



**UNIVERSITY OF CRETE  
SCHOOL OF EDUCATION  
DEPARTMENT OF PRESCHOOL  
EDUCATION**

**Interdisciplinary Postgraduate Program  
"Sciences of Education: Religion  
and Education"**

**A9. COURSE OUTLINES**

<b>Leisure:</b>	<b>of Educational Sciences</b>
<b>Part:</b>	<b>Department of Preschool Education</b>
<b>Title of Postgraduate Programme:</b>	<b>Educational Sciences: Religion and Education</b>

In collaboration with the Theology Department of the Theological School of  
the Aristotle University of Thessaloniki

**Academic year 2024 – 2025**

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## MANDATORY COURSES

### COURSE OUTLINE TEACHING METHODOLOGY OF THE RELIGION COURSE THRP 100

#### (1) GENERALLY

<b>LEISURE</b>	SCHOOL OF EDUCATION SCIENCES		
<b>PART</b>	DEPARTMENT OF PRESCHOOL EDUCATION		
<b>LEVEL OF STUDY</b>	POSTGRADUATE		
<b>COURSE CODE</b>	THRP 100	<b>SEMESTER OF STUDY</b>	A
<b>COURSE TITLE</b>	TEACHING METHODOLOGY OF THE RELIGION COURSE		
<b>SELF-ENDED TEACHING ACTIVITIES</b> <i>in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, enter the weekly teaching hours and total credits</i>		<b>WEEKLY HOURS D I ASKALIA</b>	<b>CREDIT UNITS</b>
		3	15
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialization, general knowledge, skill development</i>	general background		
<b>PREREQUISITE COURSES:</b>			
<b>C LANGUAGE OF TEACHING AND EXAMINATIONS :</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE ( URL)</b>			

#### (2) LEARNING OUTCOMES

<p><b>Learning Outcomes</b></p> <p><i>The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that the students will acquire after the successful completion of the course.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li><i>Description of the Level of Learning Outcomes for each study cycle according to the Qualifications Framework of the European Higher Education Area</i></li> <li><i>Descriptive Indicators for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Annex B</i></li> <li><i>Comprehensive Guide to Writing Learning Outcomes</i></li> </ul>
<p><b>For students to be able to evaluate syllabi, to plan the teachings of the religious course, to formulate new teaching approaches.</b></p>
<p><b>General Skills</b></p> <p><i>Taking into account the general skills that the graduate must have acquired (as stated in the Diploma Appendix and listed below) which / which of them is the course aimed at?.</i></p> <p><i>Search, analysis and synthesis of data and information, also using the necessary technologies</i></p> <p><i>Adaptation to new situations</i></p> <p><i>Project planning and management</i></p> <p><i>Respect for diversity and multiculturalism</i></p> <p><i>Respect for the natural environment</i></p>

<i>Decision making</i> <i>Autonomous work</i> <i>Teamwork</i> <i>Work in an international environment</i> <i>Work in an interdisciplinary environment</i> <i>Generating new research ideas</i>	<i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Exercise criticism and self-criticism</i> <i>Promotion of free, creative and inductive thinking</i> ..... <i>Other...</i> .....
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<i>Search, analysis and synthesis of data and information, also using the necessary technologies</i> <i>Adaptation to new situations</i> <i>Decision making</i> <i>Autonomous work</i> <i>Teamwork</i> <i>Work in an interdisciplinary environment</i> <i>Generating new research ideas</i> <i>Respect for diversity and multiculturalism</i> <i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Exercise criticism and self-criticism</i> <i>Promotion of free, creative and inductive thinking</i>
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### (3) COURSE CONTENT

In the context of this course, modern learning theories are developed (dependent learning, constructivism, sociocognitive, social, information processing, etc.) and the application of learning principles and concepts in educational contexts related to the teaching approach of the Religious Studies Course is presented education. More specifically, the position of the Ministry of Education and Culture in education and the main factors involved in it are presented. The relevant syllabi, the teaching material of the MTH and the basic methodological conditions for planning the MTH. The methodology, structure and conduct of the teaching of MtTh. The design and development of teaching plans and modern teaching approaches for Religious Studies. Evaluation of the teaching and measurement of the school performance of the students in MtTh.

### (4) TEACHING AND LEARNING METHODS - EVALUATION

<b>MODE OF DELIVERY</b> <i>Face to face, Distance learning etc.</i>	<i>Distance education</i>	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of T.P.E. in Teaching, in Laboratory Education, in Communication with students</i>	<i>Use of T.P.E. in Teaching</i>	
<b>TEACHING ORGANIZATION</b> <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study &amp; Analysis, Tutorial, Practice (Placement), Clinical Practice, Artistic Workshop, Interactive Teaching, Educational Visits, Study Preparation ( project ), Writing Paper / Assignments, Artistic Creation, etc. etc.</i>  <i>The student's study hours are listed for each learning activity as well as the hours of unguided study according to ECTS principles</i>	<b>Activity</b>	<b>Semester Workload</b>
	<i>Lectures</i>	30
	<i>Literature study &amp; analysis,</i>	30
	<i>Writing a paper</i>	40
<b>Total Course</b>	<b>100</b>	

<p style="text-align: center;"><b>STUDENT EVALUATION</b></p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other / Others</i></p> <p><i>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i></p>	<p>The assessment is conducted in the Greek language.</p> <p>Evaluation methods: Term paper, Presentation of work</p>
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### (5) RECOMMENDED-BIBLIOGRAPHY

<p>- <i>Suggested Bibliography:</i></p> <p><i>Sfyroera, M. (2007). Differentiated pedagogy. Keys and anti-keys. Athens: YPEPTH, University of Athens.</i></p> <p><i>Tsafos, B. (2014). Analytical program - Theoretical approaches and teachers orientations: Seeking new constants in an uncertain world. Athens: Metaichmio.</i></p> <p><i>Helm &amp; katz, L. (2002) (edited by Chrysafidis K., Koutsouvanou, E.) Project method and preschool education- small researchers, ed. Metaichmium.</i></p> <p><i>Theofilidis, X. (1987). Interdisciplinary approach to teaching, Nicosia.</i></p> <p><i>Frey, K. (2002). The Project Method. A form of collective work in school as a theory and act (trans. K. Malliou). Thessaloniki: Kyriakidis Brothers</i></p> <p>- <i>Related scientific journals: Pedagogical Review, Educational Sciences, Theology</i></p>
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## COURSE OUTLINE EDUCATIONAL RESEARCH METHODOLOGY -THRP 101

### (1) GENERALLY

<b>LEISURE</b>	SCHOOL OF EDUCATION SCIENCES		
<b>PART</b>	DEPARTMENT OF PRESCHOOL EDUCATION		
<b>LEVEL OF STUDY</b>	POSTGRADUATE		
<b>COURSE CODE</b>	THRP 101	<b>SEMESTER OF STUDY</b>	A
<b>COURSE TITLE</b>	EDUCATIONAL RESEARCH METHODOLOGY		
<b>SELF-ENDED TEACHING ACTIVITIES</b>	<b>WEEKLY HOURS D I ASKALIA</b>	<b>CREDIT UNITS</b>	
<i>in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, enter the weekly teaching hours and total credits</i>	3	15	
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (d).</i>			

<b>COURSE TYPE</b> <i>general background, special background, specialization, general knowledge, skill development</i>	<i>general background</i>
<b>PREREQUISITE COURSES:</b>	
<b>C LANGUAGE OF TEACHING AND EXAMINATIONS :</b>	GREEK
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO
<b>COURSE WEBSITE ( URL)</b>	

## (2) LEARNING OUTCOMES

### Learning Outcomes

The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that the students will acquire after the successful completion of the course.

Consult Appendix A

- Description of the Level of Learning Outcomes for each study cycle according to the Qualifications Framework of the European Higher Education Area
- Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B
- Comprehensive Guide to Writing Learning Outcomes

The purpose of the course is to familiarize students with the area of educational research and to acquire the knowledge that will help them: a) to understand and evaluate the results of educational research and b) to undertake the planning of educational research themselves in particular in the field of the DPMS theme "Religion and Education".

### Specific objectives of the course are the following:

- The familiarization of the student with the research terminology, so that he is able to understand the findings of educational research
- The systematic and analytical study of sampling techniques and methods collection of research data.
- The systematic and analytical study of its methodologies and approaches educational research
- Familiarizing the student with how to write research papers and research design.

### General Skills

Taking into account the general skills that the graduate must have acquired (as stated in the Diploma Appendix and listed below) which / which of them is the course aimed at?.

Search, analysis and synthesis of data and information, also using the necessary technologies

Adaptation to new situations

Decision making

Autonomous work

Teamwork

Work in an international environment

Work in an interdisciplinary environment

Generating new research ideas

Project planning and management

Respect for diversity and multiculturalism

Respect for the natural environment

Demonstrating social, professional and ethical responsibility and sensitivity to gender issues

Exercise criticism and self-criticism

Promotion of free, creative and inductive thinking

.....

Other...

.....

Search, analysis and synthesis of data and information, also using the necessary technologies

Adaptation to new situations

Decision making

Autonomous work

Teamwork

Work in an interdisciplinary environment

Generating new research ideas

Respect for diversity and multiculturalism

*Demonstrating 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**

- Introduction to educational research
- Organization of the research problem and the research plan.
- Presentation of how to write research papers.
- Types of variables - Formulation of hypotheses and research questions
- Sampling Techniques
- Data Collection Methods: Questionnaire - Rating Scales & Checklists, Observation, Interview, Content Analysis, Test - Measurement Reliability and Validity
- Descriptive research: Survey , Longitudinal & Cross - sectional , Comparative post facto )

Experimental research

**(4) TEACHING and LEARNING METHODS - EVALUATION**

<b>MODE OF DELIVERY</b> <i>Face to face, Distance learning etc.</i>	<i>Distance education</i>	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of T.P.E. in Teaching, in Laboratory Education, in Communication with students</i>	<i>Use of T.P.E. in Teaching</i>	
<b>TEACHING ORGANIZATION</b> <i>The way and methods of teaching are described in detail. Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study &amp; Analysis, Tutorial, Practice (Placement), Clinical Practice, Artistic Workshop, Interactive Teaching, Educational Visits, Study Preparation ( project ), Writing Paper / Assignments, Artistic Creation, etc. etc.  The student's study hours are listed for each learning activity as well as the hours of unguided study according to ECTS principles</i>	<b>Activity</b>	<b>Semester Workload</b>
	Lectures	30
	Literature study & analysis,	30
	Writing a paper	40
	<b>Course Total</b>	<b>100</b>
<b>STUDENT EVALUATION</b> <i>Description of the evaluation process  Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other / Other  Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i>	<p>The assessment is conducted in the Greek language.</p> <p>Evaluation methods: Term paper, Presentation of work</p>	

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## (5) RECOMMENDED -BIBLIOGRAPHY

<p>- <i>Suggested Bibliography:</i></p> <p>a) Creswell, JW (2011). <i>Research in education</i> . (Char. Tsorbatzoudis, Ed.). Athens: ION Publications.</p> <p>b) Bryman, A. (2017). <i>The research methods of the social sciences</i> (Ath. Aidinis, Ed.). Athens: Gutenberg.</p> <p>c) Vambuka, M. (1993). <i>Introduction to Psychopedagogical Research and Methodology</i> (3rd ed .). Athens : Grigori</p> <p>d ) Cohen, L., Manion, L., &amp; Morrison K. (2008). <i>Educational Research Methodology</i> . Athens: Metaichmio.</p> <p>e) Babbie, E. (2011). <i>Introduction to social research</i> . (K. Zafeiropoulos, Editor). Athens: Review.</p> <p>- <i>Related scientific journals: Pedagogical Review, Educational Sciences, Theology</i></p>
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## COURSE OUTLINE RELIGIOUS EDUCATION IN THE EASTERN CHRISTIAN TRADITION -THRP 102

### (1) GENERALLY

<b>LEISURE</b>	SCHOOL OF EDUCATION SCIENCES		
<b>PART</b>	DEPARTMENT OF PRESCHOOL EDUCATION		
<b>LEVEL OF STUDY</b>	POSTGRADUATE		
<b>COURSE CODE</b>	THRP 102	<b>SEMESTER OF STUDY</b>	B'
<b>COURSE TITLE</b>	RELIGIOUS EDUCATION IN THE EASTERN CHRISTIAN TRADITION		
<b>SELF-ENDED TEACHING ACTIVITIES</b> <i>in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, enter the weekly teaching hours and total credits</i>	<b>WEEKLY HOURS D I ASKALIA</b>	<b>CREDIT UNITS</b>	
	3	15	
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialization, general knowledge, skill development</i>	general background		
<b>PREREQUISITE COURSES:</b>			
<b>C LANGUAGE OF TEACHING AND EXAMINATIONS :</b>	GREEK		

<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO
<b>COURSE WEBSITE ( URL)</b>	

**(2) LEARNING OUTCOMES**

<p><b>Learning Outcomes</b>  <i>The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that the students will acquire after the successful completion of the course.</i></p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• <i>Description of the Level of Learning Outcomes for each study cycle according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptive Indicators for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Annex B</i></li> <li>• <i>Comprehensive Guide to Writing Learning Outcomes</i></li> </ul>																			
<p>At the end of the course, the students must be able to know the evolution of ancient Greek encyclical education up to modern Universities, approach the question of whether Theology is a Science, know the dual methodology of the Fathers of the Church and ascertain the role of Theology in the modern multicultural society.</p>																			
<p><b>General Skills</b>  <i>Taking into account the general skills that the graduate must have acquired (as stated in the Diploma Appendix and listed below) which / which of them is the course aimed at?.</i></p> <table border="0"> <tr> <td><i>Search, analysis and synthesis of data and information, also using the necessary technologies</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adaptation to new situations</i></td> <td><i>Respect for diversity and multiculturalism</i></td> </tr> <tr> <td><i>Decision making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Autonomous work</i></td> <td><i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Teamwork</i></td> <td><i>Exercise criticism and self-criticism</i></td> </tr> <tr> <td><i>Work in an international environment</i></td> <td><i>Promotion of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Work in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Generating new research ideas</i></td> <td><i>Other...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search, analysis and synthesis of data and information, also using the necessary technologies</i>	<i>Project planning and management</i>	<i>Adaptation to new situations</i>	<i>Respect for diversity and multiculturalism</i>	<i>Decision making</i>	<i>Respect for the natural environment</i>	<i>Autonomous work</i>	<i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Teamwork</i>	<i>Exercise criticism and self-criticism</i>	<i>Work in an international environment</i>	<i>Promotion of free, creative and inductive thinking</i>	<i>Work in an interdisciplinary environment</i>	<i>.....</i>	<i>Generating new research ideas</i>	<i>Other...</i>		<i>.....</i>
<i>Search, analysis and synthesis of data and information, also using the necessary technologies</i>	<i>Project planning and management</i>																		
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<i>Work in an interdisciplinary environment</i>	<i>.....</i>																		
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<p><i>Search, analysis and synthesis of data and information, also using the necessary technologies</i>  <i>Adaptation to new situations</i>  <i>Decision making</i>  <i>Autonomous work</i>  <i>Teamwork</i>  <i>Work in an interdisciplinary environment</i>  <i>Generating new research ideas</i>  <i>Respect for diversity and multiculturalism</i>  <i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i>  <i>Exercise criticism and self-criticism</i>  <i>Promotion of free, creative and inductive thinking.</i></p>																			
<p><b>(3) COURSE CONTENT</b></p> <p>The course examines the history, significance and content of religious education in the Christian tradition of the East. The timeless meanings of the term "Theology" in ancient Greek and Christian literature are presented. The education in the Greek-speaking East and the teaching of theological scriptures up to the present day are recorded throughout time.</p> <p>The meeting of scholasticism with the dual theological methodology of the East is analyzed. Particular emphasis is placed on the modern theological reflection on the study of religious education, the study of Theology, its questioning and acceptance among the sciences, the characteristics of Orthodox Theology, its relationship with the Church, the dynamic and static view of paternal tradition, scientific methods and the need for contemporary witness of the Christian faith.</p>																			

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<p><b>MODE OF DELIVERY</b> <i>Face to face, Distance learning etc.</i></p>	<p><i>Distance education</i></p>	
<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of T.P.E. in Teaching, in Laboratory Education, in Communication with students</i></p>	<p><i>Use of T.P.E. in Teaching</i></p>	
<p><b>TEACHING ORGANIZATION</b> <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study &amp; Analysis, Tutorial, Practice (Placement), Clinical Practice, Artistic Workshop, Interactive Teaching, Educational Visits, Study Preparation ( project ), Writing Paper / Assignments, Artistic Creation, etc. etc.</i></p> <p><i>The student's study hours are listed for each learning activity as well as the hours of unguided study according to ECTS principles</i></p>	<p><b>Activity</b></p>	<p><b>Semester Workload</b></p>
	<p><i>Lectures</i></p>	<p>30</p>
	<p><i>Literature study &amp; analysis,</i></p>	<p>30</p>
	<p><i>Writing a paper</i></p>	<p>40</p>
	<p></p>	<p></p>
	<p></p>	<p></p>
<p><b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other / Others</i></p> <p><i>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i></p>	<p>The assessment is conducted in the Greek language. Evaluation methods: Term paper, Presentation of work</p>	
	<p><b>Course Total</b> <span style="float: right;"><b>100</b></span></p>	

#### (5) RECOMMENDED -BIBLIOGRAPHY

<p>- <i>Suggested Bibliography:</i> Chr. Arambatzis, Topics of Ecclesiastical Literature and Patristic Hermeneutics, 2nd edition revised, Ostracon publications, Thessaloniki 2020. P. Christou, Hellenic Patrology, Kyromanos Publications, volumes A'-E'. St. Papadopoulos, Patrology, volumes I-III, Athens.</p> <p>- <i>Related scientific journals: Pedagogical Review, Educational Sciences, Theology</i></p>
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# COURSE OUTLINE THEOLOGY AND EDUCATION IN THE WESTERN CHRISTIAN TRADITION

## (1) GENERALLY

<b>LEISURE</b>	SCHOOL OF EDUCATION SCIENCES		
<b>PART</b>	DEPARTMENT OF PRESCHOOL EDUCATION		
<b>LEVEL OF STUDY</b>	POSTGRADUATE		
<b>COURSE CODE</b>	THRP 103	<b>SEMESTER OF STUDY</b>	B
<b>COURSE TITLE</b>	THEOLOGY AND EDUCATION IN THE WESTERN CHRISTIAN TRADITION		
<b>SELF-ENDED TEACHING ACTIVITIES</b> <i>in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, enter the weekly teaching hours and total credits</i>		<b>WEEKLY HOURS D I ASKALIA</b>	<b>CREDIT UNITS</b>
		3	15
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialization, general knowledge, skill development</i>	<i>general background</i>		
<b>PREREQUISITE COURSES:</b>			
<b>C LANGUAGE OF TEACHING AND EXAMINATIONS :</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE ( URL)</b>			

## (1) LEARNING OUTCOMES

<p><b>Learning Outcomes</b></p> <p><i>The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that the students will acquire after the successful completion of the course.</i></p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the Level of Learning Outcomes for each study cycle according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptive Indicators for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Annex B</li> <li>• Comprehensive Guide to Writing Learning Outcomes</li> </ul>		
<p><b>The students should get to know key representatives of Western Christian Theology and their influence on education and training.</b></p>		
<p><b>General Skills</b></p> <p><i>Taking into account the general skills that the graduate must have acquired (as stated in the Diploma Appendix and listed below) which / which of them is the course aimed at?.</i></p> <table> <tr> <td> <p><i>Search, analysis and synthesis of data and information, also using the necessary technologies</i></p> <p><i>Adaptation to new situations</i></p> <p><i>Decision making</i></p> <p><i>Autonomous work</i></p> <p><i>Teamwork</i></p> <p><i>Work in an international environment</i></p> <p><i>Work in an interdisciplinary environment</i></p> </td> <td> <p><i>Project planning and management</i></p> <p><i>Respect for diversity and multiculturalism</i></p> <p><i>Respect for the natural environment</i></p> <p><i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i></p> <p><i>Exercise criticism and self-criticism</i></p> <p><i>Promotion of free, creative and inductive thinking</i></p> <p><i>.....</i></p> </td> </tr> </table>	<p><i>Search, analysis and synthesis of data and information, also using the necessary technologies</i></p> <p><i>Adaptation to new situations</i></p> <p><i>Decision making</i></p> <p><i>Autonomous work</i></p> <p><i>Teamwork</i></p> <p><i>Work in an international environment</i></p> <p><i>Work in an interdisciplinary environment</i></p>	<p><i>Project planning and management</i></p> <p><i>Respect for diversity and multiculturalism</i></p> <p><i>Respect for the natural environment</i></p> <p><i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i></p> <p><i>Exercise criticism and self-criticism</i></p> <p><i>Promotion of free, creative and inductive thinking</i></p> <p><i>.....</i></p>
<p><i>Search, analysis and synthesis of data and information, also using the necessary technologies</i></p> <p><i>Adaptation to new situations</i></p> <p><i>Decision making</i></p> <p><i>Autonomous work</i></p> <p><i>Teamwork</i></p> <p><i>Work in an international environment</i></p> <p><i>Work in an interdisciplinary environment</i></p>	<p><i>Project planning and management</i></p> <p><i>Respect for diversity and multiculturalism</i></p> <p><i>Respect for the natural environment</i></p> <p><i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i></p> <p><i>Exercise criticism and self-criticism</i></p> <p><i>Promotion of free, creative and inductive thinking</i></p> <p><i>.....</i></p>	

<i>Generating new research ideas</i>	<i>Other... .....</i>
<p><i>Search, analysis and synthesis of data and information, also using the necessary technologies</i>  <i>Adaptation to new situations</i>  <i>Decision making</i>  <i>Autonomous work</i>  <i>Teamwork</i>  <i>Work in an interdisciplinary environment</i>  <i>Generating new research ideas</i>  <i>Respect for diversity and multiculturalism</i>  <i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i>  <i>Exercise criticism and self-criticism</i>  <i>Promotion of free, creative and inductive thinking</i></p>	
<b>(3) COURSE CONTENT</b>	
<p>The course focuses on the study of Western Christian theology and its prominent representatives, their work and their contribution to education and training both during the Middle Ages and during the Renaissance.</p> <p>The representatives of the Western Christian tradition are examined in relation to the social, religious, philosophical and cultural components that influenced their thinking and determined their contribution.</p> <p>Their contribution to the development and formation of theological issues and education is also highlighted not only in the regions where they operated but also in the wider appeal and acceptance of their work and thought throughout time.</p>	

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>MODE OF DELIVERY</b> <i>Face to face, Distance learning etc.</i>	<i>Distance education</i>	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of T.P.E. in Teaching, in Laboratory Education, in Communication with students</i>	<i>Use of T.P.E. in Teaching</i>	
<b>TEACHING ORGANIZATION</b> <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study &amp; Analysis, Tutorial, Practice (Placement), Clinical Practice, Artistic Workshop, Interactive Teaching, Educational Visits, Study Preparation ( project ), Writing Paper / Assignments, Artistic Creation, etc. etc.</i>  <i>The student's study hours are listed for each learning activity as well as the hours of unguided study according to ECTS principles</i>	<b>Activity</b>	<b>Semester Workload</b>
	<i>Lectures</i>	<i>30</i>
	<i>Literature study &amp; analysis,</i>	<i>30</i>
	<i>Writing a paper</i>	<i>40</i>
	<b>Course Total</b>	<b><i>100</i></b>
<b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i>  <i>Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written</i>	<p>The assessment is conducted in the Greek language.</p> <p>Evaluation methods: Term paper, Presentation of work</p>	

<p><i>Assignment, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other / Others</i></p> <p><i>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i></p>	
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## **(5) RECOMMENDED -BIBLIOGRAPHY**

<p><i>- Suggested Bibliography:</i></p> <p>F. S. IOANNIDIS, Fathers and Ecclesiastical Writers of the West, 2nd edition revised and enlarged, Barbounakis, Thessaloniki 2020  Additional bibliography for study  F. S. IOANNIDIS, Aspects of the Orthodox Western Experience: Theology - Scripture - Spirituality, second edition enlarged, Barbounakis, Thessaloniki 2019  F. PAPADOPOULOS, Patrology, volumes A-C, Athens</p> <p><i>- Related scientific journals: Pedagogical Review, Educational Sciences, Theology</i></p>
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## **OPTIONAL MANDATORY COURSES**

### **COURSE OUTLINE MORAL AND RELIGIOUS DEVELOPMENT OF INFANTS, CHILDHOOD AND ADOLESCENT AGE-THRP 200**

#### **(1) GENERALLY**

<b>LEISURE</b>	SCHOOL OF EDUCATION SCIENCES		
<b>PART</b>	DEPARTMENT OF PRESCHOOL EDUCATION		
<b>LEVEL OF STUDY</b>	POSTGRADUATE		
<b>COURSE CODE</b>	<b>THRP 200</b>	<b>SEMESTER OF STUDY</b>	<b>A</b>
<b>COURSE TITLE</b>	MORAL AND RELIGIOUS DEVELOPMENT OF INFANTRY, CHILDHOOD AND ADOLESCENT AGE		

<b>SELF-ENDED TEACHING ACTIVITIES</b> <i>in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, enter the weekly teaching hours and total credits</i>	<b>WEEKLY HOURS D I ASKALIA</b>	<b>CREDIT UNITS</b>
	3	15
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (d).</i>		
<b>COURSE TYPE</b> <i>general background, special background, specialization, general knowledge, skill development</i>	<i>special background</i>	
<b>PREREQUISITE COURSES:</b>		
<b>C LANGUAGE OF TEACHING AND EXAMINATIONS :</b>	GREEK	
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO	
<b>COURSE WEBSITE ( URL)</b>		

## (2) LEARNING OUTCOMES

<p><b>Learning Outcomes</b> <i>The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that the students will acquire after the successful completion of the course.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li><i>Description of the Level of Learning Outcomes for each study cycle according to the Qualifications Framework of the European Higher Education Area</i></li> <li><i>Descriptive Indicators for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Annex B</i></li> <li><i>Comprehensive Guide to Writing Learning Outcomes</i></li> </ul>																		
<p>The purpose of this course is to examine the moral and religious development of the child from infancy to adolescence.</p>																		
<p><b>General Skills</b> <i>Taking into account the general skills that the graduate must have acquired (as stated in the Diploma Appendix and listed below) which / which of them is the course aimed at?.</i></p> <table border="0"> <tr> <td><i>Search, analysis and synthesis of data and information, also using the necessary technologies</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adaptation to new situations</i></td> <td><i>Respect for diversity and multiculturalism</i></td> </tr> <tr> <td><i>Decision making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Autonomous work</i></td> <td><i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Teamwork</i></td> <td><i>Exercise criticism and self-criticism</i></td> </tr> <tr> <td><i>Work in an international environment</i></td> <td><i>Promotion of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Work in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Generating new research ideas</i></td> <td><i>Other...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>	<i>Search, analysis and synthesis of data and information, also using the necessary technologies</i>	<i>Project planning and management</i>	<i>Adaptation to new situations</i>	<i>Respect for diversity and multiculturalism</i>	<i>Decision making</i>	<i>Respect for the natural environment</i>	<i>Autonomous work</i>	<i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Teamwork</i>	<i>Exercise criticism and self-criticism</i>	<i>Work in an international environment</i>	<i>Promotion of free, creative and inductive thinking</i>	<i>Work in an interdisciplinary environment</i>	<i>.....</i>	<i>Generating new research ideas</i>	<i>Other...</i>		<i>.....</i>
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<i>Generating new research ideas</i>	<i>Other...</i>																	
	<i>.....</i>																	
<p><i>Search, analysis and synthesis of data and information, also using the necessary technologies</i></p> <p><i>Adaptation to new situations</i></p> <p><i>Decision making</i></p> <p><i>Autonomous work</i></p> <p><i>Teamwork</i></p> <p><i>Work in an interdisciplinary environment</i></p> <p><i>Generating new research ideas</i></p> <p><i>Respect for diversity and multiculturalism</i></p> <p><i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i></p> <p><i>Exercise criticism and self-criticism</i></p> <p><i>Promotion of free, creative and inductive thinking</i></p>																		
<p><b>(3) COURSE CONTENT</b></p>																		

In the context of the course, the main theories of moral development are presented, such as psychoanalytical, social learning theories, the theories of Piaget , Kohlberg , Gilligan and others. The positions of each theory are analyzed, the mechanisms of development of moral thinking and behavior as well as the criticism that has been leveled at them. It also presents the development of religiosity in humans, the factors that contribute to its development as well as the benefits deriving from it for the individual's mental health. A coupling of moral and religious development is attempted through modern research data, while at the same time the reflection on the development of spirituality and its positive effects on the development and well-being of individuals is presented.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<p><b>MODE OF DELIVERY</b> <i>Face to face, Distance learning etc.</i></p>	<p><i>Distance education</i></p>	
<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of T.P.E. in Teaching, in Laboratory Education, in Communication with students</i></p>	<p><i>Use of T.P.E. in Teaching</i></p>	
<p><b>TEACHING ORGANIZATION</b> <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study &amp; Analysis, Tutorial, Practice (Placement), Clinical Practice, Artistic Workshop, Interactive Teaching, Educational Visits, Study Preparation ( project ), Writing Paper / Assignments, Artistic Creation, etc. etc.</i></p> <p><i>The student's study hours are listed for each learning activity as well as the hours of unguided study according to ECTS principles</i></p>	<p><b>Activity</b></p>	<p><b>Semester Workload</b></p>
	<p><i>Lectures</i></p>	<p>30</p>
	<p><i>Literature study &amp; analysis,</i></p>	<p>30</p>
	<p><i>Writing a paper</i></p>	<p>40</p>
	<p></p>	<p></p>
	<p></p>	<p></p>
<p><b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other / Others</i></p> <p><i>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i></p>	<p>The assessment is conducted in the Greek language. Evaluation methods: Term paper, Presentation of work</p>	

Smith , P ., Cowie , H ., & Blades , M . (2018). *Understanding child development*. Athens: Giola.

- Related scientific journals: *Pedagogical Review, Educational Sciences, Theology*

## COURSE OUTLINE TEACHING OF THE RELIGIOUS COURSE AND NEW TECHNOLOGIES-THRP 201

### (1) GENERALLY

<b>LEISURE</b>	SCHOOL OF EDUCATION SCIENCES		
<b>PART</b>	DEPARTMENT OF PRESCHOOL EDUCATION		
<b>LEVEL OF STUDY</b>	POSTGRADUATE		
<b>COURSE CODE</b>	THRP 201	<b>SEMESTER OF STUDY</b>	B
<b>COURSE TITLE</b>	TEACHING OF THE RELIGION COURSE AND NEW TECHNOLOGIES		
<b>SELF-ENDED TEACHING ACTIVITIES</b> <i>in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, enter the weekly teaching hours and total credits</i>	<b>WEEKLY HOURS D I ASKALIA</b>	<b>CREDIT UNITS</b>	
	3	15	
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialization, general knowledge, skill development</i>	<i>special background</i>		
<b>PREREQUISITE COURSES:</b>			
<b>C LANGUAGE OF TEACHING AND EXAMINATIONS :</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE ( URL)</b>			

### (2) LEARNING OUTCOMES

#### Learning Outcomes

The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that the students will acquire after the successful completion of the course.

Consult Appendix A

- Description of the Level of Learning Outcomes for each study cycle according to the Qualifications Framework of the European Higher Education Area
- Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B
- Comprehensive Guide to Writing Learning Outcomes

The course promotes open discussion and critical analysis in order for students to develop a broader understanding of religious diversity on a personal level and in the public space with the help of the internet .

#### General Skills

Taking into account the general skills that the graduate must have acquired (as stated in the Diploma Appendix and listed below) which / which of them is the course aimed at?.

<p><i>Search, analysis and synthesis of data and information, also using the necessary technologies</i>  <i>Adaptation to new situations</i>  <i>Decision making</i>  <i>Autonomous work</i>  <i>Teamwork</i>  <i>Work in an international environment</i>  <i>Work in an interdisciplinary environment</i>  <i>Generating new research ideas</i></p>	<p><i>Project planning and management</i>  <i>Respect for diversity and multiculturalism</i>  <i>Respect for the natural environment</i>  <i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i>  <i>Exercise criticism and self-criticism</i>  <i>Promotion of free, creative and inductive thinking</i>  .....  <i>Other...</i>  .....</p>
<p><i>Search, analysis and synthesis of data and information, also using the necessary technologies</i>  <i>Adaptation to new situations</i>  <i>Decision making</i>  <i>Autonomous work</i>  <i>Teamwork</i>  <i>Work in an interdisciplinary environment</i>  <i>Generating new research ideas</i>  <i>Respect for diversity and multiculturalism</i>  <i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i>  <i>Exercise criticism and self-criticism</i>  <i>Promotion of free, creative and inductive thinking</i></p>	
<p><b>(3) COURSE CONTENT</b></p> <p>The course attempts a research path towards the understanding and evaluation of the pedagogical role of religion in human life holistically with the help of New Technologies. . During the course, students will create a digital classroom, where digital activities and presentations will take place for the subject of the Religious course. Individual topics examined concern the organization and structure of religious education in the Greek educational system with the help of computers.</p>	

**(4) TEACHING and LEARNING METHODS - EVALUATION**

<p><b>MODE OF DELIVERY</b>  <i>Face to face, Distance learning etc.</i></p>	<p><i>Distance education</i></p>	
<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b>  <i>Use of T.P.E. in Teaching, in Laboratory Education, in Communication with students</i></p>	<p><i>Use of T.P.E. in Teaching</i></p>	
<p><b>TEACHING ORGANIZATION</b>  <i>The way and methods of teaching are described in detail.</i>  <i>Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study &amp; Analysis, Tutorial, Practice (Placement), Clinical Practice, Artistic Workshop, Interactive Teaching, Educational Visits, Study Preparation ( project ), Writing Paper / Assignments, Artistic Creation, etc. etc.</i>    <i>The student's study hours are listed for each learning activity as well as the hours of unguided study according to ECTS principles</i></p>	<p><b>Activity</b></p>	<p><b>Semester Workload</b></p>
	Lectures	30
	Literature study & analysis,	30
	Writing a paper	40
	<b>Course Total</b>	<b>100</b>
<p><b>STUDENT EVALUATION</b>  <i>Description of the evaluation process</i>    <i>Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Report, Oral Examination,</i></p>	<p>The assessment is conducted in the Greek language.  Evaluation methods:  Term paper, Presentation of work</p>	

<p><i>Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other / Others</i></p> <p><i>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i></p>	
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## (5) RECOMMENDED -BIBLIOGRAPHY

<p>- <i>Suggested Bibliography:</i></p> <p>Mitropoulou, B. ICT in the teaching of Religious Studies, Ostrakon, Thessaloniki 2015.</p> <p>Andrew Blank, TCP/IP - Introduction to Modern Technology. Athens: Giourdas Publications, 2004.</p> <p>Drossos Dimitrios, Dimosthenis Vougioukas, Emmanuel Kalligeros, Spyridon Kokolakis, Charalambos Skianis, Introduction to the science of computers and communications, Athens: SEAB, 2015.</p> <p>- <i>Related scientific journals: Pedagogical Review, Educational Sciences, Theology</i></p>
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## COURSE OUTLINE ANALYTICAL PROGRAMS - THRP 202

### (1) GENERALLY

<b>LEISURE</b>	SCHOOL OF EDUCATION SCIENCES		
<b>PART</b>	DEPARTMENT OF PRESCHOOL EDUCATION		
<b>LEVEL OF STUDY</b>	POSTGRADUATE		
<b>COURSE CODE</b>	THRP 202	<b>SEMESTER OF STUDY</b>	C
<b>COURSE TITLE</b>	ANALYTICAL PROGRAMS		
<b>SELF-ENDED TEACHING ACTIVITIES</b> <i>in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, enter the weekly teaching hours and total credits</i>	<b>WEEKLY HOURS D I ASKALIA</b>	<b>CREDIT UNITS</b>	
	3	15	
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialization, general knowledge, skill development</i>	<i>special background</i>		
<b>PREREQUISITE COURSES:</b>			
<b>C LANGUAGE OF TEACHING AND EXAMINATIONS :</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE ( URL)</b>			

### (2) LEARNING OUTCOMES

<b>Learning Outcomes</b>
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The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that the students will acquire after the successful completion of the course.

Consult Appendix A

- Description of the Level of Learning Outcomes for each study cycle according to the Qualifications Framework of the European Higher Education Area
- Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B
- Comprehensive Guide to Writing Learning Outcomes

The purpose of this course is the theoretical and practical training of students in research issues related to the syllabi, school textbooks and the teaching of the Religious Course (R.M.).

### General Skills

Taking into account the general skills that the graduate must have acquired (as stated in the Diploma Appendix and listed below) which / which of them is the course aimed at?.

Search, analysis and synthesis of data and information, also using the necessary technologies	Project planning and management
Adaptation to new situations	Respect for diversity and multiculturalism
Decision making	Respect for the natural environment
Autonomous work	Demonstrating social, professional and ethical responsibility and sensitivity to gender issues
Teamwork	Exercise criticism and self-criticism
Work in an international environment	Promotion of free, creative and inductive thinking
Work in an interdisciplinary environment	.....
Generating new research ideas	Other...
	.....

Search, analysis and synthesis of data and information, also using the necessary technologies  
Adaptation to new situations  
Decision making  
Autonomous work  
Teamwork  
Work in an interdisciplinary environment  
Generating new research ideas  
Respect for diversity and multiculturalism  
Demonstrating 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

This lesson highlights the need to investigate Th.M. from its pedagogic side, in an environment of intense social and cultural changes, in order to emphasize its teaching. Completion of the course consists of the preparation of individual or group assignments by the students on research topics of the Th.M.

Indicative course topics

1. The detailed programs of Th.M. (historical comparative approach).
2. The teaching manuals of Th.M. (historical comparative approach).
3. Themes of Th.M. in other subjects of the school.
4. Opinions about T.M. by teachers, students, parents.
5. Didactic approaches of Th.M. (experimental and design).

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<p><b>MODE OF DELIVERY</b> <i>Face to face, Distance learning etc.</i></p>	<p><i>Distance education</i></p>	
<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of T.P.E. in Teaching, in Laboratory Education, in Communication with students</i></p>	<p><i>Use of T.P.E. in Teaching</i></p>	
<p><b>TEACHING ORGANIZATION</b> <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study &amp; Analysis, Tutorial, Practice (Placement), Clinical Practice, Artistic Workshop, Interactive Teaching, Educational Visits, Study Preparation ( project ), Writing Paper / Assignments, Artistic Creation, etc. etc.</i></p> <p><i>The student's study hours are listed for each learning activity as well as the hours of unguided study according to ECTS principles</i></p>	<p><b>Activity</b></p>	<p><b>Semester Workload</b></p>
	<p><i>Lectures</i></p>	<p>30</p>
	<p><i>Literature study &amp; analysis,</i></p>	<p>30</p>
	<p><i>Writing a paper</i></p>	<p>40</p>
	<p></p>	<p></p>
	<p></p>	<p></p>
<p><b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other / Others</i></p> <p><i>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i></p>	<p>The assessment is conducted in the Greek language. Evaluation methods: Term paper, Presentation of work</p>	
	<p><b>Course Total</b> <b>100</b></p>	

#### (5) RECOMMENDED -BIBLIOGRAPHY

<p>- Suggested Bibliography:</p> <p>Trilianos, Ath. (2013). <i>Teaching methodology</i> . Athens: Interaction</p> <p>Doliopoulou, E. (2005). <i>Modern programs for preschool children</i> . Athens: Print</p> <p>Sinoudis, E., &amp; Ambartzakis, M. (Ed.) (2011). <i>Preschool Education Programs. Theory and practice</i> . Athens: Pedio</p> <p>- Related scientific journals: <i>Pedagogical Review, Educational Sciences, Theology</i></p>
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## COURSE OUTLINE MUSEUM EDUCATION - THRP 219

### (1) GENERALLY

<b>LEISURE</b>	SCHOOL OF EDUCATION SCIENCES		
<b>PART</b>	DEPARTMENT OF PRESCHOOL EDUCATION		
<b>LEVEL OF STUDY</b>	POSTGRADUATE		
<b>COURSE CODE</b>	THRP 219	<b>SEMESTER OF STUDY</b>	C
<b>COURSE TITLE</b>	MUSEUM EDUCATION		
<b>SELF-ENDED TEACHING ACTIVITIES</b> <i>in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, enter the weekly teaching hours and total credits</i>	<b>WEEKLY HOURS D I ASKALIA</b>	<b>CREDIT UNITS</b>	
	3	15	
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialization, general knowledge, skill development</i>	<i>special background</i>		
<b>PREREQUISITE COURSES:</b>			
<b>C LANGUAGE OF TEACHING AND EXAMINATIONS :</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE ( URL)</b>			

### (2) LEARNING OUTCOMES

<p><b>Learning Outcomes</b>  <i>The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that the students will acquire after the successful completion of the course.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the Level of Learning Outcomes for each study cycle according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptive Indicators for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Annex B</i></li> <li>• <i>Comprehensive Guide to Writing Learning Outcomes</i></li> </ul>			
<p>The students will delve into both the theories and the applications of the science of Museum pedagogy, with an emphasis on its utilization in the context of religious education.</p>			
<p><b>General Skills</b>  <i>Taking into account the general skills that the graduate must have acquired (as stated in the Diploma Appendix and listed below) which / which of them is the course aimed at?.</i></p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> <i>Search, analysis and synthesis of data and information, also using the necessary technologies</i>  <i>Adaptation to new situations</i>  <i>Decision making</i>  <i>Autonomous work</i>  <i>Teamwork</i>  <i>Work in an international environment</i>  <i>Work in an interdisciplinary environment</i>  <i>Generating new research ideas</i> </td> <td style="width: 50%; border: none;"> <i>Project planning and management</i>  <i>Respect for diversity and multiculturalism</i>  <i>Respect for the natural environment</i>  <i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i>  <i>Exercise criticism and self-criticism</i>  <i>Promotion of free, creative and inductive thinking</i>  <i>.....</i>  <i>Other...</i>  <i>.....</i> </td> </tr> </table>		<i>Search, analysis and synthesis of data and information, also using the necessary technologies</i> <i>Adaptation to new situations</i> <i>Decision making</i> <i>Autonomous work</i> <i>Teamwork</i> <i>Work in an international environment</i> <i>Work in an interdisciplinary environment</i> <i>Generating new research ideas</i>	<i>Project planning and management</i> <i>Respect for diversity and multiculturalism</i> <i>Respect for the natural environment</i> <i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Exercise criticism and self-criticism</i> <i>Promotion of free, creative and inductive thinking</i> <i>.....</i> <i>Other...</i> <i>.....</i>
<i>Search, analysis and synthesis of data and information, also using the necessary technologies</i> <i>Adaptation to new situations</i> <i>Decision making</i> <i>Autonomous work</i> <i>Teamwork</i> <i>Work in an international environment</i> <i>Work in an interdisciplinary environment</i> <i>Generating new research ideas</i>	<i>Project planning and management</i> <i>Respect for diversity and multiculturalism</i> <i>Respect for the natural environment</i> <i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Exercise criticism and self-criticism</i> <i>Promotion of free, creative and inductive thinking</i> <i>.....</i> <i>Other...</i> <i>.....</i>		

Search, analysis and synthesis of data and information, also using the necessary technologies  
 Adaptation to new situations  
 Decision making  
 Autonomous work  
 Teamwork  
 Work in an interdisciplinary environment  
 Generating new research ideas  
 Respect for diversity and multiculturalism  
 Demonstrating 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 course emphasizes the utilization of Museum Education in the context of religious education, through and through the acquaintance with material and immaterial evidence of the religious cultural heritage, which are also interconnected with the history of each place and its natural environment. Through the observation and analysis of good museum pedagogic practices, we understand the benefits of Museum Education in the context of teaching religious studies and religious education in general.

Finally, we plan educational activities utilizing the methods and techniques of Museum pedagogy with the aim of cultivating basic skills such as communication, creative and critical thinking and skills related to citizenship, but also to satisfy people's intellectual and educational needs.

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>MODE OF DELIVERY</b> <i>Face to face, Distance learning etc.</i>	<i>Distance education</i>																							
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of T.P.E. in Teaching, in Laboratory Education, in Communication with students</i>	<i>Use of T.P.E. in Teaching</i>																							
<b>TEACHING ORGANIZATION</b> <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study &amp; Analysis, Tutorial, Practice (Placement), Clinical Practice, Artistic Workshop, Interactive Teaching, Educational Visits, Study Preparation ( project ), Writing Paper / Assignments, Artistic Creation, etc. etc.</i>  <i>The student's study hours are listed for each learning activity as well as the hours of unguided study according to ECTS principles</i>	<table border="1"> <thead> <tr> <th data-bbox="638 1377 978 1411"><b>Activity</b></th> <th data-bbox="978 1377 1315 1411"><b>Semester Workload</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="638 1411 978 1444"><i>Lectures</i></td> <td data-bbox="978 1411 1315 1444">30</td> </tr> <tr> <td data-bbox="638 1444 978 1478"><i>Literature study &amp; analysis,</i></td> <td data-bbox="978 1444 1315 1478">30</td> </tr> <tr> <td data-bbox="638 1478 978 1512"><i>Writing a paper</i></td> <td data-bbox="978 1478 1315 1512">40</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td data-bbox="638 1736 978 1767"><b>Course Total</b></td> <td data-bbox="978 1736 1315 1767"><b>100</b></td> </tr> </tbody> </table>	<b>Activity</b>	<b>Semester Workload</b>	<i>Lectures</i>	30	<i>Literature study &amp; analysis,</i>	30	<i>Writing a paper</i>	40													<b>Course Total</b>	<b>100</b>	
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<i>Writing a paper</i>	40																							
<b>Course Total</b>	<b>100</b>																							
<b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i>  <i>Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other / Others</i>	<p>The assessment is conducted in the Greek language.  <b>Evaluation methods:</b>  <b>Term paper, Presentation of work</b></p>																							

<i>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i>	
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## (5) RECOMMENDED -BIBLIOGRAPHY

<p>- Suggested Bibliography:  <i>Iatropoulou, Eng. (2021) Museum Education. Athens.</i>  <i>Zafirakou Aig. etc. Museums and schools. Athens: Dardanos</i></p> <p>- Related scientific journals:  <i>Pedagogical Review, Educational Sciences, Theology</i></p>
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## COURSE OUTLINE CHRISTIAN RELIGION AND MODERN CULTURE -THRP 203

### (1) GENERALLY

<b>LEISURE</b>	SCHOOL OF EDUCATION SCIENCES		
<b>PART</b>	DEPARTMENT OF PRESCHOOL EDUCATION		
<b>LEVEL OF STUDY</b>	POSTGRADUATE		
<b>COURSE CODE</b>	<b>THRP 203</b>	<b>SEMESTER OF STUDY</b>	<b>A</b>
<b>COURSE TITLE</b>	CHRISTIAN RELIGION AND MODERN CULTURE -THRP 203		
<b>SELF-ENDED TEACHING ACTIVITIES</b> <i>in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, enter the weekly teaching hours and total credits</i>	<b>WEEKLY HOURS D I ASKALIA</b>	<b>CREDIT UNITS</b>	
	3	15	
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialization, general knowledge, skill development</i>	<i>special background</i>		
<b>PREREQUISITE COURSES:</b>			
<b>C LANGUAGE OF TEACHING AND EXAMINATIONS :</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE ( URL)</b>			

### (2) LEARNING OUTCOMES

<p><b>Learning Outcomes</b>  <i>The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that the students will acquire after the successful completion of the course.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the Level of Learning Outcomes for each study cycle according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptive Indicators for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Annex B</i></li> </ul>
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**Students will develop their knowledge and critical ability in the context of the encounter between the Christian religion and modern culture and will be able to formulate an informed opinion on relevant issues.**

**General Skills**

*Taking into account the general skills that the graduate must have acquired (as stated in the Diploma Appendix and listed below) which / which of them is the course aimed at?.*

<i>Search, analysis and synthesis of data and information, also using the necessary technologies</i>	<i>Project planning and management</i>
<i>Adaptation to new situations</i>	<i>Respect for diversity and multiculturalism</i>
<i>Decision making</i>	<i>Respect for the natural environment</i>
<i>Autonomous work</i>	<i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Teamwork</i>	<i>Exercise criticism and self-criticism</i>
<i>Work in an international environment</i>	<i>Promotion of free, creative and inductive thinking</i>
<i>Work in an interdisciplinary environment</i>	<i>.....</i>
<i>Generating new research ideas</i>	<i>Other...</i>
	<i>.....</i>

*Search, analysis and synthesis of data and information, also using the necessary technologies*  
*Adaptation to new situations*  
*Decision making*  
*Autonomous work*  
*Teamwork*  
*Work in an interdisciplinary environment*  
*Generating new research ideas*  
*Respect for diversity and multiculturalism*  
*Demonstrating 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**

Modern civilization is unfolding as a dynamic process brought about various changes at the social, cultural, economic and political level. In the context of this course, the basic social theories that interpret both the changes of the modern cultural paradigm and the position of the Christian tradition and values in the new, pluralistic environment of modern democracies are analyzed. The main positions of the main social theorists ( M. Weber , Em . Durkheim, Er . Goffman, R. Merton, CW Mills, A. Giddens, Ul. Beck , Z. Bauman ) are analyzed , as well as the central issues that frame the relationship Contemporary culture – Christianity: Modernity, social change, poverty and social exclusion, political power, globalization, stigma, consumerism, role of religion and manifestations of faith in Modernity. Emphasis will be placed on the analysis of the Greek reality and the Orthodox tradition in terms of contemporary social phenomena.

**(4) TEACHING and LEARNING METHODS - EVALUATION**

<b>MODE OF DELIVERY</b> <i>Face to face, Distance learning etc.</i>	<i>Distance education</i>	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of T.P.E. in Teaching, in Laboratory Education, in Communication with students</i>	<i>Use of T.P.E. in Teaching</i>	
<b>TEACHING ORGANIZATION</b> <i>The way and methods of teaching are described in detail.</i>	<b>Activity</b>	<b>Semester Workload</b>
	Lectures	30

<p>Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study &amp; Analysis, Tutorial, Practice (Placement), Clinical Practice, Artistic Workshop, Interactive Teaching, Educational Visits, Study Preparation ( project ), Writing Paper / Assignments, Artistic Creation, etc. etc.</p> <p>The student's study hours are listed for each learning activity as well as the hours of unguided study according to ECTS principles</p>	Literature study & analysis,	30
	Writing a paper	40
	<b>Course Total</b>	<b>100</b>
<p><b>STUDENT EVALUATION</b></p> <p>Description of the evaluation process</p> <p>Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other / Others</p> <p>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</p>		
<p>The assessment is conducted in the Greek language.</p> <p>Evaluation methods: Term paper, Presentation of work</p>		

## (5) RECOMMENDED -BIBLIOGRAPHY

<p>- Suggested Bibliography:</p> <p>Tsironis, Christos, 2013, Consumerism in Modern Social Theory. Sections in the work of Z. Bauman, Thessaloniki: Barbounakis.</p> <p>Arveler, E.- M. Aymard, The Europeans. Newer and Modern Era, vol. 2, Athens: Savvalas, 2003.</p> <p>Held, D. - A. McGrew, Globalization / Anti-Globalization, Athens: Polytropon, 2004.</p> <p>Hall, St. - B. Gieben, The shaping of modernity. Economy, society, politics, culture, Athens: Savvalas, 2003.</p> <p>- Related scientific journals:</p> <p><i>Pedagogical Review, Educational Sciences, Theology</i></p>
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## COURSE OUTLINE PEDAGOGICAL THEORY AND THEOLOGY IN DIALOGUE - THRP

204

### (1) GENERALLY

<b>LEISURE</b>	SCHOOL OF EDUCATION SCIENCES		
<b>PART</b>	DEPARTMENT OF PRESCHOOL EDUCATION		
<b>LEVEL OF STUDY</b>	POSTGRADUATE		
<b>COURSE CODE</b>	<b>THRP 204</b>	<b>SEMESTER OF STUDY</b>	<b>A</b>
<b>COURSE TITLE</b>	EDUCATIONAL THEORY AND THEOLOGY IN DIALOGUE		

<b>SELF-ENDED TEACHING ACTIVITIES</b> <i>in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, enter the weekly teaching hours and total credits</i>	<b>WEEKLY HOURS D I ASKALIA</b>	<b>CREDIT UNITS</b>
	3	15
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (d).</i>		
<b>COURSE TYPE</b> <i>general background, special background, specialization, general knowledge, skill development</i>	<i>special background</i>	
<b>PREREQUISITE COURSES:</b>		
<b>C LANGUAGE OF TEACHING AND EXAMINATIONS :</b>	GREEK	
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO	
<b>COURSE WEBSITE ( URL)</b>		

## (2) LEARNING OUTCOMES

<p><b>Learning Outcomes</b> <i>The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that the students will acquire after the successful completion of the course.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li><i>Description of the Level of Learning Outcomes for each study cycle according to the Qualifications Framework of the European Higher Education Area</i></li> <li><i>Descriptive Indicators for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Annex B</i></li> <li><i>Comprehensive Guide to Writing Learning Outcomes</i></li> </ul>																		
<p>The students will be able to examine in a scientific way certain questions, which are a common place of research and reflection for the science of Theology and Pedagogy.</p>																		
<p><b>General Skills</b> <i>Taking into account the general skills that the graduate must have acquired (as stated in the Diploma Appendix and listed below) which / which of them is the course aimed at?.</i></p> <table> <tr> <td><i>Search, analysis and synthesis of data and information, also using the necessary technologies</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adaptation to new situations</i></td> <td><i>Respect for diversity and multiculturalism</i></td> </tr> <tr> <td><i>Decision making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Autonomous work</i></td> <td><i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Teamwork</i></td> <td><i>Exercise criticism and self-criticism</i></td> </tr> <tr> <td><i>Work in an international environment</i></td> <td><i>Promotion of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Work in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Generating new research ideas</i></td> <td><i>Other...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>	<i>Search, analysis and synthesis of data and information, also using the necessary technologies</i>	<i>Project planning and management</i>	<i>Adaptation to new situations</i>	<i>Respect for diversity and multiculturalism</i>	<i>Decision making</i>	<i>Respect for the natural environment</i>	<i>Autonomous work</i>	<i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Teamwork</i>	<i>Exercise criticism and self-criticism</i>	<i>Work in an international environment</i>	<i>Promotion of free, creative and inductive thinking</i>	<i>Work in an interdisciplinary environment</i>	<i>.....</i>	<i>Generating new research ideas</i>	<i>Other...</i>		<i>.....</i>
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### (3) COURSE CONTENT

In the context of the course, three dimensions are mainly analyzed:

- a. The teaching of the Fathers of the Church regarding the creation of man in the image and likeness of God in connection with the pedagogical ideal of education ( *Bildung* ), which was developed in the context of the so-called neo-humanist ideal.
- b. The concept of human autonomy, as it was already cultivated from the beginnings of Pedagogical science in the area of German Idealism, on the one hand, and the concepts of human autonomy, freedom and logic based on paternal anthropology, on the other hand .
- c. Finally, a connection is attempted between the ecclesiological and eucharistic view of human existence in relation to the political orientation of the educational work, which the Public School is called to offer in the societies of the modern world.

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>MODE OF DELIVERY</b> <i>Face to face, Distance learning etc.</i>	<i>Distance education</i>	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of T.P.E. in Teaching, in Laboratory Education, in Communication with students</i>	<i>Use of T.P.E. in Teaching</i>	
<b>TEACHING ORGANIZATION</b> <i>The way and methods of teaching are described in detail. Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study &amp; Analysis, Tutorial, Practice (Placement), Clinical Practice, Artistic Workshop, Interactive Teaching, Educational Visits, Study Preparation ( project ), Writing Paper / Assignments, Artistic Creation, etc. etc.  The student's study hours are listed for each learning activity as well as the hours of unguided study according to ECTS principles</i>	<b>Activity</b>	<b>Semester Workload</b>
	<i>Lectures</i>	30
	<i>Literature study &amp; analysis,</i>	30
	<i>Writing a paper</i>	40
	<b>Course Total</b>	<b>100</b>
<b>STUDENT EVALUATION</b> <i>Description of the evaluation process  Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other / Others  Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i>	<p>The assessment is conducted in the Greek language.</p> <p>Evaluation methods: Term paper, Presentation of work</p>	

### (5) RECOMMENDED -BIBLIOGRAPHY

- Suggested Bibliography:

Proceedings of the 4th Panhellenic Conference of Theologists: *Religious Education: Contemporary trends and topicality.* ( <https://ejournals.lib.auth.gr/religionseducation/issue/view/1127/showToc> )  
 Delikostanis, K. (2009). *Education as the culture of the person* . Athens: Concept. Kakavoulis, Al. (2019). *The essentials of our Education. Urgent search* . Athens.

- Related scientific journals:

*Pedagogical Review, Educational Sciences, Theology*

## COURSE OUTLINE BIBLE AND RELIGIOUS EDUCATION - THRP 205

### (1) GENERALLY

<b>LEISURE</b>	SCHOOL OF EDUCATION SCIENCES		
<b>PART</b>	DEPARTMENT OF PRESCHOOL EDUCATION		
<b>LEVEL OF STUDY</b>	POSTGRADUATE		
<b>COURSE CODE</b>	THRP 205	<b>SEMESTER OF STUDY</b>	C
<b>COURSE TITLE</b>	BIBLE AND RELIGIOUS EDUCATION		
<b>SELF-ENDED TEACHING ACTIVITIES</b> <i>in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, enter the weekly teaching hours and total credits</i>		<b>WEEKLY HOURS D I ASKALIA</b>	<b>CREDIT UNITS</b>
		3	15
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialization, general knowledge, skill development</i>	<i>special background</i>		
<b>PREREQUISITE COURSES:</b>			
<b>C LANGUAGE OF TEACHING AND EXAMINATIONS :</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE ( URL)</b>			

### (2) LEARNING OUTCOMES

#### Learning Outcomes

*The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that the students will acquire after the successful completion of the course.*

*Consult Appendix A*

- *Description of the Level of Learning Outcomes for each study cycle according to the Qualifications Framework of the European Higher Education Area*
- *Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B*
- *Comprehensive Guide to Writing Learning Outcomes*

**Students will be able to know and evaluate the influence of the Bible on the education and education of the Christian world over the centuries and be able to find modern connections between the teachings of the Bible and the contents of education.**

**General Skills**

*Taking into account the general skills that the graduate must have acquired (as stated in the Diploma Appendix and listed below) which / which of them is the course aimed at?.*

<i>Search, analysis and synthesis of data and information, also using the necessary technologies</i>	<i>Project planning and management</i>
<i>Adaptation to new situations</i>	<i>Respect for diversity and multiculturalism</i>
<i>Decision making</i>	<i>Respect for the natural environment</i>
<i>Autonomous work</i>	<i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Teamwork</i>	<i>Exercise criticism and self-criticism</i>
<i>Work in an international environment</i>	<i>Promotion of free, creative and inductive thinking</i>
<i>Work in an interdisciplinary environment</i>	<i>.....</i>
<i>Generating new research ideas</i>	<i>Other...</i>
	<i>.....</i>

*Search, analysis and synthesis of data and information, also using the necessary technologies*  
*Adaptation to new situations*  
*Decision making*  
*Autonomous work*  
*Teamwork*  
*Work in an interdisciplinary environment*  
*Generating new research ideas*  
*Respect for diversity and multiculturalism*  
*Demonstrating 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 course presents the contribution of the Bible in general and the New Testament in particular to religious education. Biblical texts are analyzed which have significantly influenced the Christian culture of Europe and the Christian education of its citizens throughout the past centuries and of course the present era. We are creatively chosen with decisive gospel texts in which Christ's preaching of the new life is set forth in the light of the coming of the Kingdom of God. At the same time, interpretive excerpts from the entire Pauline literature are presented in which the Christian understandings of the education of children, the relationships with their parents and the obligations of parents towards their children are identified and developed. The radical ideas of primitive Christianity regarding the interpersonal relationships between the members of a family and also with those outside the Church contributed decisively to the development of religious education. The course examines the uptake and impact of specific biblical ideas in contemporary religious education.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<p><b>MODE OF DELIVERY</b> <i>Face to face, Distance learning etc.</i></p>	<p><i>Distance education</i></p>	
<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of T.P.E. in Teaching, in Laboratory Education, in Communication with students</i></p>	<p><i>Use of T.P.E. in Teaching</i></p>	
<p><b>TEACHING ORGANIZATION</b> <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study &amp; Analysis, Tutorial, Practice (Placement), Clinical Practice, Artistic Workshop, Interactive Teaching, Educational Visits, Study Preparation ( project ), Writing Paper / Assignments, Artistic Creation, etc. etc.</i></p> <p><i>The student's study hours are listed for each learning activity as well as the hours of unguided study according to ECTS principles</i></p>	<p><b>Activity</b></p>	<p><b>Semester Workload</b></p>
	<p><i>Lectures</i></p>	<p>30</p>
	<p><i>Literature study &amp; analysis,</i></p>	<p>30</p>
	<p><i>Writing a paper</i></p>	<p>40</p>
	<p></p>	<p></p>
	<p></p>	<p></p>
	<p><b>Course Total</b></p>	<p><b>100</b></p>
<p><b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other / Others</i></p> <p><i>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i></p>	<p>The assessment is conducted in the Greek language. Evaluation methods: Term paper, Presentation of work</p>	

#### (5) RECOMMENDED -BIBLIOGRAPHY

<p><i>- Suggested Bibliography:</i></p> <p>I. Karavidopoulos, Introduction to the New Testament, Critical Approaches that the Bible 8, Ostracon publications , Thessaloniki 2016.</p> <p>P. Vasiliadis, The Words of Jesus. The oldest gospel, Artos Zois publications, Athens 2008.</p> <p>M. Gutzioudis, Interpretation and Acceptance of Gospel Texts. Volume I, Critical Approaches to the Bible 18, Ostracon publications, Thessaloniki 2019.</p> <p>Kogoulis, I. (2014). Introduction to Pedagogy. Thessaloniki: Despina Kyriakidis. - Pyrgiotakis, I. E. (2011). Introduction to Pedagogy. Athens: Pedio.</p> <p><i>- Related scientific journals:</i> <i>Pedagogical Review, Educational Sciences, Theology</i></p>
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## (1) GENERALLY

<b>LEISURE</b>	SCHOOL OF EDUCATION SCIENCES		
<b>PART</b>	DEPARTMENT OF PRESCHOOL EDUCATION		
<b>LEVEL OF STUDY</b>	POSTGRADUATE		
<b>COURSE CODE</b>	<b>THRP 207</b>	<b>SEMESTER OF STUDY</b>	<b>B</b>
<b>COURSE TITLE</b>	ORTHODOX ANTHROPOLOGY		
<b>SELF-ENDED TEACHING ACTIVITIES</b> <i>in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, enter the weekly teaching hours and total credits</i>		<b>WEEKLY HOURS D I ASKALIA</b>	<b>CREDIT UNITS</b>
		3	15
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialization, general knowledge, skill development</i>	<i>special background</i>		
<b>PREREQUISITE COURSES:</b>			
<b>C LANGUAGE OF TEACHING AND EXAMINATIONS :</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE ( URL)</b>			

## (2) LEARNING OUTCOMES

<p><b>Learning Outcomes</b></p> <p><i>The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that the students will acquire after the successful completion of the course.</i></p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• <i>Description of the Level of Learning Outcomes for each study cycle according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptive Indicators for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Annex B</i></li> <li>• <i>Comprehensive Guide to Writing Learning Outcomes</i></li> </ul>																		
<p>Students will critically approach the propositions of Orthodox Anthropology both in the past and in the present as patristic thought and theology perceive man as an autonomous and rational being, who has the purposes of existence written within him as well as all the qualities and skills to achieve them.</p>																		
<p><b>General Skills</b></p> <p><i>Taking into account the general skills that the graduate must have acquired (as stated in the Diploma Appendix and listed below) which / which of them is the course aimed at?.</i></p> <table border="0"> <tr> <td><i>Search, analysis and synthesis of data and information, also using the necessary technologies</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adaptation to new situations</i></td> <td><i>Respect for diversity and multiculturalism</i></td> </tr> <tr> <td><i>Decision making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Autonomous work</i></td> <td><i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Teamwork</i></td> <td><i>Exercise criticism and self-criticism</i></td> </tr> <tr> <td><i>Work in an international environment</i></td> <td><i>Promotion of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Work in an interdisciplinary environment</i></td> <td>.....</td> </tr> <tr> <td><i>Generating new research ideas</i></td> <td><i>Other...</i></td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>	<i>Search, analysis and synthesis of data and information, also using the necessary technologies</i>	<i>Project planning and management</i>	<i>Adaptation to new situations</i>	<i>Respect for diversity and multiculturalism</i>	<i>Decision making</i>	<i>Respect for the natural environment</i>	<i>Autonomous work</i>	<i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Teamwork</i>	<i>Exercise criticism and self-criticism</i>	<i>Work in an international environment</i>	<i>Promotion of free, creative and inductive thinking</i>	<i>Work in an interdisciplinary environment</i>	.....	<i>Generating new research ideas</i>	<i>Other...</i>		.....
<i>Search, analysis and synthesis of data and information, also using the necessary technologies</i>	<i>Project planning and management</i>																	
<i>Adaptation to new situations</i>	<i>Respect for diversity and multiculturalism</i>																	
<i>Decision making</i>	<i>Respect for the natural environment</i>																	
<i>Autonomous work</i>	<i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i>																	
<i>Teamwork</i>	<i>Exercise criticism and self-criticism</i>																	
<i>Work in an international environment</i>	<i>Promotion of free, creative and inductive thinking</i>																	
<i>Work in an interdisciplinary environment</i>	.....																	
<i>Generating new research ideas</i>	<i>Other...</i>																	
	.....																	
<p><i>Search, analysis and synthesis of data and information, also using the necessary technologies</i></p> <p><i>Adaptation to new situations</i></p>																		

Decision making  
 Autonomous work  
 Teamwork  
 Work in an interdisciplinary environment  
 Generating new research ideas  
 Respect for diversity and multiculturalism  
 Demonstrating 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

Regarding the axiomatic assumptions of Christian Theology, man it inherently has lust and desire for encounter and communion with the Divine-supernatural. He also tends to love the beautiful, the pure, the moral, the good and the true. But along the way, this human tendency is captured by self-love, which leads consciously or unconsciously to his "deification" and selfishness, which it manifests itself as avarice, ambition and avarice. This condition is considered as the main cause of psychopathological phenomena and depression.

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>MODE OF DELIVERY</b> <i>Face to face, Distance learning etc.</i>	<i>Distance education</i>	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of T.P.E. in Teaching, in Laboratory Education, in Communication with students</i>	<i>Use of T.P.E. in Teaching</i>	
<b>TEACHING ORGANIZATION</b> <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study &amp; Analysis, Tutorial, Practice (Placement), Clinical Practice, Artistic Workshop, Interactive Teaching, Educational Visits, Study Preparation ( project ), Writing Paper / Assignments, Artistic Creation, etc. etc.</i>  <i>The student's study hours are listed for each learning activity as well as the hours of unguided study according to ECTS principles</i>	<b>Activity</b>	<b>Semester Workload</b>
	Lectures	30
	Literature study & analysis,	30
	Writing a paper	40
<b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i>  <i>Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other / Others</i>  <i>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i>	The assessment is conducted in the Greek language. <b>Evaluation methods:</b> Term paper, Presentation of work	
	<b>Course Total</b>	<b>100</b>

## (5) RECOMMENDED -BIBLIOGRAPHY

- Suggested Bibliography:

Metropolitan Nikolaos of Mesogaia and Lavreotiki, Free from Gonidom. Approaches to Orthodox Bioethics, Edition of the Holy Metropolis of Mesogaia and Lavreotiki, Lavrio 2002

- Related scientific journals:

*Pedagogical Review, Educational Sciences, Theology*

## COURSE OUTLINE RELIGIOUS EDUCATION - THRP 208

### (1) GENERALLY

<b>LEISURE</b>	SCHOOL OF EDUCATION SCIENCES		
<b>PART</b>	DEPARTMENT OF PRESCHOOL EDUCATION		
<b>LEVEL OF STUDY</b>	POSTGRADUATE		
<b>COURSE CODE</b>	<b>THRP 208</b>	<b>SEMESTER OF STUDY</b>	<b>A</b>
<b>COURSE TITLE</b>	RELIGIOUS EDUCATION		
<b>SELF-ENDED TEACHING ACTIVITIES</b> <i>in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, enter the weekly teaching hours and total credits</i>	<b>WEEKLY HOURS D I ASKALIA</b>	<b>CREDIT UNITS</b>	
	3	15	
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialization, general knowledge, skill development</i>	<i>special background</i>		
<b>PREREQUISITE COURSES:</b>			
<b>C LANGUAGE OF TEACHING AND EXAMINATIONS :</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE ( URL)</b>			

### (2) LEARNING OUTCOMES

#### Learning Outcomes

The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that the students will acquire after the successful completion of the course.

Consult Appendix A

- Description of the Level of Learning Outcomes for each study cycle according to the Qualifications Framework of the European Higher Education Area
- Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B
- Comprehensive Guide to Writing Learning Outcomes

After completing the courses, students will be able to research and analyze with scientific methods the factors and agencies that influence the religious development and formation of the religious identity of children and adolescents as well as the cultivation of moral values and ethics, emphasizing shaping the moral behavior of individuals.

<p><b>General Skills</b></p> <p><i>Taking into account the general skills that the graduate must have acquired (as stated in the Diploma Appendix and listed below) which / which of them is the course aimed at?.</i></p> <p><i>Search, analysis and synthesis of data and information, also using the necessary technologies</i>  <i>Adaptation to new situations</i>  <i>Decision making</i>  <i>Autonomous work</i>  <i>Teamwork</i>  <i>Work in an international environment</i>  <i>Work in an interdisciplinary environment</i>  <i>Generating new research ideas</i></p> <p><i>Project planning and management</i>  <i>Respect for diversity and multiculturalism</i>  <i>Respect for the natural environment</i>  <i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i>  <i>Exercise criticism and self-criticism</i>  <i>Promotion of free, creative and inductive thinking</i>  <i>.....</i>  <i>Other...</i>  <i>.....</i></p>	
<p><i>Search, analysis and synthesis of data and information, also using the necessary technologies</i>  <i>Adaptation to new situations</i>  <i>Decision making</i>  <i>Autonomous work</i>  <i>Teamwork</i>  <i>Work in an interdisciplinary environment</i>  <i>Generating new research ideas</i>  <i>Respect for diversity and multiculturalism</i>  <i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i>  <i>Exercise criticism and self-criticism</i>  <i>Promotion of free, creative and inductive thinking</i></p>	
<p><b>(3) COURSE CONTENT</b></p> <p>The course "Religious Education" attempts a research path towards understanding and evaluating the pedagogical role of religion in human life holistically. Individual topics examined concern the organization and structure of religious education in the Greek education system and internationally (European Union), study of the curricula used to teach religious education in schools, reference to practices and challenges in the teaching of religious subjects in schools . Additionally, it will be possible to analyze the role of religion in intercultural communication within pedagogical contexts, focusing on interpersonal relationships and peaceful coexistence. The course promotes open discussion and critical analysis in order to form a broader understanding of religious diversity on a personal level and in the public sphere. The evaluation of mtp students results cumulatively through the submission of research papers and reports.</p>	

**(4) TEACHING and LEARNING METHODS - EVALUATION**

<p><b>MODE OF DELIVERY</b></p> <p><i>Face to face, Distance learning etc.</i></p>	<p><i>Distance education</i></p>	
<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b></p> <p><i>Use of T.P.E. in Teaching, in Laboratory Education, in Communication with students</i></p>	<p><i>Use of T.P.E. in Teaching</i></p>	
<p><b>TEACHING ORGANIZATION</b></p> <p><i>The way and methods of teaching are described in detail.</i>  <i>Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study &amp; Analysis, Tutorial, Practice (Placement), Clinical Practice, Artistic Workshop, Interactive Teaching, Educational</i></p>	<p><b>Activity</b></p>	<p><b>Semester Workload</b></p>
	<p><i>Lectures</i></p>	<p>30</p>
	<p><i>Literature study &amp; analysis,</i></p>	<p>30</p>
	<p><i>Writing a paper</i></p>	<p>40</p>

<i>Visits, Study Preparation ( project ), Writing Paper / Assignments, Artistic Creation, etc. etc.</i>  <i>The student's study hours are listed for each learning activity as well as the hours of unguided study according to ECTS principles</i>		
	<b>Course Total</b>	<b>100</b>
<p align="center"><b>STUDENT EVALUATION</b></p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other / Others</i></p> <p><i>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i></p>	<p>The assessment is conducted in the Greek language.</p> <p><b>Evaluation methods:</b> Term paper, Presentation of work</p>	

## (5) RECOMMENDED -BIBLIOGRAPHY

<p><i>- Suggested Bibliography:</i></p> <p>Stogiannidis, Ath. (Editor, Introduction, Translation, Commentary) (2018). Education, Culture and Inspiration Course. Looking to the Future of Religious Education in Europe. Thessaloniki: Kyriakidis Publications.</p> <p>Delikonstantis, K. (2009). School Religious Education. Between Pedagogy and Theology. Athens: Concept.</p> <p><i>- Related scientific journals:</i> <i>Pedagogical Review, Educational Sciences, Theology</i></p>
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## COURSE OUTLINE PATERNAL THEOLOGY - THRP 209

### (1) GENERALLY

<b>LEISURE</b>	SCHOOL OF EDUCATION SCIENCES		
<b>PART</b>	DEPARTMENT OF PRESCHOOL EDUCATION		
<b>LEVEL OF STUDY</b>	POSTGRADUATE		
<b>COURSE CODE</b>	<b>THRP 209</b>	<b>SEMESTER OF STUDY</b>	<b>B</b>
<b>COURSE TITLE</b>	PATERNAL THEOLOGY		
<b>SELF-ENDED TEACHING ACTIVITIES</b>	<b>WEEKLY HOURS D I ASKALIA</b>	<b>CREDIT UNITS</b>	
<i>in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, enter the weekly teaching hours and total credits</i>			
	3	15	
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (d).</i>			

<b>COURSE TYPE</b> <i>general background, special background, specialization, general knowledge, skill development</i>	<i>special background</i>
<b>PREREQUISITE COURSES:</b>	
<b>C LANGUAGE OF TEACHING AND EXAMINATIONS :</b>	GREEK
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO
<b>COURSE WEBSITE ( URL)</b>	

## (2) LEARNING OUTCOMES

### Learning Outcomes

The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that the students will acquire after the successful completion of the course.

Consult Appendix A

- Description of the Level of Learning Outcomes for each study cycle according to the Qualifications Framework of the European Higher Education Area
- Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B
- Comprehensive Guide to Writing Learning Outcomes

Students will acquire the ability to examine the secretariat regarding the catechesis of Church members, the settlement of practical matters, the conduct of worship, the redress of slanders against Christians, the resolution of theological problems, and other such matters.

### General Skills

Taking into account the general skills that the graduate must have acquired (as stated in the Diploma Appendix and listed below) which / which of them is the course aimed at?.

Search, analysis and synthesis of data and information, also using the necessary technologies

Adaptation to new situations

Decision making

Autonomous work

Teamwork

Work in an international environment

Work in an interdisciplinary environment

Generating new research ideas

Project planning and management

Respect for diversity and multiculturalism

Respect for the natural environment

Demonstrating social, professional and ethical responsibility and sensitivity to gender issues

Exercise criticism and self-criticism

Promotion of free, creative and inductive thinking

.....

Other...

.....

Search, analysis and synthesis of data and information, also using the necessary technologies

Adaptation to new situations

Decision making

Autonomous work

Teamwork

Work in an interdisciplinary environment

Generating new research ideas

Respect for diversity and multiculturalism

Demonstrating 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

Patrology as an independent science appeared in the second half of the 18th<sup>century</sup>. Until then it was part of Church History. It is also a branch related to History, Dogmatics, Philosophy. Much earlier, however, the Lutheran theologian Johann Gerard was the first to use the term Patrologia in 1653.

It includes the works of the Fathers of the Church, viz. of those who supported, deepened and wrote about the Orthodox faith. He also examines the works of ecclesiastical writers, who, while investigating doctrinal truth, fell into heresy. Its purpose is to establish whether these works are indeed heretical and to make known their heresy. Many Western theologians focused their interest only on the Fathers and not on the heretics, condemning their co-examination in the same discipline. The course is Seminar type. The students undertake to present the topic of a paper and the content of mainly foreign language articles related to their paper. There is a discussion by all students on each topic presented. The final evaluation of the course is done by the submission of a written work and the support of the content by each student.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>MODE OF DELIVERY</b> <i>Face to face, Distance learning etc.</i>	<i>Distance education</i>	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of T.P.E. in Teaching, in Laboratory Education, in Communication with students</i>	<i>Use of T.P.E. in Teaching</i>	
<b>TEACHING ORGANIZATION</b> <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study &amp; Analysis, Tutorial, Practice (Placement), Clinical Practice, Artistic Workshop, Interactive Teaching, Educational Visits, Study Preparation ( project ), Writing Paper / Assignments, Artistic Creation, etc. etc.</i>  <i>The student's study hours are listed for each learning activity as well as the hours of unguided study according to ECTS principles</i>	<b>Activity</b>	<b>Semester Workload</b>
	<i>Lectures</i>	30
	<i>Literature study &amp; analysis,</i>	30
	<i>Writing a paper</i>	40
<b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i>  <i>Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other / Others</i>  <i>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i>	The assessment is conducted in the Greek language. <b>Evaluation methods:</b> Term paper, Presentation of work	
	<b>Course Total</b>	<b>100</b>

#### (5) RECOMMENDED -BIBLIOGRAPHY

- Suggested Bibliography:

Chr. Arambatzis, Topics of Ecclesiastical Literature and Patristic Hermeneutics, 2nd edition revised, Ostracon publications , Thessaloniki 2020.

P. Christou, Hellenic Patrology, Kyromanos Publications, volumes A'-E'.

St. Papadopoulos, Patrology, volumes I-III, Athens.  
 J. Pelikan, The Christian Tradition, Illinois 1974, t. 1-3.

- Related scientific journals:

*Pedagogical Review, Educational Sciences, Theology*

## COURSE OUTLINE RELIGION - THRP 210

### (1) GENERALLY

<b>LEISURE</b>	SCHOOL OF EDUCATION SCIENCES		
<b>PART</b>	DEPARTMENT OF PRESCHOOL EDUCATION		
<b>LEVEL OF STUDY</b>	POSTGRADUATE		
<b>COURSE CODE</b>	<b>THRP 210</b>	<b>SEMESTER OF STUDY</b>	<b>C</b>
<b>COURSE TITLE</b>	RELIGION		
<b>SELF-ENDED TEACHING ACTIVITIES</b> <i>in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, enter the weekly teaching hours and total credits</i>		<b>WEEKLY HOURS D I ASKALIA</b>	<b>CREDIT UNITS</b>
		3	15
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialization, general knowledge, skill development</i>	<i>special background</i>		
<b>PREREQUISITE COURSES:</b>			
<b>C LANGUAGE OF TEACHING AND EXAMINATIONS :</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE ( URL)</b>			

### (2) LEARNING OUTCOMES

#### Learning Outcomes

*The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that the students will acquire after the successful completion of the course.*

*Consult Appendix A*

- *Description of the Level of Learning Outcomes for each study cycle according to the Qualifications Framework of the European Higher Education Area*
- *Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B*
- *Comprehensive Guide to Writing Learning Outcomes*

The student specializes in bibliographic research, in scientific technology and in writing a topic concerning religions, religious behavior and in religious terms, holy persons or scientists who played an important role in the development of Religion.

#### General Skills

*Taking into account the general skills that the graduate must have acquired (as stated in the Diploma Appendix and listed below) which / which of them is the course aimed at?.*

<p><i>Search, analysis and synthesis of data and information, also using the necessary technologies</i></p> <p><i>Adaptation to new situations</i></p> <p><i>Decision making</i></p> <p><i>Autonomous work</i></p> <p><i>Teamwork</i></p> <p><i>Work in an international environment</i></p> <p><i>Work in an interdisciplinary environment</i></p> <p><i>Generating new research ideas</i></p>	<p><i>Project planning and management</i></p> <p><i>Respect for diversity and multiculturalism</i></p> <p><i>Respect for the natural environment</i></p> <p><i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i></p> <p><i>Exercise criticism and self-criticism</i></p> <p><i>Promotion of free, creative and inductive thinking</i></p> <p>.....</p> <p><i>Other...</i></p> <p>.....</p>
<p><i>Search, analysis and synthesis of data and information, also using the necessary technologies</i></p> <p><i>Adaptation to new situations</i></p> <p><i>Decision making</i></p> <p><i>Autonomous work</i></p> <p><i>Teamwork</i></p> <p><i>Work in an interdisciplinary environment</i></p> <p><i>Generating new research ideas</i></p> <p><i>Respect for diversity and multiculturalism</i></p> <p><i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i></p> <p><i>Exercise criticism and self-criticism</i></p> <p><i>Promotion of free, creative and inductive thinking</i></p>	
<p><b>(3) COURSE CONTENT</b></p> <p>Religion is a set of sciences that examine the phenomenon of religion. Theology, religion, sacred and profane concept. Ancient Greek and Egyptian religion. Hinduism – Buddhism – Judaism – Christianity – Islam – Parareligions – Occult movements.</p> <p>The course is Seminar type. The students undertake to present the topic of a paper and the content of mainly foreign language articles related to their paper. There is a discussion by all students on each topic presented. The final evaluation of the course is done by the submission of a written work and the support of the content by each student.</p>	

**(4) TEACHING and LEARNING METHODS - EVALUATION**

<p><b>MODE OF DELIVERY</b></p> <p><i>Face to face, Distance learning etc.</i></p>	<p><i>Distance education</i></p>	
<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b></p> <p><i>Use of T.P.E. in Teaching, in Laboratory Education, in Communication with students</i></p>	<p><i>Use of T.P.E. in Teaching</i></p>	
<p><b>TEACHING ORGANIZATION</b></p> <p><i>The way and methods of teaching are described in detail.</i></p> <p><i>Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study &amp; Analysis, Tutorial, Practice (Placement), Clinical Practice, Artistic Workshop, Interactive Teaching, Educational Visits, Study Preparation ( project ), Writing Paper / Assignments, Artistic Creation, etc. etc.</i></p> <p><i>The student's study hours are listed for each learning activity as well as the hours of unguided study according to ECTS principles</i></p>	<p><b>Activity</b></p>	<p><b>Semester Workload</b></p>
	Lectures	30
	Literature study & analysis,	30
	Writing a paper	40
	<b>Course Total</b>	<b>100</b>
<p><b>STUDENT EVALUATION</b></p> <p><i>Description of the evaluation process</i></p>		

<p><i>Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other / Others</i></p> <p><i>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i></p>	<p>The assessment is conducted in the Greek language.</p> <p>Evaluation methods: Term paper, Presentation of work</p>
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## (5) RECOMMENDED -BIBLIOGRAPHY

<p>- <i>Suggested Bibliography:</i></p> <p>G.Gaitanos, <i>Scientific study of religions: Theoretical approach and modern trends</i>, ed. Barbounaki, Thessaloniki 2016</p> <p>- <i>Related scientific journals:</i> <i>Pedagogical Review, Educational Sciences, Theology</i></p>
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## COURSE OUTLINE ECCLESIASTICAL EDUCATION - THRP 220

### (1) GENERALLY

<b>LEISURE</b>	SCHOOL OF EDUCATION SCIENCES		
<b>PART</b>	DEPARTMENT OF PRESCHOOL EDUCATION		
<b>LEVEL OF STUDY</b>	POSTGRADUATE		
<b>COURSE CODE</b>	THRP 220	<b>SEMESTER OF STUDY</b>	B
<b>COURSE TITLE</b>	ECCLESIASTICAL EDUCATION		
<b>SELF-ENDED TEACHING ACTIVITIES</b> <i>in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, enter the weekly teaching hours and total credits</i>	<b>WEEKLY HOURS D I ASKALIA</b>	<b>CREDIT UNITS</b>	
	3	15	
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialization, general knowledge, skill development</i>	<i>special background</i>		
<b>PREREQUISITE COURSES:</b>			
<b>C LANGUAGE OF TEACHING AND EXAMINATIONS :</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE ( URL)</b>			

## (2) LEARNING OUTCOMES

### Learning Outcomes

The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that the students will acquire after the successful completion of the course.

Consult Appendix A

- Description of the Level of Learning Outcomes for each study cycle according to the Qualifications Framework of the European Higher Education Area
- Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B
- Comprehensive Guide to Writing Learning Outcomes

The students will be able to investigate the evolution of the organization and operation of schools providing ecclesiastical education in Hellenism from the time of the sacking of Constantinople (1453) by the Ottoman Turks until the war events of 1940.

### General Skills

Taking into account the general skills that the graduate must have acquired (as stated in the Diploma Appendix and listed below) which / which of them is the course aimed at?.

Search, analysis and synthesis of data and information, also using the necessary technologies	Project planning and management
Adaptation to new situations	Respect for diversity and multiculturalism
Decision making	Respect for the natural environment
Autonomous work	Demonstrating social, professional and ethical responsibility and sensitivity to gender issues
Teamwork	Exercise criticism and self-criticism
Work in an international environment	Promotion of free, creative and inductive thinking
Work in an interdisciplinary environment	.....
Generating new research ideas	Other...
	.....

Search, analysis and synthesis of data and information, also using the necessary technologies  
 Adaptation to new situations  
 Decision making  
 Autonomous work  
 Teamwork  
 Work in an interdisciplinary environment  
 Generating new research ideas  
 Respect for diversity and multiculturalism  
 Demonstrating 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

Subjects of study and research of the course are the following thematic sections:

1. Introductions on ecclesiastical education during the period 1453-1940
2. Patriarchal School of Constantinople
3. Parish Schools of Constantinople
4. Schools of Patriarchal Stavropigian Monasteries
5. Provincial Patriarchal Schools
6. Parish and monastic schools of the ecclesiastical provinces of the Ecumenical Throne
7. Church School of Poros
8. Rizarios Ecclesiastical School
9. Theological School of Halki
10. Priestly School of the Holy Forerunner of Veria
11. Seminary of Vellas
12. Priestly School of Agia Anastasia
13. Issues of establishment, organization and operation of church schools

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<p><b>MODE OF DELIVERY</b> <i>Face to face, Distance learning etc.</i></p>	<p><i>Distance education</i></p>	
<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of T.P.E. in Teaching, in Laboratory Education, in Communication with students</i></p>	<p><i>Use of T.P.E. in Teaching</i></p>	
<p><b>TEACHING ORGANIZATION</b> <i>The way and methods of teaching are described in detail. Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study &amp; Analysis, Tutorial, Practice (Placement), Clinical Practice, Artistic Workshop, Interactive Teaching, Educational Visits, Study Preparation ( project ), Writing Paper / Assignments, Artistic Creation, etc. etc.</i></p> <p><i>The student's study hours are listed for each learning activity as well as the hours of unguided study according to ECTS principles</i></p>	<p><b>Activity</b></p>	<p><b>Semester Workload</b></p>
	<p><i>Lectures</i></p>	<p><b>30</b></p>
	<p><i>Literature study &amp; analysis,</i></p>	<p><b>30</b></p>
	<p><i>Writing a paper</i></p>	<p><b>40</b></p>
	<p></p>	<p></p>
	<p></p>	<p></p>
<p><b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other / Others</i></p> <p><i>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i></p>	<p>The assessment is conducted in the Greek language. Evaluation methods: Term paper, Presentation of work</p>	
	<p><b>Course Total</b></p>	
<p><b>100</b></p>		

#### (5) RECOMMENDED -BIBLIOGRAPHY

<p><i>- Suggested Bibliography:</i></p> <p>Gritsopoulos, Tassos, Patriarchal Great School of the Genus, in Athens 1966-1971, vol.A'-B'.</p> <p>Skarveli-Nikolopoulou, Angeliki, Mathematical books of the Greek schools of the Ottoman Empire, Teaching texts, school programs, teaching methods. Contribution to the history of modern Greek education, Association for the Dissemination of Useful Books, Athens 1994.</p> <p>Hatzopoulos, Kon., Greek schools in the period of Ottoman rule (1453-1821), ed. Vantias, Thessaloniki 1991</p> <p><i>- Related scientific journals:</i></p> <p><i>Pedagogical Review, Educational Sciences, Theology</i></p>
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## COURSE OUTLINE SOCIOLOGY OF EDUCATION - THRP 211

### (1) GENERALLY

<b>LEISURE PART</b>	SCHOOL OF EDUCATION SCIENCES		
<b>LEVEL OF STUDY</b>	PEDAGOGICAL OF PRESCHOOL EDUCATION		
<b>COURSE CODE</b>	THRP 211	<b>SEMESTER OF STUDY</b>	
<b>COURSE TITLE</b>	SOCIOLOGY OF EDUCATION		
<b>SELF-ENDED TEACHING ACTIVITIES</b> <i>in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, enter the weekly teaching hours and total credits</i>	<b>WEEKLY HOURS D I ASKALIA</b>	<b>CREDIT UNITS</b>	
	3	15	
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialization, general knowledge, skill development</i>	<i>special background</i>		
<b>PREREQUISITE COURSES:</b>			
<b>C LANGUAGE OF TEACHING AND EXAMINATIONS :</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE ( URL)</b>			

### (2) LEARNING OUTCOMES

<p><b>Learning Outcomes</b></p> <p><i>The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that the students will acquire after the successful completion of the course.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <li>• <i>Description of the Level of Learning Outcomes for each study cycle according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptive Indicators for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Annex B</i></li> <li>• <i>Comprehensive Guide to Writing Learning Outcomes</i></li> </ul> <p>Upon successful completion of the course, the student will be able to study, judge and research Sociology of Education concepts and will possess the appropriate theoretical infrastructure, which is a prerequisite for understanding institutions, processes and results of modern educational systems, their relations with other institutions, as well as their role in the reproduction and removal of social inequalities.</p>		
<p><b>General Skills</b></p> <p><i>Taking into account the general skills that the graduate must have acquired (as stated in the Diploma Appendix and listed below) which / which of them is the course aimed at?.</i></p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 50%;"> <i>Search, analysis and synthesis of data and information, also using the necessary technologies</i>  <i>Adaptation to new situations</i>  <i>Decision making</i>  <i>Autonomous work</i>  <i>Teamwork</i>  <i>Work in an international environment</i>  <i>Work in an interdisciplinary environment</i>  <i>Generating new research ideas</i> </td> <td style="vertical-align: top; width: 50%;"> <i>Project planning and management</i>  <i>Respect for diversity and multiculturalism</i>  <i>Respect for the natural environment</i>  <i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i>  <i>Exercise criticism and self-criticism</i>  <i>Promotion of free, creative and inductive thinking</i>            .....  <i>Other...</i> </td> </tr> </table>	<i>Search, analysis and synthesis of data and information, also using the necessary technologies</i> <i>Adaptation to new situations</i> <i>Decision making</i> <i>Autonomous work</i> <i>Teamwork</i> <i>Work in an international environment</i> <i>Work in an interdisciplinary environment</i> <i>Generating new research ideas</i>	<i>Project planning and management</i> <i>Respect for diversity and multiculturalism</i> <i>Respect for the natural environment</i> <i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Exercise criticism and self-criticism</i> <i>Promotion of free, creative and inductive thinking</i> ..... <i>Other...</i>
<i>Search, analysis and synthesis of data and information, also using the necessary technologies</i> <i>Adaptation to new situations</i> <i>Decision making</i> <i>Autonomous work</i> <i>Teamwork</i> <i>Work in an international environment</i> <i>Work in an interdisciplinary environment</i> <i>Generating new research ideas</i>	<i>Project planning and management</i> <i>Respect for diversity and multiculturalism</i> <i>Respect for the natural environment</i> <i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Exercise criticism and self-criticism</i> <i>Promotion of free, creative and inductive thinking</i> ..... <i>Other...</i>	

.....
<p><i>Search, analysis and synthesis of data and information, also using the necessary technologies</i></p> <p><i>Adaptation to new situations</i></p> <p><i>Decision making</i></p> <p><i>Autonomous work</i></p> <p><i>Teamwork</i></p> <p><i>Work in an interdisciplinary environment</i></p> <p><i>Generating new research ideas</i></p> <p><i>Respect for diversity and multiculturalism</i></p> <p><i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i></p> <p><i>Exercise criticism and self-criticism</i></p> <p><i>Promotion of free, creative and inductive thinking</i></p>
<p><b>(3) COURSE CONTENT</b></p> <p>A. Sociological Theories (Functional, Conflict and Microsociological)</p> <p>B. Organization and functions of the social group: Social group and its characteristics. Socialization of the child. Sociological theories about the social group. Social roles, social norms, values, etc. Social cohesion.</p> <p>C. Sociology in the School Community and Classroom: Education-school and the School Community. Communication and its forms. The relationships/communication between the protagonists. Teacher-student-parent interaction.</p> <p>D. Educational and social inequalities. Theories of educational inequalities.</p> <p>E. Research methodology in the school classroom to measure the interaction of its members: Action research, Sociometry, Observation, interview. Narrative, ethnographic, autobiographical method.</p> <p>F. Addressing the problems of good communication. Interventional socio-pedagogical activities. Sociodrama and Psychodrama.</p>

**(4) TEACHING and LEARNING METHODS - EVALUATION**

<b>MODE OF DELIVERY</b> <i>Face to face, Distance learning etc.</i>	<i>Distance education</i>	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of T.P.E. in Teaching, in Laboratory Education, in Communication with students</i>	<i>Use of T.P.E. in Teaching</i>	
<b>TEACHING ORGANIZATION</b> <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study &amp; Analysis, Tutorial, Practice (Placement), Clinical Practice, Artistic Workshop, Interactive Teaching, Educational Visits, Study Preparation ( project ), Writing Paper / Assignments, Artistic Creation, etc. etc.</i>  <i>The student's study hours are listed for each learning activity as well as the hours of unguided study according to ECTS principles</i>	<b>Activity</b>	<b>Semester Workload</b>
	Lectures	30
	Literature study & analysis,	30
	Writing a paper	40
	<b>Course Total</b>	<b>100</b>

<p style="text-align: center;"><b>STUDENT EVALUATION</b></p> <p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other / Others</i></p> <p><i>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i></p>	<p>The assessment is conducted in the Greek language.</p> <p>Evaluation methods: Term paper, Presentation of work</p>
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## (5) RECOMMENDED -BIBLIOGRAPHY

<p>- Suggested Bibliography:</p> <p>Nikolaou, S.-M., Eleftherakis, Th., et al. (2018). <i>New Challenges in Education and Democracy. Sociological and Pedagogical Approaches to Democratic Education</i> . Athens: Gutenberg.</p> <p>2. Kalogiannakis, P.-Karras, K. (2012). <i>THE 'LANGUAGE OF THE WALLS'. Graffiti in Universities in the era of 'crisis'</i> . Athens: Dardanos.</p> <p>3. Eleftherakis, Th. (2006). <i>National school? Ideological, socio-political and philosophical conflicts in the interwar period</i>. Athens: Gutenberg.</p> <p>4. Nikolaou, S.-M. (2009). <i>Theoretical issues in the Sociology of Education</i> . Athens: Gutenberg.</p> <p>- Related scientific journals: <i>Pedagogical Review, Educational Sciences, Theology</i></p>
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## COURSE OUTLINE SOCIOLOGY OF RELIGION - THRP 212

### (1) GENERALLY

<b>LEISURE</b>	SCHOOL OF EDUCATION SCIENCES		
<b>PART</b>	DEPARTMENT OF PRESCHOOL EDUCATION		
<b>LEVEL OF STUDY</b>	POSTGRADUATE		
<b>COURSE CODE</b>	THRP 212	<b>SEMESTER OF STUDY</b>	A
<b>COURSE TITLE</b>	SOCIOLOGY OF RELIGION		
<b>SELF-ENDED TEACHING ACTIVITIES</b>	<b>WEEKLY HOURS D I ASKALIA</b>	<b>CREDIT UNITS</b>	
<i>in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, enter the weekly teaching hours and total credits</i>	3	15	
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (d).</i>			

<b>COURSE TYPE</b> <i>general background, special background, specialization, general knowledge, skill development</i>	<i>special background</i>
<b>PREREQUISITE COURSES:</b>	
<b>C LANGUAGE OF TEACHING AND EXAMINATIONS :</b>	GREEK
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO
<b>COURSE WEBSITE ( URL)</b>	

## (2) LEARNING OUTCOMES

### Learning Outcomes

The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that the students will acquire after the successful completion of the course.

Consult Appendix A

- Description of the Level of Learning Outcomes for each study cycle according to the Qualifications Framework of the European Higher Education Area
- Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B
- Comprehensive Guide to Writing Learning Outcomes

Upon successful completion of the course, students are able to: - Describe religion as a social phenomenon - Analyze fundamental aspects of classical sociological views of religion - Realize the importance of the functions of religion in modern society - Critically formulate their view of modern religious phenomena such as fundamentalism, secularism, globalization, etc.

### General Skills

Taking into account the general skills that the graduate must have acquired (as stated in the Diploma Appendix and listed below) which / which of them is the course aimed at?.

Search, analysis and synthesis of data and information, also using the necessary technologies	Project planning and management
Adaptation to new situations	Respect for diversity and multiculturalism
Decision making	Respect for the natural environment
Autonomous work	Demonstrating social, professional and ethical responsibility and sensitivity to gender issues
Teamwork	Exercise criticism and self-criticism
Work in an international environment	Promotion of free, creative and inductive thinking
Work in an interdisciplinary environment	.....
Generating new research ideas	Other...
	.....

Search, analysis and synthesis of data and information, also using the necessary technologies  
Adaptation to new situations  
Decision making  
Autonomous work  
Teamwork  
Work in an interdisciplinary environment  
Generating new research ideas  
Respect for diversity and multiculturalism  
Demonstrating 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 Sociology of Religion is of equal interest to both Religion and Sociology, and their connection is of interest to education, school, and society more broadly. Religion, on the other hand, has the opportunity not only for recognition and investigation of the

social space, so that it can be active and effective, but also for self-knowledge and self-awareness. And Sociology has useful tools (basic concepts and theories) for the diagnosis, interpretation and deep understanding of the religious phenomenon, so it has the ability to understand the connection between religious and social phenomena and their effect on them.

The interest of the Sociology of religion focuses on three basic levels: a. highlighting the social generative causes of the religious phenomenon, b. the investigation on the one hand of the social characteristics of the religious and on the other of the religious characteristics of the social space, and finally c. the examination of the mutual relations of religion and society.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<p><b>MODE OF DELIVERY</b> <i>Face to face, Distance learning etc.</i></p>	<p><i>Distance education</i></p>	
<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of T.P.E. in Teaching, in Laboratory Education, in Communication with students</i></p>	<p><i>Use of T.P.E. in Teaching</i></p>	
<p><b>TEACHING ORGANIZATION</b> <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study &amp; Analysis, Tutorial, Practice (Placement), Clinical Practice, Artistic Workshop, Interactive Teaching, Educational Visits, Study Preparation ( project ), Writing Paper / Assignments, Artistic Creation, etc. etc.</i></p> <p><i>The student's study hours are listed for each learning activity as well as the hours of unguided study according to ECTS principles</i></p>	<p><b>Activity</b></p>	<p><b>Semester Workload</b></p>
	<p><i>Lectures</i></p>	<p>30</p>
	<p><i>Literature study &amp; analysis,</i></p>	<p>30</p>
	<p><i>Writing a paper</i></p>	<p>40</p>
	<p></p>	<p></p>
	<p></p>	<p></p>
	<p></p>	<p></p>
<p><b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other / Others</i></p> <p><i>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i></p>	<p>The assessment is conducted in the Greek language.</p> <p>Evaluation methods: Term paper, Presentation of work</p>	
	<p><b>Course Total</b></p>	
<p><b>100</b></p>		

#### (5) RECOMMENDED -BIBLIOGRAPHY

- Suggested Bibliography:

1. Niki Papageorgiou, Religion in Postcolonization. Limits and Ambiguities, Ed. Barbounaki, Thessaloniki 2018
2. Grace Davie , Sociology of Religion, trans. E. Liliou -N. Papageorgiou, Kritiki Publications, Athens 2010

Additional bibliography for study

1. Acheimastos Myron, Introduction to Emile Durkheim's "Elementary Forms of Religious Life", Ed. National Bank Educational Foundation, Athia 2019
2. Yultsi Vassiliou, Sociology of Religion, Ed. P. Pournara, Thessaloniki 2002
3. Karamouzis Polykarpos, The Sociology of Religion between Education and Society, Kallipos , Open Academic Editions . <https://hdl.handle.net/11419/3723>
4. Makridis V. - B. Roudometov, Orthodox Christianity in Greece in the 21st century, Ed. Epicenter, Athens 2016.
5. Nicolaidis Apostolou, Sociology of Religion, Ed. Grigori, Athens 2007
6. Papageorgiou Nikis, Transformations of the sanctuary. Sociology and religion in the work of Marcel Mauss , P. Pournara, Thessaloniki 2005
7. Papageorgiou Niki, Religion and immigration. The Sikh community in Greece, Kornilia Sfakianaki, Thessaloniki 2011
8. Papageorgiou Niki & Kon. Papageorgiou, Society, Religion and Law, Papazisi, Athens 2020
9. Papparizos Antonis, Politics and religion. The Six Greek Civilizations, Ed. Papazisi, Athens 2021
10. Papparizos Antonis, God, power and religious consciousness, Ed. Papazisi, Athens 2011
11. Petrou Ioannis, Religion and Society, Sociological analysis of the relations between religion and society in modern reality, Ed. Barbounaki, Thessaloniki 2015
12. Sakellariou Alexandros, Atheism in Greek society, ed. Papazisi, Athens 2022
13. Weber Max , Economy and society. Sociology of Religion: Religious Communities, Trans. - Ed. Thanasis Giuras, Ed. Savvalas, Athens 2007

- Related scientific journals:

*Pedagogical Review, Educational Sciences, Theology*

## COURSE OUTLINE PHILOSOPHY OF EDUCATION - THRP 213

### (1) GENERALLY

<b>LEISURE</b>	SCHOOL OF EDUCATION SCIENCES		
<b>PART</b>	DEPARTMENT OF PRESCHOOL EDUCATION		
<b>LEVEL OF STUDY</b>	POSTGRADUATE		
<b>COURSE CODE</b>	<b>THRP 213</b>	<b>SEMESTER OF STUDY</b>	<b>A</b>
<b>COURSE TITLE</b>	PHILOSOPHY OF EDUCATION - THRP 213		
<b>SELF-ENDED TEACHING ACTIVITIES</b> <i>in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, enter the weekly teaching hours and total credits</i>	<b>WEEKLY HOURS D I ASKALIA</b>	<b>CREDIT UNITS</b>	
	3	15	
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialization, general knowledge, skill development</i>	<i>special background</i>		
<b>PREREQUISITE COURSES:</b>			

<b>C LANGUAGE OF TEACHING AND EXAMINATIONS :</b>	GREEK
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO
<b>COURSE WEBSITE ( URL)</b>	

## (2) LEARNING OUTCOMES

<p><b>Learning Outcomes</b>  <i>The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that the students will acquire after the successful completion of the course.</i></p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• <i>Description of the Level of Learning Outcomes for each study cycle according to the Qualifications Framework of the European Higher Education Area</i></li> <li>• <i>Descriptive Indicators for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Annex B</i></li> <li>• <i>Comprehensive Guide to Writing Learning Outcomes</i></li> </ul>																			
<p>The purpose of the course is to familiarize students with philosophical reflection on issues of philosophy of education and to introduce them to basic concepts and the practice of philosophy with children. Students creating a community of philosophical inquiry will learn to work autonomously as well as collaboratively using the 'means' of a philosopher. Thus, through conceptual analysis, critical reflection and the dialogic process, students will attempt to understand questions and concepts related to issues of philosophy of education and philosophy with children.</p>																			
<p><b>General Skills</b>  <i>Taking into account the general skills that the graduate must have acquired (as stated in the Diploma Appendix and listed below) which / which of them is the course aimed at?.</i></p> <table border="0"> <tr> <td><i>Search, analysis and synthesis of data and information, also using the necessary technologies</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adaptation to new situations</i></td> <td><i>Respect for diversity and multiculturalism</i></td> </tr> <tr> <td><i>Decision making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Autonomous work</i></td> <td><i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Teamwork</i></td> <td><i>Exercise criticism and self-criticism</i></td> </tr> <tr> <td><i>Work in an international environment</i></td> <td><i>Promotion of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Work in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Generating new research ideas</i></td> <td><i>Other...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>		<i>Search, analysis and synthesis of data and information, also using the necessary technologies</i>	<i>Project planning and management</i>	<i>Adaptation to new situations</i>	<i>Respect for diversity and multiculturalism</i>	<i>Decision making</i>	<i>Respect for the natural environment</i>	<i>Autonomous work</i>	<i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Teamwork</i>	<i>Exercise criticism and self-criticism</i>	<i>Work in an international environment</i>	<i>Promotion of free, creative and inductive thinking</i>	<i>Work in an interdisciplinary environment</i>	<i>.....</i>	<i>Generating new research ideas</i>	<i>Other...</i>		<i>.....</i>
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<p><b>(3) COURSE CONTENT</b></p> <p>Regarding the learning contents, the following will be examined:</p> <ul style="list-style-type: none"> <li>• education as a philosophical subject and the purposes of education</li> <li>• basic concepts such as education, training, upbringing, education, teaching, socialization and learning,</li> </ul>																			

- relationships between: philosophy, education and education/ education and knowledge/ education and ethics/ education, society and culture
- the possibility of philosophizing in children and the practice of philosophizing with children in the classroom

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<p><b>MODE OF DELIVERY</b> <i>Face to face, Distance learning etc.</i></p>	<p><i>Distance education</i></p>																							
<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of T.P.E. in Teaching, in Laboratory Education, in Communication with students</i></p>	<p><i>Use of T.P.E. in Teaching</i></p>																							
<p><b>TEACHING ORGANIZATION</b> <i>The way and methods of teaching are described in detail. Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study &amp; Analysis, Tutorial, Practice (Placement), Clinical Practice, Artistic Workshop, Interactive Teaching, Educational Visits, Study Preparation ( project ), Writing Paper / Assignments, Artistic Creation, etc. etc.</i></p> <p><i>The student's study hours are listed for each learning activity as well as the hours of unguided study according to ECTS principles</i></p>	<table border="1"> <thead> <tr> <th data-bbox="638 689 978 719"><b>Activity</b></th> <th data-bbox="978 689 1315 719"><b>Semester Workload</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="638 719 978 748"><i>Lectures</i></td> <td data-bbox="978 719 1315 748">30</td> </tr> <tr> <td data-bbox="638 748 978 777"><i>Literature study &amp; analysis,</i></td> <td data-bbox="978 748 1315 777">30</td> </tr> <tr> <td data-bbox="638 777 978 806"><i>Writing a paper</i></td> <td data-bbox="978 777 1315 806">40</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td data-bbox="638 1039 978 1068"><b>Course Total</b></td> <td data-bbox="978 1039 1315 1068"><b>100</b></td> </tr> </tbody> </table>	<b>Activity</b>	<b>Semester Workload</b>	<i>Lectures</i>	30	<i>Literature study &amp; analysis,</i>	30	<i>Writing a paper</i>	40													<b>Course Total</b>	<b>100</b>	
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<p><b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other / Others</i></p> <p><i>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i></p>	<p>The assessment is conducted in the Greek language. Evaluation methods: Term paper, Presentation of work</p>																							

#### (5) RECOMMENDED -BIBLIOGRAPHY

- Suggested Bibliography:

Karaphyllis, Gr. *Philosophy of Education*. Thesis: Vanias

Karakatsanis, P. (2015). *Philosophy of Education*. Athens: Gutenberg .

Dimopoulos, B. (2018). *Philosophy of Education*. Director: Kyriakidis Brothers

- Related scientific journals:

*Pedagogical Review, Educational Sciences, Theology*

## COURSE OUTLINE PHILOSOPHY OF RELIGION - THRP 214

### (1) GENERALLY

<b>LEISURE</b>	SCHOOL OF EDUCATION SCIENCES		
<b>PART</b>	DEPARTMENT OF PRESCHOOL EDUCATION		
<b>LEVEL OF STUDY</b>	POSTGRADUATE		
<b>COURSE CODE</b>	<b>THRP 214</b>	<b>SEMESTER OF STUDY</b>	<b>B</b>
<b>COURSE TITLE</b>	PHILOSOPHY OF RELIGION - THRP 214		
<b>SELF-ENDED TEACHING ACTIVITIES</b> <i>in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, enter the weekly teaching hours and total credits</i>		<b>WEEKLY HOURS D I ASKALIA</b>	<b>CREDIT UNITS</b>
		3	15
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialization, general knowledge, skill development</i>	<i>special background</i>		
<b>PREREQUISITE COURSES:</b>			
<b>C LANGUAGE OF TEACHING AND EXAMINATIONS :</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE ( URL)</b>			

### (2) LEARNING OUTCOMES

<p><b>Learning Outcomes</b></p> <p><i>The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that the students will acquire after the successful completion of the course.</i></p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the Level of Learning Outcomes for each study cycle according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptive Indicators for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Annex B</li> <li>• Comprehensive Guide to Writing Learning Outcomes</li> </ul>		
<p>Students will elaborate in depth basic concepts of the philosophy of religion as well as be able to research and teach relevant concepts in the classroom, mainly through philosophy with children.</p>		
<p><b>General Skills</b></p> <p><i>Taking into account the general skills that the graduate must have acquired (as stated in the Diploma Appendix and listed below) which / which of them is the course aimed at?.</i></p> <table> <tr> <td> <p>Search, analysis and synthesis of data and information, also using the necessary technologies</p> <p>Adaptation to new situations</p> <p>Decision making</p> <p>Autonomous work</p> <p>Teamwork</p> <p>Work in an international environment</p> <p>Work in an interdisciplinary environment</p> </td> <td> <p>Project planning and management</p> <p>Respect for diversity and multiculturalism</p> <p>Respect for the natural environment</p> <p>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</p> <p>Exercise criticism and self-criticism</p> <p>Promotion of free, creative and inductive thinking</p> <p>.....</p> </td> </tr> </table>	<p>Search, analysis and synthesis of data and information, also using the necessary technologies</p> <p>Adaptation to new situations</p> <p>Decision making</p> <p>Autonomous work</p> <p>Teamwork</p> <p>Work in an international environment</p> <p>Work in an interdisciplinary environment</p>	<p>Project planning and management</p> <p>Respect for diversity and multiculturalism</p> <p>Respect for the natural environment</p> <p>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</p> <p>Exercise criticism and self-criticism</p> <p>Promotion of free, creative and inductive thinking</p> <p>.....</p>
<p>Search, analysis and synthesis of data and information, also using the necessary technologies</p> <p>Adaptation to new situations</p> <p>Decision making</p> <p>Autonomous work</p> <p>Teamwork</p> <p>Work in an international environment</p> <p>Work in an interdisciplinary environment</p>	<p>Project planning and management</p> <p>Respect for diversity and multiculturalism</p> <p>Respect for the natural environment</p> <p>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</p> <p>Exercise criticism and self-criticism</p> <p>Promotion of free, creative and inductive thinking</p> <p>.....</p>	

<b>Generating new research ideas</b>	<b>Other...</b> .....
<p><i>Search, analysis and synthesis of data and information, also using the necessary technologies</i></p> <p><i>Adaptation to new situations</i></p> <p><i>Decision making</i></p> <p><i>Autonomous work</i></p> <p><i>Teamwork</i></p> <p><i>Work in an interdisciplinary environment</i></p> <p><i>Generating new research ideas</i></p> <p><i>Respect for diversity and multiculturalism</i></p> <p><i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i></p> <p><i>Exercise criticism and self-criticism</i></p> <p><i>Promotion of free, creative and inductive thinking</i></p>	
<p><b>(3) COURSE CONTENT</b></p> <p>At a theoretical level, the relationship between philosophy and religion in the main European culture will be studied and broader issues will be examined regarding the beliefs about the existence of God (or gods), the nature of good and evil, the question of free will, the relationship of faith and logic. Based on the interests of the students, a critical examination of the relationship between philosophy and religion will be attempted: a) in the ancient Greek world (through the pre-Socratic, Platonic, Aristotelian, Stoic, Epicurean and contemplative approaches), b) in the Christian tradition (Apostle Paul) , early Christian times, Byzantium, Middle Ages) c) in the European Enlightenment ( Bacon , Descartes , Spinoza , Lock ) and 19th century ( Hegel , Feuerbach , Marx , Conte , Kierkegaard ), d) in the 20th and 21st century (analytical philosophy, existentialism, theories of tolerance and multiculturalism). On a practical level, students will choose concepts of wider religious content and attempt to approach them in the classroom.</p>	

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>MODE OF DELIVERY</b> <i>Face to face, Distance learning etc.</i>	<i>Distance education</i>	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of T.P.E. in Teaching, in Laboratory Education, in Communication with students</i>	<i>Use of T.P.E. in Teaching</i>	
<b>TEACHING ORGANIZATION</b> <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study &amp; Analysis, Tutorial, Practice (Placement), Clinical Practice, Artistic Workshop, Interactive Teaching, Educational Visits, Study Preparation ( project ), Writing Paper / Assignments, Artistic Creation, etc. etc.</i>  <i>The student's study hours are listed for each learning activity as well as the hours of unguided study according to ECTS principles</i>	<b>Activity</b>	<b>Semester Workload</b>
	<i>Lectures</i>	30
	<i>Literature study &amp; analysis,</i>	30
	<i>Writing a paper</i>	40
	<b>Course Total</b>	<b>100</b>
<b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i>  <i>Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development</i>	<p>The assessment is conducted in the Greek language.</p> <p>Evaluation methods:</p>	

<p>Questions, Problem Solving, Written Assignment, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other / Others</p> <p>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</p>	<p>Term paper, Presentation of work</p>
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## (5) RECOMMENDED -BIBLIOGRAPHY

<p>- Suggested Bibliography: N. Matsoukas, History of Philosophy, P. Pournaras, Thessaloniki 2006.</p> <p>- Related scientific journals: <i>Pedagogical Review, Educational Sciences, Theology</i></p>
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## COURSE OUTLINE HISTORY OF EDUCATION - THRP 215

### (1) GENERALLY

<b>LEISURE</b>	SCHOOL OF EDUCATION SCIENCES		
<b>PART</b>	DEPARTMENT OF PRESCHOOL EDUCATION		
<b>LEVEL OF STUDY</b>	POSTGRADUATE		
<b>COURSE CODE</b>	THRP 215	<b>SEMESTER OF STUDY</b>	C
<b>COURSE TITLE</b>	HISTORY OF EDUCATION		
<b>SELF-ENDED TEACHING ACTIVITIES</b> <i>in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, enter the weekly teaching hours and total credits</i>		<b>WEEKLY HOURS D I ASKALIA</b>	<b>CREDIT UNITS</b>
		3	15
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialization, general knowledge, skill development</i>	<i>special background</i>		
<b>PREREQUISITE COURSES:</b>			
<b>C LANGUAGE OF TEACHING AND EXAMINATIONS :</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE ( URL)</b>			

### (2) LEARNING OUTCOMES

<p><b>Learning Outcomes</b> <i>The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that the students will acquire after the successful completion of the course.</i></p> <p><i>Consult Appendix A</i></p>
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- Description of the Level of Learning Outcomes for each study cycle according to the Qualifications Framework of the European Higher Education Area
- Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B
- Comprehensive Guide to Writing Learning Outcomes

The aim of the course is to understand the origin, evolution and impact of this concept in the Western world from antiquity to the present day and its impact on educational systems, philosophy and culture.

### General Skills

Taking into account the general skills that the graduate must have acquired (as stated in the Diploma Appendix and listed below) which / which of them is the course aimed at?.

Search, analysis and synthesis of data and information, also using the necessary technologies	Project planning and management
Adaptation to new situations	Respect for diversity and multiculturalism
Decision making	Respect for the natural environment
Autonomous work	Demonstrating social, professional and ethical responsibility and sensitivity to gender issues
Teamwork	Exercise criticism and self-criticism
Work in an international environment	Promotion of free, creative and inductive thinking
Work in an interdisciplinary environment	.....
Generating new research ideas	Other...
	.....

Search, analysis and synthesis of data and information, also using the necessary technologies  
 Adaptation to new situations  
 Decision making  
 Autonomous work  
 Teamwork  
 Work in an interdisciplinary environment  
 Generating new research ideas  
 Respect for diversity and multiculturalism  
 Demonstrating 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 course "History of Education" delves into the concept of "education", a concept with ancient Greek origins, which emphasizes the holistic development of the individual. In particular, the role of education in ancient Greek society and the philosophical foundations of the concept of "education" in this context will be examined, the transformations and adaptations of this concept during the Hellenistic and Roman periods, education in Byzantium and Medieval Europe, the revival of classical education as humanistic education during the Renaissance, the transformations and uses of the concept during the period of Enlightenment. It will also examine the impact that the concept of "education" had on the process of shaping the modern educational reality, its effect on various pedagogical movements, such as that of progressive education, as well as its effect on modern educational philosophies/theories, modern i.e. interpretations and adaptations of it.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<p><b>MODE OF DELIVERY</b> <i>Face to face, Distance learning etc.</i></p>	<p><i>Distance education</i></p>	
<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of T.P.E. in Teaching, in Laboratory Education, in Communication with students</i></p>	<p><i>Use of T.P.E. in Teaching</i></p>	
<p><b>TEACHING ORGANIZATION</b> <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study &amp; Analysis, Tutorial, Practice (Placement), Clinical Practice, Artistic Workshop, Interactive Teaching, Educational Visits, Study Preparation ( project ), Writing Paper / Assignments, Artistic Creation, etc. etc.</i></p> <p><i>The student's study hours are listed for each learning activity as well as the hours of unguided study according to ECTS principles</i></p>	<p><b>Activity</b></p>	<p><b>Semester Workload</b></p>
	<p><i>Lectures</i></p>	<p>30</p>
	<p><i>Literature study &amp; analysis,</i></p>	<p>30</p>
	<p><i>Writing a paper</i></p>	<p>40</p>
	<p></p>	<p></p>
	<p></p>	<p></p>
	<p><b>Course Total</b></p>	<p><b>100</b></p>
<p><b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other / Others</i></p> <p><i>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i></p>	<p>The assessment is conducted in the Greek language. Evaluation methods: Term paper, Presentation of work</p>	

#### (5) RECOMMENDED -BIBLIOGRAPHY

<p>- Suggested Bibliography:</p> <ol style="list-style-type: none"> <li>1. Bouzakis, Sifis (2011). <i>Panorama of the history of education. Aspects and opinions, Volume II, Modern Greek Education 1821-2010</i> . Athens: Gutenberg.</li> <li>2. Kyprianos, Pantelis (2004). <i>Comparative History of Greek Education</i> , Athens: Bibliorama.</li> </ol> <p>- Related scientific journals: <i>Pedagogical Review, Educational Sciences, Theology</i></p>
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### COURSE OUTLINE ART AND RELIGIOUS EDUCATION THRP 217

#### (1) GENERALLY

<p><b>LEISURE</b></p>	<p>SCHOOL OF EDUCATION SCIENCES</p>
<p><b>PART</b></p>	<p>DEPARTMENT OF PRESCHOOL EDUCATION</p>

<b>LEVEL OF STUDY</b>	POSTGRADUATE		
<b>COURSE CODE</b>	THRP 217	<b>SEMESTER OF STUDY</b>	C
<b>COURSE TITLE</b>	ART AND RELIGIOUS EDUCATION		
<b>SELF-ENDED TEACHING ACTIVITIES</b> <i>in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, enter the weekly teaching hours and total credits</i>	<b>WEEKLY HOURS D I ASKALIA</b>	<b>CREDIT UNITS</b>	
	3	15	
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialization, general knowledge, skill development</i>	special background		
<b>PREREQUISITE COURSES:</b>			
<b>C LANGUAGE OF TEACHING AND EXAMINATIONS :</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE ( URL)</b>			

## (2) LEARNING OUTCOMES

<p><b>Learning Outcomes</b>  <i>The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that the students will acquire after the successful completion of the course.</i></p> <p>Consult Appendix A</p> <ul style="list-style-type: none"> <li>• Description of the Level of Learning Outcomes for each study cycle according to the Qualifications Framework of the European Higher Education Area</li> <li>• Descriptive Indicators for Levels 6, 7 &amp; 8 of the European Qualifications Framework for Lifelong Learning and Annex B</li> <li>• Comprehensive Guide to Writing Learning Outcomes</li> </ul>																			
<p>The student becomes able to combine religious and art elements and to recognize, research and interpret the two-way relationship between art and religion in different historical social and cultural contexts.</p>																			
<p><b>General Skills</b>  <i>Taking into account the general skills that the graduate must have acquired (as stated in the Diploma Appendix and listed below) which / which of them is the course aimed at?.</i></p> <table border="0"> <tr> <td><i>Search, analysis and synthesis of data and information, also using the necessary technologies</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adaptation to new situations</i></td> <td><i>Respect for diversity and multiculturalism</i></td> </tr> <tr> <td><i>Decision making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Autonomous work</i></td> <td><i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Teamwork</i></td> <td><i>Exercise criticism and self-criticism</i></td> </tr> <tr> <td><i>Work in an international environment</i></td> <td><i>Promotion of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Work in an interdisciplinary environment</i></td> <td>.....</td> </tr> <tr> <td><i>Generating new research ideas</i></td> <td><i>Other...</i></td> </tr> <tr> <td></td> <td>.....</td> </tr> </table>		<i>Search, analysis and synthesis of data and information, also using the necessary technologies</i>	<i>Project planning and management</i>	<i>Adaptation to new situations</i>	<i>Respect for diversity and multiculturalism</i>	<i>Decision making</i>	<i>Respect for the natural environment</i>	<i>Autonomous work</i>	<i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Teamwork</i>	<i>Exercise criticism and self-criticism</i>	<i>Work in an international environment</i>	<i>Promotion of free, creative and inductive thinking</i>	<i>Work in an interdisciplinary environment</i>	.....	<i>Generating new research ideas</i>	<i>Other...</i>		.....
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*Exercise criticism and self-criticism  
Promotion of free, creative and inductive thinking*

### (3) COURSE CONTENT

Religions are a source of inspiration for every kind of art, but also as elements of culture they develop various art forms. The examination of various forms of art in religions begins from the time of primitive peoples and reaches the present day. The course is Seminar type. The students undertake to present the topic of a paper and the content of mainly foreign language articles related to their paper. There is a discussion by all students on each topic presented. The final evaluation of the course is done by the submission of a written work and the support of the content by each student.

### (4) TEACHING and LEARNING METHODS - EVALUATION

<p><b>MODE OF DELIVERY</b> <i>Face to face, Distance learning etc.</i></p>	<p><i>Distance education</i></p>	
<p><b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of T.P.E. in Teaching, in Laboratory Education, in Communication with students</i></p>	<p><i>Use of T.P.E. in Teaching</i></p>	
<p><b>TEACHING ORGANIZATION</b> <i>The way and methods of teaching are described in detail. Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study &amp; Analysis, Tutorial, Practice (Placement), Clinical Practice, Artistic Workshop, Interactive Teaching, Educational Visits, Study Preparation ( project ), Writing Paper / Assignments, Artistic Creation, etc. etc.</i></p> <p><i>The student's study hours are listed for each learning activity as well as the hours of unguided study according to ECTS principles</i></p>	<p><b>Activity</b></p>	<p><b>Semester Workload</b></p>
	<p><i>Lectures</i></p>	<p>30</p>
	<p><i>Literature study &amp; analysis,</i></p>	<p>30</p>
	<p><i>Writing a paper</i></p>	<p>40</p>
	<p> </p>	<p> </p>
	<p> </p>	<p> </p>
<p><b>STUDENT EVALUATION</b> <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other / Others</i></p> <p><i>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i></p>	<p>The assessment is conducted in the Greek language. Evaluation methods: Term paper, Presentation of work</p>	
<p> </p>	<p><b>Course Total</b></p>	
<p> </p>	<p><b>100</b></p>	

### (5) RECOMMENDED -BIBLIOGRAPHY

- Suggested Bibliography:

P. Vokotopoulos , *Greek Art. Byzantine Icons* , ed. Athens Publishing House, Athens 1995

- Related scientific journals:

*Pedagogical Review, Educational Sciences, Theology*

## COURSE OUTLINE STATISTICS - THRP 218

### (1) GENERALLY

<b>LEISURE</b>	SCHOOL OF EDUCATION SCIENCES		
<b>PART</b>	DEPARTMENT OF PRESCHOOL EDUCATION		
<b>LEVEL OF STUDY</b>	POSTGRADUATE		
<b>COURSE CODE</b>	THRP 218	<b>SEMESTER OF STUDY</b>	
<b>COURSE TITLE</b>	STATISTICS		
<b>SELF-ENDED TEACHING ACTIVITIES</b> <i>in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, enter the weekly teaching hours and total credits</i>		<b>WEEKLY HOURS D I ASKALIA</b>	<b>CREDIT UNITS</b>
		3	15
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialization, general knowledge, skill development</i>	<i>special background</i>		
<b>PREREQUISITE COURSES:</b>			
<b>C LANGUAGE OF TEACHING AND EXAMINATIONS :</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE ( URL)</b>			

### (2) LEARNING OUTCOMES

#### Learning Outcomes

The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that the students will acquire after the successful completion of the course.

Consult Appendix A

- Description of the Level of Learning Outcomes for each study cycle according to the Qualifications Framework of the European Higher Education Area
- Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B
- Comprehensive Guide to Writing Learning Outcomes

**Students will be able to design and implement quantitative research in the fields of humanities and social sciences.**

#### General Skills

Taking into account the general skills that the graduate must have acquired (as stated in the Diploma Appendix and listed below) which / which of them is the course aimed at?.

Search, analysis and synthesis of data and information, also using the necessary technologies  
Adaptation to new situations

Project planning and management  
Respect for diversity and multiculturalism  
Respect for the natural environment

<i>Decision making</i>	<i>Demonstrating social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Autonomous work</i>	<i>Exercise criticism and self-criticism</i>
<i>Teamwork</i>	<i>Promotion of free, creative and inductive thinking</i>
<i>Work in an international environment</i>	.....
<i>Work in an interdisciplinary environment</i>	<i>Other...</i>
<i>Generating new research ideas</i>	.....

*Search, analysis and synthesis of data and information, also using the necessary technologies*  
*Adaptation to new situations*  
*Decision making*  
*Autonomous work*  
*Teamwork*  
*Work in an interdisciplinary environment*  
*Generating new research ideas*  
*Respect for diversity and multiculturalism*  
*Demonstrating 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 use of the SPSS statistical package for quantitative data analysis in Educational Sciences research. Introduction to SPSS . Data entry, data and variable processing, categorical, continuous, ordinal variables, database creation. The recode and compute commands . Data handling ( splitfile , selectcases ). Basic graphs. Correlation tables, X<sup>2</sup> test, Fisher test . Pearson and Spearman correlation coefficient . Test for equality of means of two independent samples. Testing for equality of means for dependent samples. Analysis of variance by one factor. Analysis of covariance (continuous and categorical explanatory variables) with interactions. Simple linear regression. Multiple regression. General linear model assumptions, independence, normality, homoskedasticity. Nonparametric tests for independent and dependent samples. Exploratory factor analysis, selection of number of factors, interpretation of factors, evaluation of latent parameter fit. Reliability, internal validity, Cronbachalpha coefficient . Applying the analyzes (identifying the appropriate ones on a case-by-case basis) to real data sets.

### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>MODE OF DELIVERY</b> <i>Face to face, Distance learning etc.</i>	<i>Distance education</i>	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of T.P.E. in Teaching, in Laboratory Education, in Communication with students</i>	<i>Use of T.P.E. in Teaching</i>	
<b>TEACHING ORGANIZATION</b> <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study &amp; Analysis, Tutorial, Practice (Placement), Clinical Practice, Artistic Workshop, Interactive Teaching, Educational Visits, Study Preparation ( project ), Writing Paper / Assignments, Artistic Creation, etc. etc.</i>  <i>The student's study hours are listed for each learning activity as well as the hours of unguided study according to ECTS principles</i>	<b>Activity</b>	<b>Semester Workload</b>
	<i>Lectures</i>	30
	<i>Literature study &amp; analysis,</i>	30
	<i>Writing a paper</i>	40

	Course Total	100
<p><b>STUDENT EVALUATION</b>  <i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other / Others</i></p> <p><i>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i></p>	<p>The assessment is conducted in the Greek language.</p> <p>Evaluation methods:  Term paper, Presentation of work</p>	

## (5) RECOMMENDED -BIBLIOGRAPHY

<p>- Suggested Bibliography:</p> <p>Hlouverakis G., <i>Introduction to Statistics</i> , Pedio, 2011.  Roussos P., Tsaousis I., <i>Statistics applied to the social sciences</i> , Topos, 2011.</p> <p>- Related scientific journals:  <i>Pedagogical Review, Educational Sciences, Theology</i></p>
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## COURSE OUTLINE DIPLOMATIC WORK

### (1) GENERALLY

<b>LEISURE</b>	SCHOOL OF EDUCATION SCIENCES		
<b>PART</b>	DEPARTMENT OF PRESCHOOL EDUCATION		
<b>LEVEL OF STUDY</b>	POSTGRADUATE		
<b>COURSE CODE</b>		<b>SEMESTER OF STUDY</b>	C'
<b>COURSE TITLE</b>	DIPLOMATIC WORK		
<b>SELF-ENDED TEACHING ACTIVITIES</b> <i>in case the credits are awarded in separate parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, enter the weekly teaching hours and total credits</i>	<b>WEEKLY HOURS D I ASKALIA</b>	<b>CREDIT UNITS</b>	
	3	15	
<i>Add rows if necessary. The teaching organization and the teaching methods used are described in detail in (d).</i>			
<b>COURSE TYPE</b> <i>general background, special background, specialization, general knowledge, skill development</i>	<i>special background</i>		
<b>PREREQUISITE COURSES:</b>			
<b>C LANGUAGE OF TEACHING AND EXAMINATIONS :</b>	GREEK		
<b>THE COURSE IS OFFERED TO ERASMUS STUDENTS</b>	NO		

**(2) LEARNING OUTCOMES**

**Learning Outcomes**

The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that the students will acquire after the successful completion of the course.

Consult Appendix A

- Description of the Level of Learning Outcomes for each study cycle according to the Qualifications Framework of the European Higher Education Area
- Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B
- Comprehensive Guide to Writing Learning Outcomes

**The students will be able to design and implement quantitative, qualitative, bibliographic, mixed research in the fields of Educational Sciences and Theology, present and publish their results and participate in the scientific dialogue on issues that concern the wider field of their thesis.**

**General Skills**

Taking into account the general skills that the graduate must have acquired (as stated in the Diploma Appendix and listed below) which / which of them is the course aimed at?.

- |   |  |
|---|--|
| Search, analysis and synthesis of data and information, also using the necessary technologies | Project planning and management  |
| Adaptation to new situations  | Respect for diversity and multiculturalism   |
| Decision making   | Respect for the natural environment  |
| Autonomous work   | Demonstrating social, professional and ethical responsibility and sensitivity to gender issues |
| Teamwork  | Exercise criticism and self-criticism  |
| Work in an international environment  | Promotion of free, creative and inductive thinking   |
| Work in an interdisciplinary environment  | .....  |
| Generating new research ideas   | Other...   |
|   | .....  |

- Search, analysis and synthesis of data and information, also using the necessary technologies
- Adaptation to new situations
- Decision making
- Autonomous work
- Work in an interdisciplinary environment
- Generating new research ideas
- Respect for diversity and multiculturalism
- Demonstrating 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 students in the 3rd semester are invited by the Inderdisciplinary' s Postgraduate Programme Secretariat to submit a request for the preparation of a postgraduate thesis, as long as they have successfully completed 60 ECTS . Indicatively, this request states:

- (a) the proposed title or the proposed research topic of the diploma,
- (b) a brief summary of the proposed work;
- (c) the proposed supervising professor as well as the other members of the Three-Member Examining Committee who should have the same or related scientific speciality as the subject of the Programme.

Curriculum Committee approves the topic of each student's postgraduate thesis, the Supervising Professor and the three-member committee after a relevant recommendation from the Coordination Committee (CC). she makes her recommendation after discussing the students' proposals and distributing them to the

supervising professors taking into account the students' preferences, the availability of the professors as well as their research interests. In the event that a topic proposal is not submitted within the time limits set by the invitation of the Secretary, the Coordination Committee designates the Supervising Professor, who is required to be a member of the Master's Program, as well as the other two members of the Tripartite Committee, who then, in consultation with the student, define the topic.

American Academic Writing Rules Psychological Association ( APA ) and any special adjustments established by the Board of Directors of the Programme.

The post-graduate thesis is defended before a three-member committee consisting of the supervisor and two other members (one member of the three-member committee may be a researcher or lecturer at the Programme. outside the relevant Departments), who are appointed by the Curriculum Committee, in accordance with what is defined in this Regulation and in the written provisions.

During the examination process of the postgraduate thesis, the three-member committee takes into account and evaluates the following:

1. the general analytical and synthetic ability of the student,
2. the sufficient bibliographic documentation of the subject,
3. the wealth, quality and reliability of the bibliographic sources,
4. the methodology followed to investigate the matter,
5. the way of processing and analyzing the research data in relation to the subject of the study,
6. the scientific contribution of the thesis,
7. the clarity in terms of the formulation of the objectives – questions – assumptions of the study as well as the meanings,
8. the general quality and clarity of the meanings of the work.

After the successful support of the postgraduate diploma thesis, the candidate is obliged to submit a copy of his thesis in digital format (in pdf ) to the Secretary of the Department of Preschool Education. University of Crete. In the event of a negative judgement, there is the possibility of resubmitting the work within 2 months, in order for the graduate student to improve the work according to the instructions of the three-member committee.

#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>MODE OF DELIVERY</b> <i>Face to face, Distance learning etc.</i>	<i>Distance education</i>	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b> <i>Use of T.P.E. in Teaching, in Laboratory Education, in Communication with students</i>	<i>Use of T.P.E. in Teaching</i>	
<b>TEACHING ORGANIZATION</b> <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Practice, Field Practice, Literature Study &amp; Analysis, Tutorial, Practice (Placement), Clinical Practice, Artistic Workshop, Interactive Teaching, Educational Visits, Study Preparation ( project ), Writing Paper / Assignments, Artistic Creation, etc. etc.</i>  <i>The student's study hours are listed for each learning activity as well as the hours of unguided study according to ECTS principles</i>	<b>Activity</b>	<b>Semester Workload</b>
	<i>Lectures</i>	30
	<i>Literature study &amp; analysis,</i>	30
	<i>Writing a paper</i>	40

	Course Total	<b>100</b>
<b>STUDENT EVALUATION</b>	<p>The assessment is conducted in the Greek language.</p> <p>Evaluation methods: Term paper, Presentation of work</p>	
<p><i>Description of the evaluation process</i></p> <p><i>Assessment Language, Assessment Methods, Formative or Deductive, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Report / Report, Oral Examination, Public Presentation, Laboratory Work, Clinical Patient Examination, Artistic Interpretation, Other / Others</i></p> <p><i>Explicitly defined evaluation criteria are mentioned and if and where they are accessible by students.</i></p>		

### **(5) RECOMMENDED -BIBLIOGRAPHY**

<p>- <i>Suggested Bibliography:</i> <b>Specialized bibliography depending on the subject of the thesis.</b></p> <p>- <i>Related scientific journals:</i> <b>Pedagogical Review, Educational Sciences, Theology</b></p>
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