups of students or Critical-reflective essay work (not compulsory) that focuses on the critical elaboration of specific issues within the scope of the course	40
	Small individual reflection work (not compulsory) using primary sources within the scope of the course	10
	Small individual work (not compulsory) concerning methodological research training within the scope of the course	20
	Total course (25 hours workload per credit unit)	100
STUDENTS' ASSESSMENT	Final written examination (100%) or written optional essay (100%) based on critical-reflective essay related to topics of Embodied Qualitative Multimodal Research Methodologies in psychology and education. There is also an optional public presentation in the classroom and submission of short individual essay work using primary sources of Embodied Qualitative Multimodal Research Methodologies in psychology and education (20%).	

5. RECOMMENDED READING

- Αλεξιάς, Γ. (2011). *Κοινωνιολογία του Σώματος: Από τον «Άνθρωπο του Νεότερνταλ» στον «Εξολοθρευτή»*. Αθήνα: Πεδίο.
- Elias, N. (1997α). *Η Εξέλιξη του Πολιτισμού: Ήθη και Κοινωνική Συμπεριφορά στη Νεώτερη Ευρώπη – Αλλαγές της Συμπεριφοράς στα Κοσμικά Ανώτερα Στρώματα της Δύσης* (μτφρ. Ε. Βαϊκούση). Αθήνα: Νεφέλη.
- Elias, N. (1997β). *Η Εξέλιξη του Πολιτισμού: Κοινωνιογενετικές και Ψυχογενετικές Έρευνες: Αλλαγές της Κοινωνίας - Σχεδιάγραμμα για μια Θεωρία του Πολιτισμού* (μτφρ. Ε. Βαϊκούση). Αθήνα: Νεφέλη.

- Goffman, E. (2006). *Η Παρουσίαση του Εαυτού στην Καθημερινή Ζωή* (μτφρ. Μ. Γκόφρα, επιμ. Κ. Λυβιεράτος). Αθήνα: Αλεξάνδρεια.
- Ίσαρη, Φ., & Πουρκός, Μ. (2015). *Ποιοτική Μεθοδολογία Έρευνας: Εφαρμογές στην Ψυχολογία και στην Εκπαίδευση*. Ελληνικά Ακαδημαϊκά Ηλεκτρονικά Συγράμματα και Βοηθήματα, www.kallipos.gr
- Μακρυνιώτη, Δ. (2004). *Τα Όρια του Σώματος: Διεπιστημονικές Προσεγγίσεις*. Αθήνα: Νήσος.
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- Μιχαηλίδου, Μ., & Χαλκιά, Α. (Επιμ.) (2005). *Η Παραγωγή του Κοινωνικού Σώματος*. Αθήνα: Κατάρτι & Δίνη, Φεμινιστικό Περιοδικό.
- Πουρκός, Μ. (1997α). *Ο Ρόλος του Πλαισίου στην Ανθρώπινη Επικοινωνία, την Εκπαίδευση και την Κοινωνικο-Ηθική Μάθηση. Η Οικο-Σωματική-Βιωματική Προσέγγιση ως Εναλλακτική Πρόταση στο Γνωστικισμό: Προς μια Βιωματική, Ευρετική και Επικοινωνιακή Ψυχοπαιδαγωγική*. Αθήνα: Gutenberg.
- Πουρκός, Μ. (Επιμ.) (1997β). *Ατομικές Διαφορές Μαθητών και Εναλλακτικές Ψυχοπαιδαγωγικές Προσεγγίσεις*. Αθήνα: Gutenberg.
- Πουρκός, Μ. (Επιμ.) (2008α). *Ενσώματος Νους, Πλαισιοθετημένη Γνώση και Εκπαίδευση: Προσεγγίζοντας την Ποιητική και τον Πολιτισμό του Σκεπτόμενου Σώματος*. Αθήνα: Gutenberg.
- Πουρκός, Μ. (Επιμ.) (2009). *Τέχνη, Παιχνίδι και Αφήγηση: Ψυχολογικές και Ψυχοπαιδαγωγικές Διαστάσεις*. Αθήνα: Τόπος.
- Πουρκός, Μ. & Δαφέρμος, Μ. (Επιμ.) (2010α). *Ποιοτική Έρευνα στις Κοινωνικές Επιστήμες: Επιστημολογικά, Μεθοδολογικά και Ηθικά Ζητήματα*. Αθήνα: Τόπος.
- Πουρκός, Μ. & Δαφέρμος, Μ. (Επιμ.) (2010β). *Ποιοτική Έρευνα στην Ψυχολογία και την Εκπαίδευση: Επιστημολογικά, Μεθοδολογικά και Ηθικά Ζητήματα*. Αθήνα: Τόπος.
- Πουρκός, Μ. (Επιμ.) (2011). *Λογοτεχνία-Διαλογικότητα-Ψυχολογία: Κριτικές Προσεγγίσεις*. Αθήνα: Διάδραση.
- Πουρκός, Μ. (Επιμ.) (2013). *Δυνατότητες και Όρια της Μείξης των Μεθοδολογιών στην Κοινωνική, Ψυχολογική και Εκπαιδευτική Έρευνα: Επιστημολογικά και Μεθοδολογικά Ζητήματα των Προοπτικών Διεύρυνσης του Ερευνητικού Σχεδιασμού*. Αθήνα: Ίων.
- Pourkos, M. (Ed.) (2014). *Perspectives and Limits of Dialogism in Mikhail Bakhtin: Applications in Psychology, Art, Education and Culture*. Germany: LAP LAMBERT Academic Publishing.
- Πουρκός, Μ. (Επιμ.) (2015α). *Η Απούσα Παρουσία του Σώματος και του Βιώματος στις Διαδικασίες Εκπαίδευσης, Μάθησης και Ανάπτυξης*. Αθήνα: Τόπος.
- Πουρκός, Μ. (Επιμ.) (2015β). *Βίωμα και Βασισμένες στην Τέχνη Ποιοτικές Μέθοδοι Έρευνας: Επιστημολογικά-μεθοδολογικά Ζητήματα και Νέες Προοπτικές*. Θεσσαλονίκη: Νησίδες.
- Πουρκός, Μ. (2016α). *Πλαίσιο, Σώμα, Βίωμα, Αναπαραστάσεις: Θεμελιώδη Ζητήματα Ψυχολογίας και Ψυχοπαιδαγωγικής*. Αθήνα: Gutenberg.
- Πουρκός, Μ. (Επιμ.) (2016β). *Προοπτικές και Όρια της Διαλογικότητας στον Μιχαήλ Μπαχτίν: Εφαρμογές στην Ψυχολογία, την Εκπαίδευση, την Τέχνη και τον Πολιτισμό*. Πάτρα: Opportuna.
- Πουρκός, Μ. (2016γ). *Το Σώμα ως Τόπος Βιωμάτων, Ταυτοτήτων και Κοινωνικών Νοημάτων*. Αθήνα: Εκδόσεις 8.
- Πουρκός, Μ. (Επιμ.) (2017). *Το Σώμα ως Τόπος Πληροφορίας, Μάθησης και Γνώσης: Νέες Προοπτικές στην Επιστημολογία και Μεθοδολογία της Ποιοτικής Έρευνας*. Θεσσαλονίκη: Εκδόσεις Δίστιγμα.
- Πουρκός, Μ. & Κατσαρού, Ε. (Επιμ.) (2011). *Βίωμα, Μεταφορά και Πολυτροπικότητα: Εφαρμογές στην Επικοινωνία, την Εκπαίδευση, τη Μάθηση και τη Γνώση*. Θεσσαλονίκη: Νησίδες.
- Πουρκός, Μ. & Κοντοπόδης, Μ. (2005). Πώς Βιώνουν τον Χρόνο στο Σχολείο οι Μαθητές-τριες 16 Χρονών. *Ψυχολογία*, 12 (2), 249-275.

EPA 407 (Tutor: M. Kalogiannakis)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 407	SEMESTER	5 th
COURSE TITLE	Science Education		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing Workshops		3	4
COURSE TYPE	General background, specialised general knowledge		
PREREQUISITIES	No prerequisite courses		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK		
COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE	https://eclass.edc.uoc.gr/		

2. LEARNING OUTCOMES

Learning Outcomes
Epistemological constitution of science education and initiation to science education.
General Abilities
• Search, analysis and composition of data and relevant information • Decision making • Independent work • Group work • Promotion of independent, creative and inductive thinking

3. COURSE CONTENT

The course discusses advanced topics in the teaching of Natural Sciences and the main purpose is to develop at the theoretical and practical level a variety of concepts from the field of Natural Sciences. In more detail, the objectives of the course focus on:

- the systematic examination of problems related to the understanding of natural science concepts,
- the use of existing research data - especially those referring to students' misunderstandings
- in teaching,
- corrective intervention in the transformation of the content to be taught,
- exploiting existing learning tools to integrate effectively into teaching.

- the first ideas of the students regarding concepts and phenomena of the Natural Sciences and how they can be the starting point for the formation of the school natural-scientific knowledge.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing in class, Discussions – Work presentation – Experiential classes. Hybrid course offered at distance in the Learning Management System of the University of Crete (e-class) in the following link: http://eclass.edc.uoc.gr/eclass/ (in Greek).	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the of e-learning	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	45
	Group work	10
	Individual work	10
	Independent study	35
		100
STUDENTS' ASSESSMENT	Final written examination - Oral examination - Optional or obligatory written work.	

5. RECOMMENDED READING

Koliopoulos, D. (2006). *Topics in Science Teaching. The composition of school knowledge*. Athens: Metaixmio

Koumaras, P. (2017). *Teaching Physics Tomorrow Aiming At Cultivating Knowledge And Skills For Life*. Athens: Gutenberg.

Articles in English available in the following link:

<https://www.researchgate.net/profile/Michail-Kalogiannakis>

EPA 510 (Tutor: A. Strataridaki)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 510	SEMESTER	1 st (Winter)
COURSE TITLE	Greek History: History of Crete		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures		3	4
COURSE TYPE	Social Science		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS			
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
Students are introduced to the history of Crete. Upon completion of the course, the students should: - Have understood the political, social, and cultural developments in Crete, from the Minoan times (3000 B.C.) until the Battle of Crete (1941). - Have distinguished and interpreted the political and social organization of the island, the Cretan people's motives for their uprisings against the invaders, as well as the consequences of those revolts on a political, social, and cultural level.
General Abilities
Self study

3. COURSE CONTENT

i. Minoan Crete (3000 B.C.): Palaces, society, economy, religion, civilization. ii. Archaic, Classical and Hellenistic Crete (1100 - 67 B.C.): Political and social organization, institutions, civilization. iii. Romans in Crete (67 B.C.- 330 A.D.): Political, administrative, and social organization, economy, religion.
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- iv. Byzantine Crete (330-1204): The First Byzantine period, the Arab rule, the Second Byzantine period. Administrative and social organization, economy, the Church.
- v. Venetian rule in Crete (1204-1669): Administrative and social organization, Cretan revolts, economy, civilization (Cretan literature, the Arts, education, the Church), the Cretan War.
- vi. Ottoman rule in Crete (1669-1898):
 - a) Administration and social organization, community organization of the Christians in Crete, economy.
 - b) Janissaries, Hayins, the Daskaloyiannis' rebellion (1770), Education and cultural life, the 1821 uprising in Crete, Egyptian rule in Crete (1830-1841)
 - c) The period of Peace (1841-1866), the Great Cretan Rebellion (1866-1869), the Arkadi carnage, the rebellions of 1878, 1897-1898, the Cretan Church (1821-1898)
- vii. Autonomy (1898-1913): The Governorship of Prince George, the Therisos rebellion, the Union with Greece
- viii. Liberated Crete (1913-1941):
 - a) Eleutherios Venizelos
 - b) The Battle of Crete

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Class lectures	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY		
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures and discussion	39
	Students' self study	61
	Total	100
STUDENTS' ASSESSMENT	Language: Greek Assessment methods: Final written examination (100%). • Short answers (40%) • Essay writing (60%)	

5. RECOMMENDED READING

N.M. Παναγιωτάκης (επιμ.), *Κρήτη: Ιστορία και Πολιτισμός*. 2 τόμ. Ηράκλειο: Σύνδεσμος Τοπικών Ενώσεων Δήμων και Κοινοτήτων, 1988.

Th. E. Detorakis, *History of Crete*. Heraklion, 1994.

EPA 511 (Tutor: A. Strataridaki)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 511	SEMESTER	1 st (Winter)
COURSE TITLE	Greek History: The archaic period		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures		3	4
COURSE TYPE	Social Science		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS			
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The course intends to introduce students to the early phases of Greek History, i.e., the archaic period. Upon completion of the course, the students: • Should have understood the political, socio-economic, and cultural developments in the archaic period of Greece. • Should have understood the causes for the movements of the Greek-speaking peoples within the Helladic region, the Aegean, and the East. • Should have understood the causes for the birth of the city-state (<i>polis</i>), and the beginnings of democracy. • Should be able to distinguish the various forms of ruling power, as well as the chief elements of the archaic society in the Helladic world (mainly regarding Sparta and Athens). • Should have understood the various forms of civilization in archaic Greece.
General Abilities
Self study

3. COURSE CONTENT

i. The Bronze Age in Greece ii. The Mycenaean World – palaces, society, economy/trade, religion, culture

iii. The beginnings of archaic Greece – the beginnings of the city-state (<i>polis</i>) iv. The Greek colonies (8 th -6 th c. B.C.) v. The crisis of aristocracy in Greece vi. The tyrannies vii. Sparta a) Society and political constitution b) Spartan education
viii. Athens a) Cylon and the Alcmaeonids curse b) Draco c) Solon – reforms d) Peisistratus – the Peisistratids e) Cleisthenes – reforms towards democracy
ix. Culture –writing, lyric poetry, philosophy, the Arts

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Class lectures	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY		
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures and discussion	39
	Students' self study	61
	Total	100
STUDENTS' ASSESSMENT	Language: Greek Assessment methods: Final written examination (100%). • Short answers (40%) • Essay writing (60%)	

5. RECOMMENDED READING

Cl. Mossé, *Η αρχαϊκή Ελλάδα: από τον Όμηρο ως τον Αισχύλο (8ος - 6ος αι. π.Χ.)*. Μτφ. Στ. Πσχάλης. Εκδ. MIET, Αθήνα 1987.

J.M. Hall, *Αρχαία Ελληνική Ιστορία: Η αρχαϊκή περίοδος 1200-479 π.Χ.* Μτφ.- επιμέλεια: Ι.Κ. Ξυδόπουλος. Εκδ. Ζήτη, Αθήνα 2013.

J.M. Hall, *A History of the Archaic Greek World, ca. 1200-479 BCE*. Malden, MA 2007.

C. Orrieux & P. Schmitt Pantel, *Αρχαία Ελληνική Ιστορία*. Επιστ. επιμ. Η. Κουλακιώτης. Μτφ. Α. Σταθάκη. Εκδ. Gutenberg, Αθήνα 2018.

Α. Στραταριδάκη-Κυλάφη, *Αρχαία Ελληνική Ιστορία: Από τη Μινωϊκή ως την Αρχαϊκή περίοδο*. Αυτοέκδοση, Ρέθυμνο 1996.

Cl. Mossé & A. Schnapp-Gourbeillon, *Επίτομη Ιστορία της αρχαίας Ελλάδας (2000-31 π.Χ.)*. Μτφ. Λ. Στεφάνου. Εκδ. Δ. Παπαδήμα, Αθήνα 2002.

EPA 513 (Tutor: M. Karaiskou)

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 513	SEMESTER	A
COURSE TITLE	Modern Greek literature		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
		3	4
COURSE TYPE	selective		
PREREQUISITIES	None		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The aim of the course is a) to introduce students to the methodology used in the exploration of modern Greek literature b) to bring them in contact with significant texts of modern Greek poetry and prose fiction c) to familiarize them with the historical stages and the aesthetic movements that gave shape to modern Greek literature.
General Abilities
Autonomous course-work Cultivation of critical ability Promotion of creative thought

3. COURSE CONTENT

The course aims at the introduction of students to the field of modern Greek literature. It will focus on aspects of the historical development of modern Greek literature, while it will place particular emphasis on the historical circumstances as well as on aesthetic movements and literary genres that formed the distinct character of modern Greek literary history. The Greek case will be discussed within the wider context of international literature, whereas texts that could be of some interest in relation to a children's readership will be singled out.
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4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Classroom
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USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of electronic platform on student's web	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	39
	<i>Provisional complementary written essay</i>	20
	<i>Personal reading</i>	50
STUDENTS' ASSESSMENT	Final written examination Complementary essay (20%)	

5. RECOMMENDED READING

R. Beaton, *An introduction to modern Greek literature*. Oxford. Oxford University Press 1999 (first published 1994).

K. Th. Dimaras, *History of modern Greek literature, from its origins up to our contemporary era*, ed. K. Sklaveniti. Athens. Gnosi 2013.

Linos Politis, *History of modern Greek literature*. Athens. M.I.E.T. 2013.

Elissavet Arseniou, *A practical introduction to the study of modern Greek literature. Terminology, methodology, theory*. Athens. Metaichmio 2012.

D. Aggelatos, *The handbook of the neohellenists*. Athens. Gutenberg 2011.

M. Vitti, *History of modern Greek literature*. Athens. Odysseas 2008.

EPA 607 (Tutor: M. Linardakis)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 607	SEMESTER	5+
COURSE TITLE	SAMPLING SURVEYS; ORGANIZING AND CONDUCTING		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing			4
COURSE TYPE	Subject knowledge		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK,		
COURSE IS OFFERD TO ERASMUS STUDENTS	No		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The students will be able to create questionnaires and use scales of measurement. Moreover, they will be able to choose the most appropriate among various sampling designs as well as to calculate the required sample size for the survey.
General Abilities
• Search, analysis and composition of data and relevant information • Decision making • Independent work • Group work • Promotion of independent, creative and inductive thinking • Work in an international environment • Work in a multidisciplinary environment • Generating new research ideas • Design and project management

3. COURSE CONTENT

Main contents:

Questionnaires and scales of measurement. Sampling variation and sampling error. Pilot surveys. Data collection methods. Sampling: simple random, stratified, cluster, multistage). Required sample size estimation.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of students web. Eclass Statistical software	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	50
	Practice	10
	Homework	10
	Study	30
	Total (25 hours of workload for each ECTS credit)	100
STUDENTS' ASSESSMENT		

5. RECOMMENDED READING

In greek.

SEMINARS

SEM 120 (Tutor: I. Grigorakis)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	SEM 120	SEMESTER	
COURSE TITLE	SEMINAR OF EMERGENT LITERACY		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Laboratory/practice exercises, student presentations		3	7
COURSE TYPE	Scientific/Research area		
PREREQUISITES	EPA 201		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE	https://eclass.edc.uoc.gr/courses/PTPEU290/		

2. LEARNING OUTCOMES

Learning Outcomes
After the successful completion of the course, students will become able: • To understand the research approach to topics from the field of emergent literacy • To know how to write scientific papers • To organize the presentation of a scientific topic • To support/document their positions on the topics related to the content of the seminar based on scientific arguments
General Abilities
• Independent work • Search, analyze and synthesize data and information, using the necessary technologies • Generation of new research ideas related to the topic of the Seminar • Promotion of free, creative and inductive thinking • Exercise of criticism and self-criticism

3. COURSE CONTENT

The seminar aims to:

A) The understanding that the written language is a developing structure that begins very early in the child's life.

B) The understanding that the skills that make up the structure of written language influence the young child's transition from the emerging literacy to learning to read and write.

C) The presentation of a continuous picture in the acquisition of the functions of written language by the young children, so that students know how emerging literacy skills/knowledge are manifested and how such skills/knowledge can be systematically enhanced.

D) The writing of scientifically documented papers in the field of emergent literacy.

Students will be invited to prepare individual projects by working topics from the following modules:

- Theoretical models of emergent literacy
- Conceptual and procedural knowledge of emergent literacy
- Metalinguistic skills
- Vocabulary
- Narrative skills
- Cognitive factors of emergent literacy
- Social factors of emergent literacy
- Emergence of reading
- Emergence of writing
- Family home literacy
- Early childhood education and emergent literacy
- Transition from emergent literacy to conventional learning of written language

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	a) Guidance of a small group of students in the preparation of scientific projects related to the topic of the seminar b) Presentation of papers by students and discussion of each project in the classroom	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Support of the learning process through the e-class platform	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Presentation of a project in class	60
	Writing of a scientific study-project	90
	Oral support for scientific study-project	25
	Total Total Course (25 hours of workload per credit unit)	175
STUDENTS' ASSESSMENT		

	I. Written Assignment (70%) II. Presentation of the topic of work in class (20%) III. Oral support of written work (10%)
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5. RECOMMENDED READING

- Tafa, E. & Manolitsis, G. (2009). *Emergent literacy: research and applications* (eds.). Pedio.
- Aidinis A. (2012). *Literacy in early school age. A psycholinguistic approach*. Gutenberg.
- Papoulia-Tzelepi, P. (2001). *Emergence of Literacy. Research and Practice*. Kastaniotis.
- Papoulia-Tzelepi, P., & Tafa, E. (2004). *Language and Literacy in the New Millennium*. Ellinika Grammata.
- Related scientific journals

SEM 123 (Tutor: E. Argyropoulou)

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	ΣΕΜ 123	SEMESTER	Spring
COURSE TITLE	ORGANIZATION AND MANAGEMENT IN EDUCATION: <i>CASE STUDY RESEARCH IN EDUCATIONAL SETTINGS</i> [WITH EMPHASIS ON MANAGEMENT AND LEADERSHIP IN EDUCATION]		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Small-scale research projects, design and performance of Case Study research in simulated settings.		3	4
COURSE TYPE	SCIENTIFIC/RESEARCH AREA –SKILLS DEVELOPMENT		
PREREQUISITIES	EPA 111 ORGANIZATION AND MANAGEMENT IN EDUCATION		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK		
COURSE IS OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The seminar aims to familiarize students with the distinction between qualitative and quantitative research methods. We proceed with a further discussion on principles and practices of the Case Study research strategy, focusing mainly on the Management and Leadership in Education field.
General Abilities
Literature research and knowledge acquisition with the support of ITT Designing and managing a project Cooperative work to accomplish a project -development of communicative skills Critical analysis and self-critique skills Decision-making Working in interdisciplinary environment Promoting free, creative and proactive thought

3. COURSE CONTENT

Qualitative research methods versus quantitative ones. (Pro's and con's)

A prescriptive definition of the Case Study.

Towards a synthesis of perspectives (Yin, Stake, Bassey, Gerring, Mitchell, Hancock and Algozzine, etc.). Different end-points for case study research. Multiple-site case studies.

Stages in conducting case study research in the field of Management and Leadership in Education.

Special issues: a/the research ethics – as they arise from the relevant Greek statutory framework- b/ the result validity and trustworthiness of the Case Studies, c/ probity and duplication of the research. Modern computing software for qualitative analysis

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Face-to-face		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	ITT use in class Learning support via the e-class platform		
ORGANISATION OF INSTRUCTION	Activity	Semester Workload	
	Lectures- Case Studies analysis	15	
	Group project in a given Case Study or on a selected area	39	
	Self-study	46	
	Total study hours	100 HOURS/ 4 ECTS	
STUDENTS' ASSESSMENT	1/EVALUATION OF RESEARCH SKILLS in class work material (10%) 2/ EVALUATION OF PARTICIPATION IN GROUP- PROJECT WORK (30%) 3/EVALUATION OF IMPLEMENTING THE SPECIFIC RESEARCH STRATEGY in the simulation [project] environment (25%) 4/PRESENTATION OF THE GROUP RESEARCH WORK (35%) ,as follows: 4.1. PPT presentation in class (15%) 4.2. Simulation paper writing-up, according to international journal specifications (20%)		

5. RECOMMENDED READING

SETBOOK:

Argyropoulou, E. (2018) Organization, Management and Operation of Primary Education [Kindergartens and Primary Schools], Kritiki publications, Athens (in Greek)

FURTHER READING:

Bassey, M. (1999) Case Study Research in Educational Settings, OUP [and newer edition]

Stake, R. (1995) The Art of Case Study Research, Sage [and newer edition]

Gerring, J. (2007) Case Study Research: principles and practices, Cambridge Univ. Press

Hancock, D. And Algozzine, B. (2006) Doing Case Study Research: a practical guide for beginning researchers, Teachers College, Columbia University, N.Y

Topic-related Literature Review

Topic-related Journals: Authors' guide and specifications

SEM 125 (Tutor: E. Synodi)

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRECHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SEM 125	SEMESTER	7
COURSE TITLE	SEMINAR IN COMPARATIVE EARLY CHILDHOOD EDUCATION		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
		3	7
COURSE TYPE	SEMINAR OBLIGATORY		
PREREQUISITIES	NO		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK		
COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE			

LEARNING OUTCOMES

Learning Outcomes
DEVELOPMENT OF CRITICAL THINKING AND SELF REFLECTION INTERCULTURAL COMMUNICATION
General Abilities
• Individual work • Respect to diversity and multiculturalism • Critiquing and self-critiquing • Promotion of free creative and critical thinking

COURSE CONTENT

PERCEPTIONS OF RELATIONSHIPS IN CLASS BETWEEN TEACHERS AND CHILDREN AND AMONG CHILDREN PERCEPTIONS OF HUMAN NATURE, LEARNING AND DEVELOPMENT PERCEPTIONS OF TEACHING FILMS AND EDUCATION

METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	In class		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Powerpoints, students' web, slides, videos		
ORGANISATION OF INSTRUCTION	Activity	Semester Workload	
	Lectures	15	
	Individual work (optional)		
	Presentation of work	40	

	Study	80	
	Work in class	25	
	Interactive teaching	15	
	TOTAL	175	
STUDENTS' ASSESSMENT	WRITTEN ESSAY (100%) The above are discussed in the first lecture and can be found on the students' web		

RECOMMENDED READING

1. Πώς βλέπω μια ταινία: Σπουδή στην τέχνη του κινηματογράφου. ΣΑΝΤΑΣ ΚΩΝΣΤΑΝΤΙΝΟΣ. Εκδόσεις: Γρηγόρης.
2. ΟΙ ΒΑΣΙΚΕΣ ΕΝΝΟΙΕΣ ΤΟΥ ΚΙΝΗΜΑΤΟΓΡΑΦΟΥ. (2017) HAYWARD SUSAN. Αθήνα: Πατάκης.
3. Οδηγός αντιρατσιστικής εκπαίδευσης. (2012). Του Γ. Τσιακαλου εκδόσεις Επίκεντρο
4. Τα πρώτα χρόνια της παιδικής ηλικίας θέτουν τα θεμέλια της φυλετικής ισότητας. Iram Siraj-Blatchford. 2012, Θεσσαλονίκη: Επίκεντρο
5. Η εικόνα του παιδιού στην ελληνική τηλεόραση και στον ελληνικό τύπο : Στοιχεία εμπειρικών ερευνών από το 1973 έως το 2003. . (2004). Της Τέσσα Δουλκέρη. - 2η έκδ. - Αθήνα: Gutenberg

SEM 126 (Tutor: E. Synodi)

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRECHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SEM 126	SEMESTER	6
COURSE TITLE	SEMINAR IN COMPARATIVE EDUCATION		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
		3	7
COURSE TYPE	SEMINAR OBLIGATORY		
PREREQUISITIES	NO		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK		
COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
SELF REFLECTION INTERCULTURAL COMMUNICATION
General Abilities
• Individual work • Respect to diversity and multiculturalism • Critiquing and self-critiquing • Promotion of free creative and critical thinking

3. COURSE CONTENT

PERCEPTIONS OF RELATIONSHIPS IN CLASS BETWEEN TEACHERS AND CHILDREN AND AMONG CHILDREN PERCEPTIONS OF HUMAN NATURE, LEARNING AND DEVELOPMENT PERCEPTIONS OF TEACHING ADVERTISEMENTS, LITERATURE AND EDUCATION
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4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	In class		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Powerpoints, students' web, slides, videos		
ORGANISATION OF INSTRUCTION	Activity	Semester Workload	
	Lectures	15	
	Individual work (optional)		
	Presentation of work	39	
	Study	71	
	Work in class		
	Interactive teaching	50	

	TOTAL	175	
STUDENTS' ASSESSMENT	WRITTEN ESSAY (100%) The above are discussed in the first lecture and can be found on the students' web		

5. RECOMMENDED READING

1. Η παιδική ηλικία και τα μαζικά μέσα ενημέρωσης (2005), της Μπ. Νταβου, εκδόσεις Παπαζηση.
2. ΔΙΑΦΗΜΙΣΗ ΚΑΙ ΠΑΙΔΙ, ΖΕΗ Π. ΕΙΡΗΝΗ (2008). Θεσσαλονίκη: Σάκκουλας.
3. Οδηγός αντιρατσιστικής εκπαίδευσης. (2012). Του Γ. Τσιακαλου εκδόσεις Επίκεντρο.
4. Η εικόνα του παιδιού στην ελληνική τηλεόραση και στον ελληνικό τύπο : Στοιχεία εμπειρικών ερευνών από το 1973 έως το 2003. . (2004). Της Τέσσα Δουλκέρη. - 2η έκδ. - Αθήνα: Gutenberg
5. Τα πρώτα χρόνια της παιδικής ηλικίας θέτουν τα θεμέλια της φυλετικής ισότητας. Iram Siraj-Blatchford. 2012, Θεσσαλονίκη: Επίκεντρο.

SEM 128 (Tutor: D. Kontogianni)

1. GENERAL INFORMATION

SCHOOL	Faculty of Education		
DEPARTMENT	Department of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	ΣΕΜ 128	SEMESTER	6th
COURSE TITLE	Pedagogical Seminar: Intercultural Education		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures and presentation of students' essay		3	7
COURSE TYPE	Scientific/ Research Area		
PREREQUISITIES	ΕΠΑ 104: Introduction to Intercultural Pedagogy		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE	https://eclass.edc.uoc.gr/courses/PTPE139/		

2. LEARNING OUTCOMES

Learning Outcomes
By successfully completing the students will be able through empirical research to manage better issues that are related to identity/diversity subjects, the diversity during the educational practice and cultivate the intercultural competence to every pupil.
General Abilities
• Respect for diversity and multiculturalism • Demonstrate social, professional and ethical responsibility and sensitivity to gender issues • Exercise criticism and self-criticism

- Promotion of free creative and inductive thinking

3. COURSE CONTENT

The seminar focuses on the organization and the development of the modern multicultural school based on mutual cultural enrichment and interaction. Not only will we study identity issues of the ethnocultural “others” that attend the Greek school but also the possibilities and the opportunities to apply interculturalism in modern classrooms through studying the school curriculum, the teaching methods and the teaching materials and in general the school life.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	In class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Contacting Students	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	20
	Writing essay	150
	Presentation of essay	5
	Total Course	175
STUDENTS' ASSESSMENT	The students' assessment includes: - Oral presentation of their essay - Written essay	

5. RECOMMENDED READING

1. Govaris, X. (Ed.) (2013). Teaching and learning in intercultural school. Athens: Gutenberg.
2. Androusou, A. & Tsafos, V. (2020). Education Sciences. A dynamic interdisciplinary field. Athens: Gutenberg.

SEM 131 (Tutor: K. Trouli)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	SEM131	SEMESTER	5 th
COURSE TITLE	Seminar on Physical Activity and movement creativity		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures		3	7
COURSE TYPE	Skills development		
PREREQUISITIES	-		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	YES		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The aim of this seminar is to familiarize students with the processes of assessment and development of physical activity and motor creativity of preschool children, as well as their introduction into appropriate research methods and the writing of scientific work. Upon successful completion of the seminar, the student will be able to: • Look for the appropriate bibliography and articles to study his subject. • Designing a comprehensive research into the teaching practice • Properly use relevant research tools to collect data on physical activity or motor creativity of preschool children.

- Interpret, analyze and discuss the results of an applied research in practice in a systematic and scientifically correct manner.

General Abilities

- Search, analyze and synthesize data and information, using the necessary technologies
- Decision making
- Autonomous Work
- Teamwork
- Exercise of criticism and self-criticism
- Working in an interdisciplinary environment
- Provide new research ideas
- Design and project management
- Respect for diversity and multiculturalism
- Promoting free, creative and inductive thinking

3. COURSE CONTENT

- i. Design of scientific research
- ii. Discovering appropriate literature and arts
- iii. Writing scientific work
- iv. Presentation of instruments for assessing physical activity and motor creativity
- v. Selection of assessment tools to be adopted for practical application by students
- vi. Analysis of the application process on a scientific and methodologically sound basis
- vii. Implementation of the evaluation process in practice
- viii. Analysis and interpretation of the results of the evaluation

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Πρόσωπο με πρόσωπο στην τάξη και στο εργαστήριο	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Υποστήριξη Μαθησιακής διαδικασίας μέσω της ηλεκτρονικής πλατφόρμας e-class	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	lectures	13
	Εργαστηριακή άσκηση	38
	Teamwork	20

	Individual work	20
	Αυτοτελής Μελέτη	43
	Writing essay	43
	Total	175
STUDENTS' ASSESSMENT	• Power point presentation • Writing essay	

5. RECOMMENDED READING

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SEM 133

GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SEM 133	SEMESTER	7 th
COURSE TITLE	Educational Evaluation		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing Workshops		3	4
COURSE TYPE	Subject knowledge		
PREREQUISITIES	Assessment and measurements in early childhood education		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK - ENGLISH		
COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE	http://eclass.edc.uoc.gr/eclass/courses/PTPE110/		

LEARNING OUTCOMES

Learning Outcomes
This seminar focuses on becoming students aware with evaluation procedures through a pilot implementation of evaluations in education environments. The seminar comprises three phases: a) presentation and analysis of the evaluation instruments that will be used (standardized tests, or observation scales etc.), b) analysis, discussion, and presentation of these instruments by groups of students, and c) pilot implementation of these instruments in the field practice by the students. The seminar is concluded with the final presentation of the results of the students' experiences after the implementation of the instruments in the field practice. After the successful completion of the module the students will be able to: - Design a holistic procedure of evaluation in educational field practice - Implement an evaluation by following the basic methodological rules of evaluation research - Interpret, analyze and discuss the results of an evaluation research applied in the field practice under a systematic and scientific manner
General Abilities
- Search, analysis and composition of data and relevant information - Decision making - Independent work - Group work - Promotion of independent, creative and inductive thinking

Work in an interdisciplinary environment
Production of new research ideas

COURSE CONTENT

Main contents:

Presentation of various methods and instruments of educational evaluation
Analysis and discussion of the methods used
Selection of evaluation instruments that will be used by the students
Procedure interpretation based on a scientific and valid method
Analysis and interpretation of the results of the implemented evaluation

METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Working in seminar room	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the of e-learning	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	13
	Methodological tasks & study analyses of assessment and measurements in small group of students	26
	Implementation of evaluation in the field practice	75
	Individual assignment	13
	Independent individual study	41
	Total (25 hours of workload for each ECTS credit)	100
STUDENTS' ASSESSMENT	Independent individual study (100%)	

RECOMMENDED READING

Alasuutari, M., Markstrom, A-M., Vallberg-Roth, A-C. (2014). *Assessment and documentation in early childhood education*. New York, NY: Routledge.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: Sage

Lloyd, J. W., Landrum, T. J., Cook, B. G., & Tankersley, M. (2012). *Research-based approaches for assessment*. Pearson. (ISBN-10: 0137034857)

SEM 135 (Tutor: M. Kreza)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE		SEMESTER	
COURSE TITLE	SEMINAR OF SCHOOL AND PRESCHOOL PEDAGOGY: THE ROLE OF LANGUAGE IN TEACHING AND IN LEARNING.		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing Workshops		3	7
COURSE TYPE	Subject knowledge		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK		
COURSE IS OFFERED TO ERASMUS STUDENTS	YES (in English and in French)		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The aim of this seminar is for the students to become familiar with the different ways in which language (especially oral speech, but written speech as well) can constitute, for teachers, a teaching tool, but also for students, a means to acquire knowledge and develop skills in various learning areas of the preschool education. In addition, the aim of this seminar is for the students to understand the role of verbal and non-verbal communication and how the two combine, in teaching and learning at preschool education.
General Abilities
• Search, analysis and composition of data and relevant information • Decision making • Group work • Promotion of independent, creative and inductive thinking

3. COURSE CONTENT

During this seminar, the following will be examined: • The relationship between language and thought • The role of verbal interactions between teacher and students and between students in teaching and learning

- The role of verbal and non-verbal communication and how the two combine, in teaching and learning at preschool education.

All the above points will be extensively discussed in relation to various learning areas of preschool education.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of power point	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Total (25 hours of workload for each ECTS credit)	100
STUDENTS' ASSESSMENT	I. Written project (70%) II. Class Presentation of the project (20%) III. Oral presentation of the written project (10%)	

5. RECOMMENDED READING

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SEM 136 (Tutor: M. Kreza)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	SEM 136	SEMESTER	
COURSE TITLE	Seminar of School and Preschool Pedagogy		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures Workshops		3	7
COURSE TYPE	Subject knowledge		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE	https://eclass.edc.uoc.gr		

2. LEARNING OUTCOMES

Learning Outcomes
The aim of this course is the development of students' knowledge about teaching methodology in Preschool Education and in Primary school, and about the differences and similarities between Preschool Pedagogy and School Pedagogy.
General Abilities
• Search, analysis and composition of data and relevant information • Decision making • Independent work • Group work • Promotion of independent, creative and inductive thinking

3. COURSE CONTENT

During this seminar, the following will be examined: • Teaching methodology in Preschool and in Primary School: basic terms, concepts, aims, principles, teaching styles, models and teaching methods. • Child development and teaching methodology. • Curriculum in Preschool Education and in Primary Education in Greece • The qualities and role of teachers in Preschool Education and in Primary Education
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- The role of verbal and non-verbal communication at Preschool and at Primary School
- The role of literacy in Preschool Education and in Primary Education
- Differences and similarities between Preschool Pedagogy and School Pedagogy.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lectures in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of e-class.	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures and exercises	
	Individual and group study	
	Total (25 hours of workload for each ECTS credit)	100
STUDENTS' ASSESSMENT	• Written project (70%) • In class Presentation of the project (20%) • Oral presentation of the written project (10%)	

5. RECOMMENDED READING

3. Trilianos, Ath. (2013). *Teaching methodology*. Athens: Diadrasi.
4. Augitidou, S. (Ed.) (2008). *Collaborative Learning in Preschool Education: Research and Applications*. Athens: Gutenberg.

SEM 137 (Tutor: M. Ampartzaki)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SEM137	SEMESTER	3 rd
COURSE TITLE	SEMINAR IN EARLY CHILDHOOD EDUCATION: ACTION RESEARCH IN EARLY CHILDHOOD EDUCATION		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Seminar		3	4
COURSE TYPE	Subject knowledge		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK		
COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The main objective of the seminar is to introduce students to the contemporary developments and trends that prevail in educational action research. These developments and trends affect the educational research and teachers' in-service training and professional development. Upon seminar completion students will be able to: Demonstrate knowledge and understanding in the field of educational action research. Apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of early childhood education. Gather and interpret relevant data (usually within the field of early childhood education) to inform judgments that include reflection on relevant social, scientific or ethical issues. Display those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy. More precisely, students should display: Advanced knowledge of the contemporary trends and pedagogical systems, involving a critical understanding of theories and principles in the field of educational action research. Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems through action research in the field of early childhood education.
General Abilities
• Search, analysis and composition of data and relevant information • Decision making • Independent work • Group work

- Promotion of independent, creative and inductive thinking

3. COURSE CONTENT

The seminar will have the following structure:

- b) Introductory guidance on Essay writing I & II
- c) Action Research in Early Childhood Education - Examples and applications (essay writing and oral presentations by the students).

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Group instruction and presentations in class, via forum, with the support of e-learning platform Moodle (synchronous & asynchronous)	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the of e-learning platform Moodle (synchronous & asynchronous learning)	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	5
	Student's presentations that focus on the implementation of methodologies and case study analysis – group work	10
	Individual essay work	40
	Viva for the oral presentation of essay work upon submission during the Exam Period.	5
	Independent study	40
	Total (25 hours of workload for each ECTS credit)	100
STUDENTS' ASSESSMENT	I. Summative assessment of essay work (70%) and assessment of the essay's oral presentation (viva) (20%) which contains: - Analysis of role and conditions in a small case study. - Problem-solving (within the context of early childhood education). II. Formative assessment of an oral presentation in the class (10%). All the above (essay+viva+oral presentation in class) are prerequisites for passing the seminar.	

5. RECOMMENDED READING

- i. Katsarou, E. (2016). *Ekpedeftiki erevna-drasi: Poliparadigmatiki dierevnisi gia tin anamorfosi tis ekpedeftikis praxis [Educational Action Research: Multi-paradigmatic investigation for the reformation of the educational practice]*. Athens: Kritiki.

- ii. Flick, U. (2017). *Isagogi stin piotiki erevna [Introduction to Qualitative Research]*. Athens: Propompos.

For Erasmus students:

McNiff, J. & Whitehead, J. (2011). *All you need to know about action research*. Los Angeles: Sage.

- Relevant scientific Journals:

Educational Action Research (Routledge-Taylor and Francis)

International Journal of Early Childhood (Springer - OMEP)

Preschool & Primary Education (Laboratory of Pedagogical Research & Applications, University of Crete)

SEM 138 (Tutor: M. Ampartzaki)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SEM138	SEMESTER	3 rd
COURSE TITLE	SEMINAR IN EARLY CHILDHOOD EDUCATION: THE PEDAGOGY OF MULTITERACIES AND MULTIMODALITY IN 21 ST CENTURY EARLY CHILDHOOD EDUCATION		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Seminar		3	4
COURSE TYPE	Subject knowledge		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK/ENGLISH		
COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The main objective of the seminar is to introduce students to the theory of the Pedagogy of Multiliteracies. These developments and trends bring new developments in the way in which communication and ICT is taught in Early Childhood Education. Upon seminar completion students will be able to: Demonstrate knowledge and understanding of the nature of multimodality and the way this shapes pedagogy and didactics. Apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of early childhood education. Gather and interpret relevant data (usually within the field of early childhood education) to inform judgments that include reflection on relevant social, scientific or ethical issues. Display those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy. More precisely, students should display: Advanced knowledge of the contemporary trends and pedagogical systems, involving a critical understanding of theories and principles of the Pedagogy of Multiliteracies with reference to the implications those have in Early Childhood Education. Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems through action research in the field of early childhood education.
General Abilities
• Search, analysis and composition of data and relevant information • Decision making

- Independent work
- Group work
- Promotion of independent, creative and inductive thinking

3. COURSE CONTENT

The seminar will have the following structure:

- I) Introductory guidance on Essay writing I & II
- II) Introduction to the concept of Multimodality and the principles of the Pedagogy of Multiliteracies.
- III) Examples and applications of the Pedagogy of Multiliteracies in Early Childhood Education (essay writing and oral presentations by the students).

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Group instruction and presentations in class, via forum, with the support of e-learning platform Moodle (synchronous & asynchronous)	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the of e-learning platform Moodle (synchronous & asynchronous learning)	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	5
	Student's presentations that focus on the implementation of methodologies and case study analysis – group work	10
	Individual essay work	40
	Viva for the oral presentation of essay work upon submission during the Exam Period.	5
	Independent study	40
	Total (25 hours of workload for each ECTS credit)	100
STUDENTS' ASSESSMENT	I. Summative assessment of essay work (70%) and assessment of the essay's oral presentation (viva) (20%) which contains: - Analysis of role and conditions in a small case study. - Problem-solving (within the context of early childhood education). II. Formative assessment of an oral presentation in the class (10%). All the above (essay+viva+oral presentation in class) are prerequisites for passing the seminar.	

5. RECOMMENDED READING

For all students (including Erasmus students):

Cope, B. & Kalantzis, M. (2000). Multiliteracies: Literacy learning and the design of social futures. London & New York: Routledge.

- Relevant scientific Journals:

International Journal of Early Childhood (Springer - OMEP)

Preschool & Primary Education (Laboratory of Pedagogical Research & Applications, University of Crete)

SEM 142 (Tutor: N. Zaranis)

1. GENERAL INFORMATION

SCHOOL	FACULTY OF EDUCATION		
DEPARTMENT	Department of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	ΣΕΜ 142	SEMESTER	4 ^ο
COURSE TITLE	Seminar of Information and Communication Technology in Education		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures and exercises in Laboratory		3	7
COURSE TYPE	Background, Scientific Area, Skills Development		
PREREQUISITIES	NONE		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE	http://eclass.edc.uoc.gr/eclass/courses/PTPE--		

2. LEARNING OUTCOMES

Learning Outcomes
The aim of the course is to introduce students to a) basic concepts of Flash, b) creation of educational software with Flash, c) development small applications for the Kindergarten.
General Abilities
Search, analysis and synthesis of data and information, and the use of essential technologies

3. COURSE CONTENT

The topics that will be taught during the course are: a) Understand a Flash framework and its features b) Design animation ψ) development educational software with Flash

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	In class and Computer Laboratory	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Basic Software of computer use Support the learning process through the electronic platform e-class	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	30
	Laboratory Exercises	20

	Independent Study	100
	<i>Sum of Course</i>	<i>175</i>
STUDENTS' ASSESSMENT	Assignment	

5. RECOMMENDED READING

1. C. Depover, T. Karsenti & B. Komis., Teaching with technology, promoting learning, inscresing skills . Klidarithmos, Athens 2010 .
2. Agamemnon Miliotis. Adobe Flash Professional CS6, Giourdas Ed., Athens 2012.
3. Panagiotis Pintelas, Christos Pierrakeas, Christos Panagiotakopoulos. The educational software and its assessment. Metaixmio 2003.

SEM 143 (Tutor: S. Chatzistefanidou)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	SEM143	SEMESTER	From the 5 th semester onwards
COURSE TITLE	SEMINAR: HISTORY OF EARLY CHILDHOOD EDUCATION		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
workshops and presentations, discussions		3	7
COURSE TYPE	Scientific field		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	NO		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
Upon completion of the course the students should be able to: • Discuss about their future profession having in mind the whole spectrum of its developmental path. • Draw up a minor scientific paper, present it in the classroom and participate in critical discussions with other students. • Perceive how early childhood care and education field developed along societies, cultures, place and time. • Understand that the concept of childhood is a socially constructed one. • Be aware that modern early childhood education theories and programs rely on foundations that have made thinkers, philosophers, educators in the past.

- Realize that early childhood education is nowadays a privileged field of research and policy at both national and international level.

General Abilities

- Autonomous Work
- Exercise of criticism and self-criticism
- Promotion of free thought
- Respect for diversity and multiculturalism, sensitivity to gender issues

3. COURSE CONTENT

The special topics of the seminar will be discussed with the students at the beginning of the course. Topics may cover thematic units as: anthropological perceptions about childhood, upbringing practices, theoretical approaches, care and education institutions, early childhood education programs, issues of educational policy both internationally and in Greece.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Presentations in the classroom, discussion	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	ppt, videos	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	lectures	39
	Written Work	136
	Total	175
STUDENTS' ASSESSMENT	I. Presentation of the written work in the classroom (30%) II. Assessment of the written work (50%) III. Oral support of the written work (20%)	

5. RECOMMENDED READING

After discussion with the students according to the specific topic of their individual work.
General literature on ECE History.

SEM 144 (Tutor: S. Chatzistefanidou)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department of Preschool Education		
STUDY LEVEL			
COURSE CODE	SEM 144	SEMESTER	From the 5 th semester onwards
COURSE TITLE	Pedagogical Seminar: History of Education		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
workshops and presentations, discussions		3	7
COURSE TYPE	Scientific field		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	Yes (written work in English)		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
Upon completion of the course the students should be able to: • Draw up a minor scientific paper, present it in the classroom and participate in critical discussions with other students. • Identify and exploit sources of historical research (such as educational bills, speeches, articles, regulations and reports, statistical data, scientific papers, autobiographical texts, texts of political personalities, memoirs, archive material, curricula, pedagogical studies etc.). • Handle literature on pedagogical historiography combined with bibliography of general history. • Interpret and understand pedagogical events and pedagogical ideas within the wider historical context (political, social, economic, ideological, cultural, etc.). • Combine theory with research data. • Perceive how education developed along societies, cultures, place and time. • Be aware that modern education theories and programs rely on foundations that have made thinkers, philosophers, educators in the past.
General Abilities

- Autonomous Work
- Exercise of criticism and self-criticism
- Promotion of free thought
- Respect for diversity and multiculturalism, sensitivity to gender issues

3. COURSE CONTENT

The special topics of the seminar will be discussed with the students at the beginning of the course. Topics may cover thematic units from the broader field of History of Education, Greek and international.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Presentations in the classroom, discussion	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	ppt, videos	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	39
	Written work	136
	Total	175
STUDENTS' ASSESSMENT	IV. Presentation of the written work in the classroom (30%) V. Assessment of the written work (50%) VI. Oral support of the written work (20%)	

5. RECOMMENDED READING

After discussion with the students according to the specific topic of their individual work.

General literature on ECE History.

SEM 145 (Tutor: S. Trouli)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	SEM 145	SEMESTER	C
COURSE TITLE	Museum Education Seminar: Getting to know the Greek Museums.		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Seminar: Lectures and Students’ oral presentations and written essays		3	7
COURSE TYPE			
PREREQUISITIES	Optional prerequisite course ERA 135 Introduction to the Museum Education.		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	No		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The learning outcomes of the seminar in terms of knowledge, skills and attitudes are the following: Knowledge Get to know the Greek museum and particular the educational activities they offer. Understand the stages of preparing a seminar paper. Experience all the stages of planning implementation and evaluation of museum-pedagogical activities as well as accompanying educational material. Become familiar with procedures of on-site research in museum spaces and systematic observation of their education activities and their evaluation. Skills Organize an educational trip to the museum. Be able to design experiential activities inspired by museum objects and works of art. Identify the needs of their group and be able to connect them with their own interests, making use of the educational tools offered by museums. Search bibliography, process and evaluate the sources in a scientific way.

Attitudes

Animate original educational activities and material for specific museums and places of cultural reference (study, planning, organization, conduct, evaluation).

Change, if any, their opinion that museums are temples of knowledge.

Challenge and reject, if it is necessary, museums' educational activities that do not correspond to contemporary theories of learning in the museum.

Cooperate with museum people, colleagues and parents and encourage them to organize family visits to museums.

Present their ideas publicly and argue for their opinions.

General Abilities

The aim of the seminar is for the graduate to be able to apply the knowledge of museum education in practice in the kindergarten or in the museum. To be able to search, analyze and synthesize data and information, using the necessary technologies. To seek his/her adaptation to new situations. To proceed with decision making. To successfully complete an autonomous task as well as a group task, producing new research ideas. To succeed in planning and managing projects related to the seminar

The seminar also aims to cultivate respect for diversity and multiculturalism and for the natural environment, to demonstrate social, professional and ethical responsibility and sensitivity and gender issues and exercise critical thinking and creative and inductive thinking.

3. COURSE CONTENT

The SEM145 Museum Education seminar examines educational activities in museum spaces with an emphasis on museum educational programs aimed at preschool children. In the context of the meetings, the basic theories of learning and knowledge that have influenced Museum pedagogy, which has museums as its field of application, are analyzed. The types of museums and their functions are briefly presented and examined as case studies of different types of Greek museums and the museum-pedagogical activities they implement. Museum-school relations, the points of contact and cooperation between teachers and museum professionals are discussed, as well as the ways of investigating the interests of preschool children and students in relation to museums and the connection of these interests with the analytical program with a final goal of the design of museum educational programs, as a central field of museum education.

The types of museums and their functions are briefly presented and examined as case studies of different types of Greek museums and the museum-pedagogical activities they implement. Museum-school relations, the points of contact and cooperation between teachers and museum professionals are discussed, as well as the ways of investigating the interests of preschool children and students in relation to museums and the connection of these interests with the analytical program with a final goal of the design of museum educational programs, as a central field of museum education. Emphasis is placed on the familiarity with the methods of approaching museum objects, works of art and intangible cultural heritage (music, dances, fairy tales) by toddlers in the museum area, but also in the kindergarten. In addition, each student is invited to present a museum of his/her choice, exposing its

educational policy. He/she will then choose one of the educational activities offered by the selected museum and after justifying his/her choice will try to describe its planning and implementation in the kindergarten. Detailed instructions are also given on how to research and write the seminar paper.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Face to face teaching. Lectures at the first meetings with an emphasis on the planning stages of a museum education program and the principles of writing a seminar paper. Presentation of students' term papers with Power Point, discussions and experiential educational techniques. Communication and interaction with each student separately via electronic mail for more complete guidance and monitoring of the course of their individual work.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	E-class for posting educational material for the courses, announcements related to the course and communication with the students. Lectures using power point presentations, observing videos with relevant educational content, utilizing the internet (virtual museums, virtual tours, online museum games etc.)	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	9
	Individual presentations	18-22
	Educational trips	2-3
	Writing essay	132
	Total	
STUDENTS' ASSESSMENT	Presentation of individual work in the room (20%) II. Active participation in the seminar (10% III. Evaluation of written work (50%) IV. Verbal support of the work (20%)	

5. RECOMMENDED READING

Desvallées, A., & Mairesse, F. (eds.). (2010). *Key Concepts of Museology*, Paris: Armand Colin and ICOM (in english).

Hooper-Greenhill E. (2007). *Museums and education: purpose, pedagogy, performance*. London: Routledge.

ICOM (2022). *New Definition for museum by ICOM*. Retrieved 11 September 2022, from <https://icom.museum/en/resources/standards-guidelines/museum-definition/>.

Nikonanou Nik (2010). *Museum pedagogy. From theory to practice*. Athens: Patakis editions. (In Greek)

Nikonanou Nik. (ed.) (2015) *Museum learning and experience in the 21st century*. Hellenic Academic Ebooks, National technical University of Athens. (In Greek)

Trouli Sofia (2017). Brief introduction to museum pedagogy and its utilization techniques by teachers. In Kostas Karras (eds). *Issues of Contemporary Pedagogy, Teaching Theory and Practice*. University of Crete. School of Education. Department of Primary Education. KEMEIEDE. Pedagogical and Teaching Adequacy Program, 261-284.

Vemi, B., & Nakou, E. (eds.). (2010). *Museums and Education*. Athens: Nissos. (in Greek).

Websites (in Greek)

Ψηφιακές Συλλογές του Υπουργείου Πολιτισμού και Τουρισμού <http://collections.culture.gr/>

- Αποθετήριο Φωτόδεντρο Εθνικός Συσσωρευτής Εκπαιδευτικού Περιεχομένου: <http://photodentro.edu.gr/aggregator/>
- Follow Odysseas Εκπαιδευτική πύλη Υπουργείου Πολιτισμού : <http://followodysseus.culture.gr/>
- Εκπαίδευση και Μουσειακά Περιβάλλοντα: <http://ekpaideyshmuseumio.weebly.com/> και <http://ekpaideyshmuseumio.weebly.com/uploads/1/9/7/3/19735029/.pdf> και <http://ekpaideyshmuseumio.weebly.com/1-theta941mualphataualpha-muomicronupsilonsigmaepsiloniotaomicronlambdaomicrongamma943alphasigmaf.html>.
- Δίκτυο Μουσείων και Πολιτιστικών Φορέων Αθηνών: <http://www.athensmuseums.net/index.php>
- Παιδικό Μουσείο Αθηνών: <https://www.hcm.gr/>
- Μουσείο Ακρόπολης: <http://www.theacropolismuseum.gr/el/content/mathites-kai-ekpaideytikoi>
- Μουσείο Βυζαντινού Πολιτισμού. Εκπαιδευτικά Προγράμματα. Βιβλία για τον Εκπαιδευτικό. (<http://www.mbp.gr/edu/ekpaideytika-programmata/1.4/biblia-gia-ton-ekpaideytiko>).
- Μουσείο Αρχαίας Ελεύθερνας: <http://www.mae.com.gr/muomicronupsilonsigmaepsiloniotaomicron.html>
- Μουσείο Φυσικής Ιστορίας Κρήτης: <http://www.nhmc.uoc.gr/el/education>
- Νόησις-Μουσείο Επιστημών Θεσσαλονίκης: <http://www.noesis.edu.gr/>
- Ιστορικό Μουσείο Κρήτης: <http://www.historical-museum.gr/gr/educational>
- Δημόσια Κεντρική Βιβλιοθήκη Ρεθύμνου: <http://libret.weebly.com/>
- Ίδρυμα Σταύρος Νιάρχος: <http://www.snf.org/el/>

SEM 210 (Tutor: M. Sotiropoulou)

1. GENERAL INFORMATION

SCHOOL	FACULTY OF EDUCATION		
DEPARTMENT	Department of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	SEM 210	SEMESTER	5 th or 7 th
COURSE TITLE	Arts Education Seminar. Arts in Education. (Arts integration in preschool and primary education)		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Tutorials / Microteaching		3	7
COURSE TYPE	Seminar - Elective module. Scientific area: Aesthetic education of preschool and primary school age children		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	(In Greek)		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes

The seminar aims at:

- the study and presentation of part of the current literature on the arts integration within first level education,
- the selection, implementation and evaluation of «teaching through the arts» activities.

After successfully completing the seminar, students will be able to:

- Be aware of the different educational roles of art,
- Be familiar with the methodological principles and the appropriate conditions which correspond to teaching through the arts,
- Select, apply and evaluate teaching through the arts activities.

General Abilities

Exploration, analysis and synthesis of data and information, with the use of appropriate technologies

Connection of theory and practice

Individual Study

Group study

Design and management of projects

Respect for differentiation and multiculturalism

Respect for the natural environment

Exercise evaluation and self-evaluation

Promotion of free, creative and inductive thinking.

3. COURSE CONTENT

During the seminar, students come into contact with current studies regarding the arts integration within the framework of current preschool and primary school curricula. Moreover, they are called to put theory into practice, by adapting certain arts activities according to particular theoretical principles. These activities take the form of simulated exercises and are evaluated and self-evaluated in focus group discussions.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Tutorials – Microteaching - Focus group discussions.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of artifacts and audiovisual media	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Literature presentation/ Tutorials/ Focus group discussions	20
	Arts activities presentation / impementation / microteaching	19
	Group evaluation of activities	60
	Individual study	36
	Project writing	40
	TOTAL	175
STUDENTS' ASSESSMENT	I. Literature presentation (30%): - Theories on arts integration - Correlation between theory and practice II. Individual project presentation (30%): - Arts activities - Methodological commentary of activities III. Submission and oral support of individual written project (40%)	

5. RECOMMENDED READING

JOURNALS

- Art Education (<https://www.arteducators.org/research/art-education>),
- Arts Education Policy Review (<http://www.tandf.co.uk/journals/cfp/vaepcfp.pdf>),
- Studies in art education (<http://www.arteducators.org/research/studies>),
- International Journal of Education Through Art (<http://www.insea.org/publications/international-journal-education-through-art>)
- International Journal of Education and the Arts (<http://www.ijea.org/index.html>)
- Journal of Aesthetic Education (<http://www.jstor.org/page/journal/jaesteduc/about.html>)

SEM 212 (Tutor: M. Sotiropoulou)

1. GENERAL INFORMATION

SCHOOL	FACULTY OF EDUCATION		
DEPARTMENT	Department of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	SEM 212	SEMESTER	6 th or 8 th
COURSE TITLE	Arts in Education Seminar II: Teaching songs in preschool and primary education		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Tutorials – Focus group discussions – Activities' implementation		3	4
COURSE TYPE	Seminar - Elective module. Scientific area: Aesthetic education of preschool and primary school age children		
PREREQUISITES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	(In Greek)		
COURSE WEBSITE			

2. LEARNING OUTCOMES

The seminar aims at:

- the study and presentation of part of the current literature related to the teaching of songs
- the assimilation of the features that should determine the activities through which songs are taught
- the understanding of methodological principles, which could be followed when song activities are applied in the classroom
- the selection, implementation and evaluation of song teaching activities within first level education.

After successfully completing the seminar, students will be able to:

- Be aware of the current research findings related to teaching songs in preschool and primary education
- Be familiar with the methodological principles and the appropriate conditions for teaching songs in preschool and primary education
- Select, apply and evaluate activities, avoiding traditional methods of meaningless repetition, and safeguarding the aestheticity of songs.

General Abilities

Exploration, analysis and synthesis of data and information, with the use of appropriate technologies
 Connection of theory and practice
 Individual Study
 Group study
 Design and management of projects
 Respect for differentiation and multiculturalism
 Respect for the natural environment
 Exercise evaluation and self-evaluation
 Promotion of free, creative and inductive thinking.

3. COURSE CONTENT

In this seminar, the topics addressed are the repertoire selection, the goals and the methodology of teaching songs in kindergarten and primary school. Initially, new research is studied, related to the current pedagogical principles and recent perceptions regarding artistic/music engagement in school. These are the basis of an alternative approach to song teaching. Specific activities are the springboard from which the array of outcomes, the conditions for the implementation, and the methodology of song - teaching are revealed.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Tutorials – Microteaching - Focus group discussions.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of artifacts and audiovisual media	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Literature presentation/ Tutorials/	10
	Song – teaching activities presentation / impementation / microteaching / Focus group discussions	29
	Group evaluation of activities	40
	Individual study	36
	Project writing	60
	TOTAL	175
STUDENTS' ASSESSMENT	I. Literature presentation (30%): - Correlation between theory and practice II. Individual project presentation (30%): - Song-teaching activities - Methodological commentary of activities III. Submission and oral support of individual written project (40%)	

5. RECOMMENDED READING

BOOK

- Dogani, K. (2012). Music in Preschool Education. Interaction Child-Teacher. Athens: Gutenberg. (In Greek)
- Μόσχος, Κ., Τουμπακάρη, Ν. & Τόμπλερ, Μ. *Μουσικό ανθολόγιο. Α-ΣΤ Δημοτικού. Βιβλίο δασκάλου*. Αθήνα: Ο.Ε.Δ.Β. http://www.pi-schools.gr/books/dimotiko/mous_anth_a_st/dask/s_1_200.pdf

JOURNALS

- Art Education (<https://www.arteducators.org/research/art-education>),
- Arts Education Policy Review (<http://www.tandf.co.uk/journals/cfp/vaepcfp.pdf>),
- Studies in art education (<http://www.arteducators.org/research/studies>),
- International Journal of Education Through Art (<http://www.insea.org/publications/international-journal-education-through-art>)
- International Journal of Education and the Arts (<http://www.ijea.org/index.html>)
- Journal of Aesthetic Education (<http://www.jstor.org/page/journal/jaesteduc/about.html>)
- Music education research (<http://www.tandfonline.com/action/journalInformation?journalCode=cmue20#.U1knq9xe8Xw>)

SEM 213 (Tutor: N. Zaranis)

1. GENERAL INFORMATION

SCHOOL	FACULTY OF EDUCATION		
DEPARTMENT	Department of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	ΣΕΜ 213	SEMESTER	3 ^ο
COURSE TITLE	Seminar of Educational Activities using Information and Communication Technology.		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures and exercises in Laboratory		3	7
COURSE TYPE	Background, Scientific Area, Skills Development		
PREREQUISITIES	NONE		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	Yes (in English)		
COURSE WEBSITE	http://eclass.edc.uoc.gr/eclass/courses/PTPE--		

2. LEARNING OUTCOMES

Learning Outcomes
The aim of the course is to introduce students to a) basic concepts of app inventor, b) creation of educational software with app inventor, c) development small applications for the Kindergarten.
General Abilities
Search, analysis and synthesis of data and information, and the use of essential technologies

3. COURSE CONTENT

The topics that will be taught during the course are: a) Understand an app inventor framework and its features b) Design animation c) Import and edit video d) development educational software with app inventor

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	In class and Computer Laboratory	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Basic Software of computer use Support the learning process through the electronic platform e-class	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	30

	Laboratory Exercises	20	
	Independent Study	100	
	Sum of Course	175	
STUDENTS' ASSESSMENT	Assignment		

5. RECOMMENDED READING

1. C. Depover, T. Karsenti & B. Komis., Teaching with technology, promoting learning, inscresing skills . Klidarithmos, Athens 2010 .
2. Agamemnon Milios. Adobe Flash Professional CS6, Giourdas Ed., Athens 2012.
3. Panagiotis Pintelas, Christos Pierrakeas, Christos Panagiotakopoulos. The educational software and its assessment. Metaixmio 2003.

SEM 214 (Tutor: M. Kalogiannakis)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SEM 214	SEMESTER	
COURSE TITLE	Science Education in Preschool Education: Basic Concepts and Phenomena		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing		3	7
Workshops			
COURSE TYPE	Seminar		
PREREQUISITIES	-		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK,		
COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE	http://eclass.edc.uoc.gr/eclass/		

2. LEARNING OUTCOMES

Learning Outcomes

The seminar includes a systematic search for data from research conducted and a discussion of topics related to the collection of empirical material, the construction of data collection tools and the analysis and processing of findings for concepts and phenomena from the field of Natural Sciences for preschool education.

General Abilities

Analysis of the theoretical and experimental tools for introducing school age children to concepts and phenomena of Natural and Experimental Sciences

- Search, analysis and composition of data and relevant information
- Decision making
- Independent work
- Group work
- Promotion of independent, creative and inductive thinking

3. COURSE CONTENT

The organization of the seminar includes the following:

- mental representations of preschool children about the physical world,
- teaching interventions and activities from the Natural Sciences for preschool and primary school children,

- views, attitudes and needs of kindergarten teachers on topics from the field of Natural Sciences,
- formal and informal forms of teaching intervention for the teaching of natural sciences in preschool and first school age.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lectures – Discussions – Work presentation – Experiential classes.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the of e-learning	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures (10 weeks X 3 hours per week)	30
	Assignment in teams (3 weeks X 3 hours per week)	9
	Portfolio of assignments	46
	Self-study	90
	Total (25 hours of workload for each ECTS credit)	175
STUDENTS' ASSESSMENT	Essay/report, Presentation of assignments	

5. RECOMMENDED READING

Relevant literature list [Greek and international (in English and in French) journal articles] is distributed to seminar attendants.

Articles in English and in Greek available in the following link:
<https://www.researchgate.net/profile/Michail-Kalogiannakis>

SEM 215 (Tutor: M. Kalogiannakis)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SEM 215	SEMESTER	
COURSE TITLE	Seminar of science education in early childhood with the use of ICT		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing Workshops		3	7
COURSE TYPE	Subject knowledge		
PREREQUISITIES	-		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK,		
COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE	http://eclass.edc.uoc.gr/eclass/		

2. LEARNING OUTCOMES

Learning Outcomes
The seminar includes a systematic search data from research conducted and a discussion of topics related to the collection of empirical material, the construction of data collection tools and the analysis and processing of findings for concepts and phenomena from the field of natural for preschool education with emphasis on ICT (Information and Communication Technologies). The activities / experiments that are implemented and presented during the seminar are also created digitally through the modern tools of Web 2.0
General Abilities
• Search, analysis and composition of data and relevant information • Decision making • Independent work • Group work • Promotion of independent, creative and inductive thinking

3. COURSE CONTENT

The organization of the seminar includes the following:

- Implementation of experiments and simulations with ScratchJr software and algodoo for science activities for preschool children,
- Use of web 2.0 tools for activities in the field of natural sciences.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lectures – Discussions – Work presentation – Experiential classes.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the of e-learning	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures (10 weeks X 3 hours per week)	30
	Assignment in teams (3 weeks X 3 hours per week)	9
	Portfolio of assignments	46
	Self-study	90
	Total (25 hours of workload for each ECTS credit)	175
STUDENTS' ASSESSMENT	Essay/report, Presentation of assignments.	

5. RECOMMENDED READING

Relevant literature list [Greek and international (in English and in French) journal articles] is distributed to seminar attendants.

Articles in English and in Greek available in the following link:

<https://www.researchgate.net/profile/Michail-Kalogiannakis>

SEM 216 (Tutor: A. Strataridaki)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	SEM 216	SEMESTER	5 th (Winter)
COURSE TITLE	Seminar in Teaching History		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Seminar: Students' oral presentation and written paper on topics in Teaching History		3	7
COURSE TYPE	Social Science		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS			
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
Upon completion of the seminar, the students should be able to: • Have understood the significance of evidence (primary sources) and its employment in historical research. • Distinguish between primary and secondary sources • Formulate research questions and the research hypothesis on a topic under study • Analyze, assess, and interpret research data (sources) about a topic under study • Understand a variety of historical narratives, and how they are interpreted • Understand the use of historical language and of historical and time concepts • Correlate the present with the historical past, which will lead to self-awareness
General Abilities
• Self study • Respect for diversity and multiculturalism.

3. COURSE CONTENT

The seminar is about: a) The study and knowledge of the past by approaching and analyzing various topics from ancient Greek History, on the basis of primary sources (e.g., topics related to society, politics, daily life), whereas the distinction between primary and secondary sources will be emphasized.

- b) The presentation of teaching methods, as to how to formulate research hypotheses and interpretations regarding a topic; as to what the sources reveal about their creators, the reasons why, and the conditions under which, they were created, as well as the significance the sources had for their users, for the period, and the historical context, in which those users lived and performed.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Seminar: In class, oral presentations by students and discussion.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of ICT in oral presentations.	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Seminar	39
	Students' self study	136
	Total	175
STUDENTS' ASSESSMENT	Language: Greek Assessment methods: - Students' oral presentation of topics studied during the semester (20%). - Students' participation in discussion during other students' oral presentations (10%). - Written paper by each student submitted at the end of the semester (70%).	

5. RECOMMENDED READING

Primary sources relevant to the topics under study.

Secondary sources:

Θ. Κάββουρα, *Διδακτική της Ιστορίας: επιστήμη, διδασκαλία, μάθηση*. Εκδ. Μεταίχμιο, Αθήνα 2011.

Ch. Husbands et al., *Understanding History Teaching*. Philadelphia, 2003.

Γ. Κόκκινος, *Διδακτικές προσεγγίσεις στο μάθημα της Ιστορίας*. 3η έκδοση. Εκδ. Μεταίχμιο, Αθήνα 2006.

Γ. Λεοντσίνης, *Διδακτική της Ιστορίας: Γενική – Τοπική Ιστορία και περιβαλλοντική εκπαίδευση*. Αθήνα 1996.

Α. Στραταριδάκη, *Η Ιστορία στην προσχολική εκπαίδευση*. Ρέθυμνο 2006.

H. Pluckrose, *Children Learning History*. Repr. Hemel Hempstead, Herts: Simon & Schuster Education 1993.

SEM 320 (Tutor: M. Pourkos)

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SEM 320	SEMESTER	5 ^o
COURSE TITLE	SEMINAR OF PEDAGOGICAL PSYCHOLOGY I: Self, Family and Processes of Education, Learning and Development in a Rapidly Changing World: Experiential-Multimodal and Play-Body-Art-based Psychopedagogical Approaches		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures and practical classes/exercises			7
COURSE TYPE	Scientific area		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS			
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The seminar aims at introducing students to the basic concepts and theoretical-epistemological approaches of the family system and how it connects and forms the experiential world (lifeworld) of individuals in combination with their processes of education, learning and development, especially in the context of contemporary, constantly changing social conditions. The main objective of the seminar is to develop an eco-systemic way of thinking of students on issues concerning the self and family and the processes of education, learning and development and also to develop their awareness on topics of qualitative research methodologies/methods through the use of experiential-multimodal and play-body-narrative-art-based psychopedagogical approaches.
General Abilities
• Independent work • Teamwork • Respect for diversity and multiculturalism • Exercise of criticism and self-criticism • Promotion of free, systemic, creative and deductive thinking • Self-knowledge and ecological and multimodal-multiprismatic self-awareness work

3. COURSE CONTENT

In the world everything changes and the same happens for the family, love relationships, and for the educational and developmental processes. These changes concern both the size and structure of the family as well as its emotional organization and relationships with the outside world. Reflection therefore, on family, love relationships, and children's educational and developmental processes can not be essential if their ecological, socio-historical and cultural dimensions are not taken into account. At this seminar, the reflection focuses on the types of family, love, and education and development of children in their pre-modern, modern and post-modern phases that historically emerged in Western civilization, outlining their basic characteristics. The attention is mainly focused on the differences that exist in these forms of love and educational and developmental processes in relation to the structure, feelings, values, patterns, perceptions and practices of the family. Within this context a number of considerations arise, such as: What can these changes mean to family and love relationships for the psychological development of children? What effect can they have on the development of their personality and behavior? Can we talk about "normal" development of a child that grows into a post-modern family type (eg a family with both parents working, single parent family, foster family, family with children from spouses that have remarried many times, family with homosexual parents)? Why family life and love relationships are so fragile today, why loving relationships and parent-children relationships are so difficult? What happens in the context of a family and in the processes of children's education, learning and development when they are in crisis (eg the parents are divorced or are in the process to get divorced), while the whole society is in tension due to the contemporary economic crisis? What are the repercussions (impacts, effects, implications) of differentiation processes, emotional triangles and problems that exist in a family in the processes of children's socio-moral and emotional learning and development? These are difficult and complex theoretical and research issues for which various approaches (theoretical and methodological) have been developed over the last years and various answers have been articulated. The seminar has both experiential-multimodal (30%) and epistemological-theoretical (30%) and methodological-research (40%) character with elements of self-knowledge in the spirit of eco-bodily-experiential perspective and qualitative, experiential-multimodal and body-play-art-narrative-based psycho-pedagogical methodologies/ research methods. It will take place at the Laboratory of Ecological Psychology and Experiential, Heuristic and Narrative-Dialogic Psychopedagogy.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	The three-hour lessons taught on a weekly basis in the Laboratorial Unit of Ecological Psychology and Experiential, Heuristic and Narrative-Dialogic Psychopedagogy through lectures, presentations of scientific books and articles by the students, problem solving and experiential-multimodal activities, interactive group discussions and critical self-reflections.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of primary sources, of educational DVDs and other online internet material Use of experiential-multimodal educational material Extra teaching-learning material and consolidation exercises will also be provided in the e-learning platform 'e-class'.	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	5
	Presentations of scientific books and articles by students	25

	Experiential-multimodal activities in combination with play-body-art-based psychopedagogical approaches	30
	Research activities based on play, body and art qualitative methodologies/ research methods	40
	Total course (25 hours workload per credit unit)	100
STUDENTS' ASSESSMENT		Oral presentation and support of written seminar work/essay (90%), active participation of students (10%)

5. RECOMMENDED READING

- Aries, Ph. (1990). *Αιώνες Παιδικής Ηλικίας* (μτφρ. Γ. Αναστοπούλου). Αθήνα: Γλάρος.
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- Ίσαρη, Φ., & Πουρκός, Μ. (2015). *Ποιοτική Μεθοδολογία Έρευνας: Εφαρμογές στην Ψυχολογία και στην Εκπαίδευση*. Ελληνικά Ακαδημαϊκά Ηλεκτρονικά Συγράμματα και Βοηθήματα, <https://repository.kallipos.gr/handle/11419/5826>
- Κατάκη, Χ. (1998). *Οι Τρεις Ταυτότητες της Ελληνικής Οικογένειας*. Αθήνα: Ελληνικά Γράμματα.
- Κατάκη, Χ. (1995). *Το Μωβ Υγρό*. Αθήνα: Ελληνικά Γράμματα.
- Κατάκη, Χ., & Ανδρουτσοπούλου, Α. (Επιμ.) (2004). *Με Γόμα και Καθρέφτη: Εννέα Ιστορίες Συστημικής Ψυχοθεραπείας*. Αθήνα: Ελληνικά Γράμματα.
- Lewis, Th., Amini, F., & Lannon, R. (2013). *Μια Γενική Θεωρία της Αγάπης* (μτφρ. Α. Παπασταύρου). Αθήνα: Νεφέλη.
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- McGoldrick, M. (2002). *Ανοίγοντας τα Παλιά Σεντούκια*. Αθήνα: Ελληνικά Γράμματα.
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- Morgan, A. (2011). *Τι Είναι η Αφηγηματική Θεραπεία; Μια Ευκολοδιάβαστη Εισαγωγή* (μτφρ. Α. Χαρβάτης, επιμ. Β. Καφταντζή). Θεσσαλονίκη: Studio Press.
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- Πουρκός, Μ. (Επιμ.) (2008α). *Ενσώματος Νους, Πλαισιοθετημένη Γνώση και Εκπαίδευση: Προσεγγίζοντας την Ποιητική και τον Πολιτισμό του Σκεπτόμενου Σώματος*. Αθήνα: Gutenberg.
- Πουρκός, Μ. (Επιμ.) (2009). *Τέχνη, Παιχνίδι και Αφήγηση: Ψυχολογικές και Ψυχοπαιδαγωγικές Διαστάσεις*. Αθήνα: Τόπος.
- Πουρκός, Μ. & Δαφέρμος, Μ. (Επιμ.) (2010α). *Ποιοτική Έρευνα στις Κοινωνικές Επιστήμες: Επιστημολογικά, Μεθοδολογικά και Ηθικά Ζητήματα*. Αθήνα: Τόπος.
- Πουρκός, Μ. & Δαφέρμος, Μ. (Επιμ.) (2010β). *Ποιοτική Έρευνα στην Ψυχολογία και την Εκπαίδευση: Επιστημολογικά, Μεθοδολογικά και Ηθικά Ζητήματα*. Αθήνα: Τόπος.
- Πουρκός, Μ. (Επιμ.) (2011). *Κοινωνικο-Ιστορικές και Πολιτισμικές Προσεγγίσεις στην Ψυχολογία και την Εκπαίδευση*. Αθήνα: Διάδραση.
- Πουρκός, Μ. (Επιμ.) (2013). *Δυνατότητες και Όρια της Μείξης των Μεθοδολογιών στην Κοινωνική, Ψυχολογική και Εκπαιδευτική Έρευνα: Επιστημολογικά και Μεθοδολογικά Ζητήματα των Προοπτικών Διεύρυνσης του Ερευνητικού Σχεδιασμού*. Αθήνα: Ίων.
- Πουρκός, Μ. (Επιμ.) (2015). *Βίωμα και Βασισμένες στην Τέχνη Ποιοτικές Μέθοδοι Έρευνας: Επιστημολογικά-μεθοδολογικά Ζητήματα και Νέες Προοπτικές*. Θεσσαλονίκη: Νησίδες.
- Πουρκός, Μ. (Επιμ.) (2016α). *Η Απούσα Παρουσία του Σώματος και του Βιώματος στις Διαδικασίες Εκπαίδευσης, Μάθησης και Ανάπτυξης*. Αθήνα: Τόπος.
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- Πουρκός, Μ. (Επιμ.) (2016γ). *Προοπτικές και Όρια της Διαλογικότητας στον Μιχαήλ Μπαχτίν: Εφαρμογές στην Ψυχολογία, την Εκπαίδευση, την Τέχνη και τον Πολιτισμό*. Πάτρα: Opportuna.
- Πουρκός, Μ. (2017α). *Το Σώμα ως Τόπος Βιωμάτων, Ταυτοτήτων και Κοινωνικών Νοημάτων*. Αθήνα: Εκδόσεις 8.
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- Πουρκός, Μ. & Κατσαρού, Ε. (Επιμ.) (2011). *Βίωμα, Μεταφορά και Πολυτροπικότητα: Εφαρμογές στην Επικοινωνία, την Εκπαίδευση, τη Μάθηση και τη Γνώση*. Θεσσαλονίκη: Νησίδες.
- Satir, V. (1989). *Πλάθοντας Ανθρώπους* (μτφρ. Λ. Στυλιανούδη, επιμ. Α. Νίκας). Αθήνα: Εκδόσεις Κέδρος.
- Skygger, R., & Cleese, J. (1989). *Οικογένεια, η Σύγχρονη Οδύσσεια*. Αθήνα: Εκδόσεις Κέδρος.
- Sternberg, R.J. (2000). *Η Αγάπη σαν Ιστορία: Μια Νέα Θεωρία για τις Σχέσεις* (μτφρ. Μ. Ταυρή). Αθήνα: Θυμάρι.
- Von Schlippe, A., & Schweitzer, J. (2008). *Εγχειρίδιο της Συστημικής Θεραπείας και Συμβουλευτικής*. Θεσσαλονίκη: University Studio Press.
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- Χάιντς, Ε. (2000). *Συζυγική Θεραπεία: Τρόποι Βελτίωσης της Συζυγικής Θεραπείας*. Αθήνα: Ελληνικά Γράμματα.

SEM 321 (Tutor: M. Pourkos)

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SEM 321	SEMESTER	5 ^o
COURSE TITLE	SEMINAR OF PEDAGOGICAL PSYCHOLOGY II: Multimodal Qualitative Research Methodologies/Methods and Alternative-Experiential Approaches to Educational, Learning and Developmental Processes		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures and practical classes/exercises			7
COURSE TYPE	Scientific area		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS			
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The seminar aims at introducing students to the purpose, objectives, basic concepts and theoretical-epistemological approaches of multimodal qualitative research methodologies/methods and alternative-experiential approaches to learning and development. The main objective of the course is the systematic examination and critical discussion, analysis and evaluation of fundamental issues related to multimodal theoretical approaches in combination with qualitative research methodologies/methods and how these contribute to the study and research of the alternative-experiential approaches of the educational, learning and developmental processes.
General Abilities
• Independent work • Teamwork • Respect for diversity and multiculturalism • Exercise of criticism and self-criticism • Promotion of free, systemic, creative and deductive thinking • Self-knowledge and multimodal-multiprismatic self-awareness work •

3. COURSE CONTENT

The aim of the seminar is to inform and educate students on the purpose, objectives, theoretical, methodological and research approaches of multimodal research qualitative methodologies/methods in relation to the alternative-experiential approaches of learning and developmental processes. The issues that are covered in the course are the following: Basic assumptions and concepts of the multimodal qualitative paradigm. Lived experience, metaphor and multimodal qualitative research methods: basic assumptions and approaches and their applications in educational, learning and developmental processes. Basic factors that have contributed to the development of interest in multimodal qualitative research. Basic concepts of the research field of multimodal qualitative research (mode, semiotic resource, affordances, metafunctions, intersemiotic relations). Key questions concerning multimodal qualitative research in education, learning and developmental processes. The issue of epistemological deepening and theoretical synthesis. Basic theoretical approaches of multimodal qualitative research: (1) The approach of social semiotic multimodal analysis, (2) The approach of systemic functional multimodal discourse analysis, (3) The approach of multimodal interactive analysis. Multimodal and body-play-narrative-art-based qualitative research methods and their psycho-pedagogical integrative application in socio-moral and emotional issues concerning students's educational, learning and developmental processes. The topics will be elaborated in the spirit of *eco-bodily-experiential perspective* and *Experiential, Heuristic and Narrative-Dialogic Psychopedagogy*, as opposed to the dualistic approaches of individualistic subjectivism and abstract objectivism and rationalism that still dominate psychology and educational sciences. The seminar is focused on how body-play-art-narrative-based activities within a properly well-designed space can act/facilitate as mediating means or tools for the expression and communication of students's moral, emotional and existential problems. The main objective of the seminar is to facilitate and support students in their work in the spirit of development and application of ecological/systemic, social-historical-cultural, dialogic and embodied perspectives concerning their personal development (self-awareness), sensitization and initiation to alternative-experiential psychopedagogical approaches. Within the seminar we seek to develop interpretive and ecologically valid forms of understanding in combination with the issues of multimodality, action research, play-art-narrative-based research methods and ethnographic-phenomenological and biographical-narrative epistemologies-methodologies as approaches aspiring to represent lived experience and psycho-pedagogical processes, in the context of group dynamics using a variety of experiential, heuristic and narrative-dialogic practices, techniques, activities, modalities and genres of discourse and writing. Within the seminar we try to use and develop a wide range of creative embodied-experiential multimodal practices and play-arts-narrative-based research methods [including visual methods (photography, video, film making) as well as methods based on visual arts, music, poetry, voice/singing, drama, dance-movement, etc.] within a group psychopedagogical participation. We aim to study theoretically, empirically and practically the role of lived experience, context, embodied and kinesthetic experience to educational, learning and developmental processes (mainly those concerned with self-knowledge, social-moral learning and personal development of students and educators). The seminar has both experiential and theoretical and research character with elements of self-knowledge in the spirit of qualitative, experiential-multimodal and play-body-art-based psycho-pedagogical methodologies.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	The three-hour lessons taught on a weekly basis in the Laboratorial Unit of Ecological Psychology and Experiential, Heuristic and Narrative-Dialogic Psychopedagogy through lectures, presentations of scientific books and articles by the students, problem solving and experiential-multimodal activities, interactive group discussions and critical self-reflections.
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USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of primary sources, of educational DVDs and other online internet material Use of experiential-multimodal educational material Extra teaching-learning material and consolidation exercises will also be provided in the e-learning platform 'e-class'.	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	5
	Παρουσιάσεις επιστημονικών βιβλίων και άρθρων από τους φοιτητές/τριες σχετικά με ζητήματα που σχετίζονται με την προβληματική του σεμιναρίου Presentations of scientific books and articles by students	25
	Βιωματικές δραστηριότητες βασισμένες στις πολυτροπικές ποιοτικές μεθόδους έρευνας Experiential-multimodal activities in combination with play-body-art-based psychopedagogical approaches	30
	Ερευνητική δραστηριότητα βασισμένη στις πολυτροπικές ποιοτικές μεθόδους έρευνας Research activities based on play, body and art qualitative methodologies/ research methods	40
	Total course (25 hours workload per credit unit)	100
STUDENTS' ASSESSMENT	Oral presentation and support of written seminar work/essay (90%), active participation of students (10%)	

5. RECOMMENDED READING

- Bakhtin, M. (2000). *Ζητήματα της Ποιητικής του Ντοστογιέφσκι* (μτφρ. Α. Ιωαννίδου, επιμ. Β. Χατζηβασιλείου). Αθήνα: Πόλις.
- Glesne, C. (2018). *Η Ποιοτική Έρευνα: Οδηγός για Νέους Επιστήμονες* (μτφρ. Γ. Κουλαουζίδης, επιμ. Γ. Κουλαουζίδης & Ζ. Παληός). Αθήνα: Μεταίχμιο.
- Ίσαρη, Φ., & Πουρκός, Μ. (2015). *Ποιοτική Μεθοδολογία Έρευνας: Εφαρμογές στην Ψυχολογία και στην Εκπαίδευση*. Ελληνικά Ακαδημαϊκά Ηλεκτρονικά Συγγράμματα και Βοηθήματα, www.kallipos.gr

- Kress, G., & van Leeuwen, Th. (2010). *Η Ανάγνωση των Εικόνων: Η Γραμματική του Οπτικού Σχεδιασμού* (μτφρ. Γ. Κουρμεντάλα, επιμ.-θεώρηση, Φ. Παπαδημητρίου). Αθήνα: Επίκεντρο.
- Lakoff, G., & Johnson, M. (2005). *Ο Μεταφορικός Λόγος: Ο Ρόλος της Μεταφοράς στην Καθημερινή μας Ζωή* (μτφρ. Ο. Καλομενίδου). Θεσσαλονίκη: Εκδόσεις Πανεπιστημίου Μακεδονίας.
- Πουρκός, Μ. (2011). Βίωμα, Μεταφορά και Πολυτροπικότητα: Μια Εισαγωγή στις Βασικές Έννοιες, Προβληματισμούς και Προσεγγίσεις. Στο Μ. Πουρκός & Ε. Κατσαρού (Επιμ.), *Βίωμα, Μεταφορά και Πολυτροπικότητα: Εφαρμογές στην Επικοινωνία, την Εκπαίδευση, τη Μάθηση και την Γνώση* (σσ. 61-102). Θεσσαλονίκη: Νησίδες.
- Πουρκός, Μ. (2015). Ο Κενός Χώρος για Ενσώματες-Βιωματικές Πολυτροπικές Δραστηριότητες ως Τόπος Εμπειρίας, Μάθησης και Ανάπτυξης: Η Οικο-Σωματικο-Βιωματική Προοπτική και η Βιωματική, Ευρετική και Αφηγηματική-Διαλογική Ψυχοπαιδαγωγική. Στο Δ. Γερμανός & Μ. Λιάπη (Επιμ.), *Τόποι για Εμπειρίες Μάθησης: Έρευνα, Δημιουργία, Αλλαγή* (σσ. 280-292). Αθήνα: Εθνικό Κέντρο Τεκμηρίωσης.
- Πουρκός, Μ. (2017). Η Μεταφορά ως Πηγή Μάθησης και Γνώσης. Στο Μ. Καλογιαννάκης (Επιμ.), *Πρακτικά 9ου Πανελλήνιου Συνεδρίου (27-29 Μαΐου 2016) με θέμα «Φυσικές Επιστήμες στην Προσχολική Εκπαίδευση: Σύγχρονες Τάσεις και Προοπτικές»* (σσ. 160-166). Αθήνα: Εθνικό Κέντρο Τεκμηρίωσης.
http://epublishing.ekt.gr/sites/ektpublishing/files/proceedings/9th_Conference_Proceedings.pdf
- Πουρκός, Μ. (2018). Βασισμένη στην Τέχνη, το Παιχνίδι και το Σώμα Έρευνα-δράση σε σχέση με τη Συναισθηματική και Κοινωνικο-ηθική Μάθηση και Ανάπτυξη των Υποψήφιων Εκπαιδευτικών: Η Οικο-σωματικο-βιωματική Προοπτική και η Βιωματική, Ευρετική και Αφηγηματική-Διαλογική Ψυχοπαιδαγωγική. Στο Ε. Κατσαρού & Β. Τσάφος (Επιμ.), *Ορίζοντας την Έρευνα-Δράση στην Ελλάδα: Στην Προοπτική Διαμόρφωσης μιας Επαγγελματικής Κοινότητας Εκπαιδευτικών Ερευνητών* (σσ. 121-173). Αθήνα & Ρέθυμνο.
- Πουρκός, Μ. & Δαφέρμος, Μ. (Επιμ.) (2010α). *Ποιοτική Έρευνα στις Κοινωνικές Επιστήμες: Επιστημολογικά, Μεθοδολογικά και Ηθικά Ζητήματα*. Αθήνα: Τόπος.
- Πουρκός, Μ. & Δαφέρμος, Μ. (Επιμ.) (2010β). *Ποιοτική Έρευνα στην Ψυχολογία και την Εκπαίδευση: Επιστημολογικά, Μεθοδολογικά και Ηθικά Ζητήματα*. Αθήνα: Τόπος.
- Πουρκός, Μ. (Επιμ.) (2015β). *Βίωμα και Βασισμένες στην Τέχνη Ποιοτικές Μέθοδοι Έρευνας: Επιστημολογικά-μεθοδολογικά Ζητήματα και Νέες Προοπτικές*. Θεσσαλονίκη: Νησίδες.
- Πουρκός, Μ. (2016). *Πλαίσιο, Σώμα, Βίωμα, Αναπαραστάσεις: Θεμελιώδη Ζητήματα Ψυχολογίας και Ψυχοπαιδαγωγικής*. Αθήνα: Gutenberg.
- Πουρκός, Μ. (Επιμ.) (2017). *Το Σώμα ως Τόπος Πληροφορίας, Μάθησης και Γνώσης: Νέες Προοπτικές στην Επιστημολογία και Μεθοδολογία της Ποιοτικής Έρευνας*. Θεσσαλονίκη: Εκδόσεις Δίσιγμα.
- Πουρκός, Μ. & Κατσαρού, Ε. (Επιμ.) (2011). *Βίωμα, Μεταφορά και Πολυτροπικότητα: Εφαρμογές στην Επικοινωνία, την Εκπαίδευση, τη Μάθηση και τη Γνώση*. Θεσσαλονίκη: Νησίδες.
- Voloshinov, V.N. (1998). *Μαρξισμός και Φιλοσοφία της Γλώσσας* (μτφρ. & πρόλογος Β. Αλεξίου). Αθήνα: Παπαζήση.

SEM 323 (Tutor: E. Kornilaki)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SEM 323	SEMESTER	<5th
COURSE TITLE	SEMINAR IN DEVELOPMENTAL PSYCHOLOGY: SOCIAL AND EMOTIONAL DEVELOPEMETS		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Seminar		3	7
COURSE TYPE	Subject knowledge		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK		
COURSE IS OFFERD TO ERASMUS STUDENTS	YES		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The aim of the seminar is to introduce students to contemporary issues in developmental psychology, develop their skills in literature research and improve their academic writing skills. Upon seminar completion students will be able to: • Demonstrate knowledge and understanding of the research methods and the findings of developmental psychology. • Be able to search relevant literature and critically evaluate the findings • Be able to present a topic of their interest in an organized and critical way. • Develop their writing skills and structure an academic essay according to the standards of the field.
General Abilities
• Search, analysis and composition of data and relevant information • Decision making • Independent work • Group work • Promotion of independent, creative and inductive thinking

3. COURSE CONTENT

The seminar will have the following structure: d) Introductory guidance on writing an essay in psychology

- e) How to search a data basis for relevant research
- f) How to communicate a research topic

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Group instruction and presentations in class.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the of e-class platform (synchronous & asynchronous learning)	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures and presentations	30
	Independent study	70
	Essay composition	75
	Total (25 hours of workload for each ECTS credit)	175
STUDENTS' ASSESSMENT	Students' assessment takes into account: 1. The quality of the essay (70%) 2. The quality of the presentation (20%) 3. The classroom interaction (10%)	

5. RECOMMENDED READING

Berk, L., (2019). *Αναπτυξιακή Ψυχολογία: Η προσέγγιση της δια βίου ανάπτυξης* (Επ. Επιμ. Κ. Μανιαδάκη & Στ. Παπασταθόπουλος). Αθήνα: Εκδόσεις Κριτική.

Γαλανάκη, Ε. (2003). *Θέματα αναπτυξιακής ψυχολογίας*. Αθήνα: Ατραπός.

Dunn, W., L. & Craig, G. J. (2021). *Κατανοώντας την ανάπτυξη του ανθρώπου* (Επ. Επιμ. Π. Βορριά). Αθήνα: Εκδόσεις Παπαζήση.

Κουγιουμουτζάκης, Ι. (2016). *Το συν-της συγκίνησης*. Ηράκλειο: ΠΕΚ

Lightfoot, C., Cole, M., & Cole, S. R. (2014). *Η ανάπτυξη των παιδιών*. Αθήνα: Gutenberg.

Schaffer, D. (2004). *Εξελικτική Ψυχολογία*. Αθήνα: Ίων – Εκδόσεις Έλλην.

Smith, P., Cowie, H., & Blades, M. (2018). *Κατανοώντας την ανάπτυξη των παιδιών*. Αθήνα: Τζιόλα.

SEM 324 (Tutor: E. Kornilaki)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SEM 324	SEMESTER	<5th
COURSE TITLE	SEMINAR IN DEVELOPMENTAL PSYCHOLOGY: DEVELOPMENT DURING THE EARLY YEARS AND CHILDHOOD		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Seminar		3	7
COURSE TYPE	Subject knowledge		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK		
COURSE IS OFFERD TO ERASMUS STUDENTS	YES		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The aim of the seminar is to introduce students to contemporary issues in developmental psychology from infancy to childhood, develop their skills in literature research and improve their academic writing skills. Upon seminar completion students will be able to: • Demonstrate knowledge and understanding of the research methods and the findings of developmental psychology placing a special emphasis on early years and childhood. • Be able to search relevant literature and critically evaluate the findings • Be able to present a topic of their interest in an organized and critical way. • Develop their writing skills and structure an academic essay according to the standards of the field.
General Abilities
• Search, analysis and composition of data and relevant information • Decision making • Independent work • Group work • Promotion of independent, creative and inductive thinking

3. COURSE CONTENT

The seminar will have the following structure: g) Introductory guidance on writing an essay in psychology

h) How to search a data basis for relevant research
i) How to communicate a research topic

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Group instruction and presentations in class.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the of e-class platform (synchronous & asynchronous learning)	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures and presentations	30
	Independent study	70
	Essay composition	75
	Total (25 hours of workload for each ECTS credit)	175
STUDENTS' ASSESSMENT	Students' assessment takes into account: 4. The quality of the essay (70%) 5. The quality of the presentation (20%) 6. The classroom interaction (10%)	

5. RECOMMENDED READING

Berk, L., (2019). *Αναπτυξιακή Ψυχολογία: Η προσέγγιση της δια βίου ανάπτυξης* (Επ. Επιμ. Κ. Μανιαδάκη & Στ. Παπασταθόπουλος). Αθήνα: Εκδόσεις Κριτική.

Γαλανάκη, Ε. (2003). *Θέματα αναπτυξιακής ψυχολογίας*. Αθήνα: Ατραπός.

Dunn, W., L. & Craig, G. J. (2021). *Κατανοώντας την ανάπτυξη του ανθρώπου* (Επ. Επιμ. Π. Βορριά). Αθήνα: Εκδόσεις Παπαζήση.

Κουγιουμουτζάκης, Ι. (2016). *Το συν-της συγκίνησης*. Ηράκλειο: ΠΕΚ

Lightfoot, C., Cole, M., & Cole, S. R. (2014). *Η ανάπτυξη των παιδιών*. Αθήνα: Gutenberg.

Schaffer, D. (2004). *Εξελικτική Ψυχολογία*. Αθήνα: Ίων – Εκδόσεις Έλλην.

Smith, P., Cowie, H., & Blades, M. (2018). *Κατανοώντας την ανάπτυξη των παιδιών*. Αθήνα: Τζιόλα.

SEM 322 (Tutor: M. Pourkos)

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SEM 322	SEMESTER	5 ^o
COURSE TITLE	SEMINAR OF PEDAGOGICAL PSYCHOLOGY III: Self, Perception, Creativity and Developmental Processes through the use of Experiential-Multimodal and Play-Body-Art-based Psychopedagogical Approaches		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures and practical classes/exercises			7
COURSE TYPE	Scientific area		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS			
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The seminar aims at introducing students to the purpose, objectives, basic concepts and the theoretical-epistemological approaches of the embodied lived experience, self, identity, perception, creativity in combination with the processes of their personal development through the use of experiential-multimodal and play-body-play-narrative-based psycho-pedagogical approaches.
General Abilities
• Independent work • Teamwork • Respect for diversity and multiculturalism • Exercise of criticism and self-criticism • Promotion of free, systemic, creative and deductive thinking • Self-knowledge and ecological and multimodal-multiprismatic self-awareness work

3. COURSE CONTENT

This seminar is based epistemologically on the eco-bodily-experiential perspective and epistemologically-methodologically within the paradigm of qualitative research methodologies/methods. On this basis are explored, examined and discussed some of the challenges, possibilities and processes concerning the relations between the students's embodied lived experience, self/identity, perception and creativity and their processes of
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personal development through the use of experiential-multimodal and play-body-narrative-art-based psychopedagogical approaches.

The seminar has both experiential-multimodal (30%) and epistemological-theoretical (30%) and methodological-research (40%) character with elements of self-knowledge in the spirit of eco-bodily-experiential perspective and qualitative, experiential-multimodal and play-body-art-narrative-based psycho-pedagogical methodologies/research methods. It will take place at the *Laboratorial Unit of Ecological Psychology and Experiential, Heuristic and Narrative-Dialogic Psychopedagogy*.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	The three-hour lessons taught on a weekly basis in the Laboratorial Unit of Ecological Psychology and Experiential, Heuristic and Narrative-Dialogic Psychopedagogy through lectures, presentations of scientific books and articles by the students, problem solving and experiential-multimodal activities, interactive group discussions and critical self-reflections.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of primary sources, of educational DVDs and other online internet material Use of experiential-multimodal educational material Extra teaching-learning material and consolidation exercises will also be provided in the e-learning platform 'e-class'.	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	5
	Presentations of scientific books and articles by students	25
	Experiential-multimodal activities in combination with play-body-art-based psychopedagogical approaches	30
	Research activities based on play, body and art qualitative methodologies/ research methods	40
	Total course (25 hours workload per credit unit)	100
STUDENTS' ASSESSMENT	Oral presentation and support of written seminar work/essay (90%), active participation of students (10%)	

5. RECOMMENDED READING

Gibson, J.J. (2002). *Η Οικολογική Προσέγγιση στην Οπτική Αντίληψη* (μτφρ., Α. Γολέμη & Μ. Πουρκός, Εισαγωγή, Επιμέλεια, Μ. Πουρκός). Αθήνα: Gutenberg.

Gibson, E.J. & Pick, A.D. (2005). *Μια Οικολογική Προσέγγιση στην Αντιληπτική Μάθηση και Ανάπτυξη* (μτφρ. Α. Βακάκη, Εισαγωγή, Επιμέλεια, Μ. Πουρκός). Αθήνα: Gutenberg.

Ίσαρη, Φ., & Πουρκός, Μ. (2015). *Ποιοτική Μεθοδολογία Έρευνας: Εφαρμογές στην Ψυχολογία και στην Εκπαίδευση*. Ελληνικά Ακαδημαϊκά Ηλεκτρονικά Συγράμματα και Βοηθήματα, <https://repository.kallipos.gr/handle/11419/5826>

Πουρκός, Μ. (1997α). *Ο Ρόλος του Πλαισίου στην Ανθρώπινη Επικοινωνία, την Εκπαίδευση και την Κοινωνικο-Ηθική Μάθηση. Η Οικο-Σωματική-Βιωματική Προσέγγιση ως*

- Εναλλακτική Πρόταση στο Γνωστικισμό: Προς μια Βιωματική, Ευρετική και Επικοινωνιακή Ψυχοπαιδαγωγική.* Αθήνα: Gutenberg.
- Πουρκός, Μ. (Επιμ.) (1997β). *Ατομικές Διαφορές Μαθητών και Εναλλακτικές Ψυχοπαιδαγωγικές Προσεγγίσεις.* Αθήνα: Gutenberg.
- Πουρκός, Μ. (2002). *Από την Ψυχοφυσική στην Οικολογική Ψυχολογία: Σταθμοί στη Ζωή και στο Επιστημονικό Έργο του James J. Gibson.* Αθήνα: Gutenberg.
- Πουρκός, Μ. (2005). *Η Οικολογική Προσέγγιση στην Αντιληπτική Μάθηση και Ανάπτυξη: Η Οδύσσεια της Eleanor J. Gibson.* Αθήνα: Gutenberg.
- Πουρκός, Μ. (Επιμ.) (2008α). *Ενσώματος Νους, Πλαισιοθετημένη Γνώση και Εκπαίδευση: Προσεγγίζοντας την Ποιητική και τον Πολιτισμό του Σκεπτόμενου Σώματος.* Αθήνα: Gutenberg.
- Πουρκός, Μ. (Επιμ.) (2009). *Τέχνη, Παιχνίδι και Αφήγηση: Ψυχολογικές και Ψυχοπαιδαγωγικές Διαστάσεις.* Αθήνα: Τόπος.
- Πουρκός, Μ. & Δαφέρμος, Μ. (Επιμ.) (2010α). *Ποιοτική Έρευνα στις Κοινωνικές Επιστήμες: Επιστημολογικά, Μεθοδολογικά και Ηθικά Ζητήματα.* Αθήνα: Τόπος.
- Πουρκός, Μ. & Δαφέρμος, Μ. (Επιμ.) (2010β). *Ποιοτική Έρευνα στην Ψυχολογία και την Εκπαίδευση: Επιστημολογικά, Μεθοδολογικά και Ηθικά Ζητήματα.* Αθήνα: Τόπος.
- Πουρκός, Μ. (Επιμ.) (2011). *Κοινωνικο-Ιστορικές και Πολιτισμικές Προσεγγίσεις στην Ψυχολογία και την Εκπαίδευση.* Αθήνα: Διάδραση.
- Πουρκός, Μ. (Επιμ.) (2013). *Δυνατότητες και Όρια της Μείξης των Μεθοδολογιών στην Κοινωνική, Ψυχολογική και Εκπαιδευτική Έρευνα: Επιστημολογικά και Μεθοδολογικά Ζητήματα των Προοπτικών Διεύρυνσης του Ερευνητικού Σχεδιασμού.* Αθήνα: Ίων.
- Πουρκός, Μ. (Επιμ.) (2015). *Βίωμα και Βασισμένες στην Τέχνη Ποιοτικές Μέθοδοι Έρευνας: Επιστημολογικά-μεθοδολογικά Ζητήματα και Νέες Προοπτικές.* Θεσσαλονίκη: Νησίδες.
- Πουρκός, Μ. (Επιμ.) (2016α). *Η Απούσα Παρουσία του Σώματος και του Βιώματος στις Διαδικασίες Εκπαίδευσης, Μάθησης και Ανάπτυξης.* Αθήνα: Τόπος.
- Πουρκός, Μ. (2016β). *Πλαίσιο, Σώμα, Βίωμα, Αναπαραστάσεις: Θεμελιώδη Ζητήματα Ψυχολογίας και Ψυχοπαιδαγωγικής.* Αθήνα: Gutenberg.
- Πουρκός, Μ. (Επιμ.) (2016γ). *Προοπτικές και Όρια της Διαλογικότητας στον Μιχαήλ Μπαχτίν: Εφαρμογές στην Ψυχολογία, την Εκπαίδευση, την Τέχνη και τον Πολιτισμό.* Πάτρα: Orpportuna.
- Πουρκός, Μ. (2017α). *Το Σώμα ως Τόπος Βιωμάτων, Ταυτοτήτων και Κοινωνικών Νοημάτων.* Αθήνα: Εκδόσεις 8.
- Πουρκός, Μ. (Επιμ.) (2017β). *Το Σώμα ως Τόπος Πληροφορίας, Μάθησης και Γνώσης: Νέες Προοπτικές στην Επιστημολογία και Μεθοδολογία της Ποιοτικής Έρευνας.* Θεσσαλονίκη: Εκδόσεις Δίσιγμα.
- Πουρκός, Μ. & Κατσαρού, Ε. (Επιμ.) (2011). *Βίωμα, Μεταφορά και Πολυτροπικότητα: Εφαρμογές στην Επικοινωνία, την Εκπαίδευση, τη Μάθηση και τη Γνώση.* Θεσσαλονίκη: Νησίδες.

SEM 325 (Tutor: M. Markodimitraki)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SPSY 325	SEMESTER	3 rd -7 th
COURSE TITLE	SEMINAR ON DEVELOPMENTAL PSYCHOLOGY: ISSUES OF DEVELOPMENTAL PSYCHOLOGY		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing Workshops		3	4
COURSE TYPE	Subject knowledge		
PREREQUISITIES	Developmental Psychology I and Introduction to Psychology or Developmental Psychology of infants and young children		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK,		
COURSE IS OFFERD TO ERASMUS STUDENTS	YES		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes

Guidance will be given to the students on how to write an academic work, how they need to conduct their research and how to cite academic works. Some provision will be made by the instructor of possible sources.

The students will investigate a specific area and they will be expected to search in Greek and foreign bibliography for theoretical proposals, research planning or a case study that will give suggestions about crucial issues in Developmental Psychology. Through critical evaluation of their findings, they must present their own thesis.

General Abilities

- Search, analysis and composition of data and relevant information
- Independent work

3. COURSE CONTENT

Main contents: Issues on cognitive, social and emotional child development, on the developmental problems of children and the role of the Significant Others in their development (eg., emotions and play according to cognitivism and psychodynamic theories, theory of intersubjectivity, young children's ability to hide their emotional state, the role of friendship in the emotional development of young children, death

issues in pre-school age, morality in pre-school age, disturbing emotional world of pre-school age children and intervention programs.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lectures - Student presentations - Essay work - Oral exam	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Powerpoint	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	13 3-hour lectures	
STUDENTS' ASSESSMENT	Written essays, oral presentations	

5. RECOMMENDED READING

1. Wade, C. & Tavris, C. (2018) (in greek). *Psychology*. (12th ed.). M. Markodimitraki & V. Tsourtou (eds.), (P. Polymatidou, trans.). Athens: Tziola Publications.

SEM 326 (Tutor: M. Markodimitraki)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SPSY 326	SEMESTER	4 th -8 th
COURSE TITLE	SEMINAR ON DEVELOPMENTAL PSYCHOLOGY: CURRENT RESEARCH AND MODERN THEORETICAL APPROACHES		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing Workshops		3	4
COURSE TYPE	Subject knowledge		
PREREQUISITIES	Developmental Psychology I and Introduction to Psychology or Developmental Psychology of infants and young children		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK,		
COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes

Guidance will be given to the students on how to write an academic work, how they need to conduct their research and how to cite academic works. Some provision will be made by the instructor of possible sources.

The students will investigate a specific area and they will be expected to search in Greek and foreign bibliography for theoretical proposals, research planning or a case study that will give suggestions about crucial issues in Developmental Psychology. Through critical evaluation of their findings, they must present their own thesis.

General Abilities

- Search, analysis and composition of data and relevant information
- Independent work

3. COURSE CONTENT

Main contents: Issues on cognitive, social and emotional child development, on the developmental problems of children and the role of the Significant Others in their development (eg., emotions and play according to cognitivism and psychodynamic theories, theory of intersubjectivity, young children's ability to hide their emotional state, the role of friendship in the emotional development of young children, death

issues in pre-school age, morality in pre-school age, disturbing emotional world of pre-school age children and intervention programs.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lectures - Student presentations - Essay work - Oral exam	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Powerpoint	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	13 3-hour lectures	
STUDENTS' ASSESSMENT	Written essays, oral presentations	

5. RECOMMENDED READING

1. Wade, C. & Tavris, C. (2018) (in greek). *Psychology*. (12th ed.). M. Markodimitraki & V. Tsourtou (eds.), (P. Polymatidou, trans.). Athens: Tziola Publications.

SEM 329 (Tutor: A. Matsopoulos)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	SEM 329	SEMESTER	
COURSE TITLE	Seminar in School Psychology-Resilience in Education		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
		3hours	7 ECTS
COURSE TYPE	Seminar		
PREREQUISITES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	Yas, in conjunction with an independent study.		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
Student will be able to synthesize current literature in areas of School Psychology with focus Resilience in Education Student will be familiar with main issues focused on resilience in education with applications in preschool and elementary school education Student will be able to research topics related with Resilience in Education Student will be able to produce a research report based on mini research project on the topic of the seminar.
General Abilities

3. COURSE CONTENT

The following themes are presented in the Seminar: Theoretical models of Resilience Resilience in Education Applications of Resilience for preschool and elementary school children

Current intervention prevention programs (RESCUR, Bounce Back etc)
Teacher resilience
Growth Resilience Ecosystemic Consultation (GRECO) model (Matsopoulos, 2022)

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Direct teaching	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Yes	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures, invited speakers, project based learning	
	Total	
STUDENTS' ASSESSMENT	Portfolio assessment (Research paper, presentation in class, contribution in class)	

5. RECOMMENDED READING

Matsopoulos, A. (2011) From Vulnerability to Resilience: Applications for School and Family Settings: Athens: Papazisis Publications.

Ginsburg, K. & Jablow, M. (2014). A Parent's Guide to Building Resilience in Children and Teens, American Academy of Pediatrics (from the Greek translation, Broken Hill Publications).

SEM 330 (Tutor: A. Matsopoulos)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	SEM 330	SEMESTER	
COURSE TITLE	Seminar in School Psychology		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
		3hours	7 ECTS
COURSE TYPE	Seminar		
PREREQUISITES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
Student will be able to synthesize current literature in areas of School Psychology Student will be familiar with main issues focused on applications of School Psychology in preschool and elementary school education. Student will be able to research topics related with School Psychology and its applications in education. Student will be able to produce a research report based on mini research project on the topic of the seminar.
General Abilities

3. COURSE CONTENT

The following themes are presented in the Seminar: School Psychology research applications for preschool and elementary education Assessment Consultation (GRECO model), Matsopoulos, 2022)
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Interventions and Prevention programs in schools
Children's Resilience
Parent and Teacher resilience
Growth Resilience Ecosystemic Consultation (GRECO) model (Matsopoulos, 2022) and applications for educators

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecture (dialogical)style	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Yes	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures, student presentations, vignettes analysis, research project presentations	
	Total	
STUDENTS' ASSESSMENT	Portfolio assessment (Research paper, presentation in class, contribution in class)	

5. RECOMMENDED READING

Matsopoulos, A. (2005). *School Psychology: A New Science*: Athens: Author.

Gutkin, T. & Reynolds, C. (2008). *Handbook of School Psychology (4th Edition)*. New York: Wiley.

Peacock-Gimpel, G., Ervin, R., Dally E., Merrell, K. (2012), *Practical Handbook of School Psychology: Effective Practices for the 21st Century*. New York: Guildford Press.

SEM 331 (Tutor: M. Kypriotaki)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SEM 331	SEMESTER	5th -8th
COURSE TITLE	Special Psychopaedagogy of the early years		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing Workshops		3	7
COURSE TYPE	Subject knowledge		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK		
COURSE IS OFFERD TO ERASMUS STUDENTS	NO		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes

The present seminar will address how to approach special education needs and disabilities and will also consider how educators manage to support children with special education needs and/or disabilities (SEND).

Guidance will be given to the students on how to write an academic work, how they need to conduct their research and how to cite academic works. The instructor will assign the students a specific area to investigate and they will be expected to search in greek and foreign databases (review or research) regarding crucial issues in Special Education with emphasis in Early Intervention. Through critical evaluation of their findings, they must present their own thesis.

General Abilities

- Search, analysis and composition of data and relevant information
- Independent work
- Teamwork
- Adaptation to new situations
- Creation of new research ideas
- Respect for diversity
- Exercise criticism and self-criticism
- Promotion of free, creative and inductive thinking
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3. COURSE CONTENT

Main contents:

Issues of Special Education (indicative): diagnosis, parents and siblings of children with special educational needs and/or disabilities, cooperation in familial and educational context, inclusive education, interventions and strategies.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lectures – student's presentations -essay work-oral exam	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Power-point, videos as an educational tool in class, e-class, students' web, eduportal	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	13 3-hour lectures	
STUDENTS' ASSESSMENT	Presence in lectures, presentations, written essays	

5. RECOMMENDED READING

1. Kornilaki, Ek., Kypriotaki, M., & Manolitsis, G. (2010) (Eds.). *Early intervention: Interdisciplinary approach*. Athens: Pedio.
2. Soulis, S.G. (2020). *Study in intellectual disability*. Athens: Gutenberg.
3. O'Donnell, A. M., Reeve, J., & Smith, J. K. (2011). *Educational psychology: Reflection for action*. John Wiley & Sons.
4. Wade, C., & Tavis, C. (2011). *Psychology*. (12th edition.). Pearson Education.
5. Michell, D., & Sutherland, D. (2020). What really works in special and inclusive education: Using evidence-based teaching strategies. Routledge.
6. Feldman, R.S. (2016). *Development across the life span*. Pearson Education.

SEM 332 (Tutor: M. Kypriotaki)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SEM 332	SEMESTER	5th -8th
COURSE TITLE			
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing Workshops		3	7
COURSE TYPE	Subject knowledge		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK		
COURSE IS OFFERD TO ERASMUS STUDENTS	NO		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes

The present seminar will address how to approach special education needs and disabilities and will also consider how educators manage to support children with special education needs and/or disabilities (SEND).

Guidance will be given to the students on how to write an academic work, how they need to conduct their research and how to cite academic works. The instructor will assign the students a specific area to investigate and they will be expected to search in greek and foreign databases (review or research) regarding crucial issues in Special Education with emphasis in Early Intervention. Through critical evaluation of their findings, they must present their own thesis.

General Abilities

- Search, analysis and composition of data and relevant information
- Independent work
- Teamwork
- Adaptation to new situations
- Creation of new research ideas
- Respect for diversity
- Exercise criticism and self-criticism
- Promotion of free, creative and inductive thinking
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3. COURSE CONTENT

Main contents:

Issues of Special Education (indicative): early intervention, family of children with special educational needs and/or disabilities, inclusive education, teachers' attitudes towards children with SEND, the role of the special and general education teacher etc.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lectures – student's presentations -essay work-oral exam	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Power-point, videos as an educational tool in class, e-class, students' web, eduportal	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	13 3-hour lectures	
STUDENTS' ASSESSMENT	Presence in lectures, presentations, written essays	

5. RECOMMENDED READING

1. Kornilaki, Ek., Kypriotaki, M., & Manolitsis, G. (2010) (Eds.). *Early intervention: Interdisciplinary approach*. Athens: Pedio.
2. Soulis, S.G. (2020). *Study in intellectual disability*. Athens: Gutenberg.
3. O'Donnell, A. M., Reeve, J., & Smith, J. K. (2011). *Educational psychology: Reflection for action*. John Wiley & Sons.
4. Wade, C. & Tavis, C. (2011). *Psychology*. (12th edition.). Pearson Education.
5. Michell, D., & Sutherland, D. (2020). What really works in special and inclusive education: Using evidence-based teaching strategies. Routledge.
6. Feldman, R.S. (2016). *Development across the life span*. Pearson Education.

SEM 351 (Tutor: Th. Eleftherakis)

1. GENERAL INFORMATION

SCHOOL	FACULTY OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SEM 351	ΕΞΑΜΗΝΟ ΣΠΟΥΔΩΝ	6o & 8o
COURSE TITLE	Seminar of Pedagogy, Sociology of School		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing		3	4
COURSE TYPE		Subject knowledge	
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT		GREEK	
COURSE IS OFFERED TO ERASMUS STUDENTS		NO	
COURSE WEBSITE		https://elearn.uoc.gr	

2. LEARNING OUTCOMES

Learning Outcomes
Seminar's main goal is providing students with the capability of coming in terms with: A. basic orology and terms of Sociology of Education and providing with the proper theoretical basis, which will be a vital condition for understanding the cultural basis of society, the process, faculties and results of modern educational systems, the relations of the educational faculties with the field of other faculties of society and furthermore the vital role of Sociology of Education in the elimination or reproduction of social pathogenesis and unbalanced society groups (social gap between groups). B. Acquaintance of Scientific Research (bibliography, scientific research, writing skills)
General Abilities
• Search, analysis and composition of data and relevant information • Decision making • Independent work • Group work • Promotion of independent, creative and inductive thinking

3. COURSE CONTENT

Side scientific-subject fields (faculties of change in school and education) are: Democratic Education and School: School in modern societies and historical achievements (Chicago, Nheil e.t.c.). Multi-Cultural School : School on multi-social and mutli-ethnic-group societies Effective School as a Motivational Impact and Influence Specific Programmes (S.P) their philosophy and their main goals. (Kinds and Groups of Scientific Programmes) School Boos/Booklets (Political Socialization in the school-book of Language, Maths e.t.c.)
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Methodological Approaches in Education Field Group-Correspondence and Co-work Spirit Projects, Energetic, Living Approach, Programming Teaching, Individuality in the field of Teaching e.t.c.
 Mechanism of Sociological Approach and Evaluation in School (tests, exams, evaluation e.t.c.)
 Evaluation in Education: Evaluation of Teaching
 Sociology of Class: Dynamics of School Class, Pedagogical Atmosphere (Educational Environment), school groups
 Sociology of school class: Teacher and his role, Main Goals of Teachers
 School class as a school system: School Atmosphere (Environment), Social Relations), Sociometry
 Profession of a Teacher: social status, financial status of the teacher, organizations of teachers, educational progress and skills achievements e.t.c.
 Social Status of Pre-School Education Teacher
 Educational Imbalances, School failure and Family, family socialization, social class and school progress
 Relations between Family and School. Parental Influence.
 Forms of School's Organization. School as a Faculty of Organization.
 Educational School Society Group: Organization the structure the function. Teacher in the structure of leading in school's environment. Social students-co-class members groups.
 Relations with Local Government.
 School Social Society: Relationships of School Social Society with Local Government and further Society.
 School Society in Marasleios Faculty of Education (Μαράσλειος Διδασκαλείο) and Moderns Structures and Terms of Social Groups and Teams
 Structures of School Social Life
 School in correspondence with sex identity
 School, Digital Media Communication Tools (Television e.t.c.) and Socialization
 School and Same-Aged social students groups and socialization

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Specific Educational computer applications for scheduling essays and documents, Management and Scheduling Tools, digital aid platforms, support of Educational Programme via distant digital e-learning programs e-learn (Moodle) Use of the digital educational platform e-learning (E-LEARN)	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	LECTURER	39
	Autonomous Study	61
	Total (25 hours of workload for each ECTS credit)	100
STUDENTS' ASSESSMENT	Παρουσίαση και συγγραφή ατομικής Εργασίας (100%)	

5. RECOMMENDED READING

- 1.Eleftherakis, Th., Oikonomidis, V. (2018). Sociology and Education of Democracy and Human Rights. Athens: Diadrasi.
- 2.Katsarou, E. (2016). Educational Research-Action. Athens: Kritiki.
- 3.Bourdieu, Pierre, Passeron, Jean-Claude (2014) Reproduction. Elements for a theory of the educational system. Athens: Alexandraia..
- 4.Oikonomidis, V., Eleftherakis, Th. (2011). Education, Democracy and Human Rights. Athens. Diadrasi.
- 5.Nikolaou, S.-M. (2009). Theoretical questions in the Sociology of Education. Athens: Gutenberg.

SEM 353 (Tutor: Th. Eleftherakis)

1. GENERAL INFORMATION

SCHOOL	FACULTY OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SEM 353	SEMESTER	6o & 8o
COURSE TITLE	Seminar: Sociology of Education		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing		3	4
COURSE TYPE		Subject knowledge	
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT		GREEK	
COURSE IS OFFERD TO ERASMUS STUDENTS		NO	
COURSE WEBSITE		https://elearn.uoc.gr/course/view.php?id=134	

2. LEARNING OUTCOMES

Learning Outcomes
Seminar's main goal is providing students with the capability of coming in terms with: A. basic orology and terms of Sociology of Education and providing with the proper theoretical basis, which will be a vital condition for understanding the cultural basis of society, the process, faculties and results of modern educational systems, the relations of the educational faculties with the field of other faculties of society and furthermore the vital role of Sociology of Education in the elimination or reproduction of social pathogenesis and unbalanced society groups (social gap between groups). B. Acquaintance of Scientific Research (bibliography, scientific research, writing skills)
General Abilities
• Search, analysis and composition of data and relevant information • Decision making • Independent work • Group work • Promotion of independent, creative and inductive thinking

3. COURSE CONTENT

Sociology of Education and Special Education, study of a wide range and long-term social interpretations, faculties and progresses The professional view on the work of a Teacher (Educator's social profile and position, the teacher's financial status, organisations of educational purposes, educational movements, educational progress of a teacher (seminars, goal of evolving in the educational skills and capability) Social status of pre-school educational teachers, social recognition, approval of society and admiration, social position. Democratic school: School and Educational Programmes in Modern Industrial Societys and their Historical Data Cultural range of School
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Effectiveness of School as a range of activities Social imbalances, social group and team gap and organization and school progress and approach Family, School and the Relationship between the faculties School and Social Evolution School and Media Use of Communication (Television e.t.c.) School and Education/Finances National School, Alexander Delmouzos and School Community of Marasleios Faculty of Education 1923-1926 (Μαράσλειο Διδασκαλείο) Sociological and philosophical gap between the terms of Special Need People and Special Education. Law organization in terms of Special Education in Greece. Human rights and People with Special Needs (SEN, Special Educational Needs). Integration, incorporation, Inclusive Education (Inclusive Co-Education).

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Specific Educational computer applications for scheduling essays and documents, Management and Scheduling Tools, digital aid platforms, support of Educational Programme via distant digital e-learning programs e-learn (Moodle) Use of the digital educational platform e-learning (E-LEARN)	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	LECTURER	39
	Autonomous Study	61
	Total (25 hours of workload for each ECTS credit)	100
STUDENTS' ASSESSMENT	Presentation and Writing of Atomic Essay (100%)	

5. RECOMMENDED READING

1. Eleftherakis, Th., Oikonomidis, V. (2018). Sociology and Education of Democracy and Human Rights. Athens: Diadrasi.
2. Katsarou, E. (2016). Educational Research-Action. Athens : Kritiki.
3. Bourdieu, Pierre, Passeron, Jean-Claude (2014) Reproduction. Elements for a theory of the educational system. Athens: Alexandraia.
4. Oikonomidis, V., Eleftherakis, Th. (2011). Education, Democracy and Human Rights. Athens. Diadrasi.
5. Nikolaou,S-M. (2009). Theoretical Subjects in Sociology of Education, Athens: Gutenberg.

SEM 451 (Tutor: M. Kalogiannakis)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SEM 451	SEMESTER	7
COURSE TITLE	Natural Sciences Seminar in Preschool Education: basic concepts and phenomena		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing Workshops		3	7
COURSE TYPE	Subject knowledge		
PREREQUISITIES	-		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK,		
COURSE IS OFFERD TO ERASMUS STUDENTS	NO		
COURSE WEBSITE	http://eclass.edc.uoc.gr/eclass/		

2. LEARNING OUTCOMES

Learning Outcomes
The seminar introduces basic concepts and phenomena from the field of Natural Sciences and presents strategies for developing activities designed for preschool children.
General Abilities
• Search, analysis and composition of data and relevant information • Decision making • Independent work • Group work • Promotion of independent, creative and inductive thinking

3. COURSE CONTENT

The organization of the seminar includes the following: - development of activities for preschool children from the field of Natural Sciences: recycling, water cycle, shadows, air properties, air pollution, sinking, electricity, volcanoes, earthquakes, magnets, rainbow, light, colors, air and its properties, space, time, etc. - implementation of the appropriate activities in the kindergarten.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lectures – Discussions – Work presentation – Experiential classes.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the of e-learning	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures (10 weeks X 3 hours per week)	30
	Assignment in teams (3 weeks X 3 hours per week)	9
	Portfolio of assignments	46
	Self-study	90
	Total (25 hours of workload for each ECTS credit)	175
STUDENTS' ASSESSMENT	Essay/report, Presentation of assignments.	

5. RECOMMENDED READING

Relevant literature list [Greek and international (in English and in French) journal articles] is distributed to seminar attendants.

Articles in English and in Greek available in the following link:

<https://www.researchgate.net/profile/Michail-Kalogiannakis>

SEM 452 (Tutor: M. Kalogiannakis)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SEM 452	SEMESTER	7
COURSE TITLE	Natural Sciences Seminar in Preschool Education Using ICT and Computational Thinking		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing Workshops		3	7
COURSE TYPE	Subject knowledge		
PREREQUISITIES	-		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK,		
COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE	http://eclass.edc.uoc.gr/eclass/		

2. LEARNING OUTCOMES

Learning Outcomes
The seminar presents systematic strategies for the development of activities in the field of natural sciences for preschool children using digital technologies with particular emphasis on the development of computational thinking. Computational thinking combines a set of skills such as data collection, organization and analysis, algorithmic thinking, subtraction and evaluation. The introduction of computational thinking has caught the attention of researchers and educators and is estimated to be a key skill until the middle of the 21st century, just like writing, reading and arithmetic.
General Abilities
• Search, analysis and composition of data and relevant information • Decision making • Independent work • Group work • Promotion of independent, creative and inductive thinking

3. COURSE CONTENT

The organization of the seminar focuses on the creation of activities in the field of natural sciences and their application to preschool children with particular emphasis on the use of digital technologies and the development of computational thinking.

Once the theoretical background for the development of computational thinking (with and / or without the use of computers [unplugged]) is provided, appropriate activities aimed at preschool children will be implemented.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lectures – Discussions – Work presentation – Experiential classes.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the of e-learning platform	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures (10 weeks X 3 hours per week)	30
	Assignment in teams (3 weeks X 3 hours per week)	9
	Portfolio of assignments	46
	Self-study	90
	Total (25 hours of workload for each ECTS credit)	175
STUDENTS' ASSESSMENT	Essay/report, Presentation of assignments.	

5. RECOMMENDED READING

Relevant bibliographic list [Greek and international (in English) with scientific articles] is distributed to the participants of the seminar.

SEM 453 (Tutor: M. Kalogiannakis)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SEM 453	SEMESTER	7
COURSE TITLE	Seminar on Environment and Sustainability in Preschool Education		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing Workshops		3	7
COURSE TYPE	Subject knowledge		
PREREQUISITIES	-		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK,		
COURSE IS OFFERD TO ERASMUS STUDENTS	NO		
COURSE WEBSITE	http://eclass.edc.uoc.gr/eclass/		

2. LEARNING OUTCOMES

Learning Outcomes
The seminar presents systematic strategies for the development of activities for preschool children from the field of environmental education and sustainability. Detailed examples of environmental education programs such as Water Ecoculture are presented and the key elements from its creation to its implementation are analyzed in the classrooms.
General Abilities
• Search, analysis and composition of data and relevant information • Decision making • Independent work • Group work • Promotion of independent, creative and inductive thinking

3. COURSE CONTENT

The organization of the seminar included the creation of activities in the field of environmental education - sustainability and their application to preschool children.
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4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lectures – Discussions – Work presentation – Experiential classes.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the of e-learning	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures (10 weeks X 3 hours per week)	30
	Assignment in teams (3 weeks X 3 hours per week)	9
	Portfolio of assignments	46
	Self-study	90
	Total (25 hours of workload for each ECTS credit)	175
STUDENTS' ASSESSMENT	Essay/report	

5. RECOMMENDED READING

Relevant bibliographic list [Greek and international (in English) with scientific articles] is distributed to the participants of the seminar.

SEM 454 (Tutor: M. Kalogiannakis)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SEM 454	SEMESTER	
COURSE TITLE	Seminar of basic activities in the field of geology for preschool education		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing Workshops		3	7
COURSE TYPE	Subject knowledge		
PREREQUISITIES	-		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK,		
COURSE IS OFFERD TO ERASMUS STUDENTS	NO		
COURSE WEBSITE	http://eclass.edc.uoc.gr/eclass/		

2. LEARNING OUTCOMES

Learning Outcomes
The seminar introduces basic concepts from the field of geology and presents systematic strategies for developing activities for preschool children for geological concepts and phenomena.
General Abilities
• Search, analysis and composition of data and relevant information • Decision making • Independent work • Group work • Promotion of independent, creative and inductive thinking

3. COURSE CONTENT

The organization of the seminar includes the development of activities for preschool children in the field of geology. Activities are proposed and implemented for the following topics: Caves, Volcanoes, Earthquakes, Geodiversity, Biodiversity, Underwater relief, -Rocks, Fossils.

In addition, a systematic effort will be made to implement the above activities in the kindergarten.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lectures – Discussions – Work presentation – Experiential classes.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the of e-learning	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures (10 weeks X 3 hours per week)	30
	Assignment in teams (3 weeks X 3 hours per week)	9
	Portfolio of assignments	46
	Self-study	90
	Total (25 hours of workload for each ECTS credit)	175
STUDENTS' ASSESSMENT	Essay/report Presentation of assignments	

5. RECOMMENDED READING

Relevant bibliographic list [Greek and international (in English) with scientific articles] is distributed to the participants of the seminar.

Related scientific journals

SEM 503 (Tutor: A. Fountoulakis)

1. GENERAL INFORMATION

SCHOOL	FACULTY OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SEM 503	SEMESTER	4 th
COURSE TITLE	Seminar on Greek Literature and Drama		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures and Discussion		3	7
COURSE TYPE	Subject area.		
PREREQUISITIES	Pass in two relevant courses.		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Modern Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	Modern Greek		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
The aim of the seminar is the acquaintance of the students with the scholarly study of texts and their subsequent use in theatrical activities in the field of education.
General Abilities
• Independent work • Team work • Criticism and Self-Criticism • Promotion of independent and creative thinking / criticism • Production of new research ideas

3. COURSE CONTENT

The students will deal with the analysis and interpretation of selected literary texts. These texts will also be analyzed and interpreted from the perspective of drama theory. The students are subsequently expected to explore these texts so as to develop theatrical activities based on them, which could be employed in the field of education.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	In the classroom	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY		
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Seminars - Discussions	39
	Independent study	50
	Writing of dissertation	60
	Presentation of dissertation	26
	Overall	175
STUDENTS' ASSESSMENT	1. Compulsory dissertation 2. Oral examination	

5. RECOMMENDED READING

- A) P. Pavis, *Λεξικό του Θεάτρου*, μετ. Α. Στρουμπούλη του *Dictionnaire du Theatre*, εποπτ. Κ. Γεωργουσόπουλος, Athens: Gutenberg, 2006 (Greek, proposed to be distributed free)
- B) C. B. Balme, *The Cambridge Introduction to Theatre Studies*, Cambridge: C.U.P., 2008.
- C) H. Beauchamp, *Τα Παιδιά και το Δραματικό Παιχνίδι: Εξοικείωση με το Θέατρο*, μετ. Ε. Πανίτσκα, Αθήνα: Τυπωθήτω – Γ. Δαρδανός, 1998.
- D) R. Courtney, *Play, Drama and Thought: The Intellectual Background to Dramatic Education*, 4th edn. Toronto: Simon & Pierre, 1989.
- E) Th. Grammatas, *Θεατρική Παιδεία και Επιμόρφωση των Εκπαιδευτικών*, Athens: Tipothito – G. Dardanos, 1997. (Greek)
- F) _____, *Διδακτική του Θεάτρου*, Athens: Tipothito – G. Dardanos, 1999. (Greek)
- G) M. Fortier, *Theory / Theatre: An Introduction*, 2nd edn., London & New York: Routledge, 2002.
- H) T. Moudatsakis, *Η Θεωρία του Δράματος στη Σχολική Πράξη: Το Θεατρικό Παιχνίδι, η Δραματοποίηση*, Athens: Kardamitsa, 1994. (Greek)
- I) P. Sextou, *Δραματοποίηση: Το Βιβλίο του Παιδαγωγού-Εμπνευστή (Μέθοδος-Εφαρμογές-Ιδέες)*, Athens: Kastaniotis, 1998. (Greek)

SEM 504 (Tutor: M. Karaiskou)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	SEM 504	SEMESTER	Spring
COURSE TITLE	Seminar on Modern Greek Literature		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures		3	4
COURSE TYPE	General, literature		
PREREQUISITIES	EPA 504		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
After the successful completion of the seminar the students will be able to: - Decode the narrative methods and the hidden meanings of literary texts - Approach literary texts through methods based on modern literary theory - Discover aspects of literature that could be exploited for educational purposes.
General Abilities
Cultivation of critical thought Creative writing skills Aesthetic education

3. COURSE CONTENT

The seminar focuses on various issues related to the field of modern Greek literature and aspires to connect them to educational purposes. It may deal with the work of a particular author or poet, attempting to trace its narrative / poetic techniques, to highlight any ideological messages it may contain and to discuss how these might be approached by a children's readership. Furthermore, the seminar may also examine different literary genres or issues relevant to the history or theory of literature in an attempt to explore the degree of their perception by child readers.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	In class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Powerpoints Site of the course in E – Class.	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	20
	Student's Presentations	40
	Student's personal study time	115
	Total	175
STUDENTS' ASSESSMENT	Presentation Submission of a written essay Oral examination	

5. RECOMMENDED READING

General Bibliography is distributed to the students upon the first meetings of the seminar.
R. Beaton, *An introduction to modern Greek literature*, Oxford, Clarendon Press 1994.

SEM 505 (Tutor: M. Karaiskou)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	SEM 505	SEMESTER	Winter
COURSE TITLE	Seminar on Children's Literature		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures		3	4
COURSE TYPE	General, literature		
PREREQUISITIES	EPA 503		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
After the successful completion of the seminar the students will be able to: - Decode the narrative techniques and the hidden meanings of literary texts that address a children's readership - Approach children's literature through methods based on modern literary theory - Discover how aspects of children's literature may be exploited in the context of a school class
General Abilities
Cultivation of critical thought Creative writing skills Aesthetic education

3. COURSE CONTENT

The seminar focuses on various aspects of children's literature. It may deal with the close examination of literary genres cultivated in the context of children's literature, such as fairy – tales, miniaturized fiction, myths, bildungsroman, science fiction, historical novels, adventure novels, limericks. It may also focus on vital aspects of the theory of children's literature such as language, ideology, censorship, humor, animism, intertextuality. Moreover, it may examine the work of a distinguished
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author / poet of Greek or foreign children's literature. The research conducted by the students will lead to the composition of an original essay.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	In class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Powerpoints Site of the course in E – Class.	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	20
	Student's Presentations	40
	Student's personal study time	115
	Total	175
STUDENTS' ASSESSMENT	Oral presentation Submission of a written essay Oral examination	

5. RECOMMENDED READING

Bibliography is distributed to the students upon the first meetings of the seminar.

SEM 561

6. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	ΣΕΜ 561	SEMESTER	Spring
COURSE TITLE	Philosophy for children		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures		3	4
COURSE TYPE	General Knowledge, Skill development		
PREREQUISITIES	Yes (Philosophy of Education, ΕΠΑ 507)		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	No		
COURSE WEBSITE	https://free.openeclass.org/courses/HUM321/		

7. LEARNING OUTCOMES

Learning Outcomes
After the course students are expected to: - Have been introduced to the field of Philosophy with/for children: Basic principles and main practitioners. - Have a general idea of the history of the movement. - Have been introduced to the current debates in the field. - Have had a chance to implement a session or philosophical inquiry with co-students.
General Abilities
- Adaptation to different circumstances. - Decision making. - Working autonomously. - Working in groups. - Respecting cultural and gender differences. - Development of reflective and critical skills. - Supporting and nurturing free and creative thinking.

8. COURSE CONTENT

- Philosophy for / with children: An introduction. - Philosophical and pedagogical presuppositions.
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- Aims.
- Critical / Imaginative / Caring thinking / Reflection.
- Democracy.
- Key concepts:
Community of inquiry.
Stimuli.
Questioning.
Facilitating.
Dialogue: Critical thinking / debating / ethics of communication.
- Philosophy for / with children and Curricula.
- Reflection.

9. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing / Conducting a philosophical inquiry.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	- Use of technology to teach and collaborate / communicate with the students. - Use of open access educational platform (Free Open eClass) for supporting teaching.	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lecturing	15
	Studying the available literature	25
	Interactive teaching and communication	20
	Philosophical inquiries.	30
	Reflection	10
	Total	100
STUDENTS' ASSESSMENT	Language: Greek. Types of evaluation: - Descriptive evaluation. - Writing short paper. Standards of evaluation: - Attendance. - Conducting a philosophical inquiry. - Writing a short paper.	

10. RECOMMENDED READING

-Προτεινόμενη Βιβλιογραφία :

- ΔΕΠΠΣ Νηπιαγωγείου (1998). Αθήνα: Παιδαγωγικό Ινστιτούτο.
- Πρόγραμμα Σπουδών Νηπιαγωγείου (2011). Αθήνα: Παιδαγωγικό Ινστιτούτο.
- Haynes J. (2009). Τα παιδιά ως φιλόσοφοι: μάθηση μέσω έρευνας και διαλόγου στην πρωτοβάθμια εκπαίδευση. (Μτφρ. Τζαβάρας, Ι.). Αθήνα: Μεταίχμιο
- Θεοδωροπούλου Ε. (2010). Φιλοσοφία της παιδείας: Λόγοι, όψεις, διαδρομές. Αθήνα: Πεδίο.
- (2014). Φιλοσοφία της παιδείας: Όψεις της πράξης. Αθήνα: Πεδίο.
- (2014). Φιλοσοφία, φιλοσοφία, είσαι εδώ; Κάνοντας φιλοσοφία με τα παιδιά. Αθήνα: Διάδραση.
- Lawrence J.S. & Sharp M.A. (2007). Το Κουκλονοσκομείο. Δίνοντας νόημα στον κόσμο μου: ένα πρόγραμμα για το παιδί και τον εκπαιδευτικό της προσχολικής αγωγής. (Μτφρ. Θεοδωροπούλου, Ε.). Αθήνα: Ατραπός.
- Lipman M. (2004). Η σκέψη

SEM 572 (Tutor: A. Strataridaki)

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SEM 572	SEMESTER	5 th (Winter)
COURSE TITLE	Seminar in Ancient Greek History and its Pedagogic Implications		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Seminar: Students' oral presentation and written paper on topics in ancient Greek History		3	7
COURSE TYPE	Social Science		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS			
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
Students are introduced to a) the primary sources, secondary sources, and the methodological tools for doing research on topics in ancient Greek History, as well as in local History (e.g., by referring to archaeological evidence -sites, Museums); b) making oral presentations of topics, which the students work on during the semester; c) organizing a weekly plan of activities for young children (years 4-7) based on the topics under study; and d) writing a paper based on their research and on the activities plan for children. Upon completion of the seminar the students should: • Have understood the importance of primary sources for research in history. • Distinguish primary from secondary sources. • Be able to know how to search for sources (primary and secondary) relevant to the study of Greek antiquity. • Be able to ask questions about, and state a hypothesis of, the topic under study. • Be able to analyze the sources regarding the topic under study, and to be able to provide answers and interpretations to the questions set out before.

• Be able to know how to utilize historical information about the topic under study for young children's activities, so that the latter get to familiarize themselves with time and history concepts. • Be able to organize activities for young children, while taking into consideration diversity and multiculturalism.
General Abilities
• Self study • Respect for diversity and multiculturalism.

3. COURSE CONTENT

Selected topics of ancient Greek history (e.g., social, religious, political sphere).

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Seminar: In class, oral presentations by students and discussion.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of ICT in oral presentations.	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Seminar	39
	Students' self study	136
	Total	175
STUDENTS' ASSESSMENT	Language: Greek Assessment methods: • Students' oral presentation of topics studied during the semester (20%). • Students' participation in discussion during other students' oral presentations (10%). • Written paper by each student submitted at the end of the semester (70%).	

5. RECOMMENDED READING

Relevant to the topics under study.

SEM 752 (Tutor: A. Strataridaki)

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SEM 572	SEMESTER	6 th (Spring)
COURSE TITLE	Seminar in Ancient Greek History and its Pedagogic Implications		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Seminar: Students' oral presentation and written paper on topics in ancient Greek History		3	7
COURSE TYPE	Social Science		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
Students are introduced to a) the primary sources, secondary sources, and the methodological tools for doing research on topics in ancient Greek History, as well as in local History (e.g., by referring to archaeological evidence -sites, Museums); b) making oral presentations of topics, which the students work on during the semester; c) organizing a weekly plan of activities for young children (years 4-7) based on the topics under study; and d) writing a paper based on their research and on the activities plan for children. Upon completion of the seminar the students should: • Have understood the importance of primary sources for research in history. • Distinguish primary from secondary sources. • Be able to know how to search for sources (primary and secondary) relevant to the study of Greek antiquity. • Be able to ask questions about, and state a hypothesis of, the topic under study. • Be able to analyze the sources regarding the topic under study, and to be able to provide answers and interpretations to the questions set out before.

• Be able to know how to utilize historical information about the topic under study for young children's activities, so that the latter get to familiarize themselves with time and history concepts. • Be able to organize activities for young children, while taking into consideration diversity and multiculturalism.
General Abilities
• Self study • Respect for diversity and multiculturalism.

3. COURSE CONTENT

Selected topics of ancient Greek history (e.g., social, religious, political sphere).

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Seminar: In class, oral presentations by students and discussion.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of ICT in oral presentations.	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Seminar	39
	Students' self study	136
	Total	175
STUDENTS' ASSESSMENT	Language: Greek Assessment methods: • Students' oral presentation of topics studied during the semester (20%). • Students' participation in discussion during other students' oral presentations (10%). • Written paper by each student submitted at the end of the semester (70%).	

5. RECOMMENDED READING

Relevant to the topics under study.

SEM 603 (Tutor: M. Linardakis)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SEM 603	SEMESTER	6, 8
COURSE TITLE	Quantitative Research in Education using Scales of Measurement		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing Workshops			7
COURSE TYPE	Subject knowledge		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK,		
COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
Use of scales in preschool education and quantitative analysis of the data.
General Abilities
• Search, analysis and composition of data and relevant information • Decision making • Independent work • Group work • Promotion of independent, creative and inductive thinking • Work in an international environment • Work in a multidisciplinary environment • Generating new research ideas • Design and project management

3. COURSE CONTENT

Main contents: The course aims at familiarizing the students on the use of normalized scales of measurement that assess the performance of preschool children (eg. Raven test for measuring non-verbal intelligence, Pea-body scale for measuring fine and gross motor
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skills, VMI scale for Eye-motor coordination, etc.). Quantitative data analysis using statistical packages. Essay writing with the results.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the computer lab.	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	55
	Homework	20
	Study	40
	Assignment	60
	Total (25 hours of workload for each ECTS credit)	175
STUDENTS' ASSESSMENT		

5. RECOMMENDED READING

Howitt, D., Cramer, D., Στατιστική με το SPSS 16, Κλειδάριθμος, Αθήνα, 2010.

Γναρδέλλης, Χ., Ανάλυση Δεδομένων με το PASW Statistics 17, Παπαζήσης, Αθήνα, 2009

TEACHING PRACTICE

DAS 102 (Level IIa)

1. GENERAL INFORMATION

SCHOOL	Faculty of Education		
DEPARTMENT	Department of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	DAS 102	SEMESTER	5th
COURSE TITLE	Teaching Practice IIa		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Teaching Practice		6	8
COURSE TYPE	Development of Skills		
PREREQUISITIES	Teaching Practice I		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE			

2.LEARNING OUTCOMES

Learning Outcomes
The aim of teaching practice is students' familiarization with the practical aspect of their studies (that is, the teaching process) and the implementation of the particular principles, theories and methodologies proposed by the contemporary developments in teaching. Upon successful completion of this course the students will be able to: • Organizes and executes a plan of instruction in Kindergarten
General Abilities
• Decision Making • Respect for diversity and multiculturalism • Demonstrate social, professional and ethical responsibility and sensitivity to gender issues • Exercise criticism and self-criticism • Promotion of free creative and inductive thinking • Group work

1. COURSE CONTENT

Students engage in planning, designing, implementing, analyzing, interpreting, modifying and criticizing their teaching. This can be referred to a single teaching activity or the daily
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teaching schedule of a preschool class. Students teach and their teaching becomes the subject of assessment by their tutor.

2. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	In kindergarten class and in the university classroom with experiential way	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Contacting Students	
ORGANISATION OF INSTRUCTION	<i>Activity</i>	<i>Semester Workload</i>
	Laboratory Exercise	52
	Exercise in Kindergarten	48
	Individual and group study	100
	<i>Total Course</i>	<i>200</i>
STUDENTS' ASSESSMENT	The evaluation of students include: - Obligatory presence in kindergarten and workshops - Written essay	

3. RECOMMENDED READING

1. Birbili, M. (2008). Towards a pedagogy of dialogue. The importance and role of questions in preschool education. Athens: Gutenberg.
2. Avgitidou, S., Tzekaki, M., Tsafos, B. (Eds.)(2016). Candidate teachers observe, intervene, and think: support proposals of their teaching practice. Athens: Gutenberg.

DAS IIa & DAS IIb (Tutor: E. Chlapana)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	DAS 102 & 103 Level IIa & IIb	SEMESTER	5 rd , 6 th
COURSE TITLE	Practicum in preschool education II		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing Workshops Students observe or teach in preschool classrooms		3	8
COURSE TYPE	Skill development		
PREREQUISITIES	Practicum in preschool education I, Practicum in preschool education II		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK,		
COURSE IS OFFERD TO ERASMUS STUDENTS	YES		
COURSE WEBSITE	www.edc.uoc.gr		

2. LEARNING OUTCOMES

Learning Outcomes
Objective of the course is familiarizing student teachers with the practical aspect of their studies (that is, the teaching process) and implementing the particular principles, theories and methodologies proposed by contemporary developments in teaching.
General Abilities
• Search, analysis and composition of data and relevant information • Decision making • Independent work • Group work • Promotion of independent, creative and inductive thinking

3. COURSE CONTENT

1. Students engage in planning, designing, implementing, analyzing, interpreting, modifying, and criticizing their teaching. The object can be a single teaching activity, or the daily teaching schedule of a preschool class. Students teach and their teaching becomes the subject of assessment by their tutor.

2. Students engage in teaching and observing the teaching of their fellow students. In addition, they attend workshops in which their tutor helps them understand thoroughly, apply and consolidate the above issues.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Workshops, lectures, discussions, visits, exercises.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the of e-class	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Teaching activities implementation	100
	Students observe in preschool classrooms	50
	Workshops attendance	50
	Total	200
STUDENTS' ASSESSMENT	observation of students teaching kindergarten children, written project	

5. RECOMMENDED READING

Avgitidou, S., Tzekaki, M., Tsafos, V. (2016). *Student teachers observe, intervene and reflect: suggestions for support of their Practicum* (editing). Gutenberg.

Tafa. E., & Manolitsis, G. (Eds.) (2009). *Emergent literacy. Research and applications*. Pedio.

DAS 107 (Tutor: D. Kontogianni)

1. GENERAL INFORMATION

SCHOOL	Faculty of Education		
DEPARTMENT	Department of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	DAS 107	SEMESTER	5th
COURSE TITLE	Teaching Practice IIa		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Teaching Practice		6	8
COURSE TYPE	Development of Skills		
PREREQUISITIES	Teaching Practice I		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE	https://eclass.edc.uoc.gr/courses/PTPEU279/		

2. LEARNING OUTCOMES

Learning Outcomes
By successfully completing of this course, the students will be familiar with the practical aspect of their studies (that is, the teaching process) and will have been practiced in the implementation of the particular principles, theories and methodologies proposed by the contemporary developments in teaching. In particular, students will be able to organize and perform activities in the Kindergarten.
General Abilities
• Decision Making • Respect for diversity and multiculturalism

- Demonstrate social, professional and ethical responsibility and sensitivity to gender issues
- Exercise criticism and self-criticism
- Promotion of free creative and inductive thinking
- Group work

4. COURSE CONTENT

Students engage in planning, designing, implementing, analyzing, interpreting, modifying and criticizing their teaching. This can be referred to a single teaching activity or the daily teaching schedule of a preschool class. Students teach and their teaching becomes the subject of assessment by their tutor.

5. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	In kindergarten class and in the university classroom with experiential way	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Contacting Students	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Laboratory Exercise	52
	Exercise in Kindergarten	48
	Individual and group study	100
	Total Course	200
STUDENTS' ASSESSMENT	The evaluation of students include: - Obligatory presence in kindergarten and workshops - Written essay	

6. RECOMMENDED READING

3. Birbili, M. (2008). *Towards to the pedagogy of the dialogue. The importance and role of questions in pre-school education*. Athens: Gutenberg.
4. Avgitidou, S., Tzekaki, M., Tsafos, B. (Eds.) (2016). *Candidate teachers observe, intervene, and think: support proposals of their teaching practice*. Athens: Gutenberg.

DAS 108 (IIa) (Tutor: M. Kreza)

1. GENERAL INFORMATION

SCHOOL	Faculty of Education		
DEPARTMENT	Department of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	DAS 108	SEMESTER	5th
COURSE TITLE	DAS 108 Teaching Practice IIa		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Teaching Practice		6	8
COURSE TYPE	Compulsory course, Development of Skills		
PREREQUISITIES	Teaching Practice I		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE	https://eclass.edc.uoc.gr		

2. LEARNING OUTCOMES

Learning Outcomes
The aim of teaching practice is students' familiarization with the practical aspect of their studies (that is, the teaching process) and the implementation of the particular principles, theories and methodologies proposed by the contemporary developments in pedagogy and in teaching approaches and methodology. At the end of this course, students should be able to plan, prepare and execute teaching practices in Kindergarten.
General Abilities
• Decision Making • Respect for diversity and multiculturalism • Demonstrate social, professional and ethical responsibility and sensitivity to gender issues • Exercise criticism and self-criticism • Promotion of free creative and inductive thinking • Group work

7. COURSE CONTENT

Students engage in planning, designing, implementing, analyzing, interpreting, modifying and criticizing their teaching. This can be referred to a single teaching activity or the daily

teaching schedule of a preschool class. Students' practices become the subject of assessment by their tutor.

8. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	In kindergarten class and in the university classroom	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	E-class	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Laboratory Exercise	52
	Exercise in Kindergarten	48
	Individual and group study	100
	Total Course	200
STUDENTS' ASSESSMENT	• Obligatory presence in kindergarten and workshops • Written essays • Assessment of student's practices	

9. RECOMMENDED READING

1. Kitsaras, G. (2004). *Programs. Teaching methodology of preschool*. Athens.
2. Oikonomidis, B. (Ed.) (2011). *Education and training of teachers. Theoretical and Empirical Approaches*. Athens: Pedio.
3. Synodi, E. & Ampartzaki, M. (Eds.) (2011). *Preschool Education Programmes. Theory and Practice*. Athens: Pedio.

DAS 109 (Tutor: D. Kontogianni)

1. GENERAL INFORMATION

SCHOOL	Faculty of Education		
DEPARTMENT	Department of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	DAS 109	SEMESTER	6th
COURSE TITLE	Teaching Practice IIb		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Teaching Practice		6	8
COURSE TYPE	Development of Skills		
PREREQUISITIES	Teaching Practice IIa		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE	https://eclass.edc.uoc.gr/courses/PTPE238/		

2. LEARNING OUTCOMES

Learning Outcomes
By successfully completing of the course, student will be familiar with the practical aspect of their studies (that is, the teaching process) and will have been practiced in the implementation of the particular principles, theories and methodologies proposed by the contemporary developments in teaching. In particular, students will be able to plan, organize and execute a daily teaching plan in the Kindergarten and manage issues of school everyday life.
General Abilities
• Decision Making • Respect for diversity and multiculturalism • Demonstrate social, professional and ethical responsibility and sensitivity to gender issues • Exercise criticism and self-criticism • Promotion of free creative and inductive thinking • Group work

3. COURSE CONTENT

Students engage in planning, designing, implementing, analyzing, interpreting, modifying and criticizing their teaching. This can be referred to a single teaching activity or the daily teaching schedule of a preschool class. Students teach and their teaching becomes the subject of assessment by their tutor.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	In kindergarten class and in the university classroom with experiential way	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Contacting Students	
ORGANIZATION OF INSTRUCTION	Activity	Semester Workload
	Laboratory Exercise	52
	Exercise in Kindergarten	48
	Individual and group study	100
	Total Course	200
STUDENTS' ASSESSMENT	The evaluation of students include: - Obligatory presence in kindergarten and workshops - Written essay	

5. RECOMMENDED READING

1. Birbili, M. (2008). *Towards to the pedagogy of the dialogue. The importance and role of questions in pre-school education*. Athens: Gutenberg.
2. Avgitidou, S., Tzekaki, M., Tsafos, B. (Eds.) (2016). *Candidate teachers observe, intervene, and think: support proposals of their teaching practice*. Athens: Gutenberg.

DAS 109 (Tutor: S. Nikolidaki)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	DAS109	SEMESTER	6
COURSE TITLE	Students' practice (Level IIb)		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
			9
COURSE TYPE	Developing teaching skills		
PREREQUISITES	DAS I, DAS IIa		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek- English		
COURSE IS OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE	https://eclass.edc.uoc.gr/courses/PTPEU370/		

2. LEARNING OUTCOMES

Learning Outcomes
Upon successful completion of the course, students are expected to: - have a better knowledge of the teaching process in kindergarten and be able to plan, implement, and evaluate their lesson plans independently and in collaboration with kindergarten teachers and other students - incorporate their prior theoretical knowledge of pedagogy (general and special education) and kindergarten teaching methodology (applied pedagogy) into their instruction - apply modern teaching methods and practices - create their own teaching materials and use them in a variety of ways - apply the methodology of observation in their teaching - be flexible and adapt their lesson plans to the needs and interests of the students - develop the model of the reflective teacher
General Abilities
- Decision making - Autonomous work - Teamwork - Adaptation to new situations - Respect for diversity and multiculturalism

- Demonstration of social, professional and ethical responsibility
- Exercise critique and self-criticism
- Promotion of free, creative and inductive thinking

3. COURSE CONTENT

In schools: Students design, implement, analyse, interpret, modify, critique and reflect upon their lessons plans for two weeks in kindergartens during the semester. Each student teaches independently and in collaboration with a group of 4 students in each kindergarten classroom according to the curriculum and the particular topics that each kindergarten practices. Students receive constructive feedback from their supervisor and the group of students and the kindergarten teachers and modify their teaching methods if needed.

In the laboratory lessons: Students get individual assistance for their teaching preparation, feedback and evaluations for their efforts by their supervisor and the group of students. Laboratory exercises, on particular teaching areas (e.g. crafts, storytelling, puppets' animation, drama, philosophizing with children) and issues that matter to students, are mandatory.

The content is similar to the course coded DAS118 but students are expected to be more flexible in their teaching.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	- In the university classroom: Laboratory exercises, presentation, discussion, video projections, simulation, learning through problem solving, working and constructing lesson plans, thematic approaches, invitation of experts, research methods (observation, interview), reflection and teaching evaluation techniques and self-evaluation - In schools: Teaching and observation of other students' instruction, Receiving and giving constructive feedback - Distance teaching and learning if needed using synchronous and asynchronous distance learning methods	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use E-class platform (eclass.edc.uoc.gr)	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Laboratory classes, students' assistance in constructing their lesson plans	50

	Mandatory workshops in particular teaching areas	50
	Teaching in the kindergartens	100
	<i>Reflective laboratory classes</i>	25
	Total	225
STUDENTS' ASSESSMENT	70% formative assessment that evaluates: - Students' ability to prepare and implement a lesson plan in the classroom. - The level of understanding of the parameters of classroom practice and the teacher-student relationship that students have developed. - The student's ability to solve problems related to pedagogical practice and to demonstrate flexibility in modifying their instruction according to the needs and interests of the children and the particular circumstances of the classroom. 30% summative/summative assessment that evaluates: - The students' collaboration with the classroom supervisor and kindergarten teacher. - The consistency with which students attend DAS and participate in lab exercises and group work. Absences noted on DAS may negatively impact the grade. - The completeness of the student's electronic portfolio. Students who do not submit a portfolio at the end of the semester will not be able to pass the course	

5. RECOMMENDED READING

- Γιοφτσαλη,Κ. Πίτσου, Χ. (2021). *Αναστοχαστικές προσεγγίσεις σε τυπικά και εναλλακτικά πλαίσια εκπαίδευσης*, Αθήνα: Gutenberg
- Moss, P. 2019. *Alternative narratives in early childhood. An introduction for students and practitioners*. Routledge.
- Νικολιδάκη, Σ., Συρράκου, Ι. (2015). Και τα ζώακια... έχουν ψυχή; Πρόγραμμα ευαισθητοποίησης για τα αδέσποτα ζώα, http://giorti15.blogspot.gr/2015/05/blog-post_52.html (κείμενο) και <http://www.slideshare.net/sofianikolidaki/sym-48938261> (power point presentation).
- Νικολιδάκη, Σ., Συρράκου, Ι. (2015). Ιστορίες για βιβλία, βιβλία για ιστορίες, Πρόγραμμα φιλιαναγνωσίας και συγγραφής βιβλίων από τα παιδιά, <http://www.slideshare.net/sofianikolidaki/ss-48941512> (κείμενο και power point presentation).
- Οικονομίδης Β. (Επιμ.) (2011). *Εκπαίδευση και επιμόρφωση εκπαιδευτικών. Θεωρητικές και ερευνητικές προσεγγίσεις*. Αθήνα: Πεδίο.
- Plummer, D. M. (2008). *Παιχνίδια διαχείρισης θυμού για παιδιά*. Αθήνα: Εκδόσεις Πατάκη.
- Plummer, D. M. (2009). *Παιχνίδια αυτοεκτίμησης για παιδιά*. Αθήνα: Εκδόσεις Πατάκη.
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- Χρυσ αφίδης, Κ. (2009). *Διαθεματική προσέγγιση της γνώσης*, Αθήνα: Δίπτυχο.
- Χρυσ αφίδης, Κ. (2003). *Βιωματική, Επικοινωνιακή Διδασκαλία*, Αθήνα: Gutenberg.
- Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*. Upper Saddle River, NJ: Pearson Education.

Journals:

- Early Childhood Education Journal
(Springer)
- International Journal of Early Childhood (Springer - OMEP)

Προσχολική και Σχολική Εκπαίδευση (Εργαστήριο Παιδαγωγικών Ερευνών και Εφαρμογών – Πανεπιστήμιο Κρήτης)

DAS 110 (IIB) (Tutor: M. Kreza)

1. GENERAL INFORMATION

SCHOOL	Faculty of Education		
DEPARTMENT	Department of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	DAS 110	SEMESTER	6th
COURSE TITLE	DAS 110 Teaching Practice IIb		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Teaching Practice		6	8
COURSE TYPE	Compulsory course, Development of Skills		
PREREQUISITIES	Teaching Practice IIa		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE	https://eclass.edc.uoc.gr		

2. LEARNING OUTCOMES

Learning Outcomes
The aim of teaching practice is students' familiarization with the practical aspect of their studies (that is, the teaching process) and the implementation of the particular principles, theories and methodologies proposed by the contemporary developments in pedagogy and in teaching approaches and methodology. At the end of this course, students should be able to plan, prepare and execute teaching practices in Kindergarten.
General Abilities
• Decision Making • Respect for diversity and multiculturalism • Demonstrate social, professional and ethical responsibility and sensitivity to gender issues • Exercise criticism and self-criticism • Promotion of free creative and inductive thinking • Group work

3. COURSE CONTENT

Students engage in planning, designing, implementing, analyzing, interpreting, modifying and criticizing their teaching. This can be referred to a single teaching activity or the daily
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teaching schedule of a preschool class. Students' practices become the subject of assessment by their tutor.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	In kindergarten class and in the university classroom	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	E-class	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Laboratory Exercise	52
	Exercise in Kindergarten	48
	Individual and group study	100
	Total Course	200
STUDENTS' ASSESSMENT	• Obligatory presence in kindergarten and workshops • Written essays • Assessment of student's practices	

5. RECOMMENDED READING

1. Doliopoulou, E. (2005). *Contemporary programs for preschool children*. Athens: Tipothito.
2. Oikonomidis, B. (Ed.) (2011). *Education and training of teachers. Theoretical and Empirical Approaches*. Athens: Pedio.
3. Synodi, E. & Ampartzaki, M. (Eds.) (2011). *Preschool Education Programmes. Theory and Practice*. Athens: Pedio.
4. Tafa, E., & Manolitsi, G. (2009). *Emergent literacy. Research and*. Athens: Pedio.

DAS 113 (Tutor: S. Nikolidaki)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	DAS113	SEMESTER	7
COURSE TITLE	Students' practice (Level IIIa)		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
			9
COURSE TYPE	Developing teaching skills		
PREREQUISITES	DAS I, DAS IIa,b		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek- English		
COURSE IS OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE	https://eclass.edc.uoc.gr/courses/PTPEU268/		

2. LEARNING OUTCOMES

Learning Outcomes
Upon successful completion of the course, students are expected to: - have a better knowledge of the teaching process in kindergarten and be able to plan, implement, and evaluate their lesson plans independently and in collaboration with kindergarten teachers and other students - incorporate their prior theoretical knowledge of pedagogy (general and special education) and kindergarten teaching methodology (applied pedagogy) into their instruction - apply modern teaching methods and practices -create their own teaching materials and use them in a variety of ways - apply the methodology of observation in their teaching - be flexible and adapt their lesson plans to the needs and interests of the students -develop the model of the reflective teacher
General Abilities
-Decision making - Autonomous work -Teamwork - Adaptation to new situations - Respect for diversity and multiculturalism - Demonstration of social, professional and ethical responsibility

- Exercise critique and self-criticism
- Promotion of free, creative and inductive thinking

3. COURSE CONTENT

This course is designed to familiarize students with the applied portion of their studies, which includes planning, organizing, implementing, analyzing, interpreting, modifying, becoming flexible, and critically evaluating their teachings within the context of a weekly kindergarten program. As for the content of the course, students:

- engage in teaching and classroom management.
- apply theories of modern kindergarten pedagogy and teaching methodology to their classroom instruction in the school setting
- select and/or create appropriate instructional materials and apply them in the classroom
- apply methodological strategies in an appropriate pedagogical context (methodological pluralism).
- listen attentively to children's needs and interests.

Gradually students are taught to incorporate children's needs and interests into their teaching and to modify their teaching objectives or teaching methods accordingly.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	- In the university classroom: Laboratory exercises, presentation, discussion, video projections, simulation, learning through problem solving, working and constructing lesson plans, thematic approaches, invitation of experts, research methods (observation, interview), reflection and teaching evaluation techniques and self-evaluation - In schools: Teaching and observation of other students' instruction, Receiving and giving constructive feedback - Distance teaching and learning if needed using synchronous and asynchronous distance learning methods	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use E-class platform (eclass.edc.uoc.gr)	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Laboratory classes, students' assistance in constructing their lesson plans	50
	Mandatory workshops in particular teaching areas	50
	Teaching in the kindergartens	100

	<i>Reflective laboratory classes</i>	25
	Total	225
STUDENTS' ASSESSMENT	70% formative assessment that evaluates: - Students' ability to prepare and implement a lesson plan in the classroom. - The level of understanding of the parameters of classroom practice and the teacher-student relationship that students have developed. - The student's ability to solve problems related to pedagogical practice and to demonstrate flexibility in modifying their instruction according to the needs and interests of the children and the particular circumstances of the classroom. 30% summative/summative assessment that evaluates: - The students' collaboration with the classroom supervisor and kindergarten teacher. - The consistency with which students attend DAS and participate in lab exercises and group work. Absences noted on DAS may negatively impact the grade. - The completeness of the student's electronic portfolio. Students who do not submit a portfolio at the end of the semester will not be able to pass the course	

5. RECOMMENDED READING

- Αυγητίδου, Σ. (2022). Οι εκπαιδευτικοί ως ερευνητές και ως στοχαζόμενοι επαγγελματίες. Υποστηρίζοντας την επαγγελματική μάθηση για μια συμμετοχική και συνεργατική εκπαίδευση. Αθήνα: Gutenberg.
- Αυγητίδου Σοφία, Τζεκάκη Μαριάννα, Τσάφος Βασίλης (επιμ). (2022). Οι υποψήφιοι εκπαιδευτικοί παρατηρούν, παρεμβαίνουν και αναστοχάζονται: προτάσεις υποστήριξης της πρακτικής τους άσκησης. Αθήνα: Gutenberg.
- Clark, A. 2010. Young children as protagonist and the role of participatory visual methods in engaging multiple perspectives. In American Journal of Community Psychology, 46(1), 115-123. <https://doi.org/10.1007/s10464-010-9332-y>
- Clark, A. (2017). Listening to young children expanded third edition: A guide to understanding and using the Mosaic Approach. Jessika Kindgsley Publishers.
- Κιτσαράς, Γ. (2004). *Διδακτική Μεθοδολογία Προσχολικής Αγωγής*. Αθήνα: Εκδ. του συγγραφέα .
- Kieff E. Judith, Casbergue M. Renée. 2022. *Παιγνιώδης Μάθηση και διδακτική. Η Ενσωμάτωση του Παιχνιδιού στο Νηπιαγωγείο και το Δημοτικό Σχολείο* ΕΠΙΣΤΗΜΟΝΙΚΗ ΕΠΙΜΕΛΕΙΑ – (Μτφρ.: Ζάραγκας Κ. Χαρίλαος, Αγγελάκη Θ. Άννα). Αθήνα: Gutenberg.
- Jacobsen, D., Eggen, P & Kauchak, D. (2009). *Μέθοδοι Διδασκαλίας. Ενίσχυση της Μάθησης των παιδιών από το Νηπιαγωγείο έως το Λύκειο*. (Επιμ.: Μ. Σακελλαρίου & Μ. Κόνσολας, Μετφρ.: Ρ. Λαμπρέλλη). Αθήνα: Διάδραση.
- Μαρτίδου, Ρ. 2016. *Σύγχρονες διδακτικές προσεγγίσεις στην προσχολική και πρωτοσχολική εκπαίδευση*. Θεσσαλονίκη: Δίσιγμα.

- Νικολιδάκη, Σ. (2020). Πρόγραμμα ανάπτυξης του αλληλοσεβασμού και της διαφορετικότητας σε παιδιά προσχολικής και πρώτης σχολικής ηλικίας (Εγκριμένο από το ΙΕΠ). <http://iep.edu.gr/el/psifiako-apothetirio/skill-labs/1004-allilosevasmos-kai-diaforetikotita>
- Σοφού, Ε. (2022). *Η ενεργητική ακρόαση των μικρών παιδιών*, Αθήνα: Gutenberg.
- Warming, H. 2005. Participant observation: A way to learn about children's perspectives. In A.T Kjørholt, A. Clark & P. Moss (Eds), *Beyond Listening: Children's perspectives on Early Childhood Services* (pp.51-70). Policy Press.

-Journals:

- Early Childhood Education Journal (Springer)
- International Journal of Early Childhood (Springer - OMEP)
- Προσχολική και Σχολική Εκπαίδευση (Εργαστήριο Παιδαγωγικών Ερευνών και Εφαρμογών –Πανεπιστήμιο Κρήτης)

DAS 114 (Tutor: S. Nikolidaki)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	DAS114	SEMESTER	8
COURSE TITLE	Students' practice (Level IIIb)		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
			9
COURSE TYPE	Developing teaching skills		
PREREQUISITES	DAS I, DAS IIa,b, DASIIIa		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek- English		
COURSE IS OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE	https://eclass.edc.uoc.gr/courses/PTPEU309/		

2. LEARNING OUTCOMES

Learning Outcomes
Upon successful completion of the course, students are expected to: - have a better knowledge of the teaching process in kindergarten and be able to plan, implement, and evaluate their lesson plans independently and in collaboration with kindergarten teachers and other students - incorporate their prior theoretical knowledge of pedagogy (general and special education) and kindergarten teaching methodology (applied pedagogy) into their instruction - apply modern teaching methods and practices -create their own teaching materials and use them in a variety of ways - apply the methodology of observation in their teaching - be flexible and adapt their lesson plans to the needs and interests of the students -develop the model of the reflective teacher
General Abilities
-Decision making - Autonomous work -Teamwork - Adaptation to new situations - Respect for diversity and multiculturalism

- Demonstration of social, professional and ethical responsibility
- Exercise critique and self-criticism
- Promotion of free, creative and inductive thinking

3. COURSE CONTENT

In schools: Students design, implement, analyse, interpret, modify, critique and reflect upon their lessons plans for two weeks in kindergartens during the semester. Each student teaches independently and in collaboration with a group of 4 students in each kindergarten classroom according to the curriculum and the particular topics that each kindergarten practices. Students receive constructive feedback from their supervisor and the group of students and the kindergarten teachers and modify their teaching methods if needed.

In the laboratory lessons: Students get individual assistance for their teaching preparation, feedback and evaluations for their efforts by their supervisor and the group of students. Laboratory exercises, on particular teaching areas (e.g. crafts, storytelling, puppets' animation, drama, philosophizing with children) and issues that matter to students, are mandatory.

The content is similar to the course coded DAS113 but students are expected to be more flexible in their teaching.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	- In the university classroom: Laboratory exercises, presentation, discussion, video projections, simulation, learning through problem solving, working and constructing lesson plans, thematic approaches, invitation of experts, research methods (observation, interview), reflection and teaching evaluation techniques and self-evaluation - In schools: Teaching and observation of other students' instruction, Receiving and giving constructive feedback - Distance teaching and learning if needed using synchronous and asynchronous distance learning methods	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use E-class platform (eclass.edc.uoc.gr)	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Laboratory classes, students' assistance in constructing their lesson plans	50

	Mandatory workshops in particular teaching areas	50
	Teaching in the kindergardens	100
	<i>Reflective laboratory classes</i>	25
	Total	225
STUDENTS' ASSESSMENT	70% formative assessment that evaluates: - Students' ability to prepare and implement a lesson plan in the classroom. - The level of understanding of the parameters of classroom practice and the teacher-student relationship that students have developed. - The student's ability to solve problems related to pedagogical practice and to demonstrate flexibility in modifying their instruction according to the needs and interests of the children and the particular circumstances of the classroom. 30% summative/summative assessment that evaluates: - The students' collaboration with the classroom supervisor and kindergarten teacher. - The consistency with which students attend DAS and participate in lab exercises and group work. Absences noted on DAS may negatively impact the grade. - The completeness of the student's electronic portfolio. Students who do not submit a portfolio at the end of the semester will not be able to pass the course	

5. RECOMMENDED READING

- Clark, A. 2010. Young children as protagonist and the role of participatory visual methods in engaging multiple perspectives. In American Journal of Community Psychology, 46(1), 115-123. <https://doi.org/10.1007/s10464-010-9332-y>
- Clark, A. (2017). Listening to young children expanded third edition: A guide to understanding and using the Mosaic Approach. Jessika Kindgsley Publishers.
- Γουργιώτου, Ε. & Κλωτσοτύρας, Δ. (2018) (Επιμ.). Συνέχεια στη μάθηση και ανάπτυξη των παιδιών από το νηπιαγωγείο στο δημοτικό. Το Πρόγραμμα ΝΗΔΗ. Θεσσαλονίκη: Δίσιγμα.
- Gullo, Dominique. (2010) Αξιολόγηση της ανάπτυξης του παιδιού προσχολικής ηλικίας και του εκπαιδευτικού έργου, (Επιμέλεια Ε. Κουτουβάνου και Α. Παπαδοπούλου). Αθήνα: Παπαζήσης
- Καινούργιου, Ε. 2021. Παιδαγωγικές και Διδακτικές προσεγγίσεις στην πρώιμη παιδική ηλικία.
- Καμπάς, Α. 2022. Φυσική Δραστηριότητα και ψυχοκινητική στην προσχολική ηλικία. Αθήνα: Gutenberg.
- Κουτσουβάνου, Ε. (2015). Προγράμματα προσχολικής εκπαίδευσης και η διαθεματική διδακτική προσέγγιση, Αθήνα: Παπαζήσης.
- McLachlan Claire, Fleer Marilyn, Edwards Susan. 2022. Αναλυτικά προγράμματα προσχολικής και πρώτης σχολικής ηλικίας: Σχεδιασμός, Αξιολόγηση και Εφαρμογή (Επιμ.: Παπανδρέου Μαρία), (Μτφρ: Γρίβα Άρτεμις). Αθήνα: Gutenberg .
- Χρυσάφιδης, Κ. (2003). Βιωματική, Επικοινωνιακή Διδασκαλία, Αθήνα: Gutenberg.

Journals:

- Early Childhood Education Journal
(Springer)
- International Journal of Early Childhood (Springer - OMEP)

Προσχολική και Σχολική Εκπαίδευση (Εργαστήριο Παιδαγωγικών Ερευνών και Εφαρμογών –
Πανεπιστήμιο Κρήτης)

DAS 118 (Tutor: S. Nikolidaki)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	DAS118	SEMESTER	5
COURSE TITLE	Students' practice (Level IIa)		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
			9
COURSE TYPE	Developing teaching skills		
PREREQUISITIES	DAS I		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek- English		
COURSE IS OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE	https://eclass.edc.uoc.gr/courses/PTPEU334/		

2. LEARNING OUTCOMES

Learning Outcomes
Upon successful completion of the course, students are expected to: - have a better knowledge of the teaching process in kindergarten and be able to plan, implement, and evaluate their lesson plans independently and in collaboration with kindergarten teachers and other students - incorporate their prior theoretical knowledge of pedagogy (general and special education) and kindergarten teaching methodology (applied pedagogy) into their instruction - apply modern teaching methods and practices - create their own teaching materials and use them in a variety of ways - apply the methodology of observation in their teaching - be flexible and adapt their lesson plans to the needs and interests of the students - develop the model of the reflective teacher
General Abilities
- Decision making - Autonomous work - Teamwork - Adaptation to new situations - Respect for diversity and multiculturalism

- Demonstration of social, professional and ethical responsibility
- Exercise critique and self-criticism
- Promotion of free, creative and inductive thinking

3. COURSE CONTENT

This course is designed to familiarize students with the applied portion of their studies, which includes planning, organizing, implementing, analyzing, interpreting, modifying, becoming flexible, and critically evaluating their teachings. Each student teaches in groups and independently three times per semester within the context of a kindergarten program.

Regarding the contents of this course, students:

- engage in teaching and classroom management.
- apply theories of modern kindergarten pedagogy and teaching methodology to their classroom instruction in the school setting
- select and/or create appropriate instructional materials and apply them in the classroom
- apply methodological strategies in an appropriate pedagogical context (methodological pluralism).
- listen attentively to children's needs and interests and to modify their teaching objectives or teaching methods accordingly.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	- In the university classroom: Laboratory exercises, presentation, discussion, video projections, simulation, learning through problem solving, working and constructing lesson plans, thematic approaches, invitation of experts, research methods (observation, interview), reflection and teaching evaluation techniques and self-evaluation - In schools: Teaching and observation of other students' instruction, Receiving and giving constructive feedback - Distance teaching and learning if needed using synchronous and asynchronous distance learning methods	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use E-class platform (eclass.edc.uoc.gr)	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Laboratory classes, students' assistance in constructing their lesson plans	50
	Mandatory workshops in particular teaching areas	50
	Teaching in the kindergartens	100

	<i>Reflective laboratory classes</i>	25
	Total	225
STUDENTS' ASSESSMENT	70% formative assessment that evaluates: - Students' ability to prepare and implement a lesson plan in the classroom. - The level of understanding of the parameters of classroom practice and the teacher-student relationship that students have developed. - The student's ability to solve problems related to pedagogical practice and to demonstrate flexibility in modifying their instruction according to the needs and interests of the children and the particular circumstances of the classroom. 30% summative/summative assessment that evaluates: - The students' collaboration with the classroom supervisor and kindergarten teacher. - The consistency with which students attend DAS and participate in lab exercises and group work. Absences noted on DAS may negatively impact the grade. - The completeness of the student's electronic portfolio. Students who do not submit a portfolio at the end of the semester will not be able to pass the course	

5. RECOMMENDED READING

- Clark, A. 2010. Young children as protagonist and the role of participatory visual methods in engaging multiple perspectives. In American Journal of Community Psychology, 46(1), 115-123. <https://doi.org/10.1007/s10464-010-9332-y>
- Clark, A. (2017). Listening to young children expanded third edition: A guide to understanding and using the Mosaic Approach. Jessika Kindgsley Publishers.
- Κουτσουβάνου, Ε. (2015). *Προγράμματα προσχολικής εκπαίδευσης και η διαθεματική διδακτική προσέγγιση*, Αθήνα: Παπαζήσης
- Οικονομίδης, Β. Δ. & Ελευθεράκης, Θ. Γ. (Επιμ.), (2011). *Εκπαίδευση, Δημοκρατία και Ανθρώπινα Δικαιώματα*. Αθήνα: Διάδραση.
- Παντελιάδου, Σ. (2013) (επιμ.). *Διαφοροποιημένη διδασκαλία*. Αθήνα: Πεδίο.
- Plummer, D. M. (2008). *Παιχνίδια διαχείρισης θυμού για παιδιά*. Αθήνα: Εκδόσεις Πατάκη
- Συνώδη, Ε. & Αμπαρτζάκη, Μ. (Επιμ.) (2011). *Προγράμματα Προσχολικής Εκπαίδευσης. Θεωρία και πράξη*. Αθήνα: Πεδίο.

-Journals:

- Early Childhood Education Journal (Springer)
- International Journal of Early Childhood (Springer - OMEP)
- Προσχολική και Σχολική Εκπαίδευση (Εργαστήριο Παιδαγωγικών Ερευνών και Εφαρμογών – Πανεπιστήμιο Κρήτης).