

- Generating new research ideas
- Promoting free, creative and inductive thinking

3. SYLLABUS

Terminology of inclusive education. Acknowledging and accepting the difference. Autonomy and co-education. Shared learning in a shared school: a school for all children. Conditions for a common school. Changes in the forms of teaching. Specialization and training of staff. Cooperation between family and school.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Class lectures, presentation of assignments	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support of the Learning process through Powerpoint, educational films, e-class, students' web	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester Workload
	13 three-hour Lectures	125
	Writing and presentation of a prosthetic paper (optional)	
	Course Total (25 hours of workload per credit)	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	Written final exam – Optional prosthetic work (with presentation)	

<i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	
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5. ATTACHED BIBLIOGRAPHY

Tafa, E. (1997). *Co-education of children with and without learning and behavioral problems*. Athens: Ellinika Grammata.

EPA 130 (Instructor: M. Sotiropoulou)

• GENERAL

SCHOOL	EDUCATION		
ACADEMIC UNIT	CHILDREN. EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	EPA 130	SEMESTER	5th or 7th
COURSE TITLE	Teaching through art		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures. Applications of activity models. Collection and processing of qualitative data. Use of audiovisual media		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE	Scientific Area		
<i>general background, special background, specialised general knowledge, skills development</i>			
PREREQUISITE COURSES:	PAI 151 or EPA 203		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Greek		
COURSE WEBSITE (URL)			

(3) LEARNING OUTCOMES

Learning Outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>	
The course aims to: - the study of part of the contemporary articles concerning a) the integration of the arts in the curricula, b) the consideration of art as a means of teaching non-artistic subjects and c) the correlation of aesthetic theories with applied aesthetic education in primary school, - in the testing of examples - models of art activities - their implementation by students in preschool and primary education settings, - the handling of qualitative research tools (calendars, observation keys), - the collection and presentation of data. Upon successful completion of the course, the student will be able to: - To know the modern theories related to the integration of the arts into the curricula, (3) To be aware of the most widespread aesthetic perceptions (representational, expression-centered, modern-formalistic, postmodern), (5) To correspond to the above perceptions developmentally appropriate activities for the toddler and young child, (5) Prepare, implement and evaluate these activities (5) To record and observe the conditions that are formed during the implementation of these activities (5) To draw conclusions on an ideological, aesthetic and pedagogical level.	
General Competencies <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i>
Search, analyze and synthesize data and information, using the necessary technologies Connecting theory and practice Autonomous Work Teamwork Project planning and management Respect for diversity and multiculturalism Respect for the natural environment Exercise of criticism and self-criticism	

Promoting free, creative and inductive thinking

(3) SYLLABUS

Students initially come into contact with the ideological, aesthetic and pedagogical characteristics that, according to modern research data, govern the art activities included in the curricula of preschool and primary education. Based on the most widespread aesthetic perceptions (representational, expression-centered, modern-formalist, postmodern), students practice the goal analysis, implementation and development of art activities for the Kindergarten. With this infrastructure, they experiment with art activities in the form of simulation exercises both in the context of the seminar and in educational spaces for infants and young children. They then observe, record and process the data and draw conclusions based on their personal experience. The entire process is recorded in the form of a written assignment by each participant and submitted for evaluation.

(3) TEACHING and LEARNING METHODS - ASSESSMENT

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Blended teaching approach: Lectures – Applications of activity models. Microteachings. Collection and processing and presentation of qualitative data.																						
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT for the delivery of lectures (PPT projection) and the implementation of aesthetic activities (sound system, projection of works of art)																						
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1"> <thead> <tr> <th>Activity</th><th>Semester Workload</th></tr> </thead> <tbody> <tr> <td>Lectures / Discussions in focus group format</td><td>20</td></tr> <tr> <td>Presentations-Applications of aesthetic activities / Microteachings</td><td>20</td></tr> <tr> <td>Applications of activities in educational settings / Participatory observation /</td><td>30</td></tr> <tr> <td>Presentation of data</td><td>20</td></tr> <tr> <td>Individual study</td><td>35</td></tr> <tr> <td>Course Total (25 hours of workload per credit)</td><td>125</td></tr> <tr> <td> </td><td> </td></tr> <tr> <td> </td><td> </td></tr> <tr> <td> </td><td> </td></tr> <tr> <td> </td><td> </td></tr> </tbody> </table>	Activity	Semester Workload	Lectures / Discussions in focus group format	20	Presentations-Applications of aesthetic activities / Microteachings	20	Applications of activities in educational settings / Participatory observation /	30	Presentation of data	20	Individual study	35	Course Total (25 hours of workload per credit)	125								
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Lectures / Discussions in focus group format	20																						
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Presentation of data	20																						
Individual study	35																						
Course Total (25 hours of workload per credit)	125																						
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i>	I. Progress Examination: 30% II. Data collection and analysis. Self-assessment handouts (20%) III. Final exam (50%)																						

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

- **ATTACHED BIBLIOGRAPHY**

Suggested bibliography:

1. -Mouriki, A. (2003). Transformations of aesthetics. Athens: Nefeli.
2. -Beardsley, M.C. (1989). *History of aesthetic theories*. D. Kourtovik & P. Christodoulides (Met.). Athens: Nefeli.
3. -Stamatopoulou, D. (1998). Aesthetic cultivation and forms of expression of infants Athens: Kastaniotis.

- **Related scientific journals:**

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

EPA 131 (Instructor: S. Chatzistefanidou)

1.GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	EARLY CHILDHOOD EDUCATION PEDAGOGY		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	EPA131	SEMESTER	2nd F.C.
COURSE TITLE	HISTORY OF EDUCATIONAL INSTITUTIONS AND PEDAGOGICAL IDEAS		
INDEPENDENT TEACHING ACTIVITIES <i>in case the credits are awarded in distinct parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, indicate the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5

Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Area	
PREREQUISITE COURSES:		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES	
COURSE WEBSITE (URL)		

2.LEARNING OUTCOMES

Learning Outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
The course material includes the examination of important milestones in the history of education and training over the centuries. Upon completion of the course deliveries, students are expected : (5) To understand the historicity of educational phenomena. (5) To understand that educational theory and pedagogical practice have deep roots in the past, from which they continue to be nourished. (5) To identify the main stages in the development of pedagogical thought, and the transition from the pre-scientific to the scientific phase of pedagogy. (5) To be familiar with the pedagogical and educational ideas of major thinkers, and to be able to identify key epistemological currents within the educational sciences. (5) To know the phases in the development of educational institutions from antiquity to the present day, and to understand the forces that drive educational change and reform. (5) To be able to relate pedagogical ideas and educational institutions to the historical

contexts in which they emerged.	
General Competencies <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
• Autonomous Work • Exercise of criticism and self-criticism • Promotion of free thought • Respect for diversity and multiculturalism, sensitivity to gender issues	

3. SYLLABUS

1. Pedagogical ideas and educational institutions in ancient civilizations.
2. Pedagogical ideas and education in the Middle Ages and the Renaissance.
3. The development of pedagogical thought and educational institutions in the West in the 17th and 18th centuries.
5. The emergence of Pedagogy as a science in the 19th century.
6. Epistemological approaches in pedagogical science in the 20th century.
7. The institutionalization of education and the formation of modern educational mechanisms.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In a classroom
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USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use ppt and videos in teaching. Use of the class Web platform to communicate with students and post course material.																						
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1"> <thead> <tr> <th>Activity</th><th>Semester Workload</th></tr> </thead> <tbody> <tr> <td>Lectures</td><td>49</td></tr> <tr> <td>Practice exercises focusing on the application of methodologies and analysis of case studies in smaller groups of students</td><td></td></tr> <tr> <td>Group Work in a Case Study. Preparation of project management plans</td><td></td></tr> <tr> <td>Educational excursion / Small individual practice tasks</td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td>Independent Study</td><td>76</td></tr> <tr> <td>Course Total (25 hours of workload per credit)</td><td>125</td></tr> </tbody> </table>	Activity	Semester Workload	Lectures	49	Practice exercises focusing on the application of methodologies and analysis of case studies in smaller groups of students		Group Work in a Case Study. Preparation of project management plans		Educational excursion / Small individual practice tasks										Independent Study	76	Course Total (25 hours of workload per credit)	125
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STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	I. Written final exam (100%)																						

5. ATTACHED BIBLIOGRAPHY

-Suggested Bibliography:

-Related scientific journals:

1. Albert Reble (2018). *History of Pedagogy*. Athens: Papadimas
2. Sidiroula Ziogou-Karastergiou (2008). *Pedagogical thought from Plato to M. Montessori*. Thessaloniki: Kyriakidis Bros Publishing House
3. Jean Houssaye (2000). *Fifteen educators*. Athens: Metaichmio
4. Thomas Babalis (2014). *From Upbringing to Education: Observations on the Evolution of Pedagogical science*. Athens: Diadrasi
5. Henri-Irene Marrou (2009). *History of education in Antiquity*. Athens: Daedalus (Zacharopoulos I.)
6. Werner Jaeger (1959). *Education: The education of the Greek man (Volumes I, B, C)*. Athens
7. Theodoros Karzis (1998). *Education in the Middle Ages. Western Europe-Byzantium-Islam*. Athens: Filippotis Publications
8. Panagiotis Georgousis (1997). *Introduction to the History of Education*. Athens

EPA 134

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 134	SEMESTER	Winter
COURSE TITLE	INTRODUCTION TO LEADERSHIP IN EDUCATION		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
LECTURES, CASE STUDIES ANALYSIS AND SIMULATION		3	5
COURSE TYPE	BACKGROUND KNOWLEDGE – SCIENTIFIC/RESEARCH AREA		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND	GREEK		

ASSESSMENT	
COURSE IS OFFERED TO ERASMUS STUDENTS	YES IN ENGLISH
COURSE WEBSITE	

2. LEARNING OUTCOMES

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

3. COURSE CONTENT

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

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Face-to-face		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	ITT use in class Learning support via the e-class platform		
ORGANISATION OF INSTRUCTION	Activity	Semester Workload	
	Lectures- Case Studies analysis	39	
	Group project in a given Case Study or on a selected area	15	
	Self-study	46	
	Total study hours	125 HOURS/ 4 ECTS	
STUDENTS' ASSESSMENT	1/ FINAL WRITTEN EXAM (40%): Analysis –discussion and literature-legislation development questions on a given short case study 2/ ACTIVE PARTICIPATION IN CLASS (35%): participation in the analysis-discussion of subject-related topics		

	3/GROUP PROJECT WRITING AND PRESENTATION IN CLASS (15%)on a given topic 4/MID-TERM FORMATIVE PROGRESS EVALUATION (10%)
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5. RECOMMENDED READING

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

Συναφής νομοθεσία:

α/ ΠΔ 79/2017, β/ ΥΑ 105567/2002

ΕΠΙΛΕΓΜΕΝΑ ΚΕΦΑΛΑΙΑ ΑΠΟ ΤΑ ΠΑΡΑΚΑΤΩ ΒΙΒΛΙΑ:

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

EPA 137 (Instructor: M. Tzakosta)

• GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	EARLY CHILDHOOD EDUCATION PEDAGOGY		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	EPA 137	SEMESTER OF STUDIES	Winter - 3rd
COURSE TITLE	MODERN GREEK DIALECTS IN EDUCATION: THE CASE OF THE CRETAN DIALECT		

INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and Practice Exercises			
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		3	5
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Area		
PREREQUISITE COURSES:	EPA 137		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

• LEARNING OUTCOMES

Learning Outcomes	
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B Guidelines for writing Learning Outcomes	
The main objective of the course is to familiarize students with fundamental issues of dialectology, theoretical access and teaching of dialects. We will use the example of the Cretan dialect and discuss characteristic linguistic phenomena that are found at all levels of linguistic analysis (phonology, morphology, syntax, semantics) and vocabulary, the relationship between language and music, issues of linguistic change and language contact.	
General Competencies	
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?	
Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision-making	Project planning and management Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and

<i>Working independently</i>	<i>sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
(3) Adapting to new situations (3) Autonomous work (3) Teamwork (3) Working internationally (3) Work at an interdisciplinary level	

• SYLLABUS

The aim of the course is to familiarize students with a) the characteristics of dialects as complete linguistic systems and their typological classification b) myths and truths regarding the 'value' of dialects c) the value of dialects for language teaching d) the characteristics of the Cretan dialect by level of linguistic analysis (phonetics – phonology, morphology, syntax, semantics) e) the relationship between language and music f) the development of vocabulary in the dialects g) the relationship between language and literature h) the relationship between language and theatre

• TEACHING and LEARNING METHODS - ASSESSMENT

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the classroom			
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>				
TEACHING METHODS <i>The manner and methods of teaching are</i>	<table><tr><td>Activity</td><td>Semester Workload</td></tr></table>		Activity	Semester Workload
Activity	Semester Workload			

<i>described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Lectures	35
	Study and analysis of literature	60
	Interactive Teaching	30
	Course Total (25 hours of workload per credit)	125
STUDENT PERFORMANCE EVALUATION		
<i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	I. Written final exam (100%) which includes: -Multiple-choice questions - Open-ended questions -Comparative evaluation of theory elements	

(3) ATTACHED BIBLIOGRAPHY

Alexiou, St. 1981. *Linguistic studies*. Athens.

Anastasakis, K. 1996. Interpretation of words in the dialect of eastern Crete. Moschato.

Andriotis, N.P. 1992. *History of the Greek Language (Four Studies)*. Thessaloniki.

Archontakis, D. 2016. *Cretan dialect. A linguistic monument that has stood the test of time*. Rethymno.

Geronimakis, K.I. 1999. *Folklore Sfakian Vocabulary – Hermeneutic*. Chania.

Geronimakis, K.I. 2002. Cretan folk poetry. Chania: Folklore Publications of Crete.

Geronimakis, K.I. 2003. *Cretan fairy tales*. Athens: Biblioekdotiki S.A.

- Geronimakis, K.I. 2018. *Cretan folklore. A tour of the past in all its material*. Heraklion: Mystis.
- Dafermos, A.V. 2007. *Traditional professions that are being lost*. Rethymno: Chamber of Rethymno.
- Kappa, I. 2001. *An optimality theoretic account of the West-Cretan dialect. In the Proceedings of the First International Conference of Modern Greek Dialects and Linguistic Theory*. University of Patras. 105-116.
- Kappa, I. & M. Tzakosta. 2019. Vowel harmony patterns in Greek dialectal child speech. Στο J.A. Villena Ponsoda, F. Diaz-Montesinos, A.-M. Avila Munoz & M. Vilda-Castro (επιμ.) *Language Variation: Linguistic Perspectives VII. Selected Papers from the 9th International Conference on Language Variation in Europe (ICLAVE9)*. Amsterdam: John Benjamins. 133-143.
- Kafkalas, M. *Cretan List 1. Compilation of press publications, speeches and literary works of the author, of the decade 1987-1997*. Athens:
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Tsirimonakis, M. 201. *A collection of Cretan words*. Rethymno: Cretan Estia.

Hadjidakis, G. 1915 [1991]. *Academic Readings. Volume III. General Linguistics*.

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Minutes of the annual meetings of the Department of Linguistics of the Aristotle University

University of Thessaloniki.

EPA 205

1. GENERAL INFORMATION

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

2. LEARNING OUTCOMES

Learning Outcomes
Epistemological constitution of science education and initiation to science education of preschool children.
General Abilities

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

3. COURSE CONTENT

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

We will be focusing on the following areas:

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

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing in class, Discussions – Work presentation – Experiential classes. Hybrid course offered at distance in the Learning Management System of the University of Crete (e-class) in the following link: http://eclass.edc.uoc.gr/eclass/ (in Greek).	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the of e-learning	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	55
	Group work	10
	Individual work	10
	Independent study	50
		125
STUDENTS' ASSESSMENT	Final written examination - Oral examination - Optional or obligatory written work.	

5. RECOMMENDED READING

1. Michail Kalogiannakis (Eds). Teaching Natural Sciences in Preschool Education (in Greek)

Eudoxus: **77110723**

2. Konstantinos Ravanis, Introduction to Science Education (in Greek)

Eudoxus: **59383358**

3. Articles in English available in the following link:

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

EPA 306 (Tutor: E. Kornilaki)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 306	SEMESTER	
COURSE TITLE	Psychology of Early Years		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures		3	5
COURSE TYPE	Subject knowledge		
PREREQUISITIES	No		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	Yes (the student will be asked to submit an essay under the supervision of the tutor)		
COURSE WEBSITE			

2. LEARNING OUTCOMES

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

3. COURSE CONTENT

1. Theories of development

2. Perception and the development of senses during infancy
3. The first relationships. Mother-infant interaction
4. Attachment and Care
5. Language development
6. The relations with friends and family
7. Moral development
8. Aggression

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of e-class platform	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	50
	Independent individual study	50
	Total	125
STUDENTS' ASSESSMENT	Written exam	

5. RECOMMENDED READING

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

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

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

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

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

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

EPA 308 (Tutor: M. Kypriotaki)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 308	SEMESTER	1st
COURSE TITLE	Psychopedagogics of the Early Autism Syndrome		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing		3	5
COURSE TYPE	Subject knowledge		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK		
COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes

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

General Abilities

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

3. COURSE CONTENT

Main contents:

Definition. Frequency-Symptoms. Aetiology and interpretation (Psychological theories). Senses and perception of children with ASD. Diagnosis (basic principles and criteria of diagnosis). Counseling of parents. Early intervention for children with ASD and their families. Psycho-pedagogical treatment/interventions: conditions, purpose, place, therapists, basic teaching principles. Educational programs for preschool, school children and adolescents with ASD. Implementation of inclusive education for children with ASD. Levels of therapeutic support.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

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

5. RECOMMENDED READING

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

EPA 309 (Tutor: A. Matsopoulos)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 309	SEMESTER	
COURSE TITLE	School Psychology		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
		3hours	5 ECTS
COURSE TYPE	Lecture		
PREREQUISITES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	Yes in conjunction with independent study.		
COURSE WEBSITE			

2. LEARNING OUTCOMES

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

3. COURSE CONTENT

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

applications for educators.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

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

5. RECOMMENDED READING

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

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

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

EPA 310 (Tutor: A. Matsopoulos)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 310	SEMESTER	
COURSE TITLE	Prevention (Resilience) programs in Education		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
		3hours	5 ECTS
COURSE TYPE	Lecture		
PREREQUISITES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	Yes in conjunction with independent study.		
COURSE WEBSITE			

2. LEARNING OUTCOMES

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

3. COURSE CONTENT

The following themes are presented in the Seminar: Prevention science Applications of prevention science in preschools & schools

Design and implement prevention programs in education
School climate and implementation

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

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

5. RECOMMENDED READING

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

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

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 311	SEMESTER	1o
COURSE TITLE	ECOLOGICAL PSYCHOLOGY		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures and practical classes/exercises			5
COURSE TYPE	Scientific area		
PREREQUISITES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	Yes (with coursework in English or Polish language)		
COURSE WEBSITE	http://eclass.edc.uoc.gr/eclass/courses/PTPE120/		

2. LEARNING OUTCOMES

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

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

3. COURSE CONTENT

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

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

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

	Extra teaching-learning material and consolidation exercises will also be provided in the e-learning platform 'e-class'.	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	30
	Laboratorial-experiential essay work that focuses on the applications of Ecological Psychology in education or Critical-reflective essay work that focuses on the critical elaboration of specific issues within the scope of Ecological Psychology	30
	Small individual reflection work using primary sources of Ecological Psychology	20
	Small individual work concerning methodological research training in Ecological Psychology	20
	Total course (25 hours workload per credit unit)	125
STUDENTS' ASSESSMENT	Final written examination (100%) or written optional essay (100%) based either on: (a) critical-reflective essay related to topics of Ecological Psychology, or (b) on laboratorial-experiential essay in the spirit of Ecological Psychology and Experiential, Heuristic and Narrative-Dialogic Psychopedagogy. There is also an optional public presentation in the classroom and submission of short individual essay work using primary sources of Ecological Psychology (20%).	

5. RECOMMENDED READING

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

The Odyssey of Eleanor J. Gibson. Athens: Gutenberg Publications (Greek).
 Gibson, E.J. & Pick, A.D. (2005). *An Ecological Approach to Perceptual Learning and Development* (translated in Greek by A. Bakaki, Introduction and Editor M. Pourkos). Athens: Gutenberg Publications (Greek).
 Pourkos, M. (Ed.) (2008). *Embodied Mind, Situated Knowledge and Education: Approaching the Poetics and Culture of the Thinking Body – Interdisciplinary Approaches*. Gutenberg Publications, Athens: Gutenberg Publications (Greek).

EPA 315 (Tutor: E. Kornilaki)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 315	SEMESTER	2 rd onwards
COURSE TITLE	Developmental Psychology II		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures		3	5
COURSE TYPE	Subject knowledge		
PREREQUISITIES	No		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	Yes (the student will be asked to submit an essay under the supervision of the tutor)		
COURSE WEBSITE			

2. LEARNING OUTCOMES

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

- Group work
- Promotion of independent, creative and inductive thinking
- Work in an interdisciplinary environment

3. COURSE CONTENT

1. Childhood: cognitive, social and emotional development
2. Adolescence: cognitive, social and emotional development
5. The role of friends and family on development
6. Self and Identity
7. Problems in adolescence (delinquency, drugs, alcohol etc)

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the of e-learning	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	50
	Independent individual study	50
	Total	125
STUDENTS' ASSESSMENT	Written exam	

5. RECOMMENDED READING

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

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

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

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

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

EPA 317 (Tutor: S. Trouli)

COURSE OUTLINE

General

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	PEDAGOGICAL DEPARTMENT OF PRESCHOOL EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	EPA 138	SEMESTER	C'
COURSE TITLE	Child, public space and monuments		
INDEPENDENT TEACHING ACTIVITIES <i>if the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
Educational excursions		2 or 3 two-hour sessions/semester	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Free choice General knowledge Skills development		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning Outcomes	
<i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>	
The learning outcomes of the course in terms of knowledge, abilities and skills for the students who will attend it are: A. Knowledge To approach the concepts of culture, cultural heritage, historical memory, public space. To get to know what a monument is and what are the World Heritage Sites in Greece. To become familiar with the methods and techniques of museum pedagogy through examples of approaching monuments. They should know what the curriculum of the Kindergarten says in relation to the monuments and the visits to them. B. Competencies To choose to visit a monument with their class and organize the visit. To experiment with museum pedagogical methods and techniques outside and in the classroom, utilizing cultural heritage. To manage the web and multimedia applications that refer to the monuments. Demonstrate and apply methods and techniques of museum pedagogy in their educational planning in and out of the classroom. C. Stops To strengthen the belief that museum education is a science that offers many tools to the kindergarten teacher. To undertake to organize an educational visit to a monument. To change their attitude in relation to monuments, public space and historical memory. To cooperate with parents and encourage them to organize family visits to monuments. To be interested in the protection of cultural heritage and public monuments.	
General Competencies	
<i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i>

<i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
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The broader objective of the course is the cooperation between their students and the cultivation of a team atmosphere. In the long run, co-responsibility for the protection of public space is still cultivated, At the same time, both in the goal setting and in the design of the course, we take into account the general skills that the graduate must acquire, as listed in the Diploma Supplement and are: the search, analysis and synthesis of data and information using the appropriate technologies and the necessary bibliography, the application of knowledge in practice, decision-making, autonomous and teamwork, project planning, the promotion of free, creative and inductive thinking, the production of new research ideas, the exercise of criticism and self-criticism.

3 SYLLABUS

This course is an in-depth study of the science of Museum Education. In the context of the course, we approach the concept of culture, public space and cultural heritage. We get to know the monuments of Greece that belong to the World Heritage, as well as the local monuments of the city of Rethymno and through their example we become familiar with the museum-pedagogical methods of approaching them in kindergarten. At the same time, the student comes into contact with ways of utilizing monuments that surround us in public space with the aim of cultivating cultural, civic and environmental awareness from preschool age.

TEACHING and LEARNING METHODS - ASSESSMENT

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching Use ppt and experiential educational teaching techniques in the classroom. Educational visits to museums (guided tours and participation in museum education programs) Remote communication to clarify material.		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	E-class for posting educational material for the courses, announcements related to the course and for communicating with students. Lectures using power point presentations, Projection of videos with relevant educational content, use of the internet (virtual tour of museum websites, digital museum material).		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i>	<table> <tr> <td>Activity</td><td>Semester Workload</td></tr> </table>	Activity	Semester Workload
Activity	Semester Workload		

Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Lectures	49
	Educational visits	6
	Study during the semester	25
	Optional work	18
	Study for final exams	37
	Course Total (25 hours of workload per credit)	125
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Written final exam in the form of multiple choice questions and critical thinking questions, evaluation of case studies of museum activities for visiting toddlers or a brief description of the use of a museum object or a work of art in the classroom. (100 % or 80%) Optional individual or group assignments during the course, in addition to the final evaluation (20%). The evaluation criteria are explicitly defined to students and accessible from the beginning of the educational process.	

5 ATTACHED BIBLIOGRAPHY

Vemi, V., Nakou, E., (eds.) 2010, *Museums and Education*, Nisos Publications

Black, G. 2009, *The Attractive Museum. Museums and Visitors*, PIOP Publications, Athens

Galanidou, N. Dommasne, L.H., (eds.) 2013 *Talking to children about the past. An interdisciplinary approach*, Kaleidoscope Publications, Athens.

Gialouraki Sofia (2005). *The box of art*. Pedagogical material and activities for the development of museum education programs in schools. Athens: Diptych Publications.

Dimopoulou Maria, Kalliopi Kyrdi, Eleni Svoronou (2018). *The child, the city and the monuments. A guide to educational activities for primary schools*. Technopolis of the Municipality of Athens, Piraeus Bank Group Cultural Foundation. (Recovered from: <https://kids4thecity.gr/wp->

content/uploads/2018/11/odigos-programmatos-protovathmias-ekpaideusis-s.pdf)

Desvallees A. F. Mairesse (eds.) (2014). *Basic concepts of Museology*. Greek Translation. Greek Section of ICOM. (Retrieved from: http://network.icom.museum/fileadmin/user_upload/minisites/icom-greece/PDF/Museology_WEB.pdf).

Edwards C, Gandini L, Forman G.. (2000). *Reggio Emilia. The thousand languages of Preschool children*. Athens: Patakis.Kokkinos, Giorgos and Alexaki, Eugenia (2002). *Interdisciplinary approaches to museum education*. Athens: Metaichmio.

Kokkinos, Giorgos and Nakou, Irene (2006). *Approaching historical education at the beginning of the 21st century*. Athens: Metaichmio.

Malafantis Konstantinos (2019). Introduction. In Shaffer Sh. (2019). *The Child and the Museum. Theoretical approaches and pedagogical practices*. (trans. Mina Kaedamitsa-Psychogiou), Malafantis K. (ed.), pp. 9-14). Athens: Kardamitsa Institute of the Book.

MacDonald, S., (ed.) 2012, *Museum and Museum Studies. A complete Guide*, PIOP Publications, Athens

NEMO 2016. *Revisiting the educational value of museums: Connecting Audiences*. (http://www.nemo.org/fileadmin/Dateien/public/NEMO_documents/NEMO_AC2015_EduVal_documentation.pdf)

Nakou, Irene (2001). *We, things and culture*. Athens: Island.

Nikonou Niki et al. (ed.) 2015. *Museum Learning and Experience in the 21st Century*. Greek Academic Electronic Textbooks and Aids. (www.kallipos.gr).

Nikonanou, N., Kasvikis K. (eds.) (2008). *Educational Time Travel: Past Experiences and Interpretations*. Athens: Patakis Publications.

JOURNALS

Museology Notebooks, issues 1-9 (2004-2013)

Archaeology and Arts, Tribute to "Museums and Museology in Modern Society. New challenges, new relationships", 2014-15

Archaeology and Arts, Tribute issues 70-73, 1999

Museology, issues 1-6 (<http://museology.ct.aegean.gr/index.php>)

Modern Kindergarten

Window

MuseumEdu

Museum and Society

EPA 318 (Instructor: M. Kypriotaki)

1.GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	PEDAGOGICAL DEPARTMENT OF PRESCHOOL EDUCATION		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	EPA 318	SEMESTER	1st
COURSE TITLE	SPECIAL EDUCATION FOR INFANTS AND CHILDREN- EARLY SUPPORTIVE INTERVENTION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Area		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

2.LEARNING OUTCOMES

Learning Outcomes	
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A - Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area - Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B - Guidelines for writing Learning Outcomes	
The purpose of the course is to raise awareness and train the kindergarten teacher on issues of education and education of infants and children with disabilities and/or special educational needs and to inform and develop knowledge about the importance of Early Supportive Intervention in various cases of deficiencies.	
General Competencies	
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?	
Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management

<i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
• Search, analyze and synthesize data and information, using the necessary technologies • Autonomous Work • Teamwork • Project planning and management • Deriving new research ideas • Promoting free, creative and inductive thinking	

(3) SYLLABUS

Concept of Early Supportive Intervention. New Concepts for Early and Valid Diagnosis and Early Supportive Intervention. Research results documenting the importance of Early Supportive Intervention. The economic performance of early supportive intervention programs. Early Supportive Intervention from a psychological, pedagogical, sociological and medical point of view. Timely support for the family that has a child with special educational needs. Importance of Family and Interdisciplinary Team Collaboration in Early Supportive Intervention. Inclusive education as a form of early intervention. The differentiation of learning experiences in the common kindergarten for the integration of children with special educational needs. Early supportive intervention programs in Greece and internationally. Early intervention applications in kindergarten and primary school. Alternative Psychopedagogical Approaches to Early Supportive Intervention.

4 TEACHING and LEARNING METHODS - ASSESSMENT

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Class lectures, presentation of assignments	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support of the Learning process through Powerpoint, educational films, e-class, students' web	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-</i>	Activity	Semester Workload
	13 three-hour Lectures	125
	Writing and presentation of a prosthetic paper (optional)	

directed study according to the principles of the ECTS		
	Course Total (25 hours of workload per credit)	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written final exam – Optional prosthetic work (with presentation)	

5 ATTACHED BIBLIOGRAPHY

Kornilaki, Aik., Kypriotaki, M., & Manolitsis, G. (2010). *Early intervention: Interdisciplinary intervention*. Athens: Pedio.

EPA 319 (Instructor: M. Kypriotaki)

1.GENERAL

SCHOOL		EDUCATION SCIENCES	
ACADEMIC UNIT		PEDAGOGICAL DEPARTMENT OF PRESCHOOL EDUCATION	
LEVEL OF STUDIES		Undergraduate	
COURSE CODE		EPA 319	SEMESTER 1st
COURSE TITLE		SPECIAL PSYCHOPEDAGOGY FOR PRESCHOOL CHILDREN WITH SENSORY PROBLEMS	
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>		Scientific Area	
PREREQUISITE COURSES:		-	
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:		Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS		YES	
COURSE WEBSITE (URL)			

2.LEARNING OUTCOMES

Learning Outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework

of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes	
Awareness, information and training of the kindergarten teacher on issues of education and education of preschool children with sensory problems.	
General Competencies	
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?	
Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision-making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Project planning and management Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking Others...
• Search, analyze and synthesize data and information, using the necessary technologies • Autonomous Work • Teamwork • Project planning and management • Generating new research ideas • Promoting free, creative and inductive thinking	

3. SYLLABUS

The senses and their role in the development of cognitive functions. Preschool children with vision/hearing impairments. The sensory organ of vision/hearing. Etiology of vision/hearing disorders. Diagnosis of vision/hearing disorders – Interdisciplinary intervention. Autonomy of children with vision/hearing impairments. Conditions for the integration of visual/hearing impaired children in kindergarten. The role of the teacher in the school integration of children with visual/hearing impairments - Vocational Training, Further education, Practical Experience, Sensitivity and Responsibility. Psychopedagogical interventions for children with visual/hearing impairments.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Class lectures, presentation of assignments																						
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support of the Learning process through Powerpoint, educational films, e-class, students' web																						
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1"> <thead> <tr> <th data-bbox="715 488 1046 544">Activity</th><th data-bbox="1054 488 1377 544">Semester Workload</th></tr> </thead> <tbody> <tr> <td data-bbox="715 555 1046 723">13 three-hour Lectures Writing and presentation of a prosthetic paper (optional)</td><td data-bbox="1054 555 1377 723">125</td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td data-bbox="715 1171 1046 1294">Course Total (25 hours of workload per credit)</td><td data-bbox="1054 1171 1377 1294">125</td></tr> </tbody> </table>	Activity	Semester Workload	13 three-hour Lectures Writing and presentation of a prosthetic paper (optional)	125																	Course Total (25 hours of workload per credit)	125
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STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written final exam – Optional prosthetic work (with presentation)																						

5. ATTACHED BIBLIOGRAPHY

Notes from the traditions.

EPA 320 (Instructor: M. Kypriotaki)

1.GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	PEDAGOGICAL DEPARTMENT OF PRESCHOOL EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	EPA 320	SEMESTER	1st
COURSE TITLE	Psychology and education of people with intellectual disability		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>background, general knowledge, scientific area, skills development</i>	Scientific Area		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
ONLINE COURSE PAGE (URL)			

2.LEARNING OUTCOMES

Learning Outcomes
<i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i>

Consult Appendix A • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes	
The course aims to raise awareness, inform and train students on issues related to the mental world and the techniques of support, education, education and integration of children with intellectual disability.	
General Competencies Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?	
Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision-making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Project planning and management Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking Others...
• Search, analyze and synthesize data and information, using the necessary technologies • Autonomous Work • Teamwork • Project planning and management • Generating new research ideas • Promoting free, creative and inductive thinking	

3. SYLLABUS

Definitions & classification systems. Identify and evaluate. Detection of genetic disorders. Characteristics of children with intellectual disability. Incidence. Causative factors. Educational approaches and teaching methods for children with intellectual disabilities. Psycho-pedagogical treatment of people with intellectual disability.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Class lectures, presentation of assignments
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education,	Support of the Learning process through Powerpoint,

communication with students	educational films, e-class, students' web	
TEACHING METHODS The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Activity	Semester Workload
	13 three-hour Lectures Writing and presentation of a prosthetic paper (optional)	125
	Course Total (25 hours of workload per credit)	125
	STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	Written final exam – Optional prosthetic work (with presentation)

5. ATTACHED BIBLIOGRAPHY

G. Krasanakis. (1997). *Children with mental retardation*. Heraklion: Author.

EPA 321 (Instructor: E. Kornilaki)

1.GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PRESCHOOL EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	EPA 321	SEMESTER OF STUDIES	3rd
COURSE TITLE	DEVELOPMENTAL PSYCHOPATHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		Weekly teaching hours	Credits
Lectures		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Area		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes (the student will have to study the course material and write an essay related to the course content under the guidance of the instructor)		
COURSE WEBSITE (URL)	The course is available in the site of e-class		

2.LEARNING OUTCOMES

Learning Outcomes
Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>(3) Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>(3) Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i>

(3) Guidelines for writing Learning Outcomes

This course aims to provide students with knowledge essential for understanding the fundamental concepts of psychopathology and the methodological approaches employed in the study of developmental deviations. Emphasis is placed on examining these phenomena through a developmental perspective.

Students will be introduced to representative examples of behavioral syndromes observed from infancy through adolescence, with particular focus on domains such as interpersonal relationships, emotional development, cognitive abilities, and learning difficulties.

General Competencies

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>

Autonomous work

Teamwork

Respect for diversity and multiculturalism

Exercise critical thinking

3. SYLLABUS

- Conceptual Foundations of Developmental Psychopathology: Theoretical Approaches
- Divergent Development: Risks, Protective Factors, and Cultural Diversity
- Research in Developmental Psychopathology: Ethical Considerations and Methodological Approaches.

- Diagnosis, Assessment, and Therapeutic Interventions
- Internalizing Problems (Anxiety Disorders, Mood Disorders)
- Externalizing Problems (Behavioral and Disruptive Disorders)
- Attention and Learning Disorders (ADHD, Specific Learning Difficulties)
- Intellectual and Developmental Disabilities
- Autism Spectrum Disorders (previously classified as Pervasive Developmental Disorders)

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures face-to-face																						
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching. Support of the learning process through the electronic platform e-class. Lectures are supported via Powerpoint																						
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1"> <thead> <tr> <th><i>Activity</i></th><th><i>Semester Workload</i></th></tr> </thead> <tbody> <tr> <td>Lectures</td><td>60</td></tr> <tr> <td>Independent study</td><td>65</td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td>Course Total (25 hours of workload per credit)</td><td>125</td></tr> </tbody> </table>	<i>Activity</i>	<i>Semester Workload</i>	Lectures	60	Independent study	65															Course Total (25 hours of workload per credit)	125
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Independent study	65																						
Course Total (25 hours of workload per credit)	125																						
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	Written final exam																						

Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.

5. ATTACHED BIBLIOGRAPHY

-Suggested Bibliography:

Kerig, P. K., & Wenar, C. (2008). *Developmental psychopathology: From infancy to adolescence*. Athens: Gutenberg.

Wilmhurst, L. (2011). *Developmental psychopathology: a developmental approach*. Athens: Gutenberg.

-Related scientific journals:

International Journal of Mental Health

Journal of Child Psychology and Psychiatry

Development and Psychopathology

Research on Child and Adolescent Psychopathology

EPA 322 (Instructor: G. Manolitsis)

• GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	CHILDREN. EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	EPA 322	SEMESTER	2nd
COURSE TITLE	PSYCHOLOGY OF LEARNING – LEARNING DIFFICULTIES		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific area		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(3) LEARNING OUTCOMES

Learning Outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A (5) Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area (5) Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B

(5) Guidelines for writing Learning Outcomes

The purpose of the course is to initiate students into the study of the functions of learning under a psychological approach as well as the difficulties that occur during the learning process.

Upon successful completion of the course, the student will be able to understand the cognitive and emotional processes in learning, motivation in learning, as well as the general and specific learning difficulties that are observed in school settings.

In particular, students are sought to understand:

- The cognitive factors of learning
- The emotional dimensions of learning
- The relationship between learning and development and the processes of learning transfer
- The types of learning difficulties
- The assessment and remediation of learning difficulties

General Competencies

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>

- *Decision-making*
- *Promoting free, creative and inductive thinking*
- *Search, analyze and synthesize data and information, using the necessary technologies*

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(3) SYLLABUS

1. Concept and object of the Psychology of learning.
2. Neuropsychological approach to learning
3. Mnemonic and metacognitive functions and learning
4. Motivation, self-regulation and learning
5. Transfer of learning
6. Learning and Problem-Solving
7. General learning difficulties
8. Specific learning difficulties related to oral speech
9. Specific learning difficulties related to the written word
10. Specific learning difficulties related to mathematics
11. Behavioral problems and learning difficulties
12. Assessment and identification of learning difficulties
13. Issues of intervention – support of children with learning difficulties

(3) TEACHING and LEARNING METHODS - ASSESSMENT

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face														
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support of the Learning process through the electronic platform e-class														
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-</i>	<table border="1"> <thead> <tr> <th data-bbox="715 1547 1046 1603">Activity</th><th data-bbox="1054 1547 1377 1603">Semester Workload</th></tr> </thead> <tbody> <tr> <td data-bbox="715 1608 1046 1659">Lectures</td><td data-bbox="1054 1608 1377 1659">125</td></tr> <tr> <td data-bbox="715 1664 1046 1715"></td><td data-bbox="1054 1664 1377 1715"></td></tr> <tr> <td data-bbox="715 1720 1046 1771"></td><td data-bbox="1054 1720 1377 1771"></td></tr> <tr> <td data-bbox="715 1776 1046 1827"></td><td data-bbox="1054 1776 1377 1827"></td></tr> <tr> <td data-bbox="715 1832 1046 1883"></td><td data-bbox="1054 1832 1377 1883"></td></tr> <tr> <td data-bbox="715 1888 1046 1939"></td><td data-bbox="1054 1888 1377 1939"></td></tr> </tbody> </table>	Activity	Semester Workload	Lectures	125										
Activity	Semester Workload														
Lectures	125														

directed study according to the principles of the ECTS		
	Course Total (25 hours of workload per credit)	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>		
I. Written final exam (100%) which includes: - Short Answer Questions - Development questions (benchmarking of theory elements)		

- ATTACHED BIBLIOGRAPHY

<i>-Suggested Bibliography:</i> 1. Polychroni F. (2011). <i>Specific learning difficulties</i>. Athens: Pedio. 2. Maridaki-Kassotaki, A. (2011). <i>Pedagogical Psychology</i>. Athens: Diadrasi. 3. Bassetas, K. (2002). <i>Psychology of learning</i>. Athens: Atrapos. <i>-Related scientific journals:</i>
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EPA 327

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EIIA 327	SEMESTER	2o

COURSE TITLE	GENDER RELATIONS AND PROCESSES OF MORAL DEVELOPMENT AND EDUCATION		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures and practical classes/exercises			5
COURSE TYPE	Scientific area		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	Yes (with coursework in English or Polish language)		
COURSE WEBSITE			

2. LEARNING OUTCOMES

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

3. COURSE CONTENT

The aim of the course is to inform students about the purpose, objectives, theoretical, methodological and research approaches on the issues of gender relations and embodied gendered identities and processes of moral education, learning and development. The course covers the following issues: Socio-historical-cultural processes and gender relations, gendered identities and processes of moral education, learning and development: scientific

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

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

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

	Critical-reflective essay work that focuses on the critical elaboration of specific issues within the scope of the course	
	Small individual reflection work using primary sources of gender relations, gender identities and processes of moral education and development	20
	Small individual work concerning methodological research training in gender relations, gender identities and processes of moral education and development	20
	Total course (25 hours workload per credit unit)	125
STUDENTS' ASSESSMENT	Final written examination (100%) or written optional essay (100%) based either on: (a) critical-reflective essay related to topics of gender relations, gender identities and processes of moral education and development, or (b) on elaboration of research project in the spirit of the course. There is also an optional public presentation in the classroom and submission of short individual essay work using primary sources (20%).	

5. RECOMMENDED READING

- Αβδελά, Ε., & Ψαρρά, Α. (1997). *Σιωπηρές Ιστορίες: Γυναίκες και Φύλο στην Ιστορική Αφήγηση*. Αθήνα: Αλεξάνδρεια.
- Askew, S., & Ross, C. (1994). *Τα Αγόρια δεν Κλαίνε* (μτφρ. Μ. Τερζίδου, πρόλογος Ν. Πολεμικός). Αθήνα: Ελληνικά Γράμματα.
- Beauvoir, S. (1979). *Το Δεύτερο Φύλο* (μτφρ., Κ. Σιμοπούλου). Αθήνα: Γλάρος.
- Bourdieu, P. (1999). *Η Διάκριση: Κοινωνική Κριτική της Καλαισθητικής Κρίσης* (μτφρ. Κ. Καψανέλη, πρόλογος Ν. Παναγιωτόπουλος). Αθήνα: Πατάκη.
- Bourdieu, P. (2000). *Πρακτικοί Λόγοι: Για τη Θεωρία της Δράσης* (μτφρ. Ρ. Τουτουντζή). Αθήνα: Πλέθρον.
- Bourdieu, P. (2006). *Η Αίσθηση της Πρακτικής* (μτφρ. Θ. Παραδέλλης, επιμ. Μ. Τσάτσου). Αθήνα: Αλεξάνδρεια.
- Bourdieu, P. (2015α). *Η Ανδρική Κυριαρχία* (μτφρ. Ε. Γιαννοπούλου, επιμ. σειράς, πρόλογος Ν. Παναγιωτόπουλος). Αθήνα: Πατάκης.
- Bourdieu, P. (2015β). *Πασκαλιανοί Διαλογισμοί* (μτφρ. Ε. Γιαννοπούλου). Αθήνα: Πατάκη.
- Butler, J. (2006). Παραστασιακές Επιτελέσεις και Συγκρότηση του Φύλου: Δοκίμιο πάνω στη Φαινομενολογία και τη Φεμινιστική Θεωρία. Στο Α. Αθανασίου (Επιμ.-εισαγωγή), *Φεμινιστική Θεωρία και Πολιτισμική Κριτική* (σσ. 381-407) (μτφρ. Π. Μαρκέτου, Μ. Μηλιώρη & Α. Τσεσκένης). Αθήνα: Νήσος.

- Butler, J. (2008α). *Σώματα με Σημασία: Οριοθετήσεις του «Φύλου» στο Λόγο* (μτφρ. Π. Μαρκέτου, εισαγωγή, επιστημονική επιμέλεια: Α. Αθανασίου). Αθήνα: Εκκρεμές.
- Butler, J. (2008β). *Ενάλωτη Ζωή: Οι Δυνάμεις του Πένθους και της Βίας* (μτφρ. Μ. Λαλιώτης & Κ. Αθανασίου, επιμέλεια-εισαγωγή: Α. Αθανασίου). Αθήνα: Νήσος.
- Butler, J. (2009α). *Αναταραχή Φύλου: Ο Φεμινισμός και η Ανατροπή της Ταυτότητας* (μτφρ. Γ. Καραμπέλας, επιμ. Χ. Σπυροπούλου, εισαγωγή-επιστημονική επιμ. Β. Καντσά, επίμετρο: Α. Αθανασίου), Αθήνα: Αλεξάνδρεια.
- Butler, J. (2009β). *Λογοδοτώντας για τον Εαυτό* (μτφρ. Μ. Λαλιώτης, επιμέλεια-επίμετρο: Α. Αθανασίου). Αθήνα: Εκκρεμές.
- Butler, J. (2009γ). *Η Ψυχική Ζωή της Εξουσίας* (μτφρ. Τα. Μπέτζελος). Αθήνα: Πλέθρον.
- Γιαννακόπουλος, Κ. (2001). Ανδρική Ταυτότητα, Σώμα και Ομόφυλες Σχέσεις: Μια Προσέγγιση του Φύλου και της Σεξουαλικότητας. Στο Δ. Σωτήρης (Επιμ.), *Ανθρωπολογία των Φύλων* (σσ. 161-187). Αθήνα: Σαββάλας.
- Γιαννακόπουλος, Κ. (2003). Θεωρίες για το Έμφυλο Σώμα. Προλογικό σημείωμα στο βιβλίο του T. Laqueur, *Κατασκευάζοντας το Φύλο. Σώμα και Κοινωνικό Φύλο από τους Αρχαίους Έλληνες έως τον Φρόιντ* (σσ. 11-22). Αθήνα: Πολύτροπον.
- Γιαννακόπουλος, Γ. (Επιμ.) (2006). *Σεξουαλικότητα, Θεωρίες και Πολιτικές της Ανθρωπολογίας*. Αθήνα: Αλεξάνδρεια.
- Cowan, J. (1998). *Η Πολιτική του Σώματος: Χορός και Κοινωνικότητα στη Βόρεια Ελλάδα* (μτφρ., Κ. Κουρεμένος, εισαγωγή, Ε. Παπαγαρουφάλη). Αθήνα: Αλεξάνδρεια.
- Damon, W. (1995). *Ο Κοινωνικός Κόσμος του Παιδιού* (μτφρ., Ε. Χουρτζαμάνογλου, επιμέλεια Σ. Βοσνιάδου). Αθήνα: Gutenberg.
- Δεληγιάνη, Β., & Ζιώγου, Σ. (Επιμ.) (1994). *Εκπαίδευση και Φύλο: Ιστορική Διάσταση και Σύγχρονος Προβληματισμός*. Θεσσαλονίκη: Βάνιας.
- Δούλκερη, Τ. (1990). *Μέσα Μαζικής Επικοινωνίας και Ισότητα των Δύο Φύλων*. Αθήνα: Παπαζήση.
- Δούλκερη, Τ. (1991). *Παιδικά Μέσα Επικοινωνίας και Σεξισμός*. Αθήνα: Παπαζήση.
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- Καζούλη-Πλαϊτάκη, Ε., & Πουρκός, Μ. (2015). Το Photovoice ως Μεθοδολογικό Εργαλείο Ποιοτικής Έρευνας στις Κοινωνικές Επιστήμες: Ένα Παράδειγμα Εφαρμογής στο Ζήτημα των Κρυφών Σεξουαλικών Ταυτοτήτων. Στο Μ. Πουρκός (Επιμ.), *Βίωμα και Βασισμένες στην Τέχνη Ποιοτικές Μέθοδοι Έρευνας: Επιστημολογικά-Μεθοδολογικά Ζητήματα και Νέες Προοπτικές* (σσ. 265-292). Θεσσαλονίκη: Νησίδες.
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- Laqueur, T. (2003). *Κατασκευάζοντας το Φύλο. Σώμα και Κοινωνικό Φύλο από τους Αρχαίους Έλληνες έως τον Φρόιντ* (μτφρ., Π. Μαρκέτου, πρόλογος, Κ. Γιαννακόπουλος). Αθήνα: Πολύτροπον.
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- Παπαταξιάρχης, Ε., & Παραδέλης, Θ. (Επιμ.) (1992). *Ταυτότητες και Φύλο στη Σύγχρονη*

- Ελλάδα. Αθήνα: Καστανιώτη.
- Παρασκευόπουλος, Ι.Ν., Μπεζεβέγκης, Η.Γ., Γιαννίτσας, Ν.Δ. & Καραθανάση-Κατσαούνου, Α. (Επιμ.) (1995). *Διαφυλικές Σχέσεις*. Τόμος Α. Αθήνα: Ελληνικά Γράμματα.
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- Πουρκός, Μ. (1990). *Η Ανάπτυξη της Ηθικής Αυτονομίας: Μεθοδολογική Προσέγγιση του L. Kohlberg (Γνωστικο-Αναπτυξιακή Προσέγγιση)*. Αθήνα.
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COURSE OUTLINE

(5) GENERAL

SCHOOL			
ACADEMIC UNIT			
LEVEL OF STUDIES			
COURSE CODE		SEMESTER	
COURSE TITLE			
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>			
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:			
IS THE COURSE OFFERED TO ERASMUS STUDENTS			
COURSE WEBSITE (URL)			

(5) LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas

Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking
.....
Others...
.....

(5) SYLLABUS

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(5) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<i>Activity</i>	<i>Semester workload</i>
	Course total	
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are</i>		

given, and if and where they are accessible to students.	
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
- Related academic journals:

EPA 332 (Instructor: M. Tzakosta)

1. GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	EARLY CHILDHOOD EDUCATION PEDAGOGY		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	EPA 332	SEMESTER	Winter - 3rd
COURSE TITLE	PSYCHOLINGUISTICS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and Practice Exercises		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Area		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and	Greek		

EXAMINATIONS:	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

2. LEARNING OUTCOMES

Learning Outcomes	
<i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>(5) Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>(5) Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B Guidelines for writing Learning Outcomes</i>	
The tradition aims to study the acquisition and learning of natural languages in the light of modern psycho-linguistic theories, in combination with the pedagogical applications of the latter. A major topic of discussion is the difference between <i>language</i> competence and <i>language</i> performance, <i>perception</i> /comprehension and <i>speech production</i> (production). The above issues will be discussed in the light of the behaviorists and geneticist linguists, emphasizing the "conflict" between them. We will proceed to the comparison between language acquisition and the development of other cognitive skills and it will be shown that, while language is a cognitive skill, its (non) normal development does not presuppose or entail the (non) normal development of other cognitive skills (modularity of language). The theoretical positions adopted will always be substantiated through the processing and evaluation of real linguistic (and other) data and experimental procedures. The theses require original field research and collection of linguistic material through experimental procedures that the students themselves design and conduct.	
General Competencies	
<i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i>
• Autonomous work • Teamwork	

- Working in an international environment
- Generating new research ideas
- Respect for diversity and multiculturalism
- Exercise of criticism and self-criticism

3. SYLLABUS

In the context of the course we will discuss the forms of formal and informal language development at the level of mother/mother tongues and second/foreign languages. We will study the endogenous and exogenous (mainly psychological) factors that can influence and/or hinder the typical course of language development.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	In the classroom											
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students												
TEACHING METHODS The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	<table><tr><th>Activity</th><th>Semester Workload</th></tr><tr><td>Lectures</td><td>35</td></tr><tr><td>Study and review of the literature</td><td>60</td></tr><tr><td>Interactive Teaching</td><td>30</td></tr><tr><td>Course Total (25 hours of workload per credit)</td><td>125</td></tr></table>		Activity	Semester Workload	Lectures	35	Study and review of the literature	60	Interactive Teaching	30	Course Total (25 hours of workload per credit)	125
Activity	Semester Workload											
Lectures	35											
Study and review of the literature	60											
Interactive Teaching	30											
Course Total (25 hours of workload per credit)	125											
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other	I. Written final exam (100%) which includes: - Multiple-choice questions - Open-ended questions - Comparative evaluation of theories related to the issues of the course											

Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	
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5. ATTACHED BIBLIOGRAPHY

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|---|
| <p>Barrett, M. 1999 (eds.). <i>The Development of Language</i>. Sussex: Psychology Press.</p> <p>Berko-Gleason, J. and N. Bernstein-Ratner (eds.). 1998. <i>Psycholinguistics</i>. Harcourt Brace College Publishers.</p> <p>Berko-Gleason, J. 1989/ 2001. <i>The Development of Language</i>. Fifth Edition. Allyn and Bacon.</p> <p>Boysson-Bardies de, B. 1999. <i>How Language Comes to Children from Birth to Two Years</i>. Translated by M.B. DeBevoise. Cambridge, MIT Press.</p> <p>Fromkin, V., R. Rodman and N. Hyams. 2008. <i>Introduction to the Study of Language</i>. Transl. E. Vazou, G.I. Xydopoulos, F. Papadopoulou & A. Tsagalidis. Scientific Eds. G.I. Xydopoulos. Athens: Patakis.</p> <p>Gallaway, C. ND B.J. Richards (eds.). 1994. <i>Input and Interaction in Language Acquisition</i>. Cambridge: C.U.P.</p> <p>Goodman, J. and H.C. Nusbaum (eds.). 1994. <i>The Development of Speech Perception: The Transition from Speech Sounds to Spoken Words</i>. Cambridge, MA: MIT Press.</p> <p>Pinker, S. 1994. <i>The language Instinct. The New Science of Language and Mind</i>. Penguin books.</p> <p>Pinker, S. 1996. <i>Language Learnability and Language Development</i>. Harvard University Press.</p> <p>Pinker, S. 1997. <i>How the Mind Works</i>. New York/ London: Norton.</p> <p>Pinker, S. 2002. <i>The Blank Slate: The Modern Denial of the Human Nature</i>. Penguin.</p> <p>Conjunctive. E. & M. Tzakosta. 20014a. <i>Dynomasia: The Journeys of a Centipede in the Land of Grammar</i>. Chania: Glafki.</p> <p>Synodis, E. & M. Tzakosta. 2014b. <i>Akiarositsa: The Journeys of a Centipede in the Land of Grammar</i>. Chania: Glafki.</p> <p>Tzakosta, M. (eds.) 2015. <i>Language Learning and Teaching in Multilingual and Multicultural Environments. Integrating Language Deviation and Linguistic Diversity into the Classroom</i>. Athens: Gutenberg-Dardanos.</p> |
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EPA 333 (Instructor: M. Tzakosta)

1.GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	EARLY CHILDHOOD EDUCATION PEDAGOGY		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	EPA 333	SEMESTER	Winter - 3rd
COURSE TITLE	LANGUAGE DISORDERS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and Practice Exercises		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE	Scientific Area		
<i>general background, special background, specialised general knowledge, skills development</i>			
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

2.LEARNING OUTCOMES

Learning Outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A (5) Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area (5) Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B

Guidelines for writing Learning Outcomes	
The main objective of the course is to crystallize the differences between the formal and atypical language development of the preschool child.	
General Competencies	
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
• Autonomous work • Teamwork • Working in an international environment • Generating new research ideas • Respect for diversity and multiculturalism • Exercise of criticism and self-criticism	

3. SYLLABUS

In the context of the course we will discuss the forms of formal and informal language development. We will study the endogenous and exogenous factors that can influence and/or hinder the typical course of language development. Additional emphasis on biological and environmental factors that can lead to atypical language development and we will examine morphophonological data of atypical language development. Finally, we will explore the tools used in the rehabilitation process of (specific) language disorders.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the classroom
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	
TEACHING METHODS	

The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Activity	Semester Workload
	Lectures	35
	Study and review of the literature	60
	Interactive Teaching	30
	Course Total (25 hours of workload per credit)	125
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.		
I. Written final exam (100%) which includes: - Multiple-choice questions - Open-ended questions - Comparative evaluation of theories related to the issues of the course		

5. ATTACHED BIBLIOGRAPHY

Fromkin, V., R. Rodman and N. Hyams. 2008. *Introduction to the Study of Language*. Transl. E. Vazou, G.I. Xydopoulos, F. Papadopoulou & A. Tsagalidis. Scientific Eds. G.I. Xydopoulos. Athens: Patakis.

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Conjunctive. E. & M. Tzakosta. 20014a. *Dynomasia: The Journeys of a Centipede in the Land of Grammar*. Chania: Glafki.

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Tzakosta, M. (eds.) 2015. *Language Learning and Teaching in Multilingual and Multicultural Environments. Integrating Language Deviation and Linguistic Diversity into the Classroom*. Athens:

Gutenberg-Dardanos.

EPA 334 (Instructor: M. Tzakosta)

1. GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	EARLY CHILDHOOD EDUCATION PEDAGOGY		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	EPA 334	SEMESTER	Winter - 3rd
COURSE TITLE	Linguistic code and social stratification		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and Practice Exercises			
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		3	5
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General Knowledge, Scientific Area		
PREREQUISITE COURSES:	EPA 501		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A (3) Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area (3) Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B Guidelines for writing Learning Outcomes
The main objective of the course is to familiarize students with sociolinguistic theories and analyses regarding issues related to language development, linguistic form/form, language use, evolution, change and contact.

General Competencies	
<i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
(5) Adapting to new situations (5) Autonomous work (5) Teamwork (5) Working internationally (5) Work at an interdisciplinary level	

3. SYLLABUS

The aim of the course is to familiarize students with aspects of the use of language as well as with the rules and principles that govern the use of language in different social contexts. Therefore, starting with a discussion on the diachronic and synchronic dimension of language, we will proceed a) to the analysis of linguistic style and how it is influenced by the individual, family, social, economic-class, cultural (and other) contexts in which it develops and b) to highlight the role of language as a communication tool of a living society. Particular emphasis will be placed on the evolutionary course of language, the role of the native and/or foreign language speaker in the linguistic present and the predictions we can make about our linguistic future within the framework of language contact.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the classroom	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice,</i>		
	Activity	Semester Workload
	Lectures	35

<i>fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Study and analysis of literature	60
	Interactive Teaching	30
	Course Total (25 hours of workload per credit)	125
STUDENT PERFORMANCE EVALUATION		
<i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	I. Written final exam (100%) which includes: - Multiple-choice questions - Open-ended questions - Benchmarking of theory elements	

5. ATTACHED BIBLIOGRAPHY

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Tzakosta, M. (ed.) 20015b. The teaching of modern Greek language varieties and dialects in primary and secondary education: Theoretical approaches and teaching applications. Athens: Gutenberg-Dardanos.

Tsokolidou, P. 1996. *The gender of language. A guide to non-sexist language for Greek public discourse*. Athens: Association of Greek Women Scientists.

Charalampakis, Ch. 1992. *Modern Greek Speech. Studies on Language, Literature and Style*. Athens: Nefeli.

Charalampakis, Ch. 2015. The power of language and the language of power. *Linguistics* 23:3-12.

Haris, G. 2001. *Ten myths about the Greek language*. Athens: Patakis.

EPA 402 (Instructor: N. Zaranis)

(5) GENERAL

SCHOOL	EDUCATION SCIENCES
ACADEMIC UNIT	Department of Early Childhood Education

LEVEL OF STUDIES	Undergraduate		
COURSE CODE	EPA 402	SEMESTER	3rd
COURSE TITLE	Informatics in Education II		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and Practice Exercises		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills</i>	Scientific Area		
PREREQUISITE COURSES:	EPA 401		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	http://eclass.edc.uoc.gr/eclass/courses/		

(5) LEARNING OUTCOMES

Learning Outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A (3) Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area (3) Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B (3) Guidelines for writing Learning Outcomes The purpose of the course is to introduce students to a) basic concepts in the comparison of scratch software 2 b) construction of educational software c) creation of small applications for Kindergarten. The subjects that will be taught during the lectures are the following: a) Understanding the working environment of scratch 2 and its features b) Motion design c) Character animation and repetition command, d) command if e) audio input f) image import g) file export to a tablet.

Upon successful completion of the course, the student will be able to:	
Build educational software for kindergarten with scratch software 2	
General Competencies	
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?	
Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision-making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Project planning and management Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking Others...
Search, analyze and synthesize data and information, using the necessary technologies	

(5) SYLLABUS

i. Understanding the Scratch 2 Interface and Its Features ii. Object Motion Design iii. Character movement and a repeat order, (iv) a mandate if v) Audio input vi) Image Input vii) Export file to tablet
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(5) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the classroom and in the Computer Lab
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education,</i>	Basic Computer Operation Software Support of the Learning process through the electronic

communication with students	platform e-class																						
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table> <tr> <th>Activity</th><th>Semester Workload</th></tr> <tr> <td>Lectures</td><td>40</td></tr> <tr> <td>Exercises in the Laboratory</td><td>20</td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td>Independent Study</td><td>65</td></tr> <tr> <td>Course Total (25 hours of workload per credit)</td><td>125</td></tr> </table>	Activity	Semester Workload	Lectures	40	Exercises in the Laboratory	20													Independent Study	65	Course Total (25 hours of workload per credit)	125
Activity	Semester Workload																						
Lectures	40																						
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Independent Study	65																						
Course Total (25 hours of workload per credit)	125																						
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	I. Written final exam (100%) which includes: -Multiple-choice questions -Open-ended questions II or work.																						

(5) ATTACHED BIBLIOGRAPHY

-Suggested bibliography:

-Related academic journals:

A) Makrakis V.: Hypermedia in Education. "Metaichmio", Athens 2000, (it is proposed to be distributed free of charge).

B) Issues of design and evaluation of hypermedia software, Tasos Mikropoulos, Klidarithmos, Athens

2000.

C) A. Raptis & A. Rapti, Learning and Teaching in the Information Age: A Holistic Approach, "ed. Ibid.", Athens 2013 (it is proposed to be distributed free of charge).

D) Nikolaos Zaranis & Vassilios Oikonomidis, Communication and Information Technologies in Early Childhood Education. "Grigoris Publications", Athens 2008 (it is proposed to be distributed free of charge).

EPA 403 (Instructor: N. Zaranis)

(5) GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	Department of Early Childhood Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	EPA 403	SEMESTER	1st
COURSE TITLE	Multimedia Applications in Education		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and Practice Exercises		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Area		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and	Greek		

EXAMINATIONS:	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	http://eclass.edc.uoc.gr/eclass/courses/

(5) LEARNING OUTCOMES

Learning Outcomes	
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A (3) Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area (3) Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B (3) Guidelines for writing Learning Outcomes	
The purpose of the course is to introduce students to a) basic concepts in the analogy of flash software b) construction of educational software c) creation of small applications for Kindergarten. The subjects that will be taught during the lectures are the following: a) Understanding the working environment of flash and its characteristics b) Motion design c) Character animation and repetition command, d) Command if e) Audio input f) Image import g) File export to a tablet. Upon successful completion of the course, the student will be able to: Build educational software for kindergarten with flash software	
General Competencies	
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?	
Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision-making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Project planning and management Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking Others...
Search, analyze and synthesize data and information, using the necessary technologies	

(5) SYLLABUS

- i. Understanding the Scratch 2 Interface and Its Features
- ii. Object Motion Design
- iii. Character movement and a repeat order,
- iv. command if e) audio input
- V. Image Insertion
- VI. Export File to Tablet

(5) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	In the classroom and in the Computer Lab	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY Use of ICT in teaching, laboratory education, communication with students	Basic Computer Operation Software Support of the Learning process through the electronic platform e-class	
TEACHING METHODS The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Activity	Semester Workload
	Lectures	40
	Exercises in the Laboratory	25
	Independent Study	60
	Course Total (25 hours of workload per credit)	125
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice	I. Written final exam (100%) which includes: -Multiple-choice questions	

questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	-Open-ended questions II or work.
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(5) ATTACHED BIBLIOGRAPHY

-Suggested bibliography:
-Related academic journals:
A) Makrakis V.: Hypermedia in Education. "Metaichmio", Athens 2000, (it is proposed to be distributed free of charge).
B) Issues of design and evaluation of hypermedia software, Tasos Mikropoulos, Klidarithmos, Athens 2000.
C) A. Raptis & A. Rapti, Learning and Teaching in the Information Age: A Holistic Approach, "ed. Ibid.", Athens 2013 (it is proposed to be distributed free of charge).
D) Nikolaos Zaranis & Vassilios Oikonomidis, Communication and Information Technologies in Early Childhood Education. "Grigoris Publications", Athens 2008 (it is proposed to be distributed free of charge).

EPA 404

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 404	SEMESTER	4 th
COURSE TITLE	Natural Sciences in Preschool Education		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing Workshops		3	5

COURSE TYPE	General background, specialised general knowledge	
PREREQUISITIES	No prerequisite courses	
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK	
COURSE IS OFFERED TO ERASMUS STUDENTS	Yes	
COURSE WEBSITE	http://eclass.edc.uoc.gr/eclass/	

2. LEARNING OUTCOMES

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

3. COURSE CONTENT

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

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the of e-learning	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	45

	Group work	10
	Individual work	10
	Independent study	35
	Total (25 hours of workload for each ECTS credit)	125
STUDENTS' ASSESSMENT	Final written examination - Oral examination - Optional or obligatory written work.	

5. RECOMMENDED READING

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

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

EPA 405 (Instructor: N. Zaranis)

1.GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	Department of Early Childhood Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	EPA 405	SEMESTER	3rd
COURSE TITLE	Informatics in Education III		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and Practice Exercises		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Area		

PREREQUISITE COURSES:	EPA 401
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	http://eclass.edc.uoc.gr/eclass/courses/

2. LEARNING OUTCOMES

Learning Outcomes	
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A (3) Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area (3) Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B (3) Guidelines for writing Learning Outcomes	
The purpose of the course is to introduce students to a) basic concepts in the comparison of word press software b) web development c) creation of small applications for Kindergarten. The subjects that will be taught during the lectures are the following: a) Understanding the working environment of word press and its characteristics b) Motion design c) Creating a transition link, d) Applying topics e) Importing audio f) Importing an image g) Exporting a file to the internet. Upon successful completion of the course, the student will be able to: Build a website for kindergarten with word press software	
General Competencies	
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?	
Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision-making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Project planning and management Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking Others...

- Search, analyze and synthesize data and information, using the necessary technologies

3. SYLLABUS

i. Understanding the Word Press Interface and Its Features

ii. Motion design

iii. Creating a transition link ,

IV. Application of themes

(5) Audio Input

VI. Image Introduction

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the classroom and in the Computer Lab	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Basic Computer Operation Software Support of the Learning process through the electronic platform e-class	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester Workload
	Lectures	40
	Exercises in the Laboratory	30
	Independent Study	55
	Course Total (25 hours of workload per credit)	125

STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	I. Written final exam (100%) which includes: -Multiple-choice questions -Open-ended questions II or work.
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5. ATTACHED BIBLIOGRAPHY

-Suggested bibliography: -Related academic journals: A) Makrakis V.: Hypermedia in Education. "Metaichmio", Athens 2000, (it is proposed to be distributed free of charge). B) Issues of design and evaluation of hypermedia software, Tasos Mikropoulos, Klidarithmos, Athens 2000. C) A. Raptis & A. Rapti, Learning and Teaching in the Information Age: A Holistic Approach, "ed. Ibid.", Athens 2013 (it is proposed to be distributed free of charge). D) Nikolaos Zaranis & Vassilios Oikonomidis, Communication and Information Technologies in Early Childhood Education. "Grigoris Publications", Athens 2008 (it is proposed to be distributed free of charge).
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EPA 406 (Instructor: N. Zaranis)

1. GENERAL

SCHOOL	EDUCATION SCIENCES
ACADEMIC UNIT	Department of Early Childhood Education

LEVEL OF STUDIES	Undergraduate		
COURSE CODE	EPA 406	SEMESTER	3rd
COURSE TITLE	Informatics in Education IV		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and Practice Exercises		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Area		
PREREQUISITE COURSES:	EPA 401		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	http://eclass.edc.uoc.gr/eclass/courses/		

2.LEARNING OUTCOMES

Learning Outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A (5) Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area (5) Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B (5) Guidelines for writing Learning Outcomes
The purpose of the course is to introduce students to a) basic concepts in the comparison of scratch junior software b) understanding of computational thinking by preschool children c) creation of small applications for Kindergarten. The subjects that will be taught during the lectures are the following: a) Understanding the working environment of scratch junior and the characteristics of computational thinking b) Motion design c) Character animation and repetition command, d) command if e) Audio input f) Image import g) File export to a tablet.

Upon successful completion of the course, the student will be able to:	
Build educational software for kindergarten with scratch junior software	
General Competencies	
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
Search, analyze and synthesize data and information, using the necessary technologies	

3. SYLLABUS

i.Understanding the Scratch Junior Working Environment and the Characteristics of Computational Thinking ii.Object Motion Design iii.Character movement and a repeat order, (iv) a mandate if v audio input vi) Image Input vii) Export file to tablet

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the classroom and in the Computer Lab
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Basic Computer Operation Software Support of the Learning process through the electronic platform e-class

TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1"> <thead> <tr> <th>Activity</th><th>Semester Workload</th></tr> </thead> <tbody> <tr> <td>Lectures</td><td>40</td></tr> <tr> <td>Exercises in the Laboratory</td><td>30</td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td>Independent Study</td><td>55</td></tr> <tr> <td>Course Total (25 hours of workload per credit)</td><td>125</td></tr> </tbody> </table>	Activity	Semester Workload	Lectures	40	Exercises in the Laboratory	30													Independent Study	55	Course Total (25 hours of workload per credit)	125
Activity	Semester Workload																						
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Course Total (25 hours of workload per credit)	125																						
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	I. Written final exam (100%) which includes: -Multiple-choice questions -Open-ended questions II or work.																						

5. ATTACHED BIBLIOGRAPHY

-Suggested bibliography:

-Related academic journals:

A) Makrakis V.: Hypermedia in Education. "Metaichmio", Athens 2000, (it is proposed to be distributed free of charge).

B) Issues of design and evaluation of hypermedia software, Tasos Mikropoulos, Klidarithmos, Athens 2000.

C) A. Raptis & A. Rapti, Learning and Teaching in the Information Age: A Holistic Approach, "ed. Ibid.", Athens 2013 (it is proposed to be distributed free of charge).

D) Nikolaos Zaranis & Vassilios Oikonomidis, Communication and Information Technologies in Early Childhood Education. "Grigoris Publications", Athens 2008 (it is proposed to be distributed free of charge).

EPA 407

1. General

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	PEDAGOGICAL DEPARTMENT OF PRESCHOOL EDUCATION		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	EPA 407	SEMESTER	5th
COURSE TITLE	Teaching of Natural Sciences		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific area		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	http://eclass.edc.uoc.gr/eclass/		

2. LEARNING OUTCOMES

Learning Outcomes	
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes	
The course deals with advanced issues of teaching Natural Sciences and the main purpose is the development at a theoretical and practical level of a variety of concepts from the field of Natural Sciences. More specifically, the objectives of the course focus: - the systematic examination of problems related to the understanding of natural-scientific concepts, - the use of existing research data - especially those referring to students' misunderstandings - in teaching, - corrective intervention in the transformation of the content to be taught, - the use of existing learning tools so that they can be efficiently integrated into teaching. - the first ideas of the students regarding the concepts and phenomena of the Natural Sciences and how they can be the starting point for the formation of school natural-scientific knowledge.	
General Competencies	
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?	
Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision-making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Project planning and management Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking Others...

- Autonomous Work
- Teamwork
- Project Design and Management
- Respect for the natural environment
- Exercise of criticism and self-criticism

3. SYLLABUS

The organization of the course revolves around the following axes:

- (5) factors that are involved in the formation of these problems but also in their solution (e.g. relationship between everyday experience and scientific knowledge)
- (5) nature of natural-scientific knowledge
- (3) necessity of teaching Natural Sciences
- (3) differences between the traditional science teaching model and the new model, which takes into account students' perceptions
- (3) most important changes introduced in the role of the teacher with the new teaching model in Science
- (3) a strategy for dealing with students' perceptions on the basis of which given teaching material has been developed
- (3) General characteristics of students' perceptions
- (3) General characteristics of mental models as structures for the organization of natural-scientific knowledge
- (3) Teaching processes of creating different types of cognitive conflicts
- (3) conditions, conditions and frameworks for the development of conflictual teaching activities
- (3) basic characteristics and the differentiations between the different epistemological positions (empirical-inductive, hypothetical-deductive, contextual, relativistic)

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT for the teaching of the course and for Communication with students. Support of the educational process through the learning management systems of the University of Crete and use of computer and video projector during face-to-face teaching.

TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1"> <thead> <tr> <th>Activity</th><th>Semester Workload</th></tr> </thead> <tbody> <tr> <td>Lectures</td><td>55</td></tr> <tr> <td>Practice exercises focusing on the application of methodologies and analysis of case studies in smaller groups of students</td><td></td></tr> <tr> <td>Group Work in a Case Study. Preparation of project management plans</td><td>10</td></tr> <tr> <td>Educational excursion / Small individual practice tasks</td><td>15</td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td>Independent Study</td><td>45</td></tr> <tr> <td>Course Total (25 hours of workload per credit)</td><td>125</td></tr> </tbody> </table>	Activity	Semester Workload	Lectures	55	Practice exercises focusing on the application of methodologies and analysis of case studies in smaller groups of students		Group Work in a Case Study. Preparation of project management plans	10	Educational excursion / Small individual practice tasks	15									Independent Study	45	Course Total (25 hours of workload per credit)	125
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STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written final exam Individual and/or Group Work in addition to the final evaluation. The evaluation criteria are explicitly defined to students and accessible from the beginning of the educational process.																						

5. ATTACHED BIBLIOGRAPHY

- Suggested Bibliography :

Koliopoulos, D. (2006). *Issues in Science Teaching. The Constitution of School Knowledge*, Athens: Metaichmio Publications [proposed to be distributed free of charge]

Koumaras, P. (2017). *Teaching Physics Tomorrow with the Aim of Cultivating Knowledge and Skills for Life*. Publications: Gutenberg [proposed to be distributed free of charge]

EPA 408 (Instructor: E. Kornilaki)

a. GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF PRESCHOOL EDUCATION		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	EPA 408	SEMESTER	3rd and onwards
COURSE TITLE	EARLY CHILDHOOD MATHEMATICS EDUCATION		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if needed. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific area		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO	Yes (the student will have to study the course material and write an essay related to the course content under the		

ERASMUS STUDENTS	guidance of the instructor)
COURSE WEBSITE (URL)	

2.LEARNING OUTCOMES

Learning Outcomes	
<i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>(5) Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>(5) Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B Guidelines for writing Learning Outcomes</i>	
Upon successful completion of the course, students are expected to: · Demonstrate knowledge of the theoretical approaches to mathematics education as well as the basic principles of teaching and learning · Understand the fundamental mathematical concepts typically introduced and taught during the preschool years · Select and apply developmentally appropriate strategies for introducing and teaching mathematical concepts · Assess their students' understanding of these concepts, making constructive use of their errors and misunderstandings · Effectively plan mathematics instruction that emphasizes children's active participation and the playful nature of learning. · Utilize everyday experiences and activities to foster mathematical thinking.	
General Competencies	
<i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i>

<i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Production of free, creative and inductive thinking</i> <i>Others...</i>
Autonomous work Teamwork Exercise critical thinking Deriving new research ideas Search, analyze and synthesize data and information, using the necessary technologies	

3. SYLLABUS

Within the framework of the course, the following thematic axes are examined:

- The role of mathematics in early childhood education: Why mathematics is taught in kindergarten and what it means to “do” mathematics in the preschool context.
- Theories of mathematics learning: Behaviorism, constructivism, and socio-cultural approaches.
- Contemporary trends in mathematics education: Current perspectives on the teaching of mathematical concepts.
- Mathematical concepts in the kindergarten curriculum: Didactic processing of these concepts through the design of appropriate teaching situations.
- Didactic analysis of mathematical activities: Principles and methods for evaluating and structuring learning experiences.
- Integration of mathematics with other domains: Designing mathematical activities through literature and the arts.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face interaction
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching. Support of the learning process through the electronic platform e-class. Lectures are supported via Powerpoint

TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1"> <thead> <tr> <th>Activity</th><th>Semester Workload</th></tr> </thead> <tbody> <tr> <td>Lectures</td><td>50</td></tr> <tr> <td>Independent study</td><td>50</td></tr> <tr> <td>Design of mathematical activities</td><td>25</td></tr> <tr> <td> </td><td> </td></tr> <tr> <td> </td><td> </td></tr> <tr> <td> </td><td> </td></tr> <tr> <td> </td><td> </td></tr> <tr> <td> </td><td> </td></tr> <tr> <td> </td><td> </td></tr> <tr> <td>Course Total (25 hours of workload per credit)</td><td>125</td></tr> </tbody> </table>	Activity	Semester Workload	Lectures	50	Independent study	50	Design of mathematical activities	25													Course Total (25 hours of workload per credit)	125
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Course Total (25 hours of workload per credit)	125																						
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written final exam (80%) including: (3) Questions that require short answers (20%) (3) The design of a maths activity for preschoolers (20%)																						

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

Clements, D. H., & Sarama, J. (2023). Learning and Teaching Trajectories in Mathematics for Early Childhood and Early Elementary Education. Gutenberg.

Vosniadou, S. (1998, ed.). *The psychology of mathematics*. Athens: Gutenberg.

Zacharos, K. (2006). *Mathematical concepts in early childhood education and teaching*

their. Athens: Metaichmio.

Hughes, M. (1999). *Children and the concept of numbers*. Athens: Gutenberg.

Kamii, C., & De Clark, G. (1995). *Children reinvent arithmetic. Extensions and applications of Piaget's theory*. Athens: Patakis.

Kafousi, S., & Skoumbourdi, Ch. (2008). *The mathematics of children 4-6 years old*. Athens: Patakis.

Lemonidis, Ch. (1996). *A walk in learning elementary arithmetic*. Thessaloniki: Kyriakidis Bros.

Nunes, T., & Bryant, P. (2007). *Children domath*. Athens: Gutenberg.

Skoumbourdi, Ch. (2012). *Planning the integration of materials and means in mathematics education of young children*. Athens: Patakis.

Streefland, L. (2000). *Realistic Mathematics in Primary Education*. Leader Books Publications, Athens.

Tzekaki, M. (2010). *Mathematics education for preschool and early school age*. Thessaloniki: Libra.

Tzekaki, M. (2007). *Young children, big mathematical meanings: preschool and first School age*. Athens: Gutenberg.

Tzekaki, M. (1998). *Mathematical activities for preschoolers*. Athens: Gutenberg.

-Related scientific journals:

Educational Studies in Mathematics

Journal for Research in Mathematics Education

Journal of Mathematical Behavior

Mathematics Education Research Journal

Mathematical Thinking and Learning

EPA 409 (Instructor: N. Zaranis)

1.GENERAL

SCHOOL	EDUCATION SCIENCES
ACADEMIC UNIT	Department of Early Childhood Education

LEVEL OF STUDY	Undergraduate		
COURSE CODE	EPA 409	SEMESTER	3rd
COURSE TITLE	Educational Software Applications on Smart Mobile Devices		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and Practice Exercises		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific area		
PREREQUISITE COURSES:	EPA 401		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	http://eclass.edc.uoc.gr/eclass/courses/		

2.LEARNING OUTCOMES

Learning Outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A (5) Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area (5) Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B (5) Guidelines for writing Learning Outcomes
The purpose of the course is to introduce students to a) basic concepts of smart mobile devices b) construction of educational software c) creation of small applications for Kindergarten. The subjects that will be taught during the presentations are the following: a) Understanding the App Inventor interface and its features b) Motion design c) Character animation and exporting animations to CD-ROM, d) Importing and editing video in App Inventor Upon successful completion of the course, the student will be able to:

Build educational software for kindergarten on Android operating system	
General Competencies <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
Search, analyze and synthesize data and information, using the necessary technologies	

3. SYLLABUS

i. Understanding the App Inventor Interface and Its Features

ii. Object Motion Design

iii. Character animation and animation export to CD-ROM

iv. Import and edit videos in App Inventor

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the classroom and in the Computer Lab									
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Basic Computer Operation Software Support of the Learning process through the electronic platform e-class									
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>	<table><tr><th>Activity</th><th>Semester Workload</th></tr><tr><td>Lectures</td><td>40</td></tr><tr><td>Exercises in the Laboratory</td><td>30</td></tr><tr><td></td><td></td></tr></table>		Activity	Semester Workload	Lectures	40	Exercises in the Laboratory	30		
Activity	Semester Workload									
Lectures	40									
Exercises in the Laboratory	30									

The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS		
	Independent Study	55
	Course Total (25 hours of workload per credit)	125
STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	I. Written final exam (100%) which includes: -Multiple-choice questions -Open-ended questions II or work.	

5. ATTACHED BIBLIOGRAPHY

-Suggested bibliography: -Related academic journals: A) Makrakis V.: Hypermedia in Education. "Metaichmio", Athens 2000, (it is proposed to be distributed free of charge). B) Issues of design and evaluation of hypermedia software, Tasos Mikropoulos, Klidarithmos, Athens 2000. C) A. Raptis & A. Rapti, Learning and Teaching in the Information Age: A Holistic Approach, "ed. Ibid.", Athens 2013 (it is proposed to be distributed free of charge). D) Nikolaos Zaranis & Vassilios Oikonomidis, Communication and Information Technologies in Early Childhood Education. "Grigoris Publications", Athens 2008 (it is proposed to be distributed free of charge).
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EPA 410 (Instructor: St. Papadakis)

GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	Department of Preschool Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	EPA 410	SEMESTER OF STUDIES	
COURSE TITLE	Teaching Programming and Algorithmic Thinking in Early Childhood Education		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures - Laboratory Exercises		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Background, Scientific Area, Skills Development		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTPEU241/		

LEARNING OUTCOMES

Learning Outcomes
<i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>(3) Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>(3) Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i> <i>Upon successful completion of the course, students will be able to:</i>

To develop knowledge related to the teaching of programming and algorithmic thinking in Early Childhood Education and to acquire skills in designing, developing and evaluating appropriate teaching interventions (educational scenarios) aimed at learning basic programming concepts for preschool children.

The purpose of the course is to introduce students to algorithmic thinking and programming for its teaching in preschool age.

A) Students to acquire knowledge related to the Teaching of Informatics and the didactic use of ICT

B) to understand the basic concepts of Informatics Didactics

C) to get to know basic environments for teaching Informatics

The course aims to:

(3) Overview, study and analysis of basic programming concepts in preschool and early school age

- *understanding students' ideas, mental models, perceptions and representations*
- *the investigation, experimentation and discovery with open-ended and closed-ended software,*
- *the critical consideration of a programming activity as a learning activity in the preschool classroom within the context of a LOGO-type pedagogical environment*
- *the analysis of how teaching strategies are integrated into teaching activities and educational scenarios for the teaching of Informatics in early childhood education*
- *solving problems with special categories of software and familiarizing yourself with programming with simple games (tangible programming) or in programming environments on the computer or other devices (visual programming),*
- *designing, building and programming suitable programming environments for children.*

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

- *knows the basic concepts of programming in preschool and early school age*
- *know basic environments for teaching Informatics*
- *acquire skills in designing, developing and evaluating appropriate teaching interventions (educational scenarios) aimed at learning basic concepts of Informatics*

By acquiring these competencies, students will be adequately equipped to successfully teach the objectives of the new curriculum in relation to the introduction of coding and algorithmic thinking in the preschool classroom in line with the objectives of the new Curriculum for Early Childhood Education (<https://iep.edu.gr/el/nea-ps-provoli>).

General Competencies

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>

<i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Production of free, creative and inductive thinking</i> <i>Others...</i>
<i>Search, analyze and synthesize data and information, using the necessary technologies</i> <i>Decision-making</i> <i>Project planning and management</i> <i>Respect for diversity and multiculturalism</i> <i>Demonstration of social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Exercise of criticism and self-criticism</i> <i>Promoting free, creative and inductive thinking</i>	

3. SYLLABUS

(5) Presentation and critical consideration of algorithmic activity as a learning activity in early childhood education (5) Introduction of unplugged activity as a learning activity in early childhood education (5) Presentation and critical consideration of programming activity as a learning activity in preschool and primary education in the context of a LOGO type pedagogical environment (5) Presentation and analysis of the basic terminology concepts of Didactics, Informatics and ICT in early childhood education (5) Creation and Implementation of a Scenario with ICT for the Teaching of Computer Science (5) Presentation and analysis of how to integrate teaching strategies into teaching activities and educational scenarios for the teaching of Informatics (5) Presentation of the ideas, mental models, perceptions and representations of preschool students for programming (5) Review, study and analysis of the basic concepts of programming in preschool and early school age. Emphasis on sequential and iterative structure.
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4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to face at E.P.E.DI.F.E. (New Technologies Room)
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USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in teaching, laboratory education, communication with students</i>	Basic Computer Operation Software Developmentally appropriate Logo-Like programming environment																						
TEACHING ORGANIZATION <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1"> <thead> <tr> <th>Activity</th><th>Semester Workload</th></tr> </thead> <tbody> <tr> <td>Lectures</td><td>40</td></tr> <tr> <td>Exercises in the Laboratory</td><td>25</td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td>Independent Study</td><td>60</td></tr> <tr> <td>Course Total (25 hours of workload per credit)</td><td>125</td></tr> </tbody> </table>	Activity	Semester Workload	Lectures	40	Exercises in the Laboratory	25													Independent Study	60	Course Total (25 hours of workload per credit)	125
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Course Total (25 hours of workload per credit)	125																						
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	I. Oral final exam (100%) which includes: -Multiple-choice questions -Open-ended questions																						

5. ATTACHED BIBLIOGRAPHY

-Suggested Bibliography:

-Related academic journals:

Bers, M. U., & Resnick, M. (2023). *The official book of ScratchJr*. Papazisis Publications. ISBN: 978-960-02-4114-3

<https://papazissi.gr/product/to-episimo-scratchjr-vivlio/>

Komis, V. (2005). *Introduction to Didactics of Informatics*. Kleidarithmos.

EPA 411 (Instructor: St. Papadakis)

a. GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	Department of Preschool Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	EPA 411	SEMESTER OF STUDIES	
COURSE TITLE	Teaching Educational Robotics in Early Childhood Education		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	
Lectures and Practice Exercises		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Background, Scientific Area, Skills Development		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		

COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTPEU464/
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• LEARNING OUTCOMES

Learning Outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

(3) Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area

(3) Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B Guidelines for writing Learning Outcomes

The course aims to introduce students to the teaching of educational robotics in Early Childhood Education and to acquire the necessary knowledge and skills for designing, developing, and evaluating teaching interventions applying educational robotics in the preschool classroom.

Upon successful completion of the course, students will be able to:

- (5) Understand the basic principles and teaching approaches of educational robotics in preschool education.
- (5) Design and implement teaching activities using educational robotic tools.
- (5) Evaluate the effects of educational robotics on children's learning and development.
- (5) Apply advanced educational interventions using programmable robotic systems within the context of the preschool classroom.

By acquiring these competencies, students will be adequately equipped to successfully teach educational robotics in preschool education and promote children's development through ICT, in accordance with the objectives of the new Early Childhood Education Curriculum (<https://iep.edu.gr/el/nea-ps-provoli>).

General Competencies

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?.

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	
Production of new research ideas	Others...
	

Search, analyze and synthesize data and information, using the necessary technologies	
Autonomous work	
Teamwork	
Project planning and management	
Promoting free, creative and inductive thinking	
Generating new research ideas	

• **SYLLABUS**

☐ Introduction to Educational Robotics and its applications in Early Childhood Education. ☐ Basic concepts and approaches to the teaching of Educational Robotics. ☐ Teaching methodologies using educational robotic toys and tools. ☐ Design of educational activities and interventions applying educational robotics. ☐ Analysis and evaluation of the impact of educational robotics on the learning and development of preschool children. ☐ Implementation of advanced educational interventions using programmable robotic systems in the preschool classroom.

• **TEACHING and LEARNING METHODS - ASSESSMENT**

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face teaching in the classroom and at the E.P.E.DI.F.E.										
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Basic Computer Operation Software Robotic Construction Programming Software Robotic constructions or robotic kits										
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning</i>	<table> <tr> <th>Activity</th><th>Semester Workload</th></tr> <tr> <td>Lectures</td><td>40</td></tr> <tr> <td>Exercises in the Laboratory</td><td>30</td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> </table>	Activity	Semester Workload	Lectures	40	Exercises in the Laboratory	30				
Activity	Semester Workload										
Lectures	40										
Exercises in the Laboratory	30										

activity are given as well as the hours of non-directed study according to the principles of the ECTS		
	Independent Study	55
	Course Total (25 hours of workload per credit)	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Oral final exam (100%) including: -Multiple-choice questions -Open-ended questions	

• ATTACHED BIBLIOGRAPHY

-Suggested bibliography: -Related academic journals: Kollias, T. (2020). Programming & Robotics at school and at home with BBC micro:bit 1. Kaktos Publications.(in Greek). Kollias, T. (2020). Programming & Robotics at school and at home with BBC micro:bit 2. Kaktos Publications.(in Greek). Kollias, T. (2020). Programming & Robotics at school and at home with BBC micro:bit 3. Kaktos Publications. (in Greek).

EPA 412 (Tutor: M. Linardakis)

COURSE OUTLINE

• GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 412	SEMESTER	5
COURSE TITLE	STATISTICAL ANALYSIS WITH COMPUTERS		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing Workshops			4
COURSE TYPE	Subject knowledge		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK,		
COURSE IS OFFERD TO ERASMUS STUDENTS	YES		
COURSE WEBSITE	https://eclass.edc.uoc.gr/courses/PTPE256/		

• LEARNING OUTCOMES

Learning Outcomes
Upon successful completion of the course, students will be able to apply basic statistical methods for data analysis in the social sciences. They will gain hands-on experience with statistical software such as SPSS and Jamovi and will be able to perform both descriptive and inferential statistical analyses on real datasets. Additionally, they will be capable of interpreting statistical output and using it in educational and research contexts.
General Competencies
• The course fosters the development of the following transferable skills: • Retrieval, analysis and synthesis of data and information using digital tools • Decision-making • Independent and group work • Working in international and interdisciplinary contexts • Design and management of projects • Generation of new research ideas • Promotion of free, creative and inductive thinking

- COURSE CONTENT**

This course introduces fundamental concepts and techniques of applied statistical analysis using SPSS and/or Jamovi. Topics include descriptive statistics and graphical data representation, correlation analysis, simple and multiple linear regression, and tests for the equality of means in independent and dependent samples. The course also covers analysis of variance (ANOVA) with one and two factors, including the study of interactions. Additionally, it examines the analysis of contingency tables through the Chi-square test of independence and Fisher's exact test. Emphasis is placed on the practical application of these methods to real-world datasets.

- METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT**

MODE OF INSTRUCTION	Face-to-face instruction in the computer lab.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Integration of ICT in teaching, lab exercises and student communication through the university's online platform. Use of SPSS and Jamovi software.	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	40 hours
	Homework	20 hours
	Study	40 hours
	Total (25 hours of workload for each ECTS credit)	100 hours
STUDENTS' ASSESSMENT	Students are assessed through a final written exam including short and essay-type questions, and practical data analysis tasks using SPSS or Jamovi. Assessment criteria are provided via the course website.	

- RECOMMENDED READING**

NORRIS, G., QURESHI, F., HOWITT, D., CRAMER, D. (2017) ΕΙΣΑΓΩΓΗ ΣΤΗ ΣΤΑΤΙΣΤΙΚΗ ΜΕ ΤΟ SPSS ΓΙΑ ΤΙΣ ΚΟΙΝΩΝΙΚΕΣ ΕΠΙΣΤΗΜΕΣ, ΚΛΕΙΔΑΡΙΘΜΟΣ

Danielle J. Navarro and David R. Foxcroft, Learning Statistics with jamovi: A Tutorial for Beginners in Statistical Analysis. Cambridge, UK: Open Book Publishers, 2025, <https://doi.org/10.11647/OBP.0333>

EPA 508 (Tutor: A. Fountoulakis)

1. GENERAL INFORMATION

SCHOOL	FACULTY OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EPA 508	SEMESTER	2 nd

COURSE TITLE	Greek Literature and Drama		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures and Discussion		3	5
COURSE TYPE	Subject area		
PREREQUISITIES	None		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Modern Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	Modern Greek		
COURSE WEBSITE			

2. LEARNING OUTCOMES

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

3. COURSE CONTENT

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

MODE OF INSTRUCTION	In the classroom		
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY			
ORGANISATION OF INSTRUCTION	Activity	Semester Workload	
	Lectures	39	
	Independent study	61	

	Overall	125	
STUDENTS' ASSESSMENT	Final written examination		

5. RECOMMENDED READING

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

EPA 603

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	EΠΑ 603	SEMESTER	5ο
COURSE TITLE	QUALITATIVE RESEARCH METHODOLOGY		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures and practical classes/exercises			5
COURSE TYPE	Scientific area		
PREREQUISITES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO	Yes (with coursework in English)		

ERASMUS STUDENTS	
COURSE WEBSITE	

2. LEARNING OUTCOMES

Learning Outcomes

The course is compulsory of restricted choice and aims to introduce and inform students on:

1. The purpose, objectives, history, basic concepts and variety of approaches (methodologies and methods) of the Qualitative Research Methodology in psychology and education.
2. The importance, applications and implications of Qualitative Research Methodology in psychology and in educational, learning and developmental processes.
3. The role that play the context, lived experience, lifeworld and body in the processes of psychological and educational qualitative research.
4. The ultimate goal is to develop an alternative way of thinking of students about the issues of research in psychology and education and knowledge in general.

General Abilities

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

3. COURSE CONTENT

The concept of qualitative research. Characteristics of a qualitative research. The importance of Qualitative Research in Social and Human Sciences. Basic differences between qualitative and quantitative research. The main differences between qualitative and quantitative research concerning: (a) ontological assumptions; (b) epistemological assumptions, and (c) the relationship between theory and data. The myths about the relationships between qualitative and quantitative research. The main differences between quantitative and qualitative research in social sciences concerning the basic research project and procedure. Advantages and disadvantages of qualitative research. Qualitative research in social sciences and particularly in psychology and education: theoretical and historical delineation of the field. The main general milestones of qualitative research. The main historical turning points and influences for the development of qualitative research. Qualitative research in postmodernism and contemporary times. Epistemology and theoretical background of qualitative research. The concept of "crisis" in science and the critique of the positive "paradigm". The concept of "paradigm" and its basic components. The importance of the epistemological "paradigm" in qualitative research methodology. The basic epistemological-methodological "paradigms" in theory and research (basic assumptions and differences between these paradigms). The basic assumptions of the naturalistic and the humanistic/interpretive "paradigm". Basic differences between the naturalistic and the humanistic/interpretive "paradigm" in social sciences. The myths of the naturalistic "paradigm" under the prism of the humanistic/interpretive "paradigm". The key points of critique of the naturalistic-positive "paradigm". The issue of ideological biased in a research study (either quantitative or qualitative or mixed type). The concept of theory and its role in the research of social sciences. The concept of knowledge, science, methodology and scientific method. The concept of the research method and its difference from the concept of research methodology. The main types of qualitative methodologies/research methods. The basic assumptions of social constructivism. The main features of critical research. The role of the researcher in the field research. The basic

assumptions of the critical paradigm in psychology and education. Research conditions, procedures for the development of scientific knowledge and research design issues. Theoretical approaches to qualitative research (interpretative, naturalistic, ethnographic, auto-ethnographic, phenomenological, biographical, narrative, feminist, post-modern, constructivist, critical, ecological and ecosystemic, embodied, social-historic and cultural, critical realism, grounded theory, queer theory, etc.). Idiographic vs nomothetic approach. The concept, approaches (strategies) and types of mixed research methods. The main advantages of mixed research methods. Methods of production and analysis of qualitative research data (case study, interview, observation, participatory observation, focus group, action-research, phenomenological methods, ethnographic method, visual methods, discourse analysis, conversation analysis, cooperative inquiry, microgenetic method, "didactic experiment", design experiment, evidences, etc.). Sampling issues in qualitative research. Stages of qualitative research. Processes concerning selection and formulation of the research problem. Bibliography review. Problem formulation and delimitation. Formulation of the research objective. Research design. Stages and types of qualitative data analysis. Process of organizing, analyzing and interpreting qualitative research data. Writing the research project in a form of paper. Writing bibliographical references. The role of electronics computers in qualitative research. Capabilities and limits of special qualitative research analysis software. Computer programs for the analysis of qualitative data. Assessment of qualitative research. Reliability and validity issues in qualitative research methods. Criteria or practices that ensure validity, credibility, and trustworthiness in a qualitative research. Multimethodic and multiprismatic approaches, the triangulation strategy and crystallization. Ethics in qualitative research.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

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

	education or Critical-reflective essay work that focuses on the critical elaboration of specific issues within the scope of Qualitative Research Methodology	
	Small individual reflection work using primary sources of Qualitative Research Methodology	20
	Small individual work concerning methodological research training in Qualitative Research Methodology	20
	Total course (25 hours workload per credit unit)	125
STUDENTS' ASSESSMENT	Final written examination (100%) or written optional essay (100%) based either on: (a) critical-reflective essay related to topics of Qualitative Research Methodology, or (b) on elaboration of research activity in the spirit of qualitative research approaches. There is also an optional public presentation in the classroom and submission of short individual essay work using primary sources of Qualitative Research Methodology (20%).	

5. RECOMMENDED READING

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

Breakwell, G. (1995). *Η Συνέντευξη*. Αθήνα: Ελληνικά Γράμματα.

Bruner, J. (1997). *Πράξεις Νοήματος* (μτφρ. Η. Ρόλου & Γ. Καλομοίρης). Αθήνα: Ελληνικά Γράμματα.

Bruner, J.S. (2004). *Δημιουργώντας Ιστορίες. Νόμος, Λογοτεχνία, Ζωή* (μτφρ. Γ. Κουγιουμουτζάκης, Κ. Πολυδάκη & Β. Τσούρτου, Επιμ. Γ. Κουγιουμουτζάκης). Αθήνα: Ελληνικά Γράμματα.

Carr, W., & Kemmis, S. (2002). *Για μια Κριτική Εκπαιδευτική Θεωρία – Εκπαίδευση, Γνώση και Έρευνα Δράσης* (μτφρ. Α. Λαμπράκη-Παγανού, Ε. Μηλίγκου & Κ. Ροδιάδου-Αλμπάνη). Αθήνα: Κώδικας.

Flick, U. (2017). *Εισαγωγή στην Ποιοτική Έρευνα* (μτφρ. Ν. Ζιώγας, επιμ. Ν. Ναγόπουλος). Αθήνα: Προπομπός.

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

Ιωσηφίδης, Θ. (2003). *Ανάλυση Ποιοτικών Δεδομένων στις Κοινωνικές Επιστήμες*. Αθήνα: Κριτική.

- Ιωσηφίδης, Θ., & Σπυριδάκης, Μ. (Επιμ.) (2006). *Ποιοτική Κοινωνική Έρευνα. Μεθοδολογικές Προσεγγίσεις και Ανάλυση Δεδομένων* (πρόλογος Λ. Λεοντίδου). Αθήνα: Κριτική.
- Kress, G., & van Leeuwen, Th. (2010). *Η Ανάγνωση των Εικόνων: Η Γραμματική του Οπτικού Σχεδιασμού* (μτφρ. Γ. Κουρμεντάλα, επιμ.-θεώρηση, Φ. Παπαδημητρίου). Αθήνα: Επίκεντρο.
- Kuhn, T. (2004). *Η Δομή των Επιστημονικών Επαναστάσεων* (μτφρ. Γ. Γεωργακόπουλος & Β. Κάλφας, εισαγωγή & επιμ. Β. Κάλφας). Αθήνα: Σύγχρονα θέματα.
- Λάζος, Γ. (1998). *Το Πρόβλημα της Ποιοτικής Έρευνας στις Κοινωνικές Επιστήμες*. Αθήνα: Παπαζήσης.
- Λυδάκη, Α. (2012). *Ποιοτικές Μέθοδοι της Κοινωνικής Έρευνας (Νέα έκδοση συμπληρωμένη)*. Αθήνα: Καστανιώτης.
- Mason, J. (2003). *Η Διεξαγωγή της Ποιοτικής Έρευνας* (μτφρ. Ε. Δημητριάδου, επιμ. Ν. Κυριαζή). Αθήνα: Ελληνικά Γράμματα.
- Mishler, E.G. (1996). *Συνέντευξη Έρευνας: Νοηματικό Πλαίσιο και Αφήγημα* (μτφρ. Ν. Ρώντα, επιμ. Γ. Καλομοίρης). Αθήνα: Ελληνικά Γράμματα.
- Πηγιάκη, Δ. (1988). *Εθνογραφία: Η Μελέτη της Ανθρώπινης Διάστασης στην Κοινωνική και Παιδαγωγική Έρευνα*. Αθήνα: Γρηγόρη.
- Πουρκός, Μ. (Επιμ.) (2011α). *Λογοτεχνία-Διαλογικότητα-Ψυχολογία: Κριτικές Προσεγγίσεις*. Αθήνα: Διάδραση.
- Πουρκός, Μ. (Επιμ.) (2013α). *Δυνατότητες και Όρια της Μείξης των Μεθοδολογιών στην Κοινωνική, Ψυχολογική και Εκπαιδευτική Έρευνα: Επιστημολογικά και Μεθοδολογικά Ζητήματα των Προοπτικών Διεύρυνσης του Ερευνητικού Σχεδιασμού*. Αθήνα: Ίων.
- Πουρκός, Μ. (Επιμ.) (2015α). *Βίωμα και Βασισμένες στην Τέχνη Ποιοτικές Μέθοδοι Έρευνας: Επιστημολογικά-Μεθοδολογικά Ζητήματα και Νέες Προοπτικές*. Θεσσαλονίκη: Νησίδες.
- Πουρκός, Μ. (Επιμ.) (2015γ). *Προοπτικές και Όρια της Διαλογικότητας στον Μιχαήλ Μπαχτίν: Εφαρμογές στην Ψυχολογία, την Εκπαίδευση, την Τέχνη και τον Πολιτισμό*. Πάτρα: Opportuna.
- Πουρκός, Μ. (2016). *Πλαίσιο, Σώμα, Βίωμα, Αναπαραστάσεις: Θεμελιώδη Ζητήματα Ψυχολογίας και Ψυχοπαιδαγωγικής*. Αθήνα: Gutenberg.
- Πουρκός, Μ. (2017α). *Το Σώμα ως Τόπος Πληροφορίας, Μάθησης και Γνώσης: Νέες Προοπτικές στην Επιστημολογία και Μεθοδολογία της Ποιοτικής Έρευνας*. Αθήνα: Δίσigma.
- Πουρκός, Μ., & Δαφέρμος, Μ. (Επιμ.) (2010α). *Ποιοτική Έρευνα στις Κοινωνικές Επιστήμες: Επιστημολογικά, Μεθοδολογικά και Ηθικά Ζητήματα*. Αθήνα: Τόπος.
- Πουρκός, Μ., & Δαφέρμος, Μ. (Επιμ.) (2010β). *Ποιοτική Έρευνα στην Ψυχολογία και την Εκπαίδευση: Επιστημολογικά, Μεθοδολογικά και Ηθικά Ζητήματα*. Αθήνα: Τόπος.
- Πουρκός, Μ., & Κατσαρού, Ε. (Επιμ.) (2011). *Βίωμα, Μεταφορά και Πολυτροπικότητα: Εφαρμογές στην Επικοινωνία, την Εκπαίδευση, τη Μάθηση και την Γνώση*. Θεσσαλονίκη: Νησίδες.
- Σαββάκης, Μ. (2013). *Μικροκοινωνιολογία και Ποιοτική Έρευνα: Θεωρητικά Παραδείγματα και Εφαρμογές*. Αθήνα: Κριτική.
- Τσουρβάκας, Γ.Ε. (1997). *Ποιοτική Έρευνα – Οι Εφαρμογές της στη Μελέτη των Μέσων Μαζικής Επικοινωνίας*. Αθήνα: Εκδοτικός Όμιλος Συγγραφέων Καθηγητών.
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- Τσιώλης, Γ. (2014). *Μέθοδοι και Τεχνικές Ανάλυσης στην Ποιοτική Κοινωνική Έρευνα*. Αθήνα: Κριτική.
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- Voloshinov, V.N. (1998). *Μαρξισμός και Φιλοσοφία της Γλώσσας* (μτφρ. & πρόλογος Β.

EPA 509 (Instructor: M. Tzakosta)

1.GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	EARLY CHILDHOOD EDUCATION PEDAGOGY		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	EPA 509	SEMESTER	Winter - 3rd
COURSE TITLE	Genesis and evolution of language		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and Practice Exercises			
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>		3	5
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General Knowledge, Scientific Area		
PREREQUISITE COURSES:	EPA 501		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

2.LEARNING OUTCOMES

Learning Outcomes
<i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>(3) Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i>

(3) Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B (3) Guidelines for writing Learning Outcomes	
The main objective of the course is to familiarize students with theories of ontogenesis, phylogeny and evolution of language as well as, in general, with linguistic form/form, language use, evolution, change and contact.	
General Competencies	
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?	
Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	
Production of new research ideas	Others...
	
(5) Adapting to new situations (5) Autonomous work (5) Teamwork (5) Working internationally (5) Work at an interdisciplinary level	

3. SYLLABUS

The course analyses language from two perspectives. One perspective is *biological*: language is an exclusively human property, which leads us to believe that language is recorded in our genetic material. If language is "natural" – in the sense that we carry it intrinsically at birth – all human languages are, at least to some extent, similar in their structure. The other perspective from which we can look at language is *social*: language is an important, if not the most important, product of social action. Through these two perspectives, we will examine how and why languages are born, why and under what conditions they change and evolve, which rules remain strong over time and which weaken, what factors lead them to death, which needs require the construction of writing systems. In addition, it examines why languages and dialects differ from each other, we will discover that language shapes history but is also dynamically shaped by it as well as by social class, ethnicity, gender, and other parameters, such as the legal framework and the media.

4. TEACHING and LEARNING METHODS – EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the classroom										
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>											
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1"> <thead> <tr> <th>Activity</th><th>Semester Workload</th></tr> </thead> <tbody> <tr> <td>Lectures</td><td>35</td></tr> <tr> <td>Study and analysis of literature</td><td>60</td></tr> <tr> <td>Interactive Teaching</td><td>30</td></tr> <tr> <td>Course Total (25 hours of workload per credit)</td><td>125</td></tr> </tbody> </table>	Activity	Semester Workload	Lectures	35	Study and analysis of literature	60	Interactive Teaching	30	Course Total (25 hours of workload per credit)	125
Activity	Semester Workload										
Lectures	35										
Study and analysis of literature	60										
Interactive Teaching	30										
Course Total (25 hours of workload per credit)	125										
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	I. Written final exam (100%) which includes: - Multiple-choice questions - Open-ended questions - Benchmarking of theory elements										

5. ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

Academy of Athens. 2008. *Modern Greek dialectal varieties and their study at the Research Center of Modern Greek Dialects and Idioms* – ILNE of the Academy of Athens. Athens.

Anderson, S.R. and D.W. Lightfoot. 2002. *The Language Organ. Linguistics as Cognitive Physiology*.

C.U.P.

Aronoff, M. and J. Rees-Miller (eds.). 2001. *The Handbook of Linguistics*. Oxford: Blackwell.

Chambers, J.K., P. Trudgill and N. Schilling-Estes. 2004. *The Handbook of Language Variation and Change*. Oxford: Blackwell.

Comrie, B. (ed.). 1990. *The World's Major Languages*. Oxford: O.U.P.

Fromkin, V., R. Rodman and N. Hyams. 2003. *An Introduction to Language*. Thomson Heinle. Fromkin, V., R. Rodman and N. Hyams. 2008. *Introduction to the Study of Language*. Transl. E. Vazou, G.I. Xydopoulos, F. Papadopoulou & A. Tsagalidis. Scientific Eds. G.I. Xydopoulos. Athens: Patakis.

Kopidakis, M. (eds.) 1999. *History of the Greek language*. Athens: Greek Literary and Historical Archive.

Papanastasiou, G. 2008. *Modern Greek orthography, history, theory, application*. Thessaloniki: INS.

EPA 515 (Instructor: A. Fountoulakis)

(3) GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	PEDAGOGICAL DEPARTMENT OF PRESCHOOL EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	EPA 515	SEMESTER	1st
COURSE TITLE	GREEK MYTHOLOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and Discussions		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General Knowledge, Scientific Area		
PREREQUISITE COURSES:			

LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	

(5) LEARNING OUTCOMES

Learning Outcomes	
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B Guidelines for writing Learning Outcomes <i>Summary Guide to Writing Learning Outcomes</i>	
The course is an introduction to the study of Greek mythology. The purpose of the course is to familiarize students with Greek myths through their introduction to the scientific study of myths and the interpretation of relevant sources, as well as to the possible ways of using them in the field of education.	
General Competencies	
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?	
Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision-making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Project planning and management Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking Others...
• Autonomous Work • Teamwork • Working in an interdisciplinary environment • Exercise of criticism and self-criticism	

- Promotion of free, creative and inductive thinking.

(5) SYLLABUS

The course explores the meaning and types of myth, the sources - philological and non-literary - of mythological material, as well as the ways of its recomposition. At the same time, there is an overview of the principles of various schools associated with interpretative approaches to myth, such as ritual, liturgical, psychoanalytic, structural or semiotic interpretation. Reference is also made to representative samples of ancient Greek myths related to gods, demigods, heroes, great mythical houses, Panhellenic campaigns, elements of nature or ideas related to the social, political and religious life of people. These myths are examined both on a synchronic level and on a diachronic level in relation to modern "mythologies", but also with their survivals in art forms, such as fairy tales, films or comics, which nowadays are mainly aimed at children. Finally, reference is made to forms of approach, interpretation and didactic use of myths in the field of education, with particular emphasis on adapted narration and dramatization.

(5) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the classroom	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester Workload
	Lectures	49
	Independent Study	76
	Course Total (25 hours of workload per credit)	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	I. Written final examination	

<i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	
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(5) ATTACHED BIBLIOGRAPHY

-Suggested bibliography:

- Related academic journals:

A) BURKERT W., *Ancient Greek Religion: Αρχαϊκή and Κλασική Epochη*, μετ. N.P. Mbezantakos, A. Αβαγιανου του *Griechische Religion der archaischen und klassien Epoche* (Athens, 1993)

B) BUXTON R., *Aspects of the Imaginary in Ancient Greece: Mythology and its Contexts*, trans. T. Tyflopoulos of *Imaginary Greece: The Contexts of Mythology* (Thessaloniki, 2002)

C) BUXTON R., *The Greek Myths: A Complete Guide*, trans. T. Tyflopoulos of *The Complete World of Greek Mythology* (Athens, 2004) (proposed to be distributed free of charge)

Δ) CARPENTER T.H., *Art and Myth in Ancient Greece* (London, 1991)

E) CSAPO, E., *Theories of Mythology* (Malden, Mass. & Oxford, 2005)

ΣΤ) DOWDEN K., *The Uses of Greek Mythology* (London and New York, 1992)

Z) EDMUNDS L. (ed.), *Approaches to Greek Myth* (Baltimore and London, 1990)

H) FARNELL L.R., *The Hero in Ancient Greek Religion*, trans. E. Papadopoulou of *Heroic Cults in Ancient Greece and the Ideas of Immortality* (Athens, 1996)

I) GRIMAL P., *Dictionary of Greek and Roman Mythology*, ed. by V. Atsalos, trans. of *Dictionnaire de la mythologie grecque et romaine* (Thessaloniki, 1991)

I) GRAF F., *Greek Mythology: An Introduction*, tr. by T. Marier of *Griechische Mythologie* (Baltimore and London, 1993)

K) KAKRIDIS I.TH. (ed.), *Greek Mythology*, vol. 1-5 (Athens, 1986)

L) KARAKANTZA ED., *Ancient Greek Myths: The Theoretical Discourse of the 2nd Century on Nature and Their Interpretation* (Athens, 2004)

M) KERENYI K., *The Mythology of the Greeks*, trans. D. Stathopoulos of *Die Mythologie der Griechen*

(Athens, 1975)

(n) KIRK G.S., *The Nature of Greek Myths*, trans. G.E. Katsalaki, K. Psychogios of *The Nature of Greek Myths* (Heraklion, 2006)

IE) SOURVINOU-INWOOD C., *"Reading" Greek Culture* (Oxford, 1991)

(P) VERNANT J.-P., *Myth and Thought in Ancient Greece*, trans. St. Georgoudi of *Mythe et pensée chez les grecs*, vol. 1-2 (Athens, 1976)

EPA 516 (Instructor: M. Tzakosta)

- **GENERAL**

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	EARLY CHILDHOOD EDUCATION PEDAGOGY		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	EPA 516	SEMESTER	Winter - 3rd
COURSE TITLE	THEORETICAL AND APPLIED LINGUISTICS ISSUES		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and Practice Exercises			
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).		3	5
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General Knowledge, Scientific Area		
PREREQUISITE COURSES:	EPA 501		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

(3) LEARNING OUTCOMES

Learning Outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A (5) Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area (5) Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B (5) Guidelines for writing Learning Outcomes
The main objective of the course is to familiarize students with fundamental issues of linguistic theory. A distinction will be made between the levels of grammar, phonology, morphology, syntax and semantics, and the points in which language theories find practical application, such as language acquisition, second language learning, bilingualism, learning difficulties and language problems, will

be discussed.	
General Competencies	
<i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
(5) Adapting to new situations (5) Autonomous work (5) Teamwork (5) Working internationally (5) Work at an interdisciplinary level	

(3) SYLLABUS

The objectives of the course are to familiarize students with fundamental issues of linguistic theory and to connect the latter with applied areas of language science, such as language acquisition, second language learning and teaching, bilingualism and language problems presented by preschool children. Cases of linguistic isolation, people who speak Creole and pidgin languages, and people with acquired learning and language difficulties, e.g. aphasia, will be discussed. Our discussion will be facilitated by the analysis of grammar at its distinct levels, i.e. phonology, morphology, syntax, semantics and pragmatics.
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(3) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the classroom
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	

TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1"> <thead> <tr> <th>Activity</th><th>Semester Workload</th></tr> </thead> <tbody> <tr> <td>Lectures</td><td>35</td></tr> <tr> <td>Study and analysis of literature</td><td>60</td></tr> <tr> <td>Interactive Teaching</td><td>30</td></tr> <tr> <td>Course Total (25 hours of workload per credit)</td><td>125</td></tr> </tbody> </table>	Activity	Semester Workload	Lectures	35	Study and analysis of literature	60	Interactive Teaching	30	Course Total (25 hours of workload per credit)	125
Activity	Semester Workload										
Lectures	35										
Study and analysis of literature	60										
Interactive Teaching	30										
Course Total (25 hours of workload per credit)	125										
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	I. Written final exam (100%) which includes: - Multiple-choice questions - Open-ended questions - Benchmarking of theory elements										

(3) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Related academic journals:

Anderson, S.R. and D.W. Lightfoot. 2002. *The Language Organ. Linguistics as Cognitive Physiology*. C.U.P.

Antilla, R. 1989. *Historical and Comparative Linguistics*. Amsterdam: Philadelphia: John Benjamins.

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- Culicover, P. 1997. *Principles and Parameters. An Introduction to Syntactic Theory*. Oxford University Press.
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- Ladefoged, P. 2001. *Vowels and Consonants. An Introduction to the Sounds of Language*. Oxford: Blackwell.
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- Martinet, A. 1987. *Elements of General Linguistics*. Trans. Agathoklis Charalambopoulos. Thessaloniki: Aristotle University of Thessaloniki, Institute of Modern Greek Studies.
- McCarthy, J. 2002. *A Thematic Guide to Optimality Theory*. Oxford: C.U.P.
- McCarthy, J.J. 2004. *Optimality Theory in Phonology. A Reader*. Oxford: Blackwell.
- Babinotis, Georgios. 1985b. *Linguistic Schools. European and American Structuralism*. Athens.
- Nespor, M. 1999. *Phonology*. (Adaptation to the Greek Language. A. Ralli-M. Nespor). Athens: Patakis.
- O'Grady, W. and J. Archibald (eds.). 2000. *Contemporary Linguistic Analysis. An Introduction*. Addison Wesley Longman.
- Spencer, A. 1991. *Morphological Theory*. Oxford: Blackwell.
- Spencer, A. 1996. *Phonology*. Oxford: Blackwell.
- Spencer, A. and A.M. Zwicky (eds.). 1998. *The Handbook of Morphology*. Oxford: Blackwell.
- Tzakosta, M. (eds.) 2015a. *Language learning and teaching in multicultural environments: integrating linguistic divergence and linguistic diversity into the classroom*. Athens: Gutenberg-Dardanos.

Tzakosta, M. (ed.) 20015b. The teaching of modern Greek language varieties and dialects in primary and secondary education: Theoretical approaches and teaching applications. Athens: Gutenberg-Dardanos. (recommended for free distribution to students).

Filippaki-Warburton, Irene. 1992. *Introduction to Theoretical Linguistics*. Athens: Nefeli Publications.

EPA 517 (Instructor: M. Tzakosta)

1. GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	EARLY CHILDHOOD EDUCATION PEDAGOGY		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	EPA 517	SEMESTER	Winter - 3rd
COURSE TITLE	Neurolinguistics - Biolinguistics		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and Practice Exercises			
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>		3	5
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General Knowledge, Scientific Area		
PREREQUISITE COURSES:	EPA 114		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

2.LEARNING OUTCOMES

Learning Outcomes
<i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>(3) Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i>

(3) Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B (3) Guidelines for writing Learning Outcomes	
The main objective of the course is to familiarize students with neurolinguistic/biolinguistic theories of language development.	
General Competencies	
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
(5) Adapting to new situations (5) Autonomous work (5) Teamwork (5) Working internationally (5) Work at an interdisciplinary level	

3. SYLLABUS

Neurolinguistics - Biolinguistics examines the relationship between language and communication with various aspects of brain function. This means that Neurolinguistics - Biolinguistics presupposes the interaction of multiple scientific fields, i.e. linguistics, psychology, neurology, biology. The course discusses and analyzes theoretical models, experimental procedures, neuroimaging studies that highlight the ways in which various brain dysfunctions lead to language disorders both at the level of perception and speech production in populations of preschool and primary school children (specific language disorders), adults (aphasias) as well as bilingual and non-lingual speakers.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the classroom
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	
TEACHING METHODS	

The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS	Activity	Semester Workload
	Lectures	30
	Study and analysis of literature	60
	Interactive Teaching	35
	Course Total (25 hours of workload per credit)	125
STUDENT PERFORMANCE EVALUATION		
Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other Specifically-defined evaluation criteria are given, and if and where they are accessible to students.	I. Written final exam (100%) which includes: - Multiple-choice questions - Open-ended questions - Benchmarking of theory elements	

5. ATTACHED BIBLIOGRAPHY

Suggested bibliography: - Related academic journals: Ahlsten, E. 2006. <i>Introduction to Neurolinguistics</i>. Amsterdam: John Benjamins. Akmajan, A., R.A. Demers, A.K. Farmer & R.M. Harnish. 2001. <i>Linguistics. An Introduction to Language and Communication</i>. Massachusetts: The MIT Press. Anderson, J.R. 2007. <i>How Can the Human Mind Occur in the Physical Universe?</i> Oxford: O.U.P. Anderson, S.R. and D.W. Lightfoot. 2002. <i>The Language Organ. Linguistics as Cognitive Physiology</i>. C.U.P.

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- Maassen, B., R. Kent, H. Peters, P. van Lieshout & W. Hulstijn. 2004. *Speech Motor Control in Normal and Disordered Speech*. Oxford. O.U.P.
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- O' Grady, W., J. Archibald, M. Aronoff & J. Rees-Miller. 2005. *Contemporary Linguistics. An Introduction*. Bedford/ St. Martins.
- Passingham, R. 2008. *What is Special About the Human Brain?* Oxford: O.U.P.

Patel, A.D. 2008. *Music, Language and the Brain*. Oxford : O.U.P.

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Pinker, S. 1997. *How the Mind Works*. New York/ London: Norton.

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Sousa, D.A. 2005. *How the Brain Learns to Read*. California: Corwin Press.

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Sousa, D.A. 2007. *How the Special Needs Brain Learns*. California: Corwin Press.

EPA 605 (Tutor: M. Linardakis)

1. GENERAL INFORMATION

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

2. LEARNING OUTCOMES

Learning Outcomes

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

3. COURSE CONTENT

Main contents:

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

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the computer lab.	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	40
	Homework	20
	Study	20
	Total (25 hours of workload for each ECTS credit)	125
STUDENTS' ASSESSMENT		

5. RECOMMENDED READING

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

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

(3)EPA 704

- **GENERAL**

SCHOOL	EDUCATION SCIENCES		
SECTION	PEDAGOGICAL DEPARTMENT OF PRESCHOOL EDUCATION		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	EPA 704	SEMESTER OF STUDIES	3rd
COURSE TITLE	PHYSICAL EDUCATION OF INFANTS I		
INDEPENDENT TEACHING ACTIVITIES <i>in case the credits are awarded in distinct parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, indicate the weekly teaching hours and the total credits</i>		TEACHING WEEKS	CREDITS
		3	5
Add rows if needed. The teaching organization and the teaching methods used are described in detail in 4.			
COURSE TYPE <i>background, general knowledge, scientific area, skills development</i>	Skills Development		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes		
ONLINE COURSE PAGE (URL)			

- **LEARNING OUTCOMES**

Learning Outcomes <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> <i>Consult Appendix A</i> • Description of the Level of Learning Outcomes for each cycle of study according to the European Higher Education Area Qualifications Framework (5) Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning

(3) Summary Guide to Writing Learning Outcomes

The aim of the course is for students to understand and determine the dimension and role of the application of motor activities and play in preschool children.

General Competencies

Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and listed below), which of them is the course aimed at?

Search, analyze and synthesize data and information, using the necessary technologies

Autonomous work

Teamwork

Search, analyze and synthesize data and information using the necessary technologies

Decision-making
Autonomous work
Teamwork

- COURSE CONTENT**

Programs with simple and complex activities are presented, with specific individual goals (flexibility, strength, speed, dexterity, endurance, etc.) and basic positions and postures.

- TEACHING and LEARNING METHODS - ASSESSMENT**

DELIVERY <i>METHOD Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i>		
TEACHING ORGANIZATION <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Literature Study & Analysis, Tutoring, Practical (Placement), Clinical Practice, Art Workshop, Interactive Teaching, Educational Visits, Project Preparation, Writing a Paper / Assignments, Artistic Creation, etc.</i> <i>The student's study hours for each learning activity as well as the hours of unguided study are listed so that the total workload at</i>	Activity	Semester Workload
	Lectures	55
	Practical training with and without equipment in the Gym	70

semester level corresponds to the ECTS standards		
	Course Total (25 hours of workload per credit)	125
STUDENT EVALUATION <i>Description of the evaluation process</i> <i>Assessment Language, Assessment Methods, Formative or Inferential, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Examination, Public Presentation, Laboratory Paper, Clinical Patient Examination, Artistic Interpretation, Other/Others</i> <i>Explicitly identified evaluation criteria and whether and where they are accessible to students are mentioned.</i>	Written assignment	

• **RECOMMENDED-BIBLIOGRAPHY**

Goodway, J., Ozmun, J. & Gallahue, D. (2024). *Κατανοώντας την κινητική ανάπτυξη*, Εκδόσεις: Κωνσταντάρας. ISBN: 9786188620667.

EPA 705 (Tutor: S. Zervoudakis)

1. GENERAL INFORMATION

SCHOOL	FACULTY OF EDUCATION		
DEPARTMENT	PRESCHOOL EDUCATION		
STUDY LEVEL	Undergraduate		
COURSE CODE	EPA 705	SEMESTER	3rd
COURSE TITLE	MUSIC AND RHYTHMIC EDUCATION III		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures, Workshops		3	5
COURSE TYPE	General Knowledge, Skills Development		

PREREQUISITIES	MOY 100, MOY 101
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek
COURSE IS OFFERED TO ERASMUS STUDENTS	Yes
COURSE WEBSITE	

2. LEARNING OUTCOMES

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

3. COURSE CONTENT

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

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	ICT in class and in communication	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	10
	Workshops	35
	<i>Interactive teaching</i>	10
	<i>Individual study</i>	20

	COURSE TOTAL	75	
STUDENTS' ASSESSMENT	1. Final written exam (80%) 2. Presentation of Personal Assignment (20%)		

5. RECOMMENDED READING

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

EPA 407

1. GENERAL INFORMATION

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

2. LEARNING OUTCOMES

Learning Outcomes
Epistemological constitution of science education and initiation to science education.

General Abilities

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

3. COURSE CONTENT

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

- the systematic examination of problems related to the understanding of natural science concepts,
- the use of existing research data - especially those referring to students' misunderstandings - in teaching,
- corrective intervention in the transformation of the content to be taught,
- exploiting existing learning tools to integrate effectively into teaching.
- the first ideas of the students regarding concepts and phenomena of the Natural Sciences and how they can be the starting point for the formation of the school natural-scientific knowledge.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing in class, Discussions – Work presentation – Experiential classes. Hybrid course offered at distance in the Learning Management System of the University of Crete (e-class) in the following link: http://eclass.edc.uoc.gr/eclass/ (in Greek).	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the of e-learning	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	45
	Group work	10
	Individual work	10
	Independent study	35
		125
STUDENTS' ASSESSMENT	Final written examination - Oral examination - Optional or obligatory written work.	

5. RECOMMENDED READING

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

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

Articles in English available in the following link:

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

EPA 710

1 GENERAL

SCHOOL	EDUCATION SCIECES		
SECTION	PEDAGOGICAL DEPARTMENT OF PRESCHOOL EDUCATION		
LEVEL OF STUDY	UNDERGRADUATE		
COURSE CODE	EPA 710	SEMESTER OF STUDIES	4th onwards
COURSE TITLE	Physical Education for Infants II		
INDEPENDENT TEACHING ACTIVITIES <i>in case the credits are awarded in distinct parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, indicate the weekly teaching hours and the total credits</i>		TEACHING WEEKS	CREDITS
		3	5
Add rows if needed. The teaching organization and the teaching methods used are described in detail in 4.			
COURSE TYPE <i>background, general knowledge, scientific area, skills development</i>	Skills Development		
PREREQUISITE COURSES:	EPA 704		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	Yes		
ONLINE COURSE PAGE (URL)			

2 LEARNING OUTCOMES

Learning Outcomes
<i>The learning outcomes of the course are described, the specific knowledge, skills and abilities of an appropriate level that the</i>

students will acquire after the successful completion of the course. Consult Appendix A • Description of the Level of Learning Outcomes for each cycle of study according to the European Higher Education Area Qualifications Framework • Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B • Summary Guide to Writing Learning Outcomes	
Students should be able to compose a Physical Education program for kindergarten, with activities with or without instruments, with individual goals of agility, balance, jumping ability and body handling.	
General Competencies <i>Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and listed below), which of them is the course aimed at?.</i>	
<i>Search, analyze and synthesize data and information, using the necessary technologies</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Autonomous work</i> <i>Teamwork</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Deriving 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>Demonstration of social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Exercise of criticism and self-criticism</i> <i>Promoting free, creative and inductive thinking</i>
Adapting to new situations Autonomous work Teamwork Exercise of criticism and self-criticism	

3 COURSE CONTENT

The purposes of physical education for preschool children, the role of the teacher and its connection with the child's motor, social, mental and emotional development are described. Basic knowledge of anatomy and physiology of the human body is taught.

4 TEACHING and LEARNING METHODS - ASSESSMENT

DELIVERY <i>METHOD Face-to-face, Distance learning, etc.</i>	Face-to-face																								
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES <i>Use of ICT in Teaching, Laboratory Training, Communication with Students</i>																									
TEACHING ORGANIZATION <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Literature Study & Analysis, Tutoring, Practical (Placement), Clinical Practice, Art Workshop, Interactive Teaching, Educational Visits, Project Preparation, Writing a Paper / Assignments, Artistic Creation, etc.</i> <i>The student's study hours for each learning activity as well as the hours of unguided study are listed so that the total workload at semester level corresponds to the ECTS standards</i>	<table border="1"> <thead> <tr> <th>Activity</th><th>Semester Workload</th></tr> </thead> <tbody> <tr> <td>Lectures</td><td>55</td></tr> <tr> <td>Internship</td><td>70</td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr> <td>Course Total (25 hours of workload per credit)</td><td>125</td></tr> </tbody> </table>	Activity	Semester Workload	Lectures	55	Internship	70																	Course Total (25 hours of workload per credit)	125
Activity	Semester Workload																								
Lectures	55																								
Internship	70																								
Course Total (25 hours of workload per credit)	125																								
STUDENT EVALUATION <i>Description of the evaluation process</i> <i>Assessment Language, Assessment Methods, Formative or Inferential, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Examination, Public Presentation, Laboratory Paper, Clinical Patient Examination, Artistic Interpretation, Other/Others</i> <i>Explicitly identified evaluation criteria and whether and where they are accessible to students are mentioned.</i>	Written exam																								

(5) RECOMMENDED-BIBLIOGRAPHY

-Suggested Bibliography:

Tsapakidou Angeliki. *Motor skills*. Studio Press

SEMINARS

SEM 123

1. GENERAL INFORMATION

SCHOOL	SCHOOL OF EDUCATION		
DEPARTMENT	PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SEM 123	SEMESTER	Spring
COURSE TITLE	ORGANIZATION AND MANAGEMENT IN EDUCATION: <i>CASE STUDY RESEARCH IN EDUCATIONAL SETTINGS</i> [WITH EMPHASIS ON MANAGEMENT AND LEADERSHIP IN EDUCATION]		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Small-scale research projects, design and performance of Case Study research in simulated settings.		3	5
COURSE TYPE		SCIENTIFIC/RESEARCH AREA –SKILLS DEVELOPMENT	
PREREQUISITIES		EPA 111 ORGANIZATION AND MANAGEMENT IN EDUCATION	
LANGUAGE OF INSTRUCTION AND ASSESSMENT		GREEK	
COURSE IS OFFERD TO ERASMUS STUDENTS			
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes	
The seminar aims to familiarize students with the distinction between qualitative and quantitative research methods. We proceed with a further discussion on principles and practices of the Case Study research strategy, focusing mainly on the Management and Leadership in Education field.	
General Abilities	
Literature research and knowledge acquisition with the support of ITT Designing and managing a project Cooperative work to accomplish a project -development of communicative skills	

Critical analysis and self-critique skills
 Decision-making
 Working in interdisciplinary environment
 Promoting free, creative and proactive thought

3. COURSE CONTENT

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

A prescriptive definition of the Case Study.

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

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

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

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Face-to-face	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	ITT use in class Learning support via the e-class platform	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures- Case Studies analysis	15
	Group project in a given Case Study or on a selected area	39
	Self-study	46
	Total study hours	125 HOURS/ 5 ECTS
STUDENTS' ASSESSMENT	1/ <u>EVALUATION OF RESEARCH SKILLS</u> in class work material (10%) 2/ <u>EVALUATION OF PARTICIPATION IN GROUP- PROJECT WORK</u> (30%) 3/ <u>EVALUATION OF IMPLEMENTING THE SPECIFIC RESEARCH STRATEGY</u> in the simulation [project] environment (25%) 4/ <u>PRESENTATION OF THE GROUP RESEARCH WORK</u> (35%) ,as follows: 4.1. PPT presentation in class (15%) 4.2. Simulation paper writing-up, according to international journal specifications (20%)	

5. RECOMMENDED READING

SETBOOK:

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

FURTHER READING:

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

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

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

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

Topic-related Literature Review

Topic-related Journals: Authors' guide and specifications

SEM 121 (Instructors: N. Zaranis or E. Chlapana)

(3) GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	Department of Early Childhood Education		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	SEM 121	SEMESTER	3rd
COURSE TITLE	Digital Literacy Seminar		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits,</i>		WEEKLY TEACHING HOURS,	CREDITS
Lectures and Practice Exercises		3	5
Add rows if needed. The teaching organization and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Area		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	http://eclass.edc.uoc.gr/eclass/courses/		

(3) LEARNING OUTCOMES

Learning outcomes	
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes	
The purpose of the course is to introduce students to a) Concepts of digital literacy b) Construction of interactive educational software related to digital literacy c) Creation of small interactive applications for Kindergarten. Upon successful completion of the course, the student will be able to: • Build interactive educational software for kindergarten on windows and android operating system.	
General Competencies	
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?	
Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision-making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas	
• Search, analyze and synthesize data and information, using the necessary technologies	

(3) SYLLABUS

- i. Introduction to the concepts of emerging literacy and digital literacy
- ii. Design of interactive applications of emerging digital literacy in Kindergarten

(3) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the classroom and in the Computer Lab																							
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Basic Computer Operation Software Support of the Learning process through the electronic platform e-class																							
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table><tr><th>Activity</th><th>Semester Workload</th></tr><tr><td>Lectures</td><td>40</td></tr><tr><td>Exercises in the Laboratory</td><td>25</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td>Independent Study</td><td>60</td></tr><tr><td>Course Total</td><td>125</td></tr></table>		Activity	Semester Workload	Lectures	40	Exercises in the Laboratory	25													Independent Study	60	Course Total	125
Activity	Semester Workload																							
Lectures	40																							
Exercises in the Laboratory	25																							
Independent Study	60																							
Course Total	125																							

	(25 hours of workload per credit)	
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Presentation of Individual Work	

(3) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
- Related academic journals:

A) Makrakis V.: Hypermedia in Education. "Metaichmio", Athens 2000, (it is proposed to be distributed free of charge).

B) Issues of design and evaluation of hypermedia software, Tasos Mikropoulos, Klidarithmos, Athens 2000.

C) A. Raptis & A. Rapti, Learning and Teaching in the Information Age: A Holistic Approach, "ed. Ibid.", Athens 2013 (it is proposed to be distributed free of charge).

D) Nikolaos Zaranis & Vassilios Oikonomidis, Communication and Information Technologies in Early Childhood Education. "Grigoris Publications", Athens 2008 (it is proposed to be distributed free of charge).

E) Tafa, E. (2011). Reading and writing in early childhood education. Athens: Pedio.

(F) Tzifopoulos, M.C. (2010). Digital literacy of candidate teachers. Conditions and prospects. Athens: Kyriakidis Bros S.A.

G) Kapaniaris, A.G., & Papadimitriou, E.M. (2012). Information literacy in the new digital school. Thessaloniki: Zi.

SEM 122 (Instructor: K. Trouli)

1 GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	PEDAGOGICAL DEPARTMENT OF PRESCHOOL EDUCATION		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	SEM122	SEMESTER	6th Spring
COURSE TITLE	PSYCHOMOTOR EDUCATION SEMINAR		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Laboratory exercises, Presentations of topics by students		3	5

<i>Add rows if needed. The teaching organization and the teaching methods used are described in detail at (d).</i>		
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Area Science, Skills Development	
PREREQUISITE COURSES:	TEACHING APPROACHES TO PSYCHOMOTOR EDUCATION (EPA 204)	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (with written assignment)	
COURSE WEBSITE (URL)		

2 LEARNING OUTCOMES

Learning outcomes	
<i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>	
The aim of the seminar is to explore and discuss issues related to psychomotor in the context of education and therapy, as well as the initiation of students to appropriate research methods and the writing of a scientific paper. Upon successful completion of the seminar, the student will be able to: (3) Search for the appropriate literature and articles for the study of their topic. (3) Design a integrated research in educational practice (3) Use relevant research tools appropriately to collect data on the motor and psychomotor development of preschool children. (3) Interpret, analyze and discuss the results of applied research in practice in a systematic and scientifically sound manner.	
General Competencies	
<i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
Search, analyze and synthesize data and information, using the necessary	

technologies • Decision-making • Autonomous Work • Teamwork • Exercise of criticism and self-criticism • Working in an interdisciplinary environment • Brainstorming new research ideas • Project planning and management • Respect for diversity and multiculturalism • Promoting free, creative and inductive thinking

3 SYLLABUS

▪ Scientific research planning ▪ Search for appropriate literature and articles ▪ Writing a scientific paper ▪ Presentation of instruments for the assessment of motor and psychomotor development ▪ Selection of evaluation tools to be adopted for practical application by students ▪ Analysis of the implementation process on a scientific and methodologically sound basis ▪ Putting the evaluation process into practice ▪ Analysis and interpretation of the evaluation results
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4 TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face in the classroom and in the lab																
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support of the Learning process through the electronic platform e-class																
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table> <tr> <th>Activity</th><th>Semester Workload</th></tr> <tr> <td>Lectures</td><td>13</td></tr> <tr> <td>Laboratory exercise</td><td>18</td></tr> <tr> <td>Teamwork</td><td>15</td></tr> <tr> <td>Individual work</td><td>15</td></tr> <tr> <td>Independent Study</td><td>31</td></tr> <tr> <td>Paper Writing</td><td>33</td></tr> <tr> <td>Course Total (25 hours of workload per credit)</td><td>125</td></tr> </table>	Activity	Semester Workload	Lectures	13	Laboratory exercise	18	Teamwork	15	Individual work	15	Independent Study	31	Paper Writing	33	Course Total (25 hours of workload per credit)	125
Activity	Semester Workload																
Lectures	13																
Laboratory exercise	18																
Teamwork	15																
Individual work	15																
Independent Study	31																
Paper Writing	33																
Course Total (25 hours of workload per credit)	125																
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are</i>	Final work (100%) including: - Application of research in educational practice - Presentation of their research - Applying their completed work.																

given, and if and where they are accessible to students.

5 ATTACHED BIBLIOGRAPHY

-Suggested Bibliography:

-Related scientific journals:

1. Kalverboer, A.F., Hopkins, B., & Geuze, R. (eds.) (2020). *Motor Development in Early and Late Childhood. Cross-temporal approaches.* Goula, A. (trans.) Zaragas, C. (ed.). Athens: Gutenberg.
2. Zimmer, R. (2007). *Handbook of Physical Education. From Theory to Practice* (A. Kampas, ed.). Athens: Athlotyp.
3. Gallahue, D. (2002) (transl. Chr. Evangelinou). *Developmental Physical Education for Today's Children.* Thessaloniki: University Studio Press
4. Sakellariou, M. (2012). *Introduction to the didactics of the pedagogical work of the Kindergarten. Theoretical approaches and didactic applications.* Thessaloniki: ed. Syng.
5. Creswell, J. W. (2011). *Research in education. Design, conduct and evaluation of quantitative and qualitative research.* Athens: Ion/Ellin Publications.
6. Mertens, D. M. (2009). *Research and evaluation in education and psychology.* Athens: Metaichmio.

SEM 123

(3) GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	EARLY CHILDHOOD EDUCATION PEDAGOGY		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	SEM 123	SEMESTER	Spring
COURSE TITLE	SEMINAR ON THE ORGANIZATION AND MANAGEMENT OF EDUCATION The research strategy of the Case Study and its contribution to the Organization and Management of Education		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Delivery – Assignment of research activities and small-scale team-collaborative projects. Analysis of published Case studies from the international research field. Design and simulation of execution of a Case Study		3	5

<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>		
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Area, Skills Development	
PREREQUISITE COURSES:	EPA 111 "ORGANIZATION AND ADMINISTRATION OF EDUCATION"	
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek	
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES	
COURSE WEBSITE (URL)		

(3) LEARNING OUTCOMES

Learning Outcomes	
<i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>	
The aim of the course is to familiarize students first with qualitative research and then with Case Study. The understanding of the content of the specific research strategy is sought and the methodological steps followed during the design, execution and analysis of the data of a Case Study in the field of Education Organization and Management are taught	
General Competencies	
<i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i>

- *Search, analyze and synthesize data and information, using the necessary technologies*
- *Project planning and management*
- *Teamwork-Exercise in demonstrating collaborative-communication skills*
- *Exercise of criticism and self-criticism*
- *Working in an interdisciplinary environment*
- *Generating new research ideas*
- *Promoting free, creative and inductive thinking*

(3) SYLLABUS

Introduction to the types of research. Distinction between quantitative and qualitative techniques. Conceptual approach to the terms used and analysis of the content of the Case Study in the Organization, Management and Leadership of Education.

The Case Study as a way of teaching and exercising the students of the pedagogical departments on issues of daily administrative practice and leadership capabilities in the school unit. The necessity of adopting this research strategy. The issue of research ethics and ensuring the anonymity of subjects within the framework of Greek legislation. The issues of generalization and reliability of research. Modern computer programs for the analysis of qualitative data. Their adoption and usefulness.

CONDUCT SMALL-SCALE RESEARCH BY STUDENTS AND ANALYZE IT ACCORDING TO THE THEORY TAUGHT

4 TEACHING and LEARNING METHODS - ASSESSMENT

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support of the Learning process through the electronic platform e-class	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>		
	Activity	Semester Workload
	Lectures - Case studies in the classroom	35
	Group Work in a Case Study or on a Selected Topic	40
	Independent Study	50

<i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Course Total (25 hours of workload per credit)	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	1/ <u>EVALUATION OF PARTICIPATION</u> in team-collaborative projects (30%) 2/ <u>EVALUATION OF THE DEVELOPMENT AND ANALYSIS OF THE SPECIFIC RESEARCH STRATEGY</u> in the simulation environment. (30%) 3/ <u>PRESENTATION OF THE RESEARCH PAPER</u> (40%) 4.1. In the classroom using PPT (20%) 4.2. in the form of a scientific article in writing (20%)	

5 ATTACHED BIBLIOGRAPHY

Argyropoulou, E. (2018) "ORGANIZATION, ADMINISTRATION AND OPERATION OF THE PRIMARY EDUCATION" ed. Kritiki, Athens [distributed]

Further study

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

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

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

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

List of specialized articles and bibliography by thematic unit (distributed by the Lecturer).

Instructions for writing a scientific article - according to international standards (distributed by the Teacher).

SEM 124 (Instructor: G. Manolitsis)

1. GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	EARLY CHILDHOOD EDUCATION PEDAGOGY		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	SEM 124	SEMESTER	4th
COURSE TITLE	Seminar on Psychopedagogical Measurement and Evaluation in Early Childhood Education		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Laboratory exercises, Presentations of topics by students		3	5
Add rows if needed. The teaching organization and the teaching methods used are described in detail in (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Area, Skills development		
PREREQUISITE COURSES:	Two lessons from the module of Pedagogy (EPA 100)		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning outcomes	
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A (5) Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area (5) Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B (5) Guidelines for writing Learning Outcomes	
This seminar aims to familiarize students with the techniques and means of measurement and evaluation used by preschool psychopedagogy. Upon successful completion of the course, the student will be able to: a) use strategies to detect preschool children with developmental problems or with high abilities (gifted children) and b) to evaluate in reliable and valid ways the performance of children in kindergarten.	
General Competencies	
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?	
Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision-making Working independently Team work	Project planning and management Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking

Working in an international environment Working in an interdisciplinary environment Production of new research ideas	 Others...
(3) Autonomous work (3) Deriving new research ideas (3) Promoting free, creative and inductive thinking (3) Exercise of criticism and self-criticism (3) Search, analyze and synthesize data and information, using the necessary technologies	

3. SYLLABUS

The syllabus of the seminar course will include: a) Issues related to the development, implementation, grading, analysis and interpretation of the most important measuring instruments used for the assessment of preschool children (e.g. Athena test, CPM Raven, PPVT, Battelle Developmental Inventory, assessment scales and checklists of child behavior, sociometric tests, etc.), b) Issues related to modern alternative forms of evaluation of children's performance (e.g. portfolio folders).
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4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	a) Guidance of a small group of students in the preparation of small scientific studies b) Presentation of assignments by students and discussion of each topic in the classroom.																				
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support of the Learning process through the electronic platform e-class																				
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table> <tr> <th>Activity</th><th>Semester Workload</th></tr> <tr> <td>Presentation of work in class</td><td>30</td></tr> <tr> <td>Writing a scientific study-paper</td><td>70</td></tr> <tr> <td>Oral support of scientific study</td><td>25</td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td>Course Total (25 hours of workload per credit)</td><td>125</td></tr> </table>	Activity	Semester Workload	Presentation of work in class	30	Writing a scientific study-paper	70	Oral support of scientific study	25											Course Total (25 hours of workload per credit)	125
Activity	Semester Workload																				
Presentation of work in class	30																				
Writing a scientific study-paper	70																				
Oral support of scientific study	25																				
Course Total (25 hours of workload per credit)	125																				
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i>	I. Written Assignment (70%)																				

<i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	II. Presentation of the topic of the work in class (20%) III. Oral support of the written assignment (10%)
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5. ATTACHED BIBLIOGRAPHY

-Suggested Bibliography:

- Manolitsis, G. (2013). *Assessment of the behavior of preschool children: Detection of behavior problems in the classroom with the KESPI-A*. Athens: Pedio.
- Slavin, R.E. (2007). *Educational Psychology*. (E. Ekekaki, trans., K.M. Kokkinos, Ed.). Athens: Metaichmio.

-Related scientific journals:

SEM 125 (Instructor: E. Synodi)

1. GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	PRIMARY EDUCATION		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	SEM 125	SEMESTER	7
COURSE TITLE	SEMINAR ON COMPARATIVE EARLY CHILDHOOD PEDAGOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	5
Add rows if needed. The teaching organization and the teaching methods used are described in detail at (d)			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific area		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes	
DEVELOPMENT OF CRITICAL THINKING AND REFLECTION DEVELOPMENT OF INTERCULTURAL COMMUNICATION	
General Competencies <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas ,</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking.....</i> <i>Others.....</i>
(5) Autonomous Work (3) Respect for diversity and multiculturalism (3) Exercise of criticism and self-criticism (3) Promoting free, creative and critical thinking	

3. SYLLABUS

PERCEPTIONS OF THE RELATIONSHIPS BETWEEN TEACHERS AND CHILDREN AND CHILDREN WITH EACH OTHER PERCEPTIONS OF HUMAN NATURE, LEARNING AND DEVELOPMENT PERCEPTIONS OF DIDACTICS Children's rights and anti-racist education

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the classroom	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support of the Learning process through the students' web, powerpoints, slides, power points, videos	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester Workload
	Lectures	10
	Small individual tasks (optional)	-----
	Presentation of projects	30
	Independent Study	50
	Study & analysis of literature in groups in the classroom	25
	Interactive Teaching	10
	Course Total (25 hours of workload per credit)	125

STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Evaluation of participation in the Seminar and presentation. Evaluation of a written final thesis.
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5. ATTACHED BIBLIOGRAPHY

- Anti-racist education guide. (2012). By G. Tsiakalos Epikentro Publications
- The early years of childhood lay the foundations of racial equality. Iram Siraj-Blatchford. 2012, Thessaloniki: Epikentro

SEM 126 (Instructor: E. Synodi)

i. GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	PRIMARY EDUCATION		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	SEM 126	SEMESTER	7
COURSE TITLE	SEMINAR ON COMPARATIVE PEDAGOGY		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	7
Add rows if needed. The teaching organization and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific area		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)			

2.LEARNING OUTCOMES

Learning outcomes	
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A (5) Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area (5) Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B (5) Guidelines for writing Learning Outcomes	
DEVELOPMENT OF CRITICAL THINKING AND REFLECTION DEVELOPMENT OF INTERCULTURAL COMMUNICATION	
General Competences	
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?	
Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision-making	Project planning and management Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to

<i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
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3. SYLLABUS

The theme of this seminar concerns the depictions of the school in international cinema. Through films, the issue of intercultural communication in schools in various countries will be examined, as it is presented in each film. Intercultural communication will be examined in terms of the relationships between teachers and children, in terms of the subjects taught and the teaching methodology.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the classroom																	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Support of the Learning process through the students' web, powerpoints, slides, power points, videos																	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table><tr><th>Activity</th><th>Semester Workload</th></tr><tr><td>Lectures</td><td>10</td></tr><tr><td>Small individual tasks (optional)</td><td>-----</td></tr><tr><td>Presentation of projects</td><td>30</td></tr><tr><td>Independent Study</td><td>50</td></tr><tr><td>Study & analysis of literature in groups in the classroom</td><td>25</td></tr><tr><td>Interactive Teaching</td><td>10</td></tr><tr><td>Course Total (25 hours of workload per credit)</td><td>125</td></tr></table>		Activity	Semester Workload	Lectures	10	Small individual tasks (optional)	-----	Presentation of projects	30	Independent Study	50	Study & analysis of literature in groups in the classroom	25	Interactive Teaching	10	Course Total (25 hours of workload per credit)	125
Activity	Semester Workload																	
Lectures	10																	
Small individual tasks (optional)	-----																	
Presentation of projects	30																	
Independent Study	50																	
Study & analysis of literature in groups in the classroom	25																	
Interactive Teaching	10																	
Course Total (25 hours of workload per credit)	125																	
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Evaluation of participation in the Seminar and presentation. Evaluation of a written final thesis.																	

5. ATTACHED-BIBLIOGRAPHY

1. How to watch a movie: Studying the art of cinema. SANTAS KONSTANTINOS. Publications: Grigoris.
2. THE BASIC CONCEPTS OF CINEMA. (2017) HAYWARD SUSAN. Athens: Patakis.
3. Anti-racist education guide. (2012). By G. Tsiakalos Epikentro Publications
4. The early years of childhood lay the foundations of racial equality. Iram Siraj-Blatchford. 2012, Thessaloniki: Epikentro

5. The image of the child in Greek television and the Greek press: Evidence of empirical research from 1973 to 2003. . (2004). By Tessa Doulkeri. - 2nd ed. - Athens: Gutenberg

SEM 128 (Tutor: D. Kontogianni)

1. GENERAL INFORMATION

SCHOOL	Faculty of Education		
DEPARTMENT	Department of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	ΣΕΜ 128	SEMESTER	6th
COURSE TITLE	Pedagogical Seminar: Intercultural Education		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures and presentation of students' essay		3	7
COURSE TYPE	Scientific/ Research Area		
PREREQUISITIES	ΕΠΑ 104: Introduction to Intercultural Pedagogy		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE	https://eclass.edc.uoc.gr/courses/PTPE139/		

2. LEARNING OUTCOMES

Learning Outcomes
By successfully completing the students will be able through empirical research to manage better issues that are related to identity/diversity subjects, the diversity during the educational practice and cultivate the intercultural competence to every pupil.

General Abilities

- Respect for diversity and multiculturalism
- Demonstrate social, professional and ethical responsibility and sensitivity to gender issues
- Exercise criticism and self-criticism
- Promotion of free creative and inductive thinking

3. COURSE CONTENT

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

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

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

5. RECOMMENDED READING

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

SEM 129 (Instructor: G. Manolitsis)

1. GENERAL

SCHOOL	EDUCATION SCIENCES		
SECTION	EARLY CHILDHOOD EDUCATION PEDAGOGY		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	SEM 129	SEMESTER OF STUDIES	4th
COURSE TITLE	PEDAGOGICAL SEMINAR: Psychopedagogy of preschool age		
INDEPENDENT TEACHING ACTIVITIES <i>in case the credits are awarded in distinct parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, indicate the weekly teaching hours and the total credits</i>		TEACHING WEEKS	CREDITS
Laboratory exercises, Presentations of topics by students		3	5
Add rows if needed. The teaching organization and the teaching methods used are described in detail in 4.			
COURSE TYPE <i>background, general knowledge, scientific area, skills development</i>	Scientific area, Skills development		
PREREQUISITE COURSES:	Two lessons from the module of Pedagogy (EPA 100)		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	NO		
ONLINE COURSE PAGE (URL)			

(3) 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 cycle of study according to the European Higher Education Area Qualifications Framework • Descriptive Indicators for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Annex B • Summary Guide to Writing Learning Outcomes This seminar aims to: a) The initiation of students into special topics by the scientific field that studies the problems of preschool education in the light of modern psychological data. b) The writing of scientifically documented papers in the field of psychopedagogy of preschool age. Upon successful completion of the course, the student will be able to: (5) He has knowledge of how to write scientific papers. (5) Can organize the presentation of a scientific topic (5) He/she can support/substantiate his/her positions based on scientific arguments.

General Competencies	
Taking into account the general competencies that the graduate must have acquired (as listed in the Diploma Supplement and listed below), which of them is the course aimed at?	
Search, analyze and synthesize data and information, using the necessary technologies Adapting to new situations Decision-making Autonomous work Teamwork Working in an international environment Working in an interdisciplinary environment Deriving new research ideas	Project planning and management Respect for diversity and multiculturalism Respect for the natural environment Demonstration of social, professional and ethical responsibility and sensitivity to gender issues Exercise of criticism and self-criticism Promoting free, creative and inductive thinking
- Autonomous work - Deriving new research ideas - Promoting free, creative and inductive thinking - Exercise of criticism and self-criticism - Search, analyze and synthesize data and information, using the necessary technologies	

(3) COURSE CONTENT

The topics that the students will work on are the following:

- (3) Theories of psychological development of the child and their applications in Early Childhood Education (Piaget, Vygotsky, Gardner, Bruner, Information Processing, behaviorists, social learning theory).
- (3) Cognitive development of the child and applications in Early Childhood Education (creativity, language).
- (3) Early childhood learning (motivation, effective teaching, assessment).
- (3) Individual differences and learning in preschool age (learning styles, sociocultural differences).
- (3) Control and administration of the preschool classroom (problematic behavior, behavior modification techniques).
- (3) Relationships between parents, teachers and preschool children

(3) TEACHING and LEARNING METHODS - ASSESSMENT

DELIVERY MODE Pin-person to face, Distance learning, etc.	a) Guidance of a small group of students in the preparation of small scientific studies b) Presentation of assignments by students and discussion of each topic in the classroom.								
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES The use of ICT in Teaching, Laboratory Education, Communication with students	Support of the Learning process through the electronic platform e-class								
TEACHING ORGANIZATION The way and methods of teaching are described in detail. Lectures, Seminars, Laboratory Exercise, Field Exercise, Literature Study & Analysis, Tutoring, Practical (Placement), Clinical Practice, Art Workshop, Interactive Teaching, Educational Visits, Project Preparation, Writing a Paper / Assignments, Artistic Creation, etc.	<table> <tr> <th>Activity</th><th>Semester Workload</th></tr> <tr> <td>Presentation of work in class</td><td>40</td></tr> <tr> <td>Writing a scientific study-paper</td><td>60</td></tr> <tr> <td>Oral support of scientific study</td><td>25</td></tr> </table>	Activity	Semester Workload	Presentation of work in class	40	Writing a scientific study-paper	60	Oral support of scientific study	25
Activity	Semester Workload								
Presentation of work in class	40								
Writing a scientific study-paper	60								
Oral support of scientific study	25								

The student's study hours for each learning activity as well as the hours of unguided study are listed so that the total workload at semester level corresponds to the ECTS standards		
	Course Total (25 hours of workload per credit)	125
STUDENT EVALUATION Description of the evaluation process Assessment Language, Assessment Methods, Formative or Inferential, Multiple Choice Test, Short Answer Questions, Essay Development Questions, Problem Solving, Written Assignment, Essay / Report, Oral Examination, Public Presentation, Laboratory Paper, Clinical Patient Examination, Artistic Interpretation, Other/Others Explicitly identified evaluation criteria and whether and where they are accessible to students are mentioned.		
I. Written Assignment (70%) II. Presentation of the topic of the work in class (20%) III. Oral support of the written assignment (10%)		

(3) RECOMMENDED-BIBLIOGRAPHY

-Suggested Bibliography:

- Maridaki-Kassotaki, A. (2011). *Pedagogical Psychology*. Athens: Diadrasi.
- Slavin, R.E. (2007). *Educational Psychology*. (E. Ekekaki, trans., K.M. Kokkinos, Ed.). Athens: Metaichmio.
- Elliott, S., Krantochwill, T.R., Littlefield Cook, J., & Travers, J.F. (2008). *Educational Psychology*. (Met. M. Solaman, F. Kalyva). Athens: Gutenberg.
- Turner, P.H., & Hamner, T.J. (1994). *Child Development and Early Education. Infancy through Preschool*. Boston: Allyn & Bacon.
- Vygotsky, L.S. (1997). *Mind in society. The development of higher psychological processes*. (A. Bibou & S. Vosniadou, trans.). Athens: Gutenberg (original publication, 1978).

-Related scientific journals:

SEM 131 (Tutor: K. Trouli)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	SEM131	SEMESTER	5 th
COURSE TITLE	Seminar on Physical Activity and movement		

	creativity		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures		3	7
COURSE TYPE	Skills development		
PREREQUISITIES	-		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	YES		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes	
The aim of this seminar is to familiarize students with the processes of assessment and development of physical activity and motor creativity of preschool children, as well as their introduction into appropriate research methods and the writing of scientific work. Upon successful completion of the seminar, the student will be able to: • Look for the appropriate bibliography and articles to study his subject. • Designing a comprehensive research into the teaching practice • Properly use relevant research tools to collect data on physical activity or motor creativity of preschool children. • Interpret, analyze and discuss the results of an applied research in practice in a systematic and scientifically correct manner.	
General Abilities	• Search, analyze and synthesize data and information, using the necessary technologies • Decision making • Autonomous Work • Teamwork

- Exercise of criticism and self-criticism
- Working in an interdisciplinary environment
- Provide new research ideas
- Design and project management
- Respect for diversity and multiculturalism
- Promoting free, creative and inductive thinking

3. COURSE CONTENT

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

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Πρόσωπο με πρόσωπο στην τάξη και στο εργαστήριο	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Υποστήριξη Μαθησιακής διαδικασίας μέσω της ηλεκτρονικής πλατφόρμας e-class	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	lectures	13
	Εργαστηριακή άσκηση	38
	Teamwork	20
	Individual work	20
	Αυτοτελής Μελέτη	43
	Writing essay	43
	Total	175
STUDENTS' ASSESSMENT	• Power point presentation • Writing essay	

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5. RECOMMENDED READING

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SEM 133

GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SEM 133	SEMESTER	7 th
COURSE TITLE	Educational Evaluation		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing Workshops		3	5
COURSE TYPE	Subject knowledge		
PREREQUISITIES	Assessment and measurements in early childhood education		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK - ENGLISH		
COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE	http://eclass.edc.uoc.gr/eclass/courses/PTPE110/		

LEARNING OUTCOMES

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

Decision making
Independent work
Group work
Promotion of independent, creative and inductive thinking
Work in an interdisciplinary environment
Production of new research ideas

COURSE CONTENT

Main contents:

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

METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Working in seminar room	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the of e-learning	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	13
	Methodological tasks & study analyses of assessment and measurements in small group of students	26
	Implementation of evaluation in the field practice	75
	Individual assignment	13
	Independent individual study	41
	Total (25 hours of workload for each ECTS credit)	125
STUDENTS' ASSESSMENT	Independent individual study (100%)	

RECOMMENDED READING

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

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

Lloyd, J. W., Landrum, T. J., Cook, B. G., & Tankersley, M. (2012). *Research-based*

approaches for assessment. Pearson. (ISBN-10: 0137034857)

SEM 134 (Instructor: M. Tzakosta)

• GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	EARLY CHILDHOOD EDUCATION PEDAGOGY		
LEVEL OF STUDIES	Undergraduate		
COURSE CODE	PEDAGOGY SEMINAR	SEMESTER	Spring - 6th
COURSE TITLE	LANGUAGE DEVELOPMENT AND EDUCATION OF THE PRESCHOOL CHILD		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and Practice Exercises		3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Scientific Area		
PREREQUISITE COURSES:	EPA 501, EPA 516 and EPA 114 or EPA 333		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

• LEARNING OUTCOMES

Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area • Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B • Guidelines for writing Learning Outcomes
Assignment A. original topics of work that require a) field research (collection of linguistic material from preschool children), b) processing and (quantitative and qualitative) analysis of data, c) theoretical interpretation of the topics under discussion. B. bibliographic synthetic works.

General Competencies	
Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?	
Search for, analysis and synthesis of data and information, with the use of the necessary technology Adapting to new situations Decision-making Working independently Team work Working in an international environment Working in an interdisciplinary environment Production of new research ideas	Project planning and management Respect for difference and multiculturalism Respect for the natural environment Showing social, professional and ethical responsibility and sensitivity to gender issues Criticism and self-criticism Production of free, creative and inductive thinking Others...
•Autonomous Work • Teamwork • Adapting to new situations Promoting free, creative and inductive thinking	

• SYLLABUS

The seminar aims to study the language development/acquisition of the child in the light of modern psycholinguistic theories, in combination with the pedagogical applications of the latter. We will discuss the difference between language ability and language filling, we will analyze the differences between speech perception and comprehension through the study of the methodology of collecting and analyzing linguistic material. We will proceed to compare language development in monolingual and bilingual children and examine methods for measuring and evaluating language development, in order to propose intervention programs to enhance language learning and cultivate metalinguistic competences in different groups of children. Our views will always be substantiated by the processing and theoretical assessment of real data of preschool children who master Greek as their mother tongue as well as the presentation and critical evaluation of research studies on the topics under discussion.

• TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the classroom	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the</i>	Activity	Semester Workload
	Bibliographic review	20
	Practice Exercises	20
	Independent Study	20
	Interactive Teaching	20
	Research	35
	Presentation of work	5
	Follow-up Consistency	5
	Writing a final paper	
	Course Total	125

ECTS	(25 hours of workload per credit)	
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written exams (100%) which include: (5) Multiple-choice questions (5) Open-ended questions (5) Comparative view of theoretical issues	

• ATTACHED BIBLIOGRAPHY

Fromkin, V., R. Rodman and N. Hyams. 2008. *Introduction to the Study of Language*. Transl. E. Vazou, G.I. Xydopoulos, F. Papadopoulou & A. Tsangalidis. Scient. Ed. G.I. Xydopoulos. Athens: Patakis.

Baslis, G.N. 2006. *Introduction to Language Teaching. A Modern Holistic and Communicative Approach*. Athens: Nefeli.

Pinker, S. 1994. *The language Instinct. The New Science of Language and Mind*. Penguin books.

Pinker, S. 1996. *Language Learnability and Language Development*. Harvard University Press.

Pinker, S. 1997. *How the Mind Works*. New York/ London: Norton.

Pinker, S. 2002. *The Blank Slate: The Modern Denial of the Human Nature*. Penguin.

Conjunctive. E. & M. Tzakosta. 20014a. *Dynomasia: The Journeys of a Centipede in the Land of Grammar*. Chania: Glafki. (recommended for free distribution to students)

Synodis, E. & M. Tzakosta. 2014b. *Akiarositsa: The Journeys of a Centipede in the Land of Grammar*. Chania: Glafki.

Tzakosta, M. (eds.) 2015. *Language Learning and Teaching in Multilingual and Multicultural Environments. Integration of Language Deviation and Linguistic Diversity in the Classroom*. Athens: Gutenberg-Dardanos. (recommended for free distribution to students)

Tzakosta, M. (eds.). by dim. *The Teaching of Modern Greek Dialects in Primary and Secondary Education. Theoretical Approaches and Teaching Applications*. Athens: Gutenberg-Dardanos.

SEM 135 (Tutor: M. Kreza)

COURSE OUTLINE

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE		SEMESTER	
COURSE TITLE	SEMINAR OF SCHOOL AND PRESCHOOL PEDAGOGY: THE ROLE OF LANGUAGE IN TEACHING AND IN LEARNING.		
INSTRUCTIONAL ACTIVITIES		TEACHING	NUMBER OF

		HOURS PER WEEK	ECTS CREDITS
Lecturing Workshops		3	5
COURSE TYPE			
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK		
COURSE IS OFFERED TO ERASMUS STUDENTS	YES (in English and in French)		
COURSE WEBSITE			

2. LEARNING OUTCOMES

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

3. COURSE CONTENT

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

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

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

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

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

5. RECOMMENDED READING

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SEM 136 (Tutor: M. Kreza)

COURSE OUTLINE

1. GENERAL INFORMATION

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

2. LEARNING OUTCOMES

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

3. COURSE CONTENT

During this seminar, the following will be examined:

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

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

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

5. RECOMMENDED READING

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

2. Augitidou, S. (Ed.) (2008). *Collaborative Learning in Preschool Education: Research and Applications*. Athens: Gutenberg.

SEM 137 (Tutor: M. Ampartzaki)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SEM137	SEMESTER	3 rd
COURSE TITLE	SEMINAR IN EARLY CHILDHOOD EDUCATION: ACTION RESEARCH IN EARLY CHILDHOOD EDUCATION		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Seminar		3	5
COURSE TYPE	Subject knowledge		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK		
COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE			

2. LEARNING OUTCOMES

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

Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems through action research in the field of early childhood education.

General Abilities

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

3. COURSE CONTENT

The seminar will have the following structure:

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

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Group instruction and presentations in class, via forum, with the support of e-learning platform Moodle (synchronous & asynchronous)	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the of e-learning platform Moodle (synchronous & asynchronous learning)	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	5
	Student's presentations that focus on the implementation of methodologies and case study analysis – group work	10
	Individual essay work	40
	Viva for the oral presentation of essay work upon submission during the Exam Period.	5
	Independent study	40
	Total (25 hours of workload for each ECTS credit)	125
STUDENTS' ASSESSMENT	I. Summative assessment of essay work (70%) and assessment of the essay's oral presentation (viva) (20%) which contains: - Analysis of role and conditions in a small case study. - Problem-solving (within the context of early childhood education). II. Formative assessment of an oral presentation in the class (10%).	

	All the above (essay+viva+oral presentation in class) are prerequisites for passing the seminar.
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5. RECOMMENDED READING

- i. Katsarou, E. (2016). *Ekpedeftiki erevna-drasi: Poliparadigmatiki dierevnisi gia tin anamorfosis ekpedeftikis praxis [Educational Action Research: Multi-paradigmatic investigation for the reformation of the educational practice]*. Athens: Kritiki.
- ii. Flick, U. (2017). *Isagogi stin piotiki erevna [Introduction to Qualitative Research]*. Athens: Propompos.

For Erasmus students:

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

- Relevant scientific Journals:

Educational Action Research (Routledge-Taylor and Francis)

International Journal of Early Childhood (Springer - OMEP)

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

SEM 138 (Tutor: M. Ampartzaki)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SEM138	SEMESTER	3 rd
COURSE TITLE	SEMINAR IN EARLY CHILDHOOD EDUCATION: THE PEDAGOGY OF MULTITERACIES AND MULTIMODALITY IN 21 ST CENTURY EARLY CHILDHOOD EDUCATION		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Seminar		3	5
COURSE TYPE		Subject knowledge	
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT		GREEK/ENGLISH	
COURSE IS OFFERED TO ERASMUS STUDENTS		YES	
COURSE WEBSITE			

2. LEARNING OUTCOMES

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

3. COURSE CONTENT

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

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Group instruction and presentations in class, via forum, with the support of e-learning platform Moodle (synchronous & asynchronous)	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the of e-learning platform Moodle (synchronous & asynchronous learning)	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload

	Lectures	5
	Student's presentations that focus on the implementation of methodologies and case study analysis – group work	10
	Individual essay work	40
	Viva for the oral presentation of essay work upon submission during the Exam Period.	5
	Independent study	40
	Total (25 hours of workload for each ECTS credit)	125
STUDENTS' ASSESSMENT	I. Summative assessment of essay work (70%) and assessment of the essay's oral presentation (viva) (20%) which contains: - Analysis of role and conditions in a small case study. - Problem-solving (within the context of early childhood education). II. Formative assessment of an oral presentation in the class (10%). All the above (essay+viva+oral presentation in class) are prerequisites for passing the seminar.	

5. RECOMMENDED READING

For all students (including Erasmus students):

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

- Relevant scientific Journals:

International Journal of Early Childhood (Springer - OMEP)

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

SEM 142 (Tutor: N. Zaranis)

1. GENERAL INFORMATION

SCHOOL	FACULTY OF EDUCATION
DEPARTMENT	Department of Preschool Education
STUDY LEVEL	Undergraduate

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

2. LEARNING OUTCOMES

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

3. COURSE CONTENT

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

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	In class and Computer Laboratory	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Basic Software of computer use Support the learning process through the electronic platform e-class	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	30
	Laboratory Exercises	20
	Independent Study	100
	Sum of Course	175
STUDENTS' ASSESSMENT	Assignment	

5. RECOMMENDED READING

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

SEM 143 (Tutor: S. Chatzistefanidou)

1. GENERAL INFORMATION

SCHOOL	School of Education		
DEPARTMENT	Department Of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	SEM143	SEMESTER	From the 5 th semester onwards
COURSE TITLE	SEMINAR: HISTORY OF EARLY CHILDHOOD EDUCATION		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
workshops and presentations, discussions		3	7
COURSE TYPE	Scientific field		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERD TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes
Upon completion of the course the students should be able to:

- Discuss about their future profession having in mind the whole spectrum of its developmental path.
- Draw up a minor scientific paper, present it in the classroom and participate in critical discussions with other students.
- Perceive how early childhood care and education field developed along societies, cultures, place and time.
- Understand that the concept of childhood is a socially constructed one.
- Be aware that modern early childhood education theories and programs rely on foundations that have made thinkers, philosophers, educators in the past.
- Realize that early childhood education is nowadays a privileged field of research and policy at both national and international level.

General Abilities

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

3. COURSE CONTENT

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

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

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

5. RECOMMENDED READING

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

SEM 144 (Tutor: S. Chatzistefanidou)

1. GENERAL INFORMATION

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

2. LEARNING OUTCOMES

Learning Outcomes
Upon completion of the course the students should be able to: • Draw up a minor scientific paper, present it in the classroom and participate in critical discussions with other students. • Identify and exploit sources of historical research (such as educational bills, speeches, articles, regulations and reports, statistical data, scientific papers, autobiographical texts, texts of political personalities, memoirs, archive material, curricula, pedagogical studies etc.). • Handle literature on pedagogical historiography combined with bibliography of general history. • Interpret and understand pedagogical events and pedagogical ideas within the

wider historical context (political, social, economic, ideological, cultural, etc.). • Combine theory with research data. • Perceive how education developed along societies, cultures, place and time. • Be aware that modern education theories and programs rely on foundations that have made thinkers, philosophers, educators in the past.
General Abilities
• Autonomous Work • Exercise of criticism and self-criticism • Promotion of free thought • Respect for diversity and multiculturalism, sensitivity to gender issues

3. COURSE CONTENT

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

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

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

5. RECOMMENDED READING

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

SEM 145 (Tutor: S. Trouli)

COURSE OUTLINE

1. GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	PEDAGOGICAL DEPARTMENT OF PRESCHOOL EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	SEM 145	SEMESTER	C
COURSE TITLE	Museum Education Seminar: Getting to know Greek museums.		
if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits		TEACHING WEEKS	CREDITS
Seminar: Oral presentations and written work of students on museum education issues in kindergarten		3	5
Add rows if needed. The teaching organization and the teaching methods used are described in detail in 4.			
COURSE TYPE	Skills development		
background, general knowledge, scientific area, skills development			
PREREQUISITE COURSES:	Optionally, a prerequisite course is EPA 135 Introduction to Museum Education		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS			
ONLINE COURSE PAGE (URL)			

2 LEARNING OUTCOMES

Learning Outcomes
The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A Description of the level of learning outcomes for each qualifications cycle, according to the

- *Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B*
- *Guidelines for writing Learning Outcomes*

The learning outcomes of the seminar in terms of knowledge, skills and attitudes are the students who will attend it:

A. Knowledge

- To get to know the Greek museums and in particular the educational activities they offer.
- To understand the stages of preparing a seminar paper.
- To approach experientially all stages of design, implementation and evaluation of museum pedagogical activities as well as accompanying educational material
- To become familiar with procedures of field research in museums and systematic observation of their educational activities and their evaluation.

B. Competencies

- To undertake to organize an educational visit to a museum during their seminar, their internship or their work later in a kindergarten.
- To be able to design experiential activities inspired by museum objects and works of art.
- To identify the needs of their team and to be able to connect them with their own interests, utilizing the educational tools offered by museums.
- To search for bibliography and to process and evaluate the sources in a scientific way.

C. Stops

- To encourage original educational activities and material for specific museums and cultural reference sites (study, design, organization, conduct, evaluation).
- To change, if there is one, their view that museums are temples of knowledge, where visitors should be quiet.
- To question and reject museum pedagogical actions that do not encourage active and exploratory learning and that do not correspond to modern theories of learning

in the museum. • To cooperate with museum people, colleagues, but also parents and to encourage them to organize family visits to museums. • To publicly present their ideas and argue for their views.	
General Competencies <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>earch for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i> <i>Others...</i> <i>.....</i>
The seminar aims for the graduate to be able to apply the knowledge of museum education in practice in kindergarten or in the museum. To be able to search, analyze and synthesize data and information, using the necessary technologies. To seek to adapt to new situations. To proceed with decision-making. To successfully complete an autonomous project as well as a group work, producing new research ideas. To succeed in the design and management of projects related to the seminar. The seminar also aims to cultivate respect for diversity and multiculturalism and the natural environment, to demonstrate social, professional and moral responsibility and sensitivity to gender issues. The exercise of criticism and self-criticism and the promotion of free, creative and inductive thinking are also preferred.	

3. Syllabus

The seminar SEM145 Museum Education examines educational activities in museum spaces

with an emphasis on museum pedagogical programs aimed at preschool children. In the context of the meetings, the basic theories of learning and knowledge that have influenced Museum Pedagogy, which has museums as a place of application, are analyzed. The types of museums and their functions are briefly presented and different types of Greek museums and the museum-pedagogical activities that are implemented by them are examined as case studies. Museum-school relations are discussed, the points of contact and cooperation between teachers and museum professionals, as well as the ways of exploring the interests of preschool children and students in relation to museums and the connection of these interests with the curriculum with the ultimate goal of designing museum pedagogical programs, as a central field for museum education. Emphasis is placed on familiarizing toddlers with the methods of approaching museum objects, works of art and intangible cultural heritage (music, dances, fairy tales) in the museum and kindergarten. In addition, each student is invited to present a museum of his/her choice, exposing his/her educational policy. He/she will then choose one of the educational activities offered by the selected museum and after justifying his/her choice, he/she will try to describe its design and implementation in the kindergarten. Detailed instructions are also given on how to research and write the seminar paper.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	<i>Lectures in the first meetings with emphasis on the stages of designing a museum pedagogical program and the principles of writing a seminar paper</i> <i>Presentation of students' seminar papers with Power Point, discussions and experiential educational techniques.</i> <i>Communication and interaction with each student individually through e-mail for the most complete guidance and monitoring of the progress of their individual work.</i>						
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with studentss</i>	E-class for posting educational material for the courses, announcements related to the course and for communicating with students. Lectures using power point presentations, Projection of videos with relevant educational content, use of the internet (virtual tour of museum websites, digital museum material).						
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop,</i>	<table border="1"> <thead> <tr> <th><i>Activity</i></th><th><i>Semester Workload</i></th></tr> </thead> <tbody> <tr> <td>Enriched Lectures</td><td>9</td></tr> <tr> <td>Paper presentations</td><td>24</td></tr> </tbody> </table>	<i>Activity</i>	<i>Semester Workload</i>	Enriched Lectures	9	Paper presentations	24
<i>Activity</i>	<i>Semester Workload</i>						
Enriched Lectures	9						
Paper presentations	24						

<i>interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Educational visits	3
	Writing an individual paper	89
	Course Total <i>(25 hours of workload per credit)</i>	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>		
I. Presentation of individual work in the room (20%) II. Active participation in the seminar (10%) III. Evaluation of a written assignment (50%) IV. Verbal support of work (20%)		

5. ATTACHED BIBLIOGRAPHY

Suggested bibliography:

- Vemi Bili, Nakou Irini (eds.) (2010). *Museums and Education*. Athens: Nisos Publications.
- Dafermos Manolis, Tsaousis Giannis (n.d.). Guide to writing dissertations and doctoral dissertations. University of Crete. Faculty of Social Studies. Department of Psychology.
- Dimitriadou Katerina (2002). *History and Geography in early school age. Application and evaluation of an educational intervention in historical space*. Thessaloniki: Kyriakidis Brothers Publications.
- Deligiannidi Venia (2015). "Museums and museology in modern society. New challenges, new relationships (Part XIII). Museum education in preschool age. Practices at the Museum-Kindergarten Meeting". Electronic journal

- Archaeology and arts.* (<http://www.archaiologia.gr/blog/2015/01/19/the-museums-and-the-museology-in-syg-14/>)
- Dragotis Efthymios, Karagianni Despina (2014). Guide to citations and citations of academic texts. Manual for the correct use of references. Department of Business Administration. University of Patras.
- Kakourou-Chroni, Georgia (2005). *Museum-School: Facing doors to knowledge*. Athens: Patakis.
- Kalesopoulou See. (2015). Museum environments for children. The contribution of ecological psychology to the analysis of their organization and use. *Museumedu* 1/ May 2015. pp.161-186.
- Kalesopoulou, D., Mouliou Mar. (2014). "Museums and museology in modern society. New challenges, new relationships (Part XII). Child and museum. A relationship with many dimensions", *Archaeology and Arts*, 22/12/2014 (<http://www.archaiologia.gr/blog/2014/12/22/the-museums-and-the-museology-in-syg-13>)
- Lampadarios Iraklis (ed.) (2014). *The 10 rights of the (young) visitor to the museum* (educational supporting material). Kavala: Saita Publications. file:///C:/Users/owner/Downloads/Museum_10%20rights.pdf
- Malafantis K. (2019). Museum Pedagogy as a branch of applied Pedagogy. In Shaffer S., *The Child and the Museum, Theoretical Approaches and Pedagogical Practices*. 8-48. Institute of the Book – Kardamitsa: Athens
- Myrogianni Elsa (2002). *Ten short dialogues about a museum*. Athens: Kaleidoscope Publications.
- Nikonou Niki et al. (eds.). *Museum Learning and Experience in the 21st Century*. Greek Academic Electronic Textbooks and Aids. (www.kallipos.gr).
- Nikonou Niki (2010). *Museum pedagogy. From theory to practice*. Athens: Patakis Publications.
- Mavroskoufis Dim., Elsa Myrogianni et al. (2014). *The museum was perfect! Guide to Educational Programs-Intercultural Programs of Schools in Museums*. Education of Foreign and Repatriated Students. (http://www.diapolis.auth.gr/diapolis_files/drasi9/ypodراسi9.5-web-folder-3/OdigosEkpaideutikwnEpiskepswn).
- Xanthoudaki Maria (2018). "From being about something to being about somebody". The educational role of the modern museum. In Kalogiannakis M. (2018). *Teaching Natural Sciences in Early Childhood Education*. Athens: Gutenberg Publications.
- Oikonomidis Vasilios (2011). "Museum and Kindergarten: intersecting or asymptotic routes". In Gavrilakis Eir. (ed.). *The spring of museums*. Conference Proceedings. Rethymno 8-9 May 2009. Pp. 125-144. Rethymno: Folklore Society of Rethymno.

Pini E., Kyrdi Popi. (2010). *Young visitors to the Acropolis Museum*. Athens: Publications

Stylianidis M (2002). "Educational program of museum education: A proposal for their modeling and evaluation". *Pedagogical Review*, 34, 45-56.

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

Related academic journals:

- *Museology Notebooks*, issues 1-9 (2004-2013)
- *Archaeology and Arts*, Tribute to "Museums and Museology in Modern Society. New challenges, new relationships", 2014-15
- *Archaeology and Arts*, Tribute issues 70-73, 1999
- *Museology*, issues 1-6 (<http://museology.ct.aegean.gr/index.php>)
- Modern Kindergarten
- Window
- MuseumEdu

Digital collections and useful websites

Digital Collections of the Ministry of Culture and Tourism
<http://collections.culture.gr/>

- Photodentro National Educational Content Repository:
<http://photodentro.edu.gr/aggregator/>
- Follow Odysseas Ministry of Culture Educational Portal :
<http://followodysseus.culture.gr/>
- Education and Museum Environments:
<http://ekpaideyshmuseumio.weebly.com/> and
<http://ekpaideyshmuseumio.weebly.com/uploads/1/9/7/3/19735029/.pdf> and
<http://ekpaideyshmuseumio.weebly.com/1-theta941mualphataualpha-muomicronupsilonsigmaepsiloniotaomicronlambdomicrongamma943alphasi>

[gmaf.html](#).

- Network of Museums and Cultural Institutions of Athens: <http://www.athensmuseums.net/index.php>
- Children's Museum of Athens: <https://www.hcm.gr/>
- Acropolis Museum: <http://www.theacropolismuseum.gr/el/content/mathites-kai-ekpaideytikoi>
- Museum of Byzantine Culture. Educational Programs. Books for the Teacher. (<http://www.mbp.gr/edu/ekpaideytika-programmata/1.4/biblia-gia-ton-ekpaideytiko>).
- Museum of Ancient Eleftherna: <http://www.mae.com.gr/muomicronupsilonsigmaepsiloniotaomicron.html>
- Natural History Museum of Crete: <http://www.nhmc.uoc.gr/el/education>
- Noesis-Science Museum of Thessaloniki: <http://www.noesis.edu.gr/>
- Historical Museum of Crete: <http://www.historical-museum.gr/gr/educational>
- Public Central Library of Rethymno: <http://libret.weebly.com/>
- Stavros Niarchos Foundation: <http://www.snf.org/el/>
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SEM 146 (Tutor: S. Trouli)

COURSE OUTLINE

1.GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	PEDAGOGICAL DEPARTMENT OF PRESCHOOL EDUCATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	SEM 146	SEMESTER	C
COURSE TITLE	Designing museum pedagogical programs for kindergarten		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Seminar: Oral presentations and written work of students on museum education issues in kindergarten		3	5

<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>		
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Skills development	
PREREQUISITE COURSES:	Optional prerequisite course is EPA 135 Introduction to Museum Education	
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek	
THE COURSE IS OFFERED TO ERASMUS STUDENTS		
COURSE WEBSITE (URL)		

2. LEARNING OUTCOMES

Learning Outcomes
<i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
The learning outcomes of the seminar in terms of knowledge, abilities and skills are the students who will attend it: A. Knowledge • To get to know what museum pedagogical activities are and especially what a museum pedagogical program is • To understand the stages of preparing a seminar paper. • To approach experientially all stages of design, implementation and evaluation of a museum pedagogical program. • To become familiar with procedures of field research in museums and systematic observation of their educational activities and their evaluation. B. Competencies • To undertake to plan a visit to a museum from start to finish (including the museum education program). • To be able to design experiential activities inspired by museum objects and works of art. • To identify the needs of their team and to be able to connect them with their

own interests, utilizing the educational tools offered by museums. - To search for bibliography and to process and evaluate the sources in a scientific way. C. Skills - To encourage original educational activities and material for specific museums and cultural reference sites (study, design, organization, conduct, evaluation). - To change, if there is one, their view that museums are temples of knowledge, where visitors should be quiet. - To question and reject museum pedagogical actions that do not encourage active and exploratory learning and that do not correspond to modern theories of learning in the museum. - To cooperate with museum people, colleagues, but also parents and to encourage them to organize family visits to museums. - To publicly present their ideas and argue for their views.	
General Competencies <i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
The seminar aims for the graduate to be able to apply the knowledge of museum pedagogy in practice in kindergarten or museum. To be able to search, analyze and synthesize data and information, using the necessary technologies. To seek to adapt to new situations. To proceed with decision-making. To successfully complete an autonomous project as well as a group work, producing new research ideas. To succeed in the design and management of projects related to the seminar. The seminar also aims to cultivate respect for diversity and multiculturalism and the natural environment, to demonstrate social, professional and moral responsibility	

and sensitivity to gender issues. The exercise of criticism and self-criticism and the promotion of free, creative and inductive thinking are also preferred.

3. SYLLABUS

The seminar examines in depth the stages of organizing a visit, which includes a two-hour museum pedagogical program in a museum space. Students choose a museum or a monument and design a museum education program for their students, utilizing museum pedagogical methods and techniques. Emphasis is placed on familiarizing toddlers with the methods of approaching museum objects, works of art and intangible cultural heritage (music, dances, fairy tales) in the museum and kindergarten. Detailed instructions are also given on how to research and write the seminar paper,

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Lectures in the first meetings with emphasis on the stages of designing a museum pedagogical program and the principles of writing a seminar paper Presentation of students' seminar papers with Power Point, discussions and experiential educational techniques. Communication and interaction with each student individually through e-mail for the most complete guidance and monitoring of the progress of their individual work.												
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	E-class for posting educational material for the courses, announcements related to the course and for communicating with students. Lectures using power point presentations, Projection of videos with relevant educational content, use of the internet (virtual tour of museum websites, digital museum material).												
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1"> <thead> <tr> <th><i>Activity</i></th><th><i>Semester Workload</i></th></tr> </thead> <tbody> <tr> <td>Enriched Lectures</td><td>9</td></tr> <tr> <td>Paper presentations</td><td>24</td></tr> <tr> <td>Educational visits</td><td>3</td></tr> <tr> <td>Writing an individual paper</td><td>89</td></tr> <tr> <td>Course Total <i>(25 hours of workload per credit)</i></td><td>125</td></tr> </tbody> </table>	<i>Activity</i>	<i>Semester Workload</i>	Enriched Lectures	9	Paper presentations	24	Educational visits	3	Writing an individual paper	89	Course Total <i>(25 hours of workload per credit)</i>	125
<i>Activity</i>	<i>Semester Workload</i>												
Enriched Lectures	9												
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Educational visits	3												
Writing an individual paper	89												
Course Total <i>(25 hours of workload per credit)</i>	125												

STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	I. Presentation of individual work in the room (20%) II. Active participation in the seminar (10%) III. Evaluation of a written assignment (50%) IV. Verbal support of work (20%)
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5 ATTACHED BIBLIOGRAPHY

Suggested bibliography:

- Askouni Nelli, Stefania Vouvousira and Aim. Fakou (2017). Zoom in on the Museum. Pedagogical and social parameters of an educational program in kindergarten. Museumedu 4 / June 2017.
- Vemi Bili, Nakou Irini (eds.) (2010). *Museums and Education*. Athens: Nisos Publications.
- Gialouraki Sofia (2005). *The box of art*. Pedagogical material and activities for the development of museum education programs at school. Athens: Dityptyp Publications.
- Dafermos Manolis, Tsaousis Giannis (n.d.). Guide to writing dissertations and doctoral dissertations. University of Crete. Faculty of Social Studies. Department of Psychology.
- Dimitriadou Katerina (2002). *History and Geography in early school age. Application and evaluation of an educational intervention in historical space*. Thessaloniki: Kyriakidis Brothers Publications.
- Deligiannidi Venia (2015). "Museums and museology in modern society. New challenges, new relationships (Part XIII). Museum education in preschool age. Practices at the Museum-Kindergarten Meeting". Electronic journal *Archaeology and arts*. (<http://www.archaiologia.gr/blog/2015/01/19/the-museums-and-the-museology-in-syg-14/>)
- Dragotis Efthymios, Karagianni Despina (2014). Guide to citations and citations of academic texts. Manual for the correct use of references. Department of Business Administration. University of Patras.

- Kalesopoulou See. (2015). Museum environments for children. The contribution of ecological psychology to the analysis of their organization and use. *Museumedu* 1/ May 2015. pp.161-186.
- Kalesopoulou, D., Mouliou Mar. (2014). "Museums and museology in modern society. New challenges, new relationships (Part XII). Child and museum. A relationship with many dimensions", *Archaeology and Arts*, 22/12/2014 (<http://www.archaiologia.gr/blog/2014/12/22/the-museums-and-the-museology-in-syg-13>)
- Kantzou Niki (2011). *Art detective*. Athens: Ditytypo Publications.
- Kantzou Niki, Nikoloudi Fillio (2009). *The chest of folk culture, 10+1 approaches for kindergarten*. Athens: Ditytycho Publications.
- Kokkos A. & Associates (2011). *Education through the Arts*. Athens: Metaichmio.
- Lampadarios Iraklis (ed.) (2014). *The 10 rights of the (young) visitor to the museum* (educational supporting material). Kavala: Saita Publications. file:///C:/Users/owner/Downloads/Museum_10%20rights.pdf
- Malafantis K. (2019). Museum Pedagogy as a branch of applied Pedagogy. In Shaffer S., *The Child and the Museum, Theoretical Approaches and Pedagogical Practices*. 8-48. Institute of the Book – Kardamitsa: Athens
- Myrogianni Elsa (2002). *Ten short dialogues about a museum*. Athens: Kaleidoscope Publications.
- Nikonou Niki et al. (eds.). *Museum Learning and Experience in the 21st Century*. Greek Academic Electronic Textbooks and Aids. (www.kallipos.gr).
- Nikonou Niki (2010). *Museum pedagogy. From theory to practice*. Athens: Pataki Publications.
- Decastro Mariza (2007) *at the Museum*. Athens: Papadopoulos Publications.
- King Brad, Barry Lord (2016- 2nd ed.) *The Manual of Museum Learning*. Lanham, MD, Rowman & Littlefield, 2916.
- Mavroskoufis Dim., Elsa Myrogianni et al. (2014). *The museum was perfect! Guide to Educational Programs-Intercultural Programs of Schools in Museums*. Education of Foreign and Repatriated Students. (http://www.diapolis.auth.gr/diapolis_files/drasi9/ypodras9.5-web-folder-3/OdigosEkpaideutikwnEpiskepsewn).
- Pini E., Kyrdi Popi. (2010). *Young visitors to the Acropolis Museum*. Athens: Publications
- Stylianidis M (2002). "Educational program of museum education: A proposal for their modeling and evaluation". *Pedagogical Review*, 34, 45-56.
- Trouli Sofia (2017). Brief introduction to museum pedagogy and techniques for its utilization by teachers. In Kostas Karras (ed.). *Issues of Contemporary Pedagogy, Didactic Theory and Practice*. University of Crete. School of Education Sciences-Department of Primary Education KEMEIEDE. Pedagogical and Teaching Competence Program. pp. 261-284.

Trouli Sofia (2008). "Decoding Museums: Instructions to Educators". Publication in the journal *Sciences of Education (formerly "School and Life")*, thematic issue 2008, 85-91, Rethymno 2008. Participation in the Scientific Two-Day Event *Art and Culture as a field of flexible Interdisciplinary Approaches. Proposals for the training of teachers* with the announcement

Related academic journals:

- *Museology Notebooks*, issues 1-9 (2004-2013)
- *Archaeology and Arts*, Tribute to "Museums and Museology in Modern Society. New challenges, new relationships", 2014-15
- *Archaeology and Arts*, Tribute issues 70-73, 1999
- *Museology*, issues 1-6 (<http://museology.ct.aegean.gr/index.php>)
- Modern Kindergarten
- Window
- MuseumEdu

SEM 210 (Tutor: M. Sotiropoulou)

1. GENERAL INFORMATION

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

2. LEARNING OUTCOMES

Learning Outcomes

The seminar aims at:

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

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

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

General Abilities

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

3. COURSE CONTENT

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

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

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

	II. Individual project presentation (30%): - Arts activities - Methodological commentary of activities III. Submission and oral support of individual written project (40%)
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5. RECOMMENDED READING

JOURNALS

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

SEM 212 (Tutor: M. Sotiropoulou)

1. GENERAL INFORMATION

SCHOOL	FACULTY OF EDUCATION		
DEPARTMENT	Department of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	SEM 212	SEMESTER	6 th or 8 th
COURSE TITLE	Arts in Education Seminar II: Teaching songs in preschool and primary education		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Tutorials – Focus group discussions – Activities’ implementation		3	5
COURSE TYPE	Seminar - Elective module. Scientific area: Aesthetic education of preschool and primary school age children		
PREREQUISITES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	(In Greek)		
COURSE WEBSITE			

2. LEARNING OUTCOMES

- The seminar aims at:
- the study and presentation of part of the current literature related to the teaching of songs

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

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

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

General Abilities

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

Connection of theory and practice

Individual Study

Group study

Design and management of projects

Respect for differentiation and multiculturalism

Respect for the natural environment

Exercise evaluation and self-evaluation

Promotion of free, creative and inductive thinking.

3. COURSE CONTENT

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

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Tutorials – Microteaching - Focus group discussions.	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of artifacts and audiovisual media	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Literature presentation/ Tutorials/	10
	Song – teaching activities presentation / impementation / microteaching / Focus group discussions	29
	Group evaluation of activities	40
	Individual study	36
	Project writing	60
	TOTAL	175

STUDENTS' ASSESSMENT	I. Literature presentation (30%): - Correlation between theory and practice II. Individual project presentation (30%): - Song-teaching activities - Methodological commentary of activities III. Submission and oral support of individual written project (40%)		

5. RECOMMENDED READING

BOOK

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

JOURNALS

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

SEM 213 (Tutor: N. Zaranis)

1. GENERAL INFORMATION

SCHOOL	FACULTY OF EDUCATION		
DEPARTMENT	Department of Preschool Education		
STUDY LEVEL	Undergraduate		
COURSE CODE	SEM 213	SEMESTER	3 ^o
COURSE TITLE	Seminar of Educational Activities using Information and Communication Technology.		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures and exercises in Laboratory		3	7
COURSE TYPE	Background, Scientific Area, Skills Development		
PREREQUISITES	NONE		
LANGUAGE OF INSTRUCTION AND	Greek		

ASSESSMENT	
COURSE IS OFFERED TO ERASMUS STUDENTS	Yes (in English)
COURSE WEBSITE	http://eclass.edc.uoc.gr/eclass/courses/PTPE--

2. LEARNING OUTCOMES

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

3. COURSE CONTENT

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

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	In class and Computer Laboratory	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Basic Software of computer use Support the learning process through the electronic platform e-class	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	30
	Laboratory Exercises	20
	Independent Study	100
	Sum of Course	175
STUDENTS' ASSESSMENT	Assignment	

5. RECOMMENDED READING

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

SEM 323 (Tutor: E. Kornilaki)

1. GENERAL INFORMATION

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

2. LEARNING OUTCOMES

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

3. COURSE CONTENT

The seminar will have the following structure: d) Introductory guidance on writing an essay in psychology e) How to search a data basis for relevant research f) How to communicate a research topic

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

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

5. RECOMMENDED READING

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

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

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

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

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

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

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

SEM 324 (Tutor: E. Kornilaki)

1. GENERAL INFORMATION

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

2. LEARNING OUTCOMES

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

3. COURSE CONTENT

The seminar will have the following structure:

- g) Introductory guidance on writing an essay in psychology
- h) How to search a data basis for relevant research
- i) How to communicate a research topic

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

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

5. RECOMMENDED READING

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

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

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

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

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

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

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

SEM 325 (Tutor: M. Markodimitraki)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SPSY 325	SEMESTER	3 rd -7 th
COURSE TITLE	SEMINAR ON DEVELOPMENTAL PSYCHOLOGY: ISSUES OF DEVELOPMENTAL PSYCHOLOGY		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing Workshops		3	5
COURSE TYPE	Subject knowledge		
PREREQUISITIES	Developmental Psychology I and Introduction to Psychology or Developmental Psychology of infants and young children		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK,		
COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes

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

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

General Abilities

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

3. COURSE CONTENT

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

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

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

5. RECOMMENDED READING

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

SEM 326 (Tutor: M. Markodimitraki)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SPSY 326	SEMESTER	4 th -8th
COURSE TITLE	SEMINAR ON DEVELOPMENTAL PSYCHOLOGY: CURRENT RESEARCH AND MODERN THEORETICAL APPROACHES		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing Workshops		3	5
COURSE TYPE	Subject knowledge		
PREREQUISITIES	Developmental Psychology I and Introduction to Psychology or Developmental Psychology of infants and young children		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK,		
COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes

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

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

General Abilities

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

3. COURSE CONTENT

Main contents: Issues on cognitive, social and emotional child development, on the developmental problems of children and the role of the Significant Others in their

development (eg., emotions and play according to cognitivism and psychodynamic theories, theory of intersubjectivity, young children's ability to hide their emotional state, the role of friendship in the emotional development of young children, death issues in pre-school age, morality in pre-school age, disturbing emotional world of pre-school age children and intervention programs.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

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

5. RECOMMENDED READING

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

SEM 406 (Tutor: S. Papadakis)

COURSE OUTLINE

1 GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	Department of Preschool Education		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	SEM 406	SEMESTER	5 th
COURSE TITLE	Seminar on the Introduction of Artificial		

	Intelligence in Early Childhood Education		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and Practice Exercises		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Background, Scientific Area, Skills Development		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTPEU469/		

b. LEARNING OUTCOMES

Learning Outcomes
<i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> To develop knowledge related to artificial intelligence and its potential applications for its introduction in Early Childhood Education and to acquire skills in utilizing and evaluating appropriate teaching interventions (educational scenarios) using artificial intelligence applications in the preschool classroom. The purpose of the course is to introduce students to basic concepts of artificial

intelligence in order to:

- Understanding the fundamentals and applications of AI.
- Critical evaluation and analysis of the impact of artificial intelligence on the educational process.
- Capacity building for the use of AI applications in the preschool classroom
- Creation of appropriate teaching scenarios for teaching in the preschool classroom using artificial intelligence applications.

Upon successful completion of the course, students will be able to:

- Understand the basic principles and applications of artificial intelligence, as well as how it affects the educational process.
- They critically judge and analyze the implications of AI in the educational field, considering ethical, social, and pedagogical aspects.
- Utilize artificial intelligence applications in the preschool classroom in order to develop pedagogical activities and improve the teaching process.
- Create and implement appropriate teaching scenarios that incorporate artificial intelligence technologies, adapting them to the needs and characteristics of early childhood education.

General Competencies

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	
<i>Production of new research ideas</i>	<i>Others...</i>
	

Autonomous Work, searching, analyzing and synthesizing data and information, using the necessary technologies, as well as the production of new research ideas

Adapting to new situations

Decision-making

Autonomous work

Teamwork

Promoting free, creative and inductive thinking

3. SYLLABUS

- Introduction to artificial intelligence and its applications in the educational sector.
- Basic concepts of artificial intelligence and application development methodologies.
- Artificial intelligence technologies and educational applications in the preschool classroom.
- Analysis of the impact of artificial intelligence on the educational process and society.
- Utilization of educational scenarios and development of teaching activities using artificial intelligence applications in the preschool classroom.
- Design and evaluation of pedagogical activities that incorporate artificial intelligence technologies.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face in the classroom and at the E.P.E.DI.F.E.		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Artificial Intelligence Software Support of the Learning process through the electronic platform e-class		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory</i>	<table border="1"> <tr> <th data-bbox="699 1832 1029 1895"><i>Activity</i></th><th data-bbox="1029 1832 1361 1895"><i>Semester Workload</i></th></tr> </table>	<i>Activity</i>	<i>Semester Workload</i>
<i>Activity</i>	<i>Semester Workload</i>		

<i>practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Lectures	30
	Exercises in the Laboratory	20
	Independent Study	75
	Course Total (25 hours of workload per credit)	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Language of evaluation: Greek (or English for Erasmus students). Evaluation Criteria: Specifically defined evaluation criteria are communicated to students at the beginning of the semester. Final Assessment (100%): Public presentation of a teaching scenario using artificial intelligence applications for teaching in the preschool classroom.	

5. ATTACHED BIBLIOGRAPHY

Suggested Bibliography:

Taulli, T. (2019). Artificial Intelligence Basics: A Non-Technical Introduction. *Monrovia, CA, USA: Appres.*

Domingos, P. (2015). *The master algorithm: How the quest for the ultimate learning machine will remake our world.* Basic Books.

SEM 407 (Tutor: S. Papadakis)

COURSE OUTLINE

1 GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	Department of Preschool Education		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	SEM 407	SEMESTER	5th
COURSE TITLE	Seminar on Pedagogical Design with ICT in Early Childhood Education		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and Practice Exercises		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Background, Scientific Area, Skills Development		
PREREQUISITE COURSES:	EPA 410 : Teaching Programming and Algorithmic Thinking in Early Childhood Education EPA 411: Teaching Educational Robotics in Early Childhood Education		

LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
COURSE WEBSITE (URL)	https://eclass.edc.uoc.gr/courses/PTPEU513/

2 LEARNING OUTCOMES

Learning outcomes
<i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> The aim of the seminar is for students to develop knowledge related to the interdisciplinary field of the application of Information and Communication Technologies in preschool and early school age and to acquire skills in designing, developing and evaluating developmentally appropriate educational scenarios with developmentally appropriate computational environments. Modules: • ICT in the Early Childhood Education Curriculum • ICT in Kindergarten subjects: Correlation of subjects and educational software for preschool and early childhood education • Behavioral, constructive, sociocognitive and sociocultural theories of learning and ICT - Basic concepts • Design and Implementation of an Educational Scenario with Information and Communication Technologies • Basic concepts of Teaching & ICT • Teaching Strategies & ICT • Evaluation & Documentation of an Educational Scenario with Information and Communication Technologies By acquiring these competences, students will be adequately equipped to

successfully teach the objectives of the new curriculum in relation to the introduction of ICT in the pre-primary classroom in line with the objectives of the new Curriculum for Early Childhood Education (<https://iep.edu.gr/el/nea-ps-provoli>).

General Competencies

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	
<i>Production of new research ideas</i>	<i>Others...</i>
	

Autonomous Work, searching, analyzing and synthesizing data and information, using the necessary technologies, as well as the production of new research ideas

Autonomous work

Teamwork

Project planning and management

Respect for diversity and multiculturalism

Demonstration of social, professional and ethical responsibility and sensitivity to gender issues

Exercise of criticism and self-criticism

Promoting free, creative and inductive thinking

3. SYLLABUS

- Introduction to Information and Communication Technologies in Preschool and Early School Age:
- Analysis of the role and importance of ICT in the educational process.

- Examine the possibilities and limitations of the use of technologies in early childhood education.
- Linking ICT with the teaching of informatics, programming and educational robotics:
- Presentation of practical examples of correlation of subjects with the use of educational software.
- Theoretical Approaches:
- Examination of behavioral, constructive, sociocognitive and sociocultural theories of learning in relation to the use of ICT in educational practice.
- Basic Teaching & ICT Concepts:
- Understand the basic concepts and principles that govern teaching practice using ICT.
- Teaching Strategies & ICT:
- Examination of various teaching strategies and ways of integrating them into the use of ICT in educational practice.
- Evaluation & Documentation of Educational Scenario with ICT:
- Study of methods of evaluation and documentation of educational scenarios using ICT.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face in the classroom and at the E.P.E.DI.F.E.						
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in Teaching, Support of the learning process through the e-class platform						
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational</i>	<table> <tr> <th><i>Activity</i></th><th><i>Semester Workload</i></th></tr> <tr> <td>Lectures</td><td>30</td></tr> <tr> <td>Exercises in the Laboratory</td><td>20</td></tr> </table>	<i>Activity</i>	<i>Semester Workload</i>	Lectures	30	Exercises in the Laboratory	20
<i>Activity</i>	<i>Semester Workload</i>						
Lectures	30						
Exercises in the Laboratory	20						

<i>visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>		
	Independent Study	75
	<i>Course Total</i> <i>(25 hours of workload per credit)</i>	<i>125</i>
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>		
Language of evaluation: Greek (or English for Erasmus students). Evaluation Criteria: Specifically defined evaluation criteria are communicated to students at the beginning of the semester. Final Assessment (100%): Presentation of individual work (teaching scenario).		

5. ATTACHED BIBLIOGRAPHY

-Suggested Bibliography:

-Related scientific journals:

- Bers, M. U., & Resnick, M. (2023). The official book of ScratchJr. Papazisis Publications. ISBN: 978-960-02-4114-3, <https://papazissi.gr/product/to-episimo-scratchjr-vivlio/> (In Greek)
- Komis, V. (2005). Introduction to Didactics of Informatics. Kleidarithmos.

SEM 503 (Tutor: A. Fountoulakis)

1. GENERAL INFORMATION

SCHOOL	FACULTY OF EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SEM 503	SEMESTER	4 th
COURSE TITLE	Seminar on Greek Literature and Drama		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lectures and Discussion		3	7
COURSE TYPE	Subject area.		
PREREQUISITIES	Pass in two relevant courses.		
LANGUAGE OF INSTRUCTION AND ASSESSMENT	Modern Greek		
COURSE IS OFFERED TO ERASMUS STUDENTS	Modern Greek		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes	
The aim of the seminar is the acquaintance of the students with the scholarly study of texts and their subsequent use in theatrical activities in the field of education.	
General Abilities	
• Independent work • Team work • Criticism and Self-Criticism • Promotion of independent and creative thinking / criticism • Production of new research ideas	

3. COURSE CONTENT

The students will deal with the analysis and interpretation of selected literary texts. These texts will also be analyzed and interpreted from the perspective of drama theory. The students are subsequently expected to explore these texts so as to develop theatrical activities based on them, which could be employed in the field of education.

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4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	In the classroom	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY		
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Seminars - Discussions	39
	Independent study	50
	Writing of dissertation	60
	Presentation of dissertation	26
	Overall	175
STUDENTS' ASSESSMENT	1. Compulsory dissertation 2. Oral examination	

5. RECOMMENDED READING

- A) P. Pavis, *Λεξικό του Θεάτρου*, μετ. Α. Στρουμπούλη του *Dictionnaire du Theatre*, εποπτ. Κ. Γεωργουσόπουλος, Athens: Gutenberg, 2006 (Greek, proposed to be distributed free)
- B) C. B. Balme, *The Cambridge Introduction to Theatre Studies*, Cambridge: C.U.P., 2008.
- C) H. Beauchamp, *Τα Παιδιά και το Δραματικό Παιχνίδι: Εξοικείωση με το Θέατρο*, μετ. Ε. Πανίτσκα, Αθήνα: Τυπωθήτω – Γ. Δαρδανός, 1998.
- D) R. Courtney, *Play, Drama and Thought: The Intellectual Background to Dramatic Education*, 4th edn. Toronto: Simon & Pierre, 1989.
- E) Th. Grammatas, *Θεατρική Παιδεία και Επιμόρφωση των Εκπαιδευτικών*, Athens: Tipothito – G. Dardanos, 1997. (Greek)
- F) _____, *Διδακτική του Θεάτρου*, Athens: Tipothito – G. Dardanos, 1999. (Greek)
- G) M. Fortier, *Theory / Theatre: An Introduction*, 2nd edn., London & New York: Routledge, 2002.
- H) T. Moudatsakis, *Η Θεωρία του Δράματος στη Σχολική Πράξη: Το Θεατρικό Παιχνίδι, η Δραματοποίηση*, Athens: Kardamitsa, 1994. (Greek)
- I) P. Sextou, *Δραματοποίηση: Το Βιβλίο του Παιδαγωγού-Εμψυχωτή (Μέθοδος-Εφαρμογές-Ιδέες)*, Athens: Kastaniotis, 1998. (Greek)

SEM 510 (Tutor: A. Fountoulakis)

COURSE OUTLINE

1. GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	PEDAGOGICAL DEPARTMENT OF PRESCHOOL EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	SEM 510	SEMESTER	3rd
COURSE TITLE	SEMINAR ON GREEK LITERATURE		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING WEEKS	CREDITS
Lectures and Discussions		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General Knowledge, Scientific Area		
PREREQUISITE COURSES:	Successful examination in two related content courses		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
ONLINE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning outcomes
<i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i> The aim of the seminar is to familiarize students with the systematic study and

interpretative approach of Greek literary texts, as well as with ways of teaching their use in the field of education.

General Competencies

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
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- Autonomous Work
- Teamwork
- Promoting free, creative and inductive thinking
- Exercise of criticism and self-criticism
- Generating new research ideas
- Project planning and management

3. SYLLABUS

The subject of the seminar is the interpretative approach of selected texts from the field of Greek literature from antiquity to the present day. For this approach, modern theories of literature are employed. At the same time, the possibilities of teaching use of these texts in the field of education are being explored. Through the elaboration of assignments, students learn to interpretatively approach different literary genres of various periods of Greek literature, highlighting and approaching their various stylistic, morphological and ideological parameters.

(3) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the classroom
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	

TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>		
	<i>Activity</i>	<i>Semester Workload</i>
	Seminars-discussions	39
	Independent Study	50
	Assignment Writing	60
	Presentation of Work	26
	<i>Course Total (25 hours of workload per credit)</i>	<i>125</i>
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	1. Compulsory written assignment 2. Oral examination	

(3) ATTACHED BIBLIOGRAPHY

Suggested Bibliography:

- A) Veloudis G. *Literature: Literary Theory*, Athens: Patakis, 2008
- B) Culler J., *Structuralist Poetics: Structuralism, Linguistics and the Study of Literature*, London: Routledge, 1975
- C) Dimaras, K.Th., *History of Modern Greek Literature*, 9th ed., Athens: Gnosi, 2000
- D) Easterling P.E., Knox, B.M.W., *History of Ancient Greek Literature*, trans. N. Konomi, Ch. Griba, M. Konomi, 10th ed., Athens: Papadimas, 2010.
- E) Kakridis, F. I. *Ancient Greek Literature*, Thessaloniki: Institute of Modern Greek Studies, 2005
- F) Kapsomenos E., *Narratology: Theory and Methods of Analysis of Narrative Prose*, Athens: Patakis, 2003
- G) Lesky, A., *History of Ancient Greek Literature*, trans. A.G. Tsopanakis of Geschichte

der griechischen Literatur, 3rd ed. (Thessaloniki, 1975
H) Mastrodimitris P.D., *Introduction to Modern Greek Philology*, Athens 1996
I) Politis L., *History of Modern Greek Literature*, Athens: M.I.E.T. 1978
I) Frye N., *Anatomy of Criticism: Four Essays*, Introduction by Z. Sifalekis, trans. M. Georgouleas, Athens: Gutenberg, 1997

SEM 511 (Tutor: A. Fountoulakis)

COURSE OUTLINE

1. GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	PEDAGOGICAL DEPARTMENT OF PRESCHOOL EDUCATION		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	SEM 511	SEMESTER	3rd
COURSE TITLE	THEATER EDUCATION SEMINAR		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures and Discussions		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General Knowledge, Scientific Area		
PREREQUISITE COURSES:	Successful examination in two related content courses		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
ONLINE WEBSITE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes
<i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i>

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

The aim of the seminar is to familiarize students with the scientific study of theater, the theory of drama and the possibilities of utilizing the art of theater in the field of education.

General Competencies

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology	Project planning and management
Adapting to new situations	Respect for difference and multiculturalism
Decision-making	Respect for the natural environment
Working independently	Showing social, professional and ethical responsibility and sensitivity to gender issues
Team work	Criticism and self-criticism
Working in an international environment	Production of free, creative and inductive thinking
Working in an interdisciplinary environment	
Production of new research ideas	Others...
	

- Autonomous Work
- Teamwork
- Promoting free, creative and inductive thinking
- Exercise of criticism and self-criticism
- Generating new research ideas
- Project planning and management

3. SYLLABUS

The subject of the seminar is to familiarize students with the art and expressive codes of theater, as well as to acquaint them with theatrical genres and their special characteristics. At the same time, students become familiar with theoretical methods of interpretive approach and theater criticism. Through the elaboration of assignments, students focus on the study of specific plays with the assistance of modern theoretical methods of analysis and processing of both the dramatic text and the performance. The possibilities of using theatrical texts, media and techniques in the field of education are also explored.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the classroom																						
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>																							
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table> <tr> <th><i>Activity</i></th><th><i>Semester Workload</i></th></tr> <tr> <td>Seminars-discussions</td><td>19</td></tr> <tr> <td>Independent Study</td><td>40</td></tr> <tr> <td>Assignment Writing</td><td>50</td></tr> <tr> <td>Presentation of Work</td><td>16</td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td></td><td></td></tr> <tr> <td>Course Total <i>(25 hours of workload per credit)</i></td><td>125</td></tr> </table>	<i>Activity</i>	<i>Semester Workload</i>	Seminars-discussions	19	Independent Study	40	Assignment Writing	50	Presentation of Work	16											Course Total <i>(25 hours of workload per credit)</i>	125
<i>Activity</i>	<i>Semester Workload</i>																						
Seminars-discussions	19																						
Independent Study	40																						
Assignment Writing	50																						
Presentation of Work	16																						
Course Total <i>(25 hours of workload per credit)</i>	125																						
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	1. Compulsory written assignment 2. Oral examination																						

5. ATTACHED BIBLIOGRAPHY

Suggested Bibliography:

- A) P. Pavis, *Dictionary of Theatre*, trans. A. Stroumbouli of *Dictionnaire du Theatre*, supervised by K. Georgousopoulos, Athens: Gutenberg, 2006 (it is proposed to be distributed free of charge)
- B) C. B. Balme, *The Cambridge Introduction to Theatre Studies*, Cambridge: C.U.P., 2008.
- Γ) Brownstein O.L., Daubert D.M., *Analytical Sourcebook of Concepts in Dramatic Theory*, Westport, Conn. & London: Greenwood Press, 1981
- Δ) Counsell C., Wolf L. (ed.), *Performance Analysis: An Introductory Coursebook*, London & New York: Routledge, 2001
- E) R. Courtney, *Play, Drama and Thought: The Intellectual Background to Dramatic Education*, 4th edn. Toronto: Simon & Pierre, 1989
- F) Th. Grammatas, *Theatrical Education and Teacher Training*, Athens: Typothito – G. Dardanos, 1997
- G) _____, *Didactics of Theatre*, Athens: Typothito – G. Dardanos, 1999.
- H) M. Fortier, *Theory / Theatre: An Introduction*, 2nd edn., London & New York: Routledge, 2002.
- I) T. Moudatsakis, *Theatre as a Practical Art in Education*, 2nd ed., Athens: Exandas, 2005
- I) P. Sextou, *Dramatization: The Book of the Educator-Animator (Method-Applications-Ideas)*, Athens: Kastaniotis, 1998.
- IA) Wilhelm J. D., Edmiston B., *Imagining to Learn: Inquiry, Ethics, and Integration through Drama*, Portsmouth, NH: Heinemann, 1998.

SEM 513 (Tutor: M. Tzakosta)

COURSE OUTLINE

1.GENERAL

SCHOOL	EDUCATION SCIENCES		
ACADEMIC UNIT	EARLY CHILDHOOD EDUCATION PEDAGOGY		
LEVEL OF STUDIES	<i>Undergraduate</i>		
COURSE CODE	SEM 513 (LINGUISTICS SEMINAR)	SEMESTER	Spring - 6th
COURSE TITLE	LANGUAGE DEVELOPMENT AND EDUCATION OF PRESCHOOL CHILDREN		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING WEEKS	CREDITS
Lectures and Practice Exercises		3	5
COURSE TYPE	Scientific Area		

<i>general background, special background, specialised general knowledge, skills development</i>	
PREREQUISITE COURSES:	EPA 501, EPA 516 and EPA 114 or EPA 333
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES
ONLINE WEBSITE (URL)	

2.LEARNING OUTCOMES

Learning Outcomes	
<i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i> <i>Consult Appendix A</i> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>	
Assignment A. original topics of work that require a) field research (collection of linguistic material from preschool children), b) processing and (quantitative and qualitative) analysis of data, c) theoretical interpretation of the topics under discussion. B. bibliographic synthetic works.	
General Competencies	
<i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i>	
<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>.....</i>

<i>Working in an interdisciplinary environment</i>	<i>Others...</i>
<i>Production of new research ideas</i>	<i>.....</i>
• • Autonomous Work • Teamwork • Adapting to new situations • Promoting free, creative and inductive thinking	

3. SYLLABUS

The seminar aims to study the language development/acquisition of the child in the light of modern psycholinguistic theories, in combination with the pedagogical applications of the latter. We will discuss the difference between language ability and language filling, we will analyze the differences between speech perception and comprehension through the study of the methodology of collecting and analyzing linguistic material. We will proceed to compare language development in monolingual and bilingual children and examine methods for measuring and evaluating language development, in order to propose intervention programs to enhance language learning and cultivate metalinguistic competences in different groups of children. Our views will always be substantiated by the processing and theoretical assessment of real data of preschool children who master Greek as their mother tongue as well as the presentation and critical evaluation of research studies on the topics under discussion.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	In the classroom	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>		
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i>		
	<i>Activity</i>	<i>Semester Workload</i>
	Bibliographic review	20
	Practice Exercises	20
	Independent Study	20
	Interactive Teaching	20
	Research	35
	Presentation of work	5
	Follow-up Consistency	5
	Writing a final paper	

<i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Course Total (25 hours of workload per credit)	125
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	Written exams (100%) which include: • Multiple-choice questions • Open-ended questions • Comparative view of theoretical issues	

5. ATTACHED BIBLIOGRAPHY

- Fromkin, V., R. Rodman and N. Hyams. 2008. *Introduction to the Study of Language*. Transl. E. Vazou, G.I. Xydopoulos, F. Papadopoulou & A. Tsangalidis. Scient. Ed. G.I. Xydopoulos. Athens: Patakis.
- Baslis, G.N. 2006. *Introduction to Language Teaching. A Modern Holistic and Communicative Approach*. Athens: Nefeli.
- Pinker, S. 1994. *The language Instinct. The New Science of Language and Mind*. Penguin books.
- Pinker, S. 1996. *Language Learnability and Language Development*. Harvard University Press.
- Pinker, S. 1997. *How the Mind Works*. New York/ London: Norton.
- Pinker, S. 2002. *The Blank Slate: The Modern Denial of the Human Nature*. Penguin.
- Conjunctive. E. & M. Tzakosta. 20014a. *Dynomasia: The Journeys of a Centipede in the Land of Grammar*. Chania: Glafki.
- Synodis, E. & M. Tzakosta. 2014b. *Akiarositsa: The Journeys of a Centipede in the Land of Grammar*. Chania: Glafki.
- Tzakosta, M. (eds.) 2015. *Language Learning and Teaching in Multilingual and Multicultural Environments. Integration of Language Deviation and Linguistic Diversity*

in the Classroom. Athens: Gutenberg-Dardanos.

Tzakosta, M. (eds.). by dim. *The Teaching of Modern Greek Dialects in Primary and Secondary Education. Theoretical Approaches and Teaching Applications*. Athens: Gutenberg-Dardanos.

SEM 514 (Instructor: M. Tzakosta)

1. General

	EDUCATION SCIENCES		
SECTION	EARLY CHILDHOOD EDUCATION PEDAGOGY		
LEVEL OF STUDY	Undergraduate		
COURSE CODE	SEM 514 (LINGUISTICS SEMINAR)	SEMESTER OF STUDIES	Spring - 6th
COURSE TITLE	LANGUAGE TEACHING		
INDEPENDENT TEACHING ACTIVITIES <i>in case the credits are awarded in distinct parts of the course e.g. Lectures, Laboratory Exercises, etc. If the credits are awarded uniformly for the entire course, indicate the weekly teaching hours and the total credits</i>		TEACHING WEEKS	CREDITS
Lectures and Practice Exercises		3	5
COURSE TYPE <i>background, general knowledge, scientific area, skills development</i>	Scientific Area		
PREREQUISITE COURSES:	EPA 501, EPA 516 and EPA 114 or EPA 333		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	Greek		
THE COURSE IS OFFERED TO ERASMUS STUDENTS	YES		
ONLINE COURSE PAGE (URL)			

2. LEARNING OUTCOMES

Learning Outcomes	
Assignment	
A. original topics of work that require a) field research (collection of linguistic material from preschool children), b) processing and (quantitative and qualitative) analysis of data, c) theoretical interpretation of the topics under discussion. B. bibliographic synthetic works.	
General Competencies	
•Autonomous Work • Teamwork	

- Adapting to new situations
- Promoting free, creative and inductive thinking

3. COURSE CONTENT

The seminar aims at the linguistic development/acquisition of the child in the light of modern psycholinguistic theories, in combination with the pedagogical applications of the latter. We will discuss the order of language development and how it can influence and determine language teaching in kindergarten and primary school. We will proceed to compare language development in monolingual and bilingual children and examine methods for measuring and evaluating language development, in order to propose intervention programs to enhance language learning and cultivate metalinguistic competences in different groups of children. Our views will always be substantiated by the processing and theoretical assessment of real data of preschool children who master Greek as their mother tongue as well as the presentation and critical evaluation of research studies on the topics under discussion.

4. TEACHING and LEARNING METHODS - EVALUATION

DELIVERY MODE Pin-person to face, Distance learning, etc.	In the classroom																				
USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES The use of ICT in Teaching, Laboratory Education, Communication with students																					
TEACHING ORGANIZATION <i>The way and methods of teaching are described in detail.</i> <i>Lectures, Seminars, Laboratory Exercise, Field Exercise, Literature Study & Analysis, Tutoring, Practical (Placement), Clinical Practice, Art Workshop, Interactive Teaching, Educational Visits, Project Preparation, Writing a Paper / Assignments, Artistic Creation, etc.</i> <i>The student's study hours for each learning activity as well as the hours of unguided study are listed so that the total workload at semester level corresponds to the ECTS standards</i>	<table> <tr> <th>Activity</th><th>Semester Workload</th></tr> <tr> <td>Bibliographic review</td><td>20</td></tr> <tr> <td>Practice Exercises</td><td>20</td></tr> <tr> <td>Independent Study</td><td>20</td></tr> <tr> <td>Interactive Teaching</td><td>20</td></tr> <tr> <td>Research</td><td>35</td></tr> <tr> <td>Presentation of work</td><td>5</td></tr> <tr> <td>Follow-up Consistency</td><td>5</td></tr> <tr> <td>Writing a final paper</td><td></td></tr> <tr> <td>Course Total (25 hours of workload per credit)</td><td>125</td></tr> </table>	Activity	Semester Workload	Bibliographic review	20	Practice Exercises	20	Independent Study	20	Interactive Teaching	20	Research	35	Presentation of work	5	Follow-up Consistency	5	Writing a final paper		Course Total (25 hours of workload per credit)	125
Activity	Semester Workload																				
Bibliographic review	20																				
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Research	35																				
Presentation of work	5																				
Follow-up Consistency	5																				
Writing a final paper																					
Course Total (25 hours of workload per credit)	125																				
STUDENT EVALUATION	Written exams (100%) which include: (3) Multiple-choice questions (3) Open-ended questions (3) Comparative view of theoretical issues																				

5. RECOMMENDED-BIBLIOGRAPHY

Fromkin, V., R. Rodman and N. Hyams. 2008. *Introduction to the Study of Language*. Transl. E. Vazou, G.I. Xydopoulos, F. Papadopoulou & A. Tsangalidis. Scient. Ed. G.I. Xydopoulos. Athens: Patakis.

Baslis, G.N. 2006. *Introduction to Language Teaching. A Modern Holistic and Communicative Approach*. Athens: Nefeli.

Pinker, S. 1994. *The language Instinct. The New Science of Language and Mind*. Penguin books.

Pinker, S. 1996. *Language Learnability and Language Development*. Harvard University Press.

Pinker, S. 1997. *How the Mind Works*. New York/ London: Norton.

Pinker, S. 2002. *The Blank Slate: The Modern Denial of the Human Nature*. Penguin.

Conjunctive. E. & M. Tzakosta. 20014a. *Dynomasia: The Journeys of a Centipede in the Land of Grammar*. Chania: Glafki.

Synodis, E. & M. Tzakosta. 2014b. *Akiarositsa: The Journeys of a Centipede in the Land of Grammar*. Chania: Glafki.

Tzakosta, M. (eds.) 2015. *Language Learning and Teaching in Multilingual and Multicultural Environments. Integration of Language Deviation and Linguistic Diversity in the Classroom*. Athens: Gutenberg-Dardanos.

Tzakosta, M. (eds.). by dim. *The Teaching of Modern Greek Dialects in Primary and Secondary Education. Theoretical Approaches and Teaching Applications*. Athens: Gutenberg-Dardanos.

SEM 603 (Tutor: M. Linardakis)

1. GENERAL INFORMATION

SCHOOL	EDUCATION		
DEPARTMENT	DEPARTMENT OF PRESCHOOL EDUCATION		
STUDY LEVEL	UNDERGRADUATE		
COURSE CODE	SEM 603	SEMESTER	6, 8
COURSE TITLE	Quantitative Research in Education using Scales of Measurement		
INSTRUCTIONAL ACTIVITIES		TEACHING HOURS PER WEEK	NUMBER OF ECTS CREDITS
Lecturing Workshops			7
COURSE TYPE	Subject knowledge		
PREREQUISITIES			
LANGUAGE OF INSTRUCTION AND ASSESSMENT	GREEK,		
COURSE IS OFFERD TO ERASMUS STUDENTS	YES		
COURSE WEBSITE			

2. LEARNING OUTCOMES

Learning Outcomes

Use of scales in preschool education and quantitative analysis of the data.

General Abilities

- Search, analysis and composition of data and relevant information
- Decision making
- Independent work
- Group work
- Promotion of independent, creative and inductive thinking
- Work in an international environment
- Work in a multidisciplinary environment
- Generating new research ideas
- Design and project management

3. COURSE CONTENT

Main contents:

The course aims at familiarizing the students on the use of normalized scales of measurement that assess the performance of preschool children (eg. Raven test for measuring non-verbal intelligence, Pea-body scale for measuring fine and gross motor skills, VMI scale for Eye-motor coordination, etc.). Quantitative data analysis using statistical packages. Essay writing with the results.

4. METHODS OF INSTRUCTION, LEARNING AND ASSESSMENT

MODE OF INSTRUCTION	Lecturing in class	
USE OF INFORMATION AND COMMUNICATION TECHNOLOGY	Use of the computer lab.	
ORGANISATION OF INSTRUCTION	Activity	Semester Workload
	Lectures	55
	Homework	20
	Study	40
	Assignment	60
	Total (25 hours of workload for each ECTS credit)	175
STUDENTS' ASSESSMENT		

5. RECOMMENDED READING

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

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