



UNIVERSITY OF IOANNINA  
SCHOOL OF EDUCATION  
DEPARTMENT OF EARLY CHILDHOOD EDUCATION

# OUTLINES OF COURSES

ACADEMIC YEAR 2019-2020

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## **1<sup>st</sup> SEMESTER**

## COMPULSORY COURSES



## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	PEY 100	<b>SEMESTER</b>	1
<b>COURSE TITLE</b>	INTRODUCTION TO THE GREEK LANGUAGE AND LINGUISTICS		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES/ INTERACTIVE TEACHING		3	4
<b>COURSE TYPE</b>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK LANGUAGE		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	Distance Learning Platform of the University of Ioannina <a href="http://ecourse.uoi.gr">http://ecourse.uoi.gr</a>		

### (2) LEARNING OUTCOMES

Learning outcomes
<p><u>In terms of acquiring knowledge:</u></p> <ul style="list-style-type: none"> <li>• They are introduced to the basic concepts of Linguistics and fundamental linguistic phenomena.</li> <li>• To address the social dimension of language and recognize linguistic diversity.</li> <li>• Explore themselves with an interdisciplinary view of the Greek language that combines the cultural and linguistic approach.</li> <li>• To realize the relationship between language and nation through understanding the connection of language to national and cultural identity.</li> </ul> <p><u>In terms of acquiring skills:</u></p> <ul style="list-style-type: none"> <li>• They cultivate language and teaching skills.</li> <li>• They will be able to make creative use of authentic language material and respond creatively to the challenge of producing linguistic material.</li> </ul>

- To develop the ability to analyze the narrative speech of the infant.

In terms of acquiring abilities:

- Acquire language skills.
- Encourage communication skills and the ability to adapt speech in different socio-cultural contexts and communication circumstances.
- They cultivate the meta-lingual skill of reflection and reflection on the linguistic system.

**General Competences**

- Search, analyze and synthesize data and information, using the necessary technologies
- Adapt to new situations
- Teamwork
- Working in an interdisciplinary environment
- Producing new research ideas
- Respect for diversity and multiculturalism
- Exercise of criticism and self-criticism
- Promote free, creative and inductive thinking

**(3) SYLLABUS**

The course introduces the beginnings of Linguistics and its evolution to date. Fundamental Chapters from Ferdinand de Saussure's General Linguistics Courses are taught and the Levels of Language Analysis (Phonetics, Phonology, Morphology, Syntax, Semantics, Lexis) are delivered. The tools of modern linguistics are used for the study of the Greek language with emphasis on the teaching of modern Greek.

In particular, the course includes the following topics:

- History of Linguistics and its relationships with other sciences.
- The linguistic value. The linguistic phenomenon. Langage - parole - langue - constant speech.
- The nature of the language sign. The unchanging and the variable of the point.
- Teaching the mother tongue.
- Voice, phonology, morphology: phonological structure, morphology and syntax interaction, diachronic developments.
- Syntax and Semantics: Tropics, perspective, building materials of style.
- Greek language and socio-cultural contexts.
- Technical species as social events.
- Language variations.
- Language and Identity Issues

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

<b>DELIVERY</b>	Face to face
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<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Using the asynchronous e-learning platform of the University of Ioannina <a href="http://ecourse.uoi.gr">http://ecourse.uoi.gr</a>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures attending	39
	Preparation of an individual essay	40
	Bibliographic research	12
	Tutor's meetings	9
	Total course	100
<b>STUDENT PERFORMANCE EVALUATION</b>	Language of assessment: Greek <ul style="list-style-type: none"> <li>• To participate in a written test with essay development questions.</li> <li>• Written essay with (preferably) research content and presentation in the lesson (20%).</li> <li>• Compiling report papers following attendance of parallel symposia or seminars with invited speakers during the semester.</li> <li>• Essay (for ERASMUS students, 100%)</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

Saussure, F. De (1979). General Linguistics Courses. Mfr. Φ.Δ. Apostolopoulos. Athens: Papazisis.

Titsanoudis - Mallidis, N. (2013) (eds.). Language and modern (primary) school education. Current challenges and prospects. Athens: Gutenberg.

Tsitsanoudis-Mallidis, N. (2015) (ed.) Greek Language in Children's Society. New York: Untested Ideas Receiving Center.

Tsitsanoudis – Mallidis, N. (2018) (guest editor). Αφιέρωμα στην Ελληνική Γλώσσα: Ερευνητικές εργασίες και νέες θεωρητικές συνθέσεις. Revista De Estudos Hellenicos. Brazil: Rio De Janeiro University, Instituto de Letras.

Tsitsanoudis-Mallidis, N. (2013). "Modern linguistic uses of the reference: Today's" mistakes, "the" rule "of tomorrow?". Scientific Yearbook of the Pedagogical Department of the Kindergarten of the School of Educational Sciences of the University of Ioannina - Journal of Research in Education and Training. University of Ioannina Publications (on line), Vol. 6, 4-29.

Tsitsanoudis-Mallidis, N. (2014). "Grammar and Spelling Courses at the University. The experience of the "Small Seminars" of the Pedagogical Department of the Kindergarten of Ioannina ". New Education, Quarterly review on educational research. Athens: Patakis,

Vol. 150, 119-129.

Tsitsanoudis-Mallidis, N. & A. Mitchis (2016). "Communication grammar and language: Data and developments that lead to the exploitation of grammatical knowledge". Scientific Yearbook of the Pedagogical Department of the Kindergarten of the School of Educational Sciences of the University of Ioannina - Journal of Research in Education and Training. University of Ioannina Publications (online).  
<http://ejournals.epublishing.ekt.gr/index.php/jret/article/view/9986/10704>.

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠΕΥ 101	<b>SEMESTER</b>	1
<b>COURSE TITLE</b>	INTRODUCTION TO SOCIOLOGY OF EDUCATION		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES/INTERACTIVE TEACHING		3	4
<b>COURSE TYPE</b>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/course/view.php?id=464">http://ecourse.uoi.gr/course/view.php?id=464</a>		

### (2) LEARNING OUTCOMES

Learning outcomes
<p>After completing the course students will be able:</p> <ul style="list-style-type: none"> <li>• To understand and use the approaches of Sociology of Education.</li> <li>• To understand the social functions of education system.</li> <li>• To comprehend the school fact through criticizing the basic concepts of Sociology and Social Science.</li> <li>• To combine approaches of Sociology of Education with Social Science.</li> <li>• To design and implement educational actions for mitigation of social and gender inequality at school.</li> <li>• To compare school performance and contrast it with social indicators.</li> <li>• To understand the present and previous role of teacher professionalism in Greek society.</li> </ul>
General Competences
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Decision- making</li> <li>• Working independently</li> <li>• Team work</li> </ul>

- Working in an international environment
- Respecting the difference and the multiculturalism
- Social, professional and ethical responsibility and sensibility of Gender issues
- Criticism and Self-criticism
- Production of free, creative and Inductive thinking

### (3) SYLLABUS

This course includes the following units:

- Sociology and Sociology of Education
- Education and society
- Socialization and school, particularly on preschool education
- Social positions and roles in preschool education and in overall education
- Education, social inequalities and the role of preschool education
- Education, gender and the role of preschool education on reproduction of gender inequalities
- New technologies and preschool education
- Compensatory education on preschool education
- The professionalism of teachers and preschool teachers- burnout.

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

<b>DELIVERY</b>	Face- to- face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in teaching, sending extra material, communication with students.	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	26
	Interactive teaching	13
	Study and analysis of bibliography/ preparing	26
	Essay	15
	Exam preparation	36
	Cooperation	3
	Course total	119
<b>STUDENT PERFORMANCE EVALUATION</b>	Language of evaluation: Greek  Methods of evaluation: Formative and Conclusive Examination	

	<p>I. Questions:</p> <ul style="list-style-type: none"> <li>▪ Open- ended questions</li> <li>▪ Short- answer questions</li> <li>▪ Problem solving questions</li> </ul> <p>II. Essay</p>
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##### (5) ATTACHED BIBLIOGRAPHY

Θάνος, Θ., Καμαριανός, Ι., Κυρίδης, Α. & Φωτόπουλος, Ν. (2017). *Κοινωνιολογία της Εκπαίδευσης. Εισαγωγή σε βασικές έννοιες και θεματικές*. Αθήνα: Gutenberg.

Ballantine Jeanne & Hammack Floyd (2014). *Κοινωνιολογία της εκπαίδευσης*. Θεσσαλονίκη: Επίκεντρο.

Θάνος, Θ. (2010). *Κοινωνιολογία των κοινωνικών ανισοτήτων στην εκπαίδευση. Η πρόσβαση των κοινωνικο-επαγγελματικών ομάδων στην ανώτατη εκπαίδευση* (Γ. Κουζέλης, Προλεγόμενα). Αθήνα: Νήσος.

Καντζάρα, Β. (2008). *Εκπαίδευση και κοινωνία. Κριτική διερεύνηση των κοινωνικών λειτουργιών της εκπαίδευσης*. Αθήνα: Πολύτροπον.

Νόβα-Καλτσούνη, Χρ. (2010). *Κοινωνιολογία της Εκπαίδευσης*. Αθήνα: Gutenberg.

Σιάνου-Κύργιου, Ε. (2006). *Εκπαίδευση και κοινωνικές ανισότητες: Η μετάβαση από τη Δευτεροβάθμια στην Ανώτατη Εκπαίδευση (1997-2004)*. Αθήνα: Μεταίχμιο.

Blackledge, D. & Hunt B. (1995). *Κοινωνιολογία της εκπαίδευσης* (Μ. Δεληγιάννη, Μετάφρ.). Αθήνα: Έκφραση.

Κυρίδης, Α. (1997). *Η ανισότητα στην ελληνική εκπαίδευση και η πρόσβαση στο πανεπιστήμιο (1955-1985)*. Αθήνα: Gutenberg.

Φραγκουδάκη, Α. (1985). *Κοινωνιολογία της εκπαίδευσης: θεωρίες για την κοινωνική ανισότητα στο σχολείο*. Αθήνα: Παπαζήσης.

Παναγιωτόπουλος, Ν. (Δ/ση) *Οι γειτονιές του Πολιτισμού, Κοινωνικές Επιστήμες*, τεύχος 1, 2012, Αλεξάνδρεια.

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠΝΥ 201	SEMESTER	1
COURSE TITLE	INTRODUCTION TO PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	6
LABORATORY EXERCISES		1	
COURSE TYPE	GENERAL BACKGROUND		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (WITH PERSONAL STUDY AND PREPARATION OF WORK AND EXAMS IN ENGLISH)		
COURSE WEBSITE (URL)			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• Understand basic principles and theoretical approaches of psychology</li> <li>• Understand concepts of psychology, such as cognitive functions, motives and emotions</li> <li>• Understand the basic research methods and ethics in psychology</li> <li>• Learn how to search for bibliography and write bibliographic references</li> <li>• Be able to administer simple psychometric research tools, such as questionnaires</li> <li>• Being able to independently collect research data from 1-2 participants</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Search for, analysis and synthesis of data and information, with the use of the necessary technology</li> <li>• Adapting to new situations</li> </ul>



- Working independently
- Team work
- Production of new research ideas
- Respect for diversity, the environment and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

### (3) SYLLABUS

#### Introduction:

Theoretical approaches in Psychology (Structuralism, Functionalism, Behaviorism, Gestalt Psychology, Psychoanalysis, Cognitive Psychology). Areas of psychology.

#### Research Methodology in Psychology:

Methods of study (experiments, observation, case studies, questionnaires and polls, meta-analysis, qualitative analysis, interviews). Methods of study in Cognitive Psychology. Ethics issues in psychology.

#### Introduction to cognitive functions:

Perception. Attention. Memory. Language. Thought and representation. Intelligence. Consciousness.

#### Motivation and emotions.

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

<b>DELIVERY</b>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in teaching, laboratory education, communication with students	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Laboratory practice	13
	Study hours for for the preparation of the laboratory practice	25
	Hours of non-directed study	30
	Study hours for the preparation of the exams	40
	Exams	3

	Course total	150
<b>STUDENT PERFORMANCE EVALUATION</b>	Language of evaluation: Greek Methods of Evaluation: Multiple choice questionnaires (80% of the course grade) Two (2) laboratory works (20% of the course grade): (a) search and writing of bibliographic references according to the APA style, and (b) administration of simple psychometric research tools, such as questionnaires	

#### (5) ATTACHED BIBLIOGRAPHY

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

- Βοσνιάδου, Σ. (2005). *Εισαγωγή στην ψυχολογία: Βιολογικές, αναπτυξιακές και συμπεριφοριστικές προσεγγίσεις – Γνωστική ψυχολογία*, τόμος Α'. Αθήνα: Gutenberg.
- Hayes, N. (2011). *Εισαγωγή στην Ψυχολογία* (Επιμ. Έκδ. Α. Κωσταρίδου-Ευκλείδη), τόμος Α'. Αθήνα: Πεδίο.
- Hayes, N. (2011). *Εισαγωγή στην Ψυχολογία* (Επιμ. Έκδ. Ι. Ν. Παρασκευόπουλος), τόμος Β'. Αθήνα: Πεδίο.
- Schacter, D. L., Gilbert, D. T., Nock, M. K., & Wegner, D. M. (2018, μτφρ). *Ψυχολογία*. Αθήνα: Utopia.
- Schacter, D. L., Gilbert, D. T., & Wegner, D. M. (2012). *Ψυχολογία* (Επιμ. Έκδ. Σ. Βοσνιάδου). Αθήνα: Gutenberg.

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

*American Psychologist*  
*Hellenic Journal of Psychology*  
*Journal of Applied Psychology*  
*Consciousness & Cognition*

## COMPULSORY ELECTIVE COURSES

UNIT: MATHEMATICS, SCIENCE & TECHNOLOGY  
EDUCATION

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠΝΥ302	SEMESTER	1
COURSE TITLE	INTRODUCTION TO APPLICATIONS OF ICT IN EDUCATION		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES		2	
LABORATORY EXERCISES		1	
COURSE TYPE	SKILLS DEVELOPMENT		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTIONS AND EXAMINATION:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	<a href="http://ecourse.uoi.gr/course/view.php?id=62">http://ecourse.uoi.gr/course/view.php?id=62</a>		

### (2) LEARNING OUTCOMES

Learning Outcomes
<p>The aim of the course is:</p> <ul style="list-style-type: none"> <li>• Introduction to the educational use of computers, (structure, subsystems)</li> <li>• Introduction to Word - PowerPoint - Excel programs.</li> <li>• Introduction to applications of lifelong learning, using ICT.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Become familiar with basic concepts of hardware - software - networks - communications, internet.</li> <li>• Acquire basic computer skills.</li> <li>• Design educational courses for children using ICT tools.</li> </ul>
General Competences
<ul style="list-style-type: none"> <li>• Project planning and management</li> <li>• Showing social, professional and ethical responsibility</li> <li>• Criticism and self-criticism</li> </ul>

### (3) SYLLABUS

- Introduction to the course topic.
- Hardware: CPU input and output units (description and components).
- Software and its use.
- Word, PowerPoint, Excel.
- Networks and Communication.
- Distance Learning.
- Life-long learning.
- Educational programs using computers in Kindergarten's curriculum.

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

<b>DELIVERY.</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b>	Computers, Projector, Internet, e-course.	
<b>TEACHING METHODS</b>	<b>ACTIVITY</b>	<b>SEMESTER WORKLOAD</b>
	Lectures	26
	Study for course preparation	30
	Lab tutorials (participation)	13
	Collaboration with tutor	3
	Assignment writing	28
	Exam Preparation	20
	Total hours	<b>120</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Written exams with assignment 100% Or Written exams 100% Or Oral exams 100%  Research assignments for ERASMUS students 70% Compulsory Workshop for ERASMUS students 30%	

### (5) ATTACHED BIBLIOGRAPHY

Amy Webb (2019). *The Big Nine How the Tech Titans and Their Thinking Machines Could Warp Humanity*. Eds Public Affairs.

Dagogo Altraide (2019). *ColdFusion Presents: New Thinking: From Einstein to Artificial*

*Intelligence, the Science and Technology that Transformed Our World.* Hardcover – Mango Eds.

Williams, B.K. & Sawyer, S.C. (2015). *Εγχειρίδιο της Πληροφορικής και των Επικοινωνιών*. (11<sup>η</sup> Έκδοση). Αθήνα : Μ. Γκιούρδας.

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠNE 313	<b>SEMESTER</b>	1
<b>COURSE TITLE</b>	INTRODUCTION TO SCIENTIFIC CONCEPTS		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES / LAB TUTORIALS		3	4
<b>COURSE TYPE</b>	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<ul style="list-style-type: none"> <li>• Understanding of basic scientific concepts in/for Early Science Education.</li> <li>• Identification of pupils' cognitive obstacles in the process of concept formation.</li> <li>• Identification of scientific skills development during experimental activities.</li> <li>• Implementation of scientific skills such as observing, classifying, measuring, controlling variables, testing predictions.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Decision-making</li> <li>• Team work</li> <li>• Project planning and management</li> <li>• Respect for difference and multiculturalism</li> <li>• Respect for the natural environment</li> <li>• Production of free, creative and inductive thinking</li> </ul>



### (3) SYLLABUS

<ul style="list-style-type: none"> <li>• Object, methodology, course, fieldsofScience Education</li> <li>• Physical Quantities-Measuring</li> <li>• Material and motion</li> <li>• Environment and ecosystems</li> <li>• Living things</li> <li>• Air and its properties</li> <li>• Water cycle in nature</li> <li>• Electricity-Magnetism</li> <li>• Light and colors</li> <li>• Floating and sinking</li> </ul>
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### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY.</b>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<a href="http://ecourse.uoi.gr">http://ecourse.uoi.gr</a>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	12
	Lab tutorials	26
	Study for course preparation	37
	Collaboration with tutor	5
	Exam Preparation	40
	Course total	<b>113</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Compulsory lab tutorial 70% Written exams 30%	

### (5) ATTACHED BIBLIOGRAPHY

#### **Suggested bibliography:**

Cole, M., Kaptelinin, V., Nardi, B., & Vadeboncoeur, J. A. (2016). *Scale, Agency, and Relationships: The Work of Cultural-Historical and Activity Theoretical Research*. *Mind, Culture, and Activity*, 23(2), 93–94. <http://doi.org/10.1080/10749039.2016.1176837>

Engeström, Y. (1999). *Activity theory and individual and social transformation*. In Y. Engeström, R. Miettinen, & R.- L. Punamääki (Eds.). *Perspectives on activity theory* (pp.19-38). New York: Cambridge University Press.

- Engeström, Y. (2016). Foreword: Making Use of Activity Theory in Educational Research. In D. Gedera & J. Williams (Eds.), *Activity Theory in Education* (pp. vii-ix), The Netherlands: Sense Publishers.
- Lederman, N & Lederman J. (2012). *Nature of Scientific Knowledge and Scientific Inquiry: Building Instructional Capacity Through Professional Development*. In B. Fraser, K. Tobin & C. McRobbie (Eds). *Second International Handbook of Science Education Volume I* (pp. 335-360). New York: Springer.
- Matthews, M. (2007). *Διδάσκοντας Φυσικές Επιστήμες, Ο ρόλος της Ιστορίας και της Φιλοσοφίας των Φυσικών Επιστημών στη Διδασκαλία των Φυσικών Επιστημών*. Επιμ. Φ. Σέρογλου, μτφ. Α. Μουμτζή, Επίκεντρο: Αθήνα. Τίτλος πρωτοτύπου: Matthews, M. (1994). *Science Teaching-The Role of History and Philosophy of Science*. New York: Routledge.
- Plakitsi, K. (2013). *Activity Theory in Formal and Informal Science Education*. The Netherlands: Sense Publishers.
- Roth, W.-M. (2004). *Activity Theory and education: An introduction*. *Mind, Culture, and Activity*, 11(1), 1-8. [http://dx.doi.org/10.1207/s15327884 mca1101\\_1](http://dx.doi.org/10.1207/s15327884 mca1101_1)
- Νάννη, Ε. (2017). *Η Θεωρία της Δραστηριότητας στην εκπαίδευση των εκπαιδευτικών της πρωτοβάθμιας εκπαίδευσης στη διδασκαλία θεμάτων των Φυσικών Επιστημών σε τυπικά και μη τυπικά περιβάλλοντα μάθησης. Η περίπτωση της έμβιας ύλης. Αδημοσίευτη διδακτορική διατριβή*, σελ. 400. Ιωάννινα: Πανεπιστήμιο Ιωαννίνων.
- Παιδαγωγικό Ινστιτούτο. (2003). *Διαθεματικό Ενιαίο Πλαίσιο Προγραμμάτων Σπουδών (Δ.Ε.Π.Π.Σ.) και Αναλυτικά Προγράμματα Σπουδών (Α.Π.Σ.) Υποχρεωτικής Εκπαίδευσης*. Ανακτήθηκε 13 Φεβρουαρίου, 2018, από <http://ebooks.edu.gr/new/ps.php>
- Παιδαγωγικό Ινστιτούτο. (2011). *Πρόγραμμα Σπουδών Νηπιαγωγείου*. Αθήνα: Παιδαγωγικό Ινστιτούτο.
- Πλακίτση, Κ. (2008). *Διδακτική των Φυσικών Επιστημών στην Προσχολική και στην Πρώτη Σχολική Ηλικία. Σύγχρονες Τάσεις και Προοπτικές*. Αθήνα: Εκδόσεις Πατάκη.
- Πλακίτση, Κ. (Επιμ.) (2012). *Κοινωνιογνωστικές και κοινωνικοπολιτισμικές προσεγγίσεις στη διδακτική των φυσικών επιστημών στην προσχολική και πρώτη σχολική ηλικία. (Sociocognitive and sociocultural approaches in Science Education for early childhood)*. Αθήνα: Πατάκης.
- Πλακίτση, Κ., Σταμούλης, Ε., Θεοδωράκη Χ., Κολοκούρη, Ε., Νάννη, Ε., Κορνελάκη, Α. (2018). *Η Θεωρία της Δραστηριότητας και οι Φυσικές Επιστήμες: Μια νέα διάσταση στην STEAM εκπαίδευση*. Αθήνα: Gutenberg–Δαρδανός.
- Ραβάνης, Κ. (2008). *Οι Φυσικές Επιστήμες στην Προσχολική Εκπαίδευση*. Αθήνα: Εκδόσεις Τυπωθήτω.

#### **Related academic journals:**

e-journal: *Research Education: Science and Praxis*. Available in: <http://www.lib.uoi.gr/serp/>

## ELECTIVE COURSES

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	NE403A	<b>SEMESTER</b>	1
<b>COURSE TITLE</b>	ETHOLOGY-BIOLOGY		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	4
<b>COURSE TYPE</b>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<ul style="list-style-type: none"> <li>• To recognize similarities and differences between humans and primates.</li> <li>• To recognize affinity and common genetic basis between humans and primates.</li> <li>• To understand the biodiversity through evolutionary and cultural perspective</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Respect for the natural environment</li> <li>• Production of free, creative and inductive thinking</li> <li>• Biodiversity discourse</li> </ul>

### (3) SYLLABUS

<p>The course focuses on</p> <p>How human developmental process is affected by the interaction among genetic, environmental differences and social development.</p> <p>The study of animal behavior in comparison to human behavior through natural selection.</p> <p>Moreover it focuses on the</p>
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- Definition of ethology (comparative psychology)
- Animal Instinct and learning – firm action standards – engraving.
- The senses among animals (touch, auditory signs, olfactory signs, vision).
- Stimuli and signs (pump type and trigger type), innate disengagement mechanism.
- The meaning of personal vital space.
- Animal Mimicry as a phenomenon of natural self-protection.
- Animal social organization (dominant and subservient animals). Plasticity in social organization of primates.
- Animal Communication (complex forms of communication).
- Team hunting.
- Mechanisms for the prevention of overpopulation (optimal population size, cannibalism, migration).
- Animal Migration (seasonal, permanent).
- Animal “altruism” (Unselfish altruism, relative altruism).
- Infanticides and cannibalism
- Animal Sexuality: Evolution, reproduction and sex. (similarities and differences in the sexuality of primates and humans)
- Animal Emotions (friendship, death, maternal affection).
- Play and sociability.
- The use of tools.
- Primates’ symbolic language
- Animal Aggressiveness
- Sociobiology (social behaviour in natural selection).

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

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in teaching and communication with students	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Student’s non directed study hours	45
	Tutor’s collaboration hours	6
	Course total	<b>100</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Language of evaluation: Greek Methods of evaluation: short-answer questions or oral examination	

#### **(5) ATTACHED BIBLIOGRAPHY**

Καφετζόπουλος, Ευ.(1999) *Ο σεξουαλικός πύθηκος*, Αθήνα ΑΛ. ΜΑΜΑΛΗΣ & ΣΙΑ Ο.Ε  
Κριμπάς, Κ., (2007), *Κοινωνιοβιολογία*, Αθήνα ΑΛ. ΜΑΜΑΛΗΣ & ΣΙΑ Ο.

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠΝΕ129	SEMESTER	1
COURSE TITLE	MODERN TRENDS IN EARLY CHILDHOOD EDUCATION		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES / INTERACTIVE TEACHING		3	4
WORKSHOP		1	
COURSE TYPE	GENERAL BACKGROUND		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	<a href="http://earlychildhoodpedagogy.gr">http://earlychildhoodpedagogy.gr</a>		

### (2) LEARNING OUTCOMES

Learning Outcomes
<p>Students must have:</p> <ul style="list-style-type: none"> <li>• Knowledge of current trends in Early Childhood Education.</li> <li>• Assessment of the effects of modern teaching approaches to educational practice.</li> <li>• Knowledge of alternative ways of educating children and educators.</li> <li>• Awareness raising towards improving the quality of services provided to preschool children.</li> <li>• Understanding the newer trends that have developed in controversial and important early childhood education issues</li> <li>• Knowledge of International Practice Programs, with the aim of systematically investigating the issues of Early Childhood Education and Training.</li> <li>• Knowledge of contemporary trends from a comparative perspective that highlights different developments and alternatives to the early childhood teaching practice.</li> </ul>
General Competences

- Adaptation to new situations
- Decision making
- Independent work
- Teamwork
- Work in an interdisciplinary environment
- Respect for diversity and multiculturalism
- Demonstration of social, professional and ethical responsibility and gender sensitivity
- Exercising criticism and self-criticism
- Production of free, creative and inductive thinking

### (3) SYLLABUS

The course presents contemporary trends in Early Childhood Education that lead to the creation of a school that suits 21st century children. More specifically:

- The course content is based on the instructional approaches of cooperative learning, group-based teaching and experiential communication teaching.
- Teaching those deriving from the theories of Vygotsky and Gardner, and theories that are developed within the course.
- International Practice Programs are also being presented, such as Reggio Emilia of Italy, Montessori, Bank Street School of Education, and the High Scope Program.
- The Children's Museum is then presented as an alternative way of educating children and educators.
- The All-day Kindergarten as an institution is also mentioned, with its goals, the advantages and disadvantages resulting from the implementation of the program, as well as the benefits of the mixed age and ability groups, as well as the way children are grouped in expanded kindergartens hours.

Presentation of group and individual workshops in the 12th and 13th lessons on the subject of the course.

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

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b>	Use of ICT in Teaching, in sending additional educational material / Notes, and in communicating with students	
<b>TEACHING METHODS</b>		
	<b>Activity</b>	<b>Semester Workload</b>
	Lectures	26
	Interactive teaching	13
	Workshop	13



	Study and analysis of the literature / Preparation for presentation	30
	Preparation for participation in the Laboratory	13
	work writing	20
	Cooperation	5
	Total Course	120
<b>STUDENT PERFORMANCE EVALUATION</b>	<ul style="list-style-type: none"> <li>• Language: Greek</li> <li>• Type of Evaluation: Combination of Formative and Conclusion</li> <li>• Evaluation methods: <ul style="list-style-type: none"> <li>I. Independent or Group Written Work</li> <li>II. Written Exams with Question Marks: <ul style="list-style-type: none"> <li>• Development</li> <li>• Short Answer</li> <li>• Problem Solving</li> </ul> </li> </ul> </li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

Ward, C., Candini, L. & Forman, G., Reggio Emilia: The Thousand Languages of Preschool Children, (2000), Athens: Patakis.

Wienfeld, M., Creative experiences for young children, (2000), Portsmouth, NH: Heinemann

Youtsouvanou, E., Preschool Programs and the Interdisciplinary Teaching Approach, (2003), Athens: Odysseus.

Polypoulou, E., Contemporary Trends in Early Childhood Education, (2000), Athens: Typothito - Giorgos Dardanos.

Antazis, S. & Sakellariou, M. (2005), Early Childhood Education: Concerns - Suggestions. Athens: Atrapos

Popnarine, J. & Johnson, Quality Preschool Programs, (2006), Athens: Papazisis.

Institute of Educational Policy, Ministry of Education and Religions (2014a). Kindergarten Curriculum. Retrieved from <http://hdl.handle.net/10795/1947>

Institute of Educational Policy, Ministry of Education and Religions (2014b). Teacher's Guide for the Kindergarten Curriculum. Retrieved from <http://hdl.handle.net/10795/1859>

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠNE 435	<b>SEMESTER</b>	1
<b>COURSE TITLE</b>	INTRODUCTION TO CHILDREN'S LITERATURE AND SHORT NARRATIVES		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	4
<b>COURSE TYPE</b>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	e-Study Guide Departmental web pages		

### (2) LEARNING OUTCOMES

<ul style="list-style-type: none"> <li>Students will be able to analyse Children's Literature texts by applying literary criticism and examining genres, motifs, and a range of narrative features.</li> <li>Students will be able to create short literary narratives, of relevance to early readers.</li> <li>Students will be able to form criteria for selecting books to use them in the Early Childhood school.</li> <li>Students will be able to constantly update their children's books interests and stay connected to various information links.</li> <li>Students will have the opportunity to reflect on a major Children's Literature fiction and analyse it and by doing so they will be able to exercise an informed analysis to their independent readings of young adults books and short children's literary narratives.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>Search for, analysis and synthesis of data and information with the use of the necessary technology</li> </ul>

- Criticism and self-criticism
- Adapting to new situations
- Working independently
- Working internationally
- Teamwork
- Respect for the natural environment
- Transferable skills: presenting a children's literature new book to various audiences and print media

### (3) SYLLABUS

The course focuses on trends and developments in Greek and International Children's Literature within the 19<sup>th</sup> and 21<sup>st</sup> c. It investigates the notion of autonomy in the definition of Children's Literature in relationship to adults' literature. It deals with literary genres, publishing issues, the field of illustration, current special periodicals/journals, and issues of literary criticism and Children's literature and the role of Children's books in the early childhood. The course will refer to important works and authors who played a major role in the development of Greek Children's Literature and discuss some landmarks of texts from the canon of the International Children's Literature. It will also focus on the method of analysis of different narrative techniques in children's fiction. Reference will be made to the role of the Greek Women's Group and other literary associations within the periods of post 1945 and 1980 respectively with reference to influences they exercised on developments concerning Children's literature in Greece and beyond. The course will also refer to trends in short narratives addressing Children's Literature issues in early childhood and discuss the role of pictures, intermediality, and translation in the world of publishing children's fiction as well as the position of Children's Literature in contemporary early childhood schools. The course will also focus on *Alice in Wonderland* by Lewis Carroll in order to discuss fantasy and narrative construction.

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

<b>DELIVERY.</b>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• e-mail communication with students</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Essay	21
	Creative writing project of relevance to youngchildren	5
	Study and Analysis of bibliography	20

	Tutorials	5
	Exam Preparation	33
	Course total	120
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Language of Evaluation: Greek</p> <p>70% Written examination short-answer essay questions. Conclusive for marking purposes</p> <p>20% Essay (optional) with oral presentation</p> <p>Summative Conclusive</p> <p>10% Creative writing Project Summative Conclusive</p> <p>Marking criteria of essays and exam scripts</p> <ol style="list-style-type: none"> <li>1. Contents (demonstrating understanding of the topic, development of the argument, critical commentary, evidence of bibliography based conclusions).</li> <li>2. Composition and text structuring (sections sufficiently drawn, cohesion between paragraphs and within a paragraph)</li> <li>3. Language use (correct use of language, precision, appropriate use of grammar, syntax, terminology, and general editing of text)</li> </ol>	

#### (5) ATTACHED BIBLIOGRAPHY

Κανατσούλη Μ. *Εισαγωγή στη Θεωρία και την Κριτική της Παιδικής Λογοτεχνίας σχολικής και προσχολικής ηλικίας*, Θεσσαλονίκη: UniversityStudioPress 2018.

Καρπόζηλου, Μ. *Το παιδί στη χώρα των βιβλίων* Αθήνα: Καστανιώτης 1999.

Τσιλιμένη, Τ. *Οι μικρές ιστορίες κατά την εικοσαετία 1970-1990*, Αθήνα: Καστανιώτης 2003.

Γιαννικοπούλου, Α., *Το σύγχρονο εικονογραφημένο παιδικό βιβλίο*, Αθήνα: Παπαδόπουλος 2009.

Reynolds, K., *Children's Literature A Very Short Introduction*, Oxford: Oxford University Press 2011.

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠNE 506	SEMESTER	1
COURSE TITLE	DRAMA EDUCATION AND PRACTICE		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
INTERACTIVE TEACHING		1	1
WORKSHOP PRACTICES		1	
IMPROVISATION- DRAMATIZATION OF THEATRE AND LITERATURE TEXTS		1	
COURSE TYPE	SPECIALISED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

### (1) LEARNING OUTCOMES

<b>Learning outcomes</b>
The successful realization of this specific long-lasting Education Procedure, in the first phase which is <i>Drama Education and Practice</i> offers: The knowledge and the consolidation of the educational benefit regarding the culture of Theatre <i>communion</i> .
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Decision-making</li> <li>• Working independently</li> <li>• Team work</li> <li>• Working in an interdisciplinary environment</li> <li>• Production of new research ideas</li> <li>• Respect for difference and multiculturalism</li> <li>• Showing social, professional and ethical responsibility and sensitivity to gender issues</li> </ul>

- Criticism and self-criticism
- Production of free, creative and inductive thinking

## (2) SYLLABUS

- The multidimensional cultural significance of drama in Education.
- The Myth as the origin of ancient Drama
- Language, symbols, intertextuality in Drama
- The creative potential of language in Drama
- Implications for Education

## (3) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>		
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Participation in the independent teaching activities	39
	Preparation of individual and team assignments	20
	Preparation of workshop exercises	20
	Preparation for the exams	21
	Course total	100
<b>STUDENT PERFORMANCE EVALUATION</b>	In Greek or English <ul style="list-style-type: none"> <li>• Written exam (short-answer questions, essay questions)</li> <li>• Essay/report</li> <li>• Oral examination</li> </ul>	

## (4) ATTACHED BIBLIOGRAPHY

Αριστοτέλης, Περί ποιητικής, μετάφραση Μενάνδρου, εισαγωγή, κείμενον και ερμηνεία Ι. Σικουτή, «Εστία», Αθήνα 1993.

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## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠNEY822	SEMESTER	1
COURSE TITLE	HUMAN RIGHTS AND EDUCATION		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES		2	4
TUTORIALS		1	
COURSE TYPE	ELECTIVE COURSE		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<p><b>After the completion of the course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Know the international conventions of human rights</li> <li>• Understand concepts of human rights related to education</li> <li>• Be able to apply methods of advocacy and prevention of human rights</li> <li>• Be able to collaborate with other scientists and experts for the protection of human rights</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Decision-making</li> <li>• Working independently</li> <li>• Team work</li> <li>• Working in an international environment</li> <li>• Working in an interdisciplinary environment</li> <li>• Production of new research ideas</li> <li>• Respect for difference and multiculturalism</li> </ul>

- Showing social, professional and ethical responsibility and sensitivity to gender issues

### (3) SYLLABUS

The aim of the course is to familiarize participants with the basic concepts of human rights relating to defend them at the microscopic and macroscopic level. More specifically, students are trained on how they can incorporate into their teaching as future teachers declarations of human rights and sustainable development goals of the United Nations with a view to forming positive attitudes in children towards social inequalities, to eliminate prejudices against any kind of discrimination and exclusion.

The participants have the opportunity to become familiar with a wide range of interdisciplinary theoretical approaches derived from psychology, educational, sociological, special education, sports and health education.

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

<b>DELIVERY</b>	Face to Face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	ICT in Teaching and communication with students	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	26
	Tutorials	13
	Study for course preparation	33
	Collaboration with tutor	3
	Exam Preparation	33
	Course total	<b>108</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<u>Assessment method</u> Optional assignment 20% Written exams with assignment 80% Written exams without assignment 100% Research assignment for ERASMUS students 100% Oral exams 100%  Assessment criteria of written exams and assignments: 1.Content (understanding, documentation, critical commentary)	



	2. Structure (modules in the subject deal, linking paragraphs) 3. Language expression (clarity, spelling, syntax, terminology, editing)
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#### **(5) ATTACHED BIBLIOGRAPHY**

<p>Giotso, A. (in press). <i>Human Rights and Education..Editions: Gutenberg.</i></p> <p>Giotso , A.(2018). <i>Human Rights in A Changing World. Research and Applied Approaches.</i> New York: Nova Science Publishers, Inc. ISBN 978-1-53613-883-2.</p>
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## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠNE812	SEMESTER OF STUDY	1
COURSE TITLE	SCHOOL, FAMILY, COMMUNITY COOPERATION		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES / INTERACTIVE TEACHING		3	4
WORKSHOPS		1	
COURSE TYPE	GENERAL BACKGROUND		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	<a href="http://earlychildhoodpedagogy.gr">http://earlychildhoodpedagogy.gr</a>		

### (2) LEARNING OUTCOMES

<b>Learning Outcomes</b>
<ul style="list-style-type: none"> <li>• Knowledge, understanding and implementation of strategies for family, school and community collaboration.</li> <li>• Acquire knowledge of the academic and social consequences of family, school and community collaboration.</li> <li>• Knowledge of effective pedagogical interventions to improve family, school and community collaboration.</li> <li>• Knowledge of methods of systematically recording family, school, and community collaboration</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Adaptation to new situations</li> <li>• Decision making</li> <li>• Independent work</li> <li>• Teamwork</li> </ul>

- Work in an interdisciplinary environment
- Respect for diversity and multiculturalism
- Demonstration of social, professional and ethical responsibility and gender sensitivity
- Exercising criticism and self-criticism
- Production of free, creative and inductive thinking

### (3) SYLLABUS

- Basic theoretical principles and approaches to family, school and community cooperation
  - Basic Principles of Family and School Collaboration
  - Basic Organizational Principles of Family, School and Community Collaboration
  - Contemporary Systemic Models for Family and School Collaboration
    - The bio-ecosystem model of U. Bronfenbrenner
    - The model of J. Epstein's overlapping sphere of influence
    - The Ryan & Adams Family-School Relationship Model
- Academic and social consequences of family, school, community cooperation
- The communication as a factor to strengthen the family-school-society cooperation
  - Conditions for a better framework of communication and cooperation
- Family, school, community cooperation: teaching proposals
  - Disciplinary Suggestions for Improving Family and School Collaboration
  - School, Family, Community Collaboration Development Areas According to Atkin, Bastiani and Goode
  - Types of family and school partnerships according to Atkin, Bastiani and Goode
  - Assessment of school, family, community relationships
  - Disciplinary Suggestions - Applied Family and School Collaboration Programs
  - The Case of Arlington Public Schools ((Virginia)
  - The case of Kate Waller Barrett Public School
  - The Case of the RAT Program - "Parents as Teachers" (Parents As Teachers - PAT)
- Typical (formal) and informal forms of family and school cooperation

Presentation of group and individual workshops in the 12th and 13th lessons on the subject of the course

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

<b>DELIVERY</b>	Face to face
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b>	Use of ICT in Teaching, in sending additional educational material / Notes, and in communicating with students

<b>TEACHING METHODS</b>		
	<b>Activity</b>	<b>Semester Workload</b>
	Lectures	26
	Interactive teaching	13
	Laboratory	13
	Study and analysis of the literature / Preparation for presentation	30
	Preparation for participation in the Laboratory	13
	work writing	20
	Cooperation	5
	Total Course	120
<b>STUDENT PERFORMANCE EVALUATION</b>	<ul style="list-style-type: none"> <li>• Language: Greek</li> <li>• Type of Evaluation: Combination of Formative and Conclusion</li> <li>• Evaluation methods: <ul style="list-style-type: none"> <li>I. Independent or Group Written Work</li> <li>II. Written Exams with Question Marks: <ul style="list-style-type: none"> <li>▪ Development</li> <li>▪ Short Answer</li> <li>▪ Problem Solving</li> </ul> </li> </ul> </li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

- Christenson, J.L. & Sheridan, S. M. (2001). *Schools and families: Creating essential connections for learning*. W.Y.: The Guilford Press.
- Epstein, J. (1995). *School- family- community partnerships: caring for the children we share*. Phi Delta Kappan, 76 (9), 701- 712.
- Epstein, J. & Sheldon, S. (2002). *Present and accountable for improving student attendance through family and community involvement*. The Journal of Educational Research, 95 (5), 308- 318
- Fantuzzo, J., M Mcwayne, C., Perry, M. A., & Childs, S. (2004). *Multiple Dimensions of Family Involvement and Their Relationships to Behavioral and Learning Competencies for Urban, Low-Income Children*. School Psychology Review, 33 (4): 467-480
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- Sakellariou, M., *Parent's Attitude towards School Nursery and its Correlation with their Sociological Characteristics*, Proceedings of the MidTerm, Conference of the International Sociological Association Research Committee, Nicosia, Cyprus, 2017,309-319.
- Sakellariou, M., Rentzou, K., *Types of Parental Involvement in Greek Preschool Settings: A Case Study*, International Journal of Learning, (Vol.14,2007,33-40).
- Seginer, R. (2006). *Parents' educational involvement: A developmental ecology perspective*. Parenting, 6 (1), 1-48.
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- Sakellariou, M. (2017). *Introduction to the Teaching of Kindergarten Pedagogical Work: Theoretical Approaches and Didactic Applications*, Thessaloniki: Yahoudi Publications.
- Sakellariou, M. (2015). *The cooperation of family, school, society in the framework of preschool education and education*. Scientific Annals of the Faculty of Pre-school Education, University of Ioannina, 3, 133- 148
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## **2<sup>nd</sup> SEMESTER**

## COMPULSORY COURSES

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6 <sup>TH</sup>		
<b>COURSE CODE</b>	ΠΥ 200	<b>SEMESTER</b>	B'
<b>COURSE TITLE</b>	MOTOR EDUCATION AND LEARNING		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES / WORKSHOPS		3	4
<b>COURSE TYPE</b>	GENERAL BACKGROUND		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/course/view.php?id=809">HTTP://ECOURSE.UOI.GR/COURSE/VIEW.PHP?ID=809</a> VISUAL AND ACOUSTIC VIDEO OF COURSES		

### (2) LEARNING OUTCOMES

Learning outcomes
<p><u>KNOWLEDGE</u></p> <p>Students are expected to meet:</p> <ul style="list-style-type: none"> <li>the basic concepts and terminology of Kinetics, Psychomotor and Physical Education as well as their differences and to approach the scientific field of Kinetic Education systematically and methodically,</li> <li>the stages of kinetic development, motor skills, neuromuscular junction, motor control, kinetic learning, physical condition, and also under what conditions and how all these are developed based on learning experiences and experiences,</li> <li>Be aware of all types of motor activities (fine and subtle mobility, open / closed, team / individual game, game categories, traditional play, creative and traditional dance, sports storytelling, dramatization of sports history, musical language and rhythm, music-kinetics, sports, non-conventional notation),</li> <li>familiarize themselves with basic principles of motor learning and rhythm,</li> <li>learn the basic directions given in the curriculum for psychomotor and physical</li> </ul>



education, and the relevant literature.

- understand some basic principles for the design of kinetic activities for kindergarten,
- Understand alternative ways of creative kinetic action,
- Understand the concept of lifelong learning and its importance in health,
- to learn ways of supporting lifelong learning in kindergarten using the method of playful teaching and learning,
- learn ways of research methodology (bibliographic review, classical observation, experimental, application of kinetic tests) in the field of kinetic education and learning.

### SKILLS

Students are expected to:

- prepare the space and the logistics infrastructure, and be in an active position to support playful and athletic activities fairly and positively,
- develop their organizational and motor skills regarding playfulness, playful teaching and learning,
- generally support lifelong learning through the use of gaming and learning through movement,
- study contemporary literature and literature in the field of Kinetic Education and Learning research.

### ABILITIES

Students are expected to:

- be able to design psychomotor activities (musical, rhythmic, dance, sports) as well as playful activities that entertain and promote motor development and lifelong exercise,
- implement the provision and ability of infants to apply Kinetic Education at the Nursery,
- choose and make good use of the space and logistic infrastructure of Psychomotor and Physical Education in activities for children of Kindergarten,
- critically examine the (ICFP) Interdisciplinary Common Framework of Preschoolers' and the Curriculum for Psychomotor and Physical Education as well as the present bibliography in order to be able to adapt them to the circumstances,
- to explore new findings and new proposals, especially in the field of psychomotor and physical education at pre-school age,
- Critically and practically link the levels of theory, design and practice of Psychomotor and Physical Education,
- compare and evaluate with modern criteria and tests the development of the preschoolers' kinetic development.

### **General Competences**

- Search, analyse and synthesize data and information, using the necessary technologies
- Adaptation to new situations
- Decision making

- Autonomous work
- Teamwork
- Working in an international environment
- Working in an interdisciplinary environment
- Producing new research ideas
- Design and project management
- Respect for ethics and moral principles of scientific research
- Respect for diversity, multiculturalism and human rights
- Respect for the natural environment
- Demonstration of social, professional and moral responsibility and in gender matters sensitivity
- Exercise of criticism and self-criticism
- Promoting free, creative and inductive thinking

### (3) SYLLABUS

- Basic terminology and structure of the field of kinetic education,
- Basic principles of Teaching Methodology of Kinetic Education for Preschool Age
- Categories of Action in the Kindergarten (coarse and fine mobility, open / closed, group / individual game, play categories, traditional play, traditional and creative dance, narration of sports history, dramatization of sports history, musical language, movement and rhythm, , sport, non-conventional notation)
- Emphasis on pedagogical basis of kinetic education (the contribution of physical, sensory and motoric experiences in child development, aims and contents of kinetic education, theories and models of kinetic education, action orientation, kinetic education and behaviour of kindergarten, lifelong exercise)
- Planning, Kinetic Education Activities for Preschool Aged Children with an emphasis on gaming and teaching as well as enhancing healthy lifestyle
- Basic Terminology of Psychomotor and Physical Education
- Methodology of research on kinetics

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

DELIVERY.	- face to face		
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"> <li>• Use power point</li> <li>• Use of motion, sound, music and video players</li> <li>• Using Internet search programs</li> <li>• Use e-mail to communicate with students</li> <li>• Using an e-course platform</li> </ul>		
TEACHING METHODS	Activity	Semester workload	
	Lectures	21	
	Laboratory exercise	18	

	Preparation of laboratory exercises	20
	Study over semester	25
	Study for final examinations	20
	Co-operation with students	5
	<b>Course total</b>	<b>109</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>The evaluation is carried out:</p> <ul style="list-style-type: none"> <li>• Participating in lectures and laboratory meetings (formative and concluding)</li> <li>• With public presentation of work and micro-instruction by small groups (2 people), (formative and conclusive)</li> <li>• By writing a small written individual or group work (2 persons), (formative and conclusive)</li> <li>• Participating in the final written examinations, with brief development questions (formative and concluding)</li> </ul> <p><u>Evaluation criteria's:</u></p> <ul style="list-style-type: none"> <li>• Comprehension of topics - critical and synthetic thinking - reasonable documentation</li> <li>• Correct construct of thought (paragraph succession and paragraph structure)</li> <li>• Linguistic clarity</li> </ul> <p>Optional work 20%</p> <p>Exams with work 100%</p> <p>Exams without work 80%</p> <p>Research work for ERASMUS students 100%</p>	

##### (5) ATTACHED BIBLIOGRAPHY

- Kieff, J., & Casbergue, R. (2017). *Playfulness Learning and Didactic*, H., Zaragas & A. Agelaki, (Ed.), Athens: Gutenberg. [In Greek]
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*and Dance*. Human Kinetic, U.S.A.

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Bourneli, N. (2002). *Motor Creativity*, Athens: Alpha Status A.E. [In Greek]

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## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	NY101A	SEMESTER	2
COURSE TITLE	INTRODUCTION TO PEDAGOGY		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES / INTERACTIVE TEACHING		3	4
COURSE TYPE	GENERAL BACKGROUND		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	<a href="http://ecourse.uoi.gr/course/view.php?id=1486">http://ecourse.uoi.gr/course/view.php?id=1486</a>		

### (2) LEARNING OUTCOMES

Learning outcomes
<p>The aim of the course is to introduce students and students to the cognitive field of Pedagogy and Education / Education Sciences. Upon successful completion of the course, the student is expected to:</p> <p><u>At the level of knowledge</u></p> <ul style="list-style-type: none"> <li>Identify the main stages of the evolution of Pedagogy and its transition to the interdisciplinary field of Education Sciences.</li> <li>Describe the subject of Education Sciences and identify their interdisciplinary and exploratory nature.</li> </ul> <p><u>At the level of skills</u></p> <ul style="list-style-type: none"> <li>Study critical texts on education and identify their contribution to the development of pedagogical thinking.</li> <li>To critically approach the development of pedagogical thinking and educational act.</li> <li>Recognize the role of education and describe its interactions with the fields of society, politics, economy and culture.</li> <li>To develop his / her personal educational theory based on different theoretical approaches to education.</li> </ul>

At the level of competencies

- Assess the complexity of the educational process and the importance of research in education.
- Understand the contribution and usefulness of research in education.

**General Competences**

- Implementing knowledge in practice
- Search, analyse and synthesize data and information, using the necessary technologies
- Decision making
- Autonomous work
- Teamwork
- Working in an international environment
- Working in an interdisciplinary environment
- Exercise of criticism and self-criticism
- Promoting free, creative and inductive thinking

**(3) SYLLABUS**

The course includes the following modules:

- Presentation and analysis of basic terms and concepts of cognitive field of Pedagogy and Education / Education Sciences.
- Educational institution in the era of modernity (18th-19th century).
- Establishment and evolution of Pedagogy from the 18th century to the 19th century (Comenius, Rousseau, Pestalozzi, Froebel, Herbart).
- New Education and School of Labor (19th-20th century). Key representatives in Europe and America (Dewey, Decroly, Montessori, Freinet).
- Pedagogical discourse and educational practices in Greece (19th-20th century).
- Anti-primary education and child-centered dimension in learning.
- The transition from Pedagogy to Education / Education Sciences. The interdisciplinary nature of Education / Education Sciences. Description of Education Sciences.
- Research, its aims and methods in the Education / Education Sciences.
- Education Development, Society and the Crisis of Education (1960-1990). Social and educational inequalities and the contribution of the Sociology of Education.
- Developments in psychology and their effects on pedagogical theory and education.
- Education in societies of late modernity. Globalization, intercultural education, diversified pedagogy.

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

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in teaching, use of audiovisual material, electronic communication with students, use of the asynchronous e-learning platform of the University of Ioannina <a href="http://ecourse.uoi.gr">http://ecourse.uoi.gr</a> for uploading electronic resources, assigning papers and communication with students.	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>

	Lectures and interactive teaching	39
	Study and analysis of bibliography	31
	Independent study	30
	Course Total	<b>100</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<ul style="list-style-type: none"> <li>• The evaluation is done in Greekis conclusive and includes a final written examination (multiple choice test or shortdevelopment questions or essay development) (100% of the final grade).</li> <li>• For Erasmus student (s) it is offeredpossibility of submitting the work in Englishlanguage.</li> <li>• Assessment criteria are communicated to students through the e-course digital platform.</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

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## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠNE 224	<b>SEMESTER</b>	2
<b>COURSE TITLE</b>	INTRODUCTION TO CHILD PSYCHOPATHOLOGY - SPECIAL EDUCATION		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES / TUTORIALS		3	4
<b>COURSE TYPE</b>	SPECIALIZED GENERAL KNOWLEDGE		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>After the completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the basic principles of Psychopathology, such as Klein, Winnicott, Meltzer, Anzieu.</li> <li>• Link theories to the presentation of clinical cases.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Respect for diversity and multiculturalism</li> <li>• Initiating students to understand the theories of clinical psychopathology-special education</li> <li>• Specializing in theories of psychopathology through case studies</li> </ul>

### (3) SYLLABUS

The course introduces the main nosographic entities in the field of Psychopathology and Special Needs Education.

More specifically:

- Epistemology in the field of psychopathology and special education.
- Autism: Epistemology and therapeutic approach.
- Nervousness and phobias in preschool age.
- Special Education: Epistemology and modern trends.

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

<b>DELIVERY.</b>	<b>Face to Face Lectures</b>	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<b>Use of ICT in teaching and communication with students</b>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	29
	Tutorial	10
	Essay writing	12
	Study for course preparation	15
	Collaboration with tutor	5
	Exam Preparation	35
	Course total	<b>120</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Compulsory assignment 20% Written exams 80% Research assignment for ERASMUS students 100%	

#### (5) ATTACHED BIBLIOGRAPHY

Δελασσοúδας, Λ. (2003). *Εισαγωγή στην ειδική παιδαγωγική. Τόμος Α', σχολική ένταξη ατόμων με ειδικές ανάγκες*. Αθήνα: Ατραπός.

Κάκουρος, Ε., & Μανιαδάκη, Κ. (2002). *Ψυχοπαθολογία παιδιών και εφήβων: αναπτυξιακή προσέγγιση*. Αθήνα: Τυπωθήτω.

Σαρρής, Δ. (2009). *Εισαγωγή στη γνωστική και ψυχαναλυτική θεωρία της ανάπτυξης του παιδιού: Αντιμετώπιση μαθησιακών δυσκολιών μέσα από το παραμύθι και τη μαριονέτα*. Αθήνα: ΕλληνικάΓράμματα.

Campbell, S. (2002). *Behavior problems in preschool children Clinical and Developmental Issues*. New York: The Guilford Press

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠNE421	SEMESTER	2
COURSE TITLE	THEATRE EDUCATION		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
INTERACTIVE TEACHING		1	3
WORKSHOP PRACTICES		1	
IMPROVISATION- DRAMATIZATION OF THEATRE AND LITERATURE TEXTS		1	
COURSE TYPE	SPECIALISED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>The fundamental instructions concerning the functions of the introduction of the Theatre Game in Education through Drama improvisation, Exercises of coherence of the group, Exercises of comprehension and Sensitivity in the Non-Verbal Expression, exercises of direct devise of Speech and action, exercises of interaction between two or more persons which develop the Critical Thought, the Imagination, the Creativity, the Empathy and the Self-Discipline of the student.</p> <p>Besides, they lead to the accomplishment of fundamental faculties of acting and they instruct Orthophony techniques which are absolutely necessary for the educators.</p>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Decision-making</li> <li>• Working independently</li> </ul>

- Team work
- Working in an interdisciplinary environment
- Project planning and management
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

### (3) SYLLABUS

- History and Theory Theatre
- The Origins of Drama
- The Birth of Tragedy: Its Philosophical, Ideologic, Political and Aesthetical contest
- The Archetypal Art of Nostos, a diorama of Sociopolitical procedures: From Homer, Aeschylus, Sophocles, Euripides to Beckett, Müller, Folk poetry Dionysus, the divine vehicle of ontological grief, ritual embellishment, entraining, delusional, doubling of reflexions
- Readings on otherness through the Great Texts of Ancient Greek Literature and those of the 19th and 20th Century.
- A profound study and decoding on the unaccustomed countenances of the Dramatic Art and its embrace with unfamiliar, indomitable forms of Art.

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

<b>DELIVERY</b>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Communication with students	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Participation in the independent teaching activities	39
	Preparation of individual and team assignments	20
	Preparation of workshop exercises	20
	Preparation for the exams	21
	Course total	100
<b>STUDENT PERFORMANCE EVALUATION</b>	<ul style="list-style-type: none"> <li>• Assignment and assignment presentation</li> <li>• Artistic performance</li> <li>• Written exam (Short-answer questions) or</li> </ul>	

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>• Oral examination</li></ul> |
|--|--|

##### **(5) ATTACHED BIBLIOGRAPHY**

<p>Πλάτων, Ιππίας και Θεαίτητος ή Περί Επιστήμης, εκδ. Ζήτρος, Θεσσαλονίκη.</p> <p>Γραμματάς Θ., Θέατρο και Παιδεία, Νεράιδες, Αθήνα 1998 (Γ' Έκδοση).</p> <p>Πούχνερ Β., Ελληνική Θεατρολογία, Εταιρεία Θεάτρου Κρήτης, Κρητική Θεατρική Βιβλιοθήκη Β, Αθήνα 1988.</p> <p>Πατσαλίδης Σ., Εν/τάσεις και Δια/στάσεις. Η Ελληνική Τραγωδία και η Θεωρία του Εικοστού Αιώνα, Τυπωθήτω, Αθήνα 1997. -LeskyA., Ιστορία της Αρχαίας Ελληνικής Λογοτεχνίας, μετάφραση Α. Τσοπανάκη, Θεσσαλονίκη 1964.</p> <p>Steiner G., The Death of Tragedy, Faber&amp; Faber, London 1961.</p> <p>Romilly J.de, L' Evolution de Pathetique d' Aschyle á Euripide, Presses Universitaires De France, Paris 1961.</p> <p>Le Tragedie Grecque, Presses Universitaires De France, Paris 1970.</p>
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## COMPULSORY ELECTIVE COURSES

## UNIT: PEDAGOGY

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠNE 144	<b>SEMESTER</b>	2
<b>COURSE TITLE</b>	ORGANIZATION AND OPERATION OF THE KINDERGARTEN		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES/ INTERACTIVE TEACHING		3	4
<b>COURSE TYPE</b>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

Learning outcomes
<p>Upon completion of the teaching of the material included in this course, students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• Describe and recognize the basic principles of the organization and administration of education.</li> <li>• Understand the role of the school in the modern world and its function as a public system.</li> <li>• Understand the organization of the outdoor and indoor spaces of the Kindergarten.</li> <li>• Gain the necessary knowledge for the timeless development of the organization and operation of the Kindergarten in all fields.</li> <li>• Be able to use the knowledge acquired by participating in the educational process as teachers but also as executives.</li> </ul>
General Competences
<p>The purpose of the course is to provide students with the necessary knowledge and skills to understand the structure, organization and operation of kindergarten. The objectives of the</p>



course are:

- The presentation of the kindergarten in its timeless course.
- Its examination from different aspects.
- The acquisition of basic skills by students in its organization and operation.
- Decision-making.

### (3) SYLLABUS

- Clarification of key concepts. Basic principles of organization and administration of education.
- Pre-school education as an institution.
- The longitudinal development of Pre-School Education.
- The institutional framework for the organization and operation of the Kindergarten.
- Kindergarten as an educational institution.
- Kindergarten as a public service.
- Staff and staffing in pre-school education.
- The management and administration of the Kindergarten.
- Communication and public relations in pre-school education units.
- The pedagogical function of the Kindergarten.

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

<b>DELIVERY.</b>	<ul style="list-style-type: none"> <li>• Face-to Face meetings</li> <li>• Lectures</li> <li>• Individual or group assignments</li> </ul>	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of Power-point for teaching	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures-seminars	39
	Semester activity workload (in hours)	40
	Tutorials	5
	Semester workload for student (in hours)	20
	Course total	<b>104</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Development questions</li> <li>• Oral Examination</li> </ul>	

## **(5) ATTACHED BIBLIOGRAPHY**

- Αργυροπούλου Ε., (2018), Οργάνωση, Διοίκηση και λειτουργία της Πρωτοβάθμιας Εκπαίδευσης, Αθήνα, εκδ. Κριτική.
- Σαϊτής Χ., Σαϊτή Α. (2012), Οργάνωση και διοίκηση της εκπαίδευσης, Αθήνα.
- Click.Ph. (2005), Διοίκηση Μονάδων Προσχολικής και Σχολικής Αγωγής, Αθήνα, Εκδ. Έλλην
- Κωτσίκης Β. (2003), εκπαιδευτική διοίκηση και πολιτική, Αθήνα, Εκδ. Έλλην.
- Χαρίτος Χαρ., (1998), Το Ελληνικό Νηπιαγωγείο και οι ρίζες του, Αθήνα, εκδ. Gutenberg
- Πασιαρδής, Π. (2014). Εκπαιδευτική Ηγεσία: Από την περίοδο της ευμενούς αδιαφορίας στη σύγχρονη εποχή. Αθήνα: Εκδ.Μεταίχμιο
- Γαβαλάς Λαζ., (1976), Το Ελληνικό Νηπιαγωγείο, Αθήνα, εκδ. Δίπτυχο.

## UNIT: SOCIAL SCIENCES IN EDUCATION

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠΝΕ 222	SEMESTER	2
COURSE TITLE	PSYCHOLOGY OF MOTIVATION		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES		2	4
LABORATORY EXERCISES		1	
COURSE TYPE	GENERAL BACKGROUND		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (with personal study and preparation of work and exams in english)		
COURSE WEBSITE (URL)			

### (2) LEARNING OUTCOMES

Learning outcomes
<p>Students, upon successful completion of this course, are expected to have obtained:</p> <ul style="list-style-type: none"> <li>• Understanding of the basic motivation theories and the basic concepts of these theories;</li> <li>• Familiarity with the concepts and theories of motivation that can be applied to education;</li> <li>• The ability to present key approaches to motivation;</li> <li>• The ability to discuss and raise issues related to motivation and human behavior and pathology;</li> <li>• Recognition of the importance of individual differences in motivation development and their impact on cognitive functions and school learning;</li> </ul>

General Competences
<ul style="list-style-type: none"> <li>• Search for, analysis and synthesis of data and information, with the use of the necessary technology</li> <li>• Adapting to new situations</li> <li>• Working independently</li> <li>• Teamwork</li> <li>• Respect for diversity, the environment and multiculturalism</li> <li>• Showing social, professional and ethical responsibility and sensitivity to gender issues</li> <li>• Criticism and self-criticism</li> <li>• Production of free, creative and inductive thinking</li> </ul>

### (3) SYLLABUS

The course includes the following topics:
<ul style="list-style-type: none"> <li>• Definition and forms of motivation, main concepts and research methods in the psychology of motivation;</li> <li>• Biological and physiological bases of motivation; biological motives: instincts; physiological motives: hunger, thirst, sleep, sex;</li> <li>• Theories of motivation: psychoanalytic, humanistic, arousal/optimal level, behavioristic (drives, incentives);</li> <li>• Motives as personality traits: achievement motives;</li> <li>• Cognitive theories: Lewin's field theory, theories of cognitive consistency and causal attribution; applications of the theories of causal attribution into school, health, intimate relationships;</li> <li>• Motivation and volition;</li> <li>• The self as source of motivation;</li> </ul>

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

DELIVERY	Face to Face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	Use of ICT in: <ul style="list-style-type: none"> <li>• teaching, laboratory education</li> <li>• communication with students</li> </ul>	
TEACHING METHODS	Activity	Semester workload
	Lectures	26
	Laboratory practice	13
	Study hours for the preparation of the laboratory practice	13
	Hours for non-directed study	15

	Study hours for the preparation of the exams	30
	Exams	3
	Course total	100
<b>STUDENT PERFORMANCE EVALUATION</b>	Language of evaluation: Greek Methods of evaluation: I. Written examination with a combination of questions (80%): -multiple choice questionnaires -short-answer questions II. Autonomous or Group Written Works - Oral presentation of articles (20%)	

#### (5) ATTACHED BIBLIOGRAPHY

##### ***Suggested bibliography:***

Κωσταρίδου-Ευκλείδη, Α. (2011). *Τα κίνητρα στην εκπαίδευση*. Αθήνα: Πεδίο.

Κωσταρίδου-Ευκλείδη, Α. (2012). *Ψυχολογία κινήτρων*. Αθήνα: Πεδίο.

Λεονταρή, Α. (1996). *Αυτο-αντίληψη*. Αθήνα: Ελληνικά Γράμματα.

Λεονταρή, Α. (2012). Αυτοεκτίμηση: μια βασική ψυχολογική ανάγκη; Στο Σ. Χατζηχρήστου & Η. Μπεζεβέγκης (Επιμ. Έκδοσης), *Ψυχο-Παιδιά: Θέματα ανάπτυξης και προσαρμογής των παιδιών στην οικογένεια και το σχολείο* (σελ. 299-321). Αθήνα: Πεδίο.

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

Pintrich, P. R., & Schunk, D. H. (2002). *Motivation in education: Theory, research and applications*. New Jersey: Prentice Hall.

Wigfield, A., & Eccles, J. S. (2002). *Development of achievement motivation*. Oxford: Elsevier.

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

*Educational Psychology*

*Educational Psychologist*

*Journal of Motivation, Emotion, and Personality*

*British Journal of Educational Psychology*

*Hellenic Journal of Psychology*

*Learning and Motivation*

*Motivation and Emotion*

## UNIT: MATHEMATICS, SCIENCE AND TECHNOLOGY EDUCATION

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠNE304	<b>SEMESTER</b>	2
<b>COURSE TITLE</b>	FUNDAMENTAL CONCEPTS IN EARLY MATHEMATICS		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	4
<b>COURSE TYPE</b>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>			
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/enrol/index.php?id=425">http://ecourse.uoi.gr/enrol/index.php?id=425</a>		

### (2) LEARNING OUTCOMES

<ul style="list-style-type: none"> <li>• To recognize, differentiate, and describe geometric shapes based on their features and properties</li> <li>• To construct geometric shapes with manipulatives</li> <li>• To represent numbers in a variety of ways and acknowledge the impact of specific representations to the arithmetical operations</li> <li>• To perform computations in different arithmetic systems.</li> <li>• To differentiate quantities based on their dimensions and to measure length, area and volume with informal units</li> <li>• To know key elements of the set theory and be able to use related representations (Venn diagrams, two-way tables)</li> <li>• To recognize the connections among the arithmetic operations and the set operations</li> <li>• To recognize the connections among equivalence/order relations and classification/seriation, respectively</li> <li>• To critique and revise stereotypical conceptions of mathematical concepts and procedures</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> </ul>



- Working independently
- Critique and self-critique
- Inductive and deductive reasoning
- Showing professional responsibility

### (3) SYLLABUS

Introduction to the mathematical content pertaining to the Kindergarten curriculum, emphasizing informal and informal representations of concepts and procedures:

- Space and Geometry
  - Basic 3D, 2D, and 1D shapes: Features and properties; construction using manipulatives
  - Space organization: Relations among 3D, 2D, and 1D spaces
- Number and arithmetic systems
  - Systems with and without place-value notation: Similarities and differences
  - Arithmetic operations in systems without place-value notation
  - Manipulatives for the representation of number and arithmetic operations
- Quantities and measurement
  - Length, area, volume/capacity, cardinality, rotation
  - Informal and formal units of measurement
  - Procedures for measurement
- Sets and relations
  - Definitions, notation, and set operations
  - Connections among set operations and arithmetic operations
  - Classification and equivalence relations; seriation and order relations

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

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• Ecourse</li> <li>• Email</li> <li>• projector</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures (student attendance)	39
	Independent study	30
	Problem solving	25
	Preparation for the exams (independent study)	25
	Course total	<b>119</b>
<b>STUDENT PERFORMANCE</b>	<ul style="list-style-type: none"> <li>• Solving a set of exercises</li> <li>• Written exam with multiple-choice and short-</li> </ul>	

<b>EVALUATION</b>	answer questions; and essay questions regarding mathematical activities in kindergarten.
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## (5) ATTACHED BIBLIOGRAPHY

### ***In Greek***

Davis, P. & Hersh, R. (1980). *Η μαθηματική εμπειρία*. Αθήνα: Τροχαλία.

Καλαβάσης, Φ. Μούτσιος-Ρέντζιος, Α. (2015). *Ανάμεσα στο μέρος και στο όλο*. Αθήνα: Gutenberg

Πατρώνης, Τ. (2001). *Θεμελιώδεις μαθηματικές έννοιες και παιδική σκέψη*. Αθήνα: Δίπτυχο.

Τριανταφυλλίδης, Τ., Σδρόλιας, κ. (2005). *Βασικές μαθηματικές έννοιες για τον εκπαιδευτικό της πρωτοβάθμιας εκπαίδευσης*. Αθήνα: Τυπωθιω – ΓιώργοςΔαρδανός

### ***In English***

Copeland, R. (1984). *How children learn mathematics*. New York: Macmillan Publishing Company.

Cross, C.T., Woods, T.A., & Schweingruber, H. (Eds.). (2009). *Mathematics learning in early childhood: Paths toward excellence and equity*. National Research Council, Committee on Early Childhood Mathematics. Washington, DC: The National Academies Press.

### ***Related scientific journals***

Ευκλείδης Γ'

Έρευνα στη Διδακτική των Μαθηματικών

Ευκλείδης Γ'

*Educational Studies in Mathematics*

*International Journal for Mathematics in Education*

*Journal for Research in Mathematics Education*

*Mathematical Behavior*

*Mathematical Thinking and Learning,*

*ZDM Mathematics Education*

## UNIT: LANGUAGE, ARTS, AND EDUCATION

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠΝΕ 401	<b>SEMESTER</b>	2
<b>COURSE TITLE</b>	MODERN GREEK POETRY		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	4
<b>COURSE TYPE</b>	GENERALBACKGROUND		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

Learning outcomes
<p>University students:</p> <ul style="list-style-type: none"> <li>• To acquire a precise and wider knowledge of the history of modern greek literature and to know, in particular, modern greek poetry's most significant landmarks and key figures.</li> <li>• To enter into extensive contact with modern greek language in its diachronic evolution.</li> <li>• To recognize the trends, the literary schools, the distinctive features of each period and to subsume the poets or their texts into these, in correlation with their historic-social-ideological context.</li> <li>• To know the position of each creator and his work within the framework of modern greek literature and have the ability of their critical assessment.</li> <li>• To form criteria of analytic approach to poetry, based on the recommended techniques or methods for the reading and interpretation of selected and representative texts.</li> <li>• To understand the organic continuityof modern greek poetry's expressions, through their elevation in broader characteristics of modern greek culture.</li> </ul>
General Competences

- Working independently and Team work
- Respect for diversity and multiculturalism
- Respect for the natural environment
- Demonstration of social and moral responsibility and sensitivity to gender issues
- Practice in criticism and self-criticism
- Production of free, creative and inductive thinking
- Development of personality, emotional-psychic-language cultivation.
- Activation of creative thought and imagination.

### (3) SYLLABUS

- Introduction to Poetry and the distinctive features of the poetic discourse. The beginnings and periods of Modern Greek literature. Landmarks and key figures.
- Folk poetry. Heroic demotic songs as an expression of folk culture. Analysis of texts and exploring the underlying «deep structures».
- Cretan Renaissance literature (1570-1669): features and key figures. Extracts from the work of Vitsentzos Kornaros. An analysis of Erotokritos highlighting the modern greek cultural model.
- The Modern Greek Enlightenment: a) time periods and representatives, b) language and ideology.
- Heptanesian School. Dionysios Solomos: life and work. The contribution of Solomos to the modern greek poetry and culture, through a selection of poems.
- Andreas Kalvos: a heretical poet within the Heptanesian literature. Neoclassical and Romantic elements in Kalvos' poetry.
- The generation of the 1880's: language, ideology and representatives. Kostis Palamas and the cultural tradition. Text analysis: the construction of the diachronic unity of the modern greek culture.
- Angelos Sikelianos: the organic continuity of the Heptanesian lyricism. The unity of the world: from the experiences of the senses to the spiritual experiences.
- C.P. Cavafy: the distinctiveness of Cavafy's poetry. Historical, philosophical, sensual poems.
- The generation of the 30's and Seferis. European trends and the Greek cultural tradition in Seferis' work.
- Odysseas Elytis: the continuity of the great lyric poets (D. Solomos, Ang. Sikelianos).
- Yiannis Ritsos: Tradition and modernism.
- From the first to the second post-war generation:
- The first post-war generation and the historical lived experience (Tasos Leivaditis). Miltos Sachtouris' post-war surrealistic poetry and its expressionist «dimension». Kiki Dimoula's poetry.
- Representative examples of analysis.

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

<b>DELIVERY</b>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Projector E-mail communication with students	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
Lectures		

Essay writing	Lectures	39
	Study for course preparation	35
	Collaboration with tutor	5
	Exam Preparation	40
	Course total	<b>119</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Language: Greek</p> <p>Assessment methods</p> <ul style="list-style-type: none"> <li>• Optional (written) assignment 20%</li> <li>• Written exams with assignment 80%</li> <li>• Written exams without assignment 100%</li> <li>• Research assignment for ERASMUS students 100%</li> </ul> <p>Marking criteria for essays and exam scripts</p> <ul style="list-style-type: none"> <li>• Contents (demonstrating understanding of the topic, development of the argument, critical commentary, evidence of bibliography based conclusions).</li> <li>• Composition and text structuring (sections sufficiently drawn, cohesion between paragraphs and within a paragraph)</li> <li>• Language use (correct use of language, precision, appropriate use of grammar, syntax, terminology, and general editing of text)</li> </ul>	

## (5) ATTACHED BIBLIOGRAPHY

- Πολίτης, Λ. (2015, 1978), *Ιστορία της Νεοελληνικής Λογοτεχνίας*, επιμ. Ειρ. Μειτάνη, Αθήνα: Μορφωτικό Ίδρυμα Εθνικής Τραπέζης.
- Καψωμένος, Ε.Γ. (2002), *Αναζητώντας το χαμένο ευρωπαϊκό πολιτισμό, Α', Νεοελληνική ποίηση και πολιτισμική παράδοση*, Αθήνα: Πατάκης.
- Beaton, R. (1994), *An Introduction to Modern Greek Literature*, Oxford: Clarendon Press [μτφρ. Ευ. Ζουργού-Μ. Σπανάκη (1996): *Εισαγωγή στη Νεότερη Ελληνική Λογοτεχνία*, Αθήνα: Νεφέλη].
- Δημαράς, Κ.Θ. (2013), *Ιστορία της Νεοελληνικής Λογοτεχνίας: Από τις πρώτες ρίζες ως την εποχή μας*, επιμ. Κ. Σκλαβενίτη, Αθήνα: Γνώση.
- Καψωμένος, Ε.Γ., Γκότση, Π., Μάντζιος, Π., Χαλιάσου, Κ., (2005), *Διονύσιος Σολωμός. Ο βίος, το έργο, η ποιητική του*. Α. Φιλολογική μελέτη, Β. Ηλεκτρονική έκδοση (Διεπιστημονική ερευνητική ομάδα, Επιστ. υπεύθ.: Ε.Γ. Καψωμένος), Αθήνα: Ίδρυμα της Βουλής των Ελλήνων για τον Κοινοβουλευτισμό και τη Δημοκρατία.
- Λαδογιάννη, Γ. (2014, 2016), *Σκοτεινή Ρίζα. Ανθολογία λυρισμού*, Πρώτος τόμος (1900-1940), Δεύτερος τόμος (1940-2000), Αθήνα: Παπαζήσης.
- Μαστροδημήτρης, Π.Δ. (2008, 1974), *Εισαγωγή στη Νεότερη Ελληνική Φιλολογία*, Αθήνα: Δόμος.
- Vitti, M. (2016, 1971), *Storia della letteratura neogreca*, Venezia: Cafoscarina [μτφρ. (2016,

1978): *Ιστορία της Νεοελληνικής Λογοτεχνίας*, επιμ. Δ. Λουκά, Τ. Μυλωνόπουλος, Αθήνα: Οδυσσέας].

## ELECTIVE COURSES



## COURSE OUTLINE

### 1. GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠNE404	<b>SEMESTER</b>	2
<b>COURSE TITLE</b>	MILESTONES IN THE HISTORY OF MUSIC AND MUSIC EDUCATION		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	4
<b>COURSE TYPE</b>	SPECIAL BACKGROUND		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/course/view.php?id=630">HTTP://ECOURSE.UOI.GR/COURSE/VIEW.PHP?ID=630</a>		

### 2. LEARNING OUTCOMES

Learning outcomes
<p><u>Knowledge.</u> Students are expected to:</p> <ul style="list-style-type: none"> <li>• become familiar with the basic characteristics of different musical trends and times,</li> <li>• understand the ways in which music influences and is influenced by wider social and historical developments,</li> <li>• understand the relationship between music and image and between music and language,</li> <li>• broaden their musical horizon and to tolerate unfamiliar music trends</li> <li>• learn the basic music educational directions and understand their relationship with the musical developments in each epoch.</li> </ul> <p><u>Skills.</u> Students are expected to:</p> <ul style="list-style-type: none"> <li>• distinguish acoustically from the style some basic musical directions,</li> <li>• practice the listening to and to learn to distinguish different musical styles,</li> <li>• understand the functions of music in cinema,</li> <li>• perceive morphological and stylistic characteristics by listening to music,</li> <li>• discover ways that could enhance future students at the listening to music.</li> </ul> <p><u>Abilities.</u> Students are expected to:</p> <ul style="list-style-type: none"> <li>• have an interest in listening to different musical genres,</li> <li>• develop critical thinking on issues of musical education and to discuss about the philosophical and sociological implications of music,</li> <li>• be able to make better choices of music and to use it as teachers,</li> <li>• have a more free and critical attitude by listening to music, to broaden their</li> </ul>

perception of what music can be, to perceive the role of music in the life of the child and of the future adult.
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Search for, analysis and synthesis of data and information, with the use of the necessary technology</li> <li>• Adapting to new situations</li> <li>• Decision-making</li> <li>• Working independently</li> <li>• Team work</li> <li>• Working in an international environment</li> <li>• Working in an interdisciplinary environment</li> <li>• Production of new research ideas</li> <li>• Project planning and management</li> <li>• Respect for difference and multiculturalism</li> <li>• Respect for the natural environment</li> <li>• Showing social, professional and ethical responsibility and sensitivity to gender issues</li> <li>• Criticism and self-criticism</li> <li>• Production of free, creative and inductive thinking</li> </ul>

### 3. SYLLABUS

<ul style="list-style-type: none"> <li>• A brief history of Greek and Western music from antiquity to the present day</li> <li>• Popular music and world music</li> <li>• Music in cinema</li> <li>• Music and picture, music and language</li> <li>• The importance of music in the work of educators and philosophers</li> <li>• Major music educators and the evolution of music pedagogy in relation to music</li> <li>• Issues of philosophy of music and music education</li> </ul>
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### 4. TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"><li>• Use of power point</li><li>• Use of audio, music and video programs</li><li>• Use of Internet search programs</li><li>• Use of e-mail for communication with students</li><li>• Use of e-course</li></ul>	
<b>TEACHING METHODS</b>		
	<b><i>Activity</i></b>	<b><i>Semester workload</i></b>
	Lectures	39
	Listening to music	18
	Study during the semester	12

	Preparation for the final exams	30
	Meetings	5
	<b>Course total</b>	<b>104</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Final written examinations (short development questions), (summative and conclusive) Evaluations criteria: <ul style="list-style-type: none"> <li>• Understanding of topics - critical and synthetic thinking</li> <li>• Structure of thought (e.g. succession and structure of paragraphs)</li> <li>• Linguistic clarity</li> </ul> Final written examinations 100%	

## 5. ATTACHED BIBLIOGRAPHY

Downman, W.D. & Lucia, a. (2012): *The Oxford Handbook of Philosophy in Music Education*. Oxford: University Press.

Readington, Ch. (1997). *Ιστορία της δυτικής μουσικής (I&II)*. (Μετ. Μάρκος Δραγούμης). Αθήνα: Gutenberg.

Rargensen, E. (1997). *In Search of Music Education*. Urbana & Chicago: University of Illinois Pres.

Reptis, Th. (2007). *Den Logos willkommen heißen. Die Musikerziehung bei Platon und Aristoteles*. Frankfurt a.M.: Peter Lang.

Snell, Ch. (2010). *Μουσικοτροπώντας. Τα νοήματα της μουσικής πράξης και της ακρόασης*. (Μετ. Δ. Παπασταύρου - Σ. Λούστας). Θεσσαλονίκη: Ιανός.

Truskin, R. (2005). *Oxford History of Western Music*. Oxford: University Press.

Χαραδήμου-Λιάτσου, Π. (2003). *Η μουσικοπαιδαγωγική τον 20° αιώνα. Οι σημαντικότερες απόψεις για την προσχολική ηλικία*. Αθήνα: Orpheus.

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠNE 444	<b>SEMESTER</b>	2
<b>COURSE TITLE</b>	GENDER IN CHILDREN'S LITERATURE		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	4
<b>COURSE TYPE</b>	SPECIALIZED GENERAL KNOWLEDGE		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	e-Study Guide Departmental Webpages		

### (2) LEARNING OUTCOMES

Learning outcomes
<ul style="list-style-type: none"> <li>Students will be able to reflect on stereotypes in literature concerning the social roles of men and women.</li> <li>Students will become familiar with gender theories and interpretative suggestions to a variety of types of children's stories and books from the international production of Children's Literature.</li> <li>Students will be able to analyse Children's literary works from the point of view of gender roles.</li> <li>Students will be able to select books and educational materials for the children's library by applying criteria that promote gender equality.</li> <li>Students will be able to work in the Early Childhood Education being aware of the importance of gender issues in the formation of children's social and cultural identity.</li> </ul>
General Competences
<ul style="list-style-type: none"> <li>Adapting to new situations</li> </ul>

- Working in an interdisciplinary environment
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self- criticism
- Teamwork
- Working independently
- Search for, analysis and synthesis of data and information, with the use of the necessary technology.

### (3) SYLLABUS

The course examines issues of gender in Children's Literature, particularly as regards the relationship between textual construction and the representation of gender roles in Children's Literature. It will investigate attitudes towards gender roles, issues of gender and language, and language and gender and illustrations. Reference will be made to autobiography, biography and young adults fiction as texts presenting the emergence of gender roles in the context of the experiences of childhood and youth. The course will also discuss the approaches who deal with the role of women in in folktales and the tradition of lullabies. Furthermore it will examine different genres in Children's Literature as regards the construction of social identity and gender and will discuss the degree of influence children's books may exercise on early school children regarding the formation of gender stereotypes, children's and youth fiction will be studied in the perspective of literary trends, cultural memory and social parameters.

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

<b>DELIVERY</b>	Face-to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• e-mail</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Essay	21
	Study and Analysis of bibliography	20
	Tutorials	5
	Exams preparation	35
	Course total	120
<b>STUDENT PERFORMANCE EVALUATION</b>	Language of Evaluation: Greek  80% Written examination short answer essay	

	<p>questions. Conclusive for marking purposes</p> <p>20% Essay (optional) with oral presentation</p> <p>Summative</p> <p>Marking criteria of essays and Written exams scripts</p> <ol style="list-style-type: none"> <li>4. Contents (demonstrating understanding of the topic, development of the argument, critical commentary, evidence of bibliography based conclusions).</li> <li>5. Composition and text Structuring (sections sufficiently drawn, cohesion between paragraphs and within a paragraph)</li> <li>6. Language use (correct use of language, precision, appropriate use of grammar, syntax, terminology, and general editing of text)</li> </ol>
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#### **(5) ATTACHED BIBLIOGRAPHY**

Κανατσούλη Μ. *Πρόσωπα γυναικών στην Παιδική Λογοτεχνία. Όψεις και απόψεις* Αθήνα: Πατάκης 1997.

Μαραγκουδάκη, Ε. *Εκπαίδευση και διάκριση των φύλων. Παιδικά Αναγνώσματα στο νηπιαγωγείο* Αθήνα: Οδυσσέας 1993.

Αναγνωστοπούλου, Δ. *Αναπαραστάσεις του Γυναικείου στη Λογοτεχνία* Αθήνα: Πατάκης 2007.

Κανατσούλη, Μ., *Ο ήρωας και η ηρωίδα με τα χίλια πρόσωπα. Νέες απόψεις για το φύλο* Αθήνα: Gutenberg 2008.

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	EDUCATION SCIENCES		
<b>ACADEMIC UNIT</b>	PEDAGOGICAL KINDERGARTEN DEPARTMENT		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠNE 601	<b>SEMESTER</b>	2
<b>COURSE TITLE</b>	DEVELOPMENTAL ISSUES OF MOTOR LEARNING		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES / WORKSHOPS		3	4
<b>COURSE TYPE</b>	GENERAL BACKGROUND		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/course/view.php?id=808">http://ecourse.uoi.gr/course/view.php?id=808</a>		

### (2) LEARNING OUTCOMES

Learning outcomes
<p><u>KNOWLEDGE</u></p> <p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• understand and get to know basic concepts of physical, kinetic development, the perception-kinetic sector and approach the scientific field methodically - systematically,</li> <li>• understand and comprehend basic concepts of physical fitness and approach the scientific field methodically - systematically,</li> <li>• learn about the fundamental human kinetic models and the various deviations,</li> <li>• be acquainted with the categories of developmental specialties and the specific kinetic and social needs of children with disabilities,</li> <li>• get acquainted and distinguish between the programs of Adapted Physical Education, Corrective Gymnastics and Developmental Physical Education,</li> <li>• understand and comprehend basic concepts of technical tests for the measurement and assessment of physical and kinetic development, neuromuscular junction, motor skills, physical fitness and children's social fitness with formal and non-formal development,</li> <li>• be aware of the contribution and conductment of different sports activities and physical education to physical, sensory, mental and mental disabilities,</li> </ul>

- know technical and operational details of sporting activities, shaping the space and organizing the logistical infrastructure for the involvement of people with disabilities (physical, sensory, mental and mental) in sports activities.

#### SKILLS

Students are expected to:

- prepare the space and the logistics infrastructure and be in an active position to support playful and athletic activities in children with and without motoric specificities,
- develop their organizational and motor skills regarding playfulness, playful teaching and children's and people's with and without motoric specificities education,
- generally support lifelong learning through inclusion using of playful teaching and learning with the movement of children with formal and formal development,
- study contemporary literature and articles in the field of Adopted Physical Education, Corrective Gymnastics and Developmental Physical Education.

#### ABILITIES

Students are expected to:

- be able to design playful activities that entertain and promote motor development and lifelong exercise for people with special motor skills,
- select and make appropriate use of space and logistics infrastructure for activities of Adapted Physical Education,
- critically examine the (ICFP) Interdisciplinary Common Framework of Preschooler and the Curriculum for Psychomotor and Physical Education as well as the existing bibliography in order to be able to adapt them to the circumstances,
- to explore new findings and new proposals, especially in the field of Adaptive Physical Education during pre-school age and childhood,
- critically and practically link the levels of theory, design and practice of Adapted Physical Education,
- activate the willingness and ability to apply technical tests to measure and evaluate physical and motor development in kindergarten.
- compare and evaluate with modern criteria and tests the development of the kinetic development of preschoolers'.

#### **General Competences**

- Search, analyze and synthesize data and information, using the necessary technologies
- Adaptation to new situations
- Decision making
- Autonomous work
- Teamwork
- Working in an international environment
- Working in an interdisciplinary environment
- Producing new research ideas
- Design and project management



- Respect for ethics and moral principles of scientific research
- Respect for diversity, multiculturalism and human rights
- Respect for the natural environment
- Demonstration of social, professional and moral responsibility and gender sensitivity for gender matters
- Criticism and self-criticism
- Promoting free, creative and inductive thinking

### (3) SYLLABUS

- Basic terminology and interpretation of the elements of Adapted Physical Education, Developmental Physical Education and Corrective Gymnastics
- Basic teaching principles of Adapted Physical Education
- Physical Education in Education and inclusion
- Perceptive-kinetic segment, disorders and categories of actions to enhance perceptive-kinetic learning
- Emphasis on the production of movement, kinetic programs, individual differences in motion abilities, walking patterns and attitudes of the human body and factors influencing kinetic development
- Developmental disorders of neuromuscular junction or motor coordination (kinetic clumsiness)
- Presentation of tests for the measurement and assessment of motor gait patterns and body position
- Physical-athletic activity and its contribution to people with cerebral palsy, mentally retarded, with sensory disabilities, motor disabilities, emotional disturbances, autism spectrum disorders with attention deficit hyperactivity disorders
- Research methodology in Adapted Physical Education
- Examples of written reference for the assessment of the infants' and preschoolers' psychomotor development

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

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• Use power point</li> <li>• Use program plays of audio, music and video</li> <li>• Using Internet search programs</li> <li>• Use e-mail to communicate with students</li> <li>• -Using an e-course platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures-Attendance	27
	Laboratory exercise	12
	Preparation of laboratory	20

	exercises	
	Study over semester	25
	Study for final examinations	20
	Cooperation with students	5
	<b>Course total</b>	<b>109</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	The evaluation is carried out:	
	<ul style="list-style-type: none"><li>• Participating in lectures and laboratory meetings (formative and conclusive)</li><li>• With public presentation of work and micro-instruction by small groups (2 people), (formative and conclusive)</li><li>• By writing a small written individual or group work (2 persons), (formative and conclusive)</li><li>• Participating in the final written examinations, with brief development questions (formative and concluding)</li></ul>	
	<u>Criteria of Evaluation:</u>	
	<ul style="list-style-type: none"><li>• Comprehension of topics - critical and synthetic thinking - reasonable documentation</li><li>• Correct structure of thought (paragraph succession and paragraph structure)</li><li>• Linguistic clarity</li></ul>	
	Optional work	20%
	Exams with work	100%
	Exams without work	80%
Research work for ERASMUS students	100%	

##### (5) ATTACHED BIBLIOGRAPHY

- Haibach –Beach, P., Reid, G., & Collier, D. (2018). *Motor learning and Development*, H., Zaragas, (Ed.) Athens: Pedio. [In Greek]
- Horvat, M., Block, M., & Kelly, L., (2011). *Measurement and Assessment in Adaptive Motion Education*, E., Skordilis (Ed.), Athens: Telethrio. [In Greek]
- Kalverboer, A., Hopkins, B., & Geuze, R., (2004). *Motor Development in Early and Later Childhood: Longitudinal Approaches*. Cambridge University Press.
- Kandell, E., Schwatz, J., & Jessell, T., (1999). *Neuroscience and Behavior*, Heraklion: University Publications of Crete.
- Rouse, P. (2015). *Integration of students with disabilities into physical education*, Skordilis, E., Grammatopoulou, D., Kokaridas, S., Batsiou, N., Chrysagis (Ed.), Athens: Pedio.
- Schmidt, R., & Weisberg, G. (2009). *Kinetic learning and performance. An Applied Approach*,

Athens: Athletic.

Campas, A. (2004). *Introduction to Kinetic Development*, Athens: Athletic.

Kokaridas, D. (2010). *Exercise and Disability. Personalization, Adaptations and Prospects for Integration*, Thessaloniki: Christodoulides.

## **3<sup>rd</sup> SEMESTER**

## COMPULSORY COURSES

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	NY 508A	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	INTRODUCTION IN FINE ARTS		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES/ INTERACTIVE TEACHING/WORKSHOP EXERCISES		3	4
<b>COURSE TYPE</b>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/course/view.php?id=1716">http://ecourse.uoi.gr/course/view.php?id=1716</a>		

### (2) LEARNING OUTCOMES

Learning outcomes
<p>The aim of this course is to acquire both theoretical knowledge and practical experience in the arts. Students through the presentation of works of art and the examination of specific periods are expected to:</p> <ul style="list-style-type: none"> <li>• Familiarize with the language of Painting, Sculpture, Engraving</li> <li>• Cultivate understanding of visual works</li> <li>• Reach, analyze, understand works and period features within Art History.</li> <li>• Understand concepts such as: Design, Color, Light, Space, Composition</li> <li>• Familiarize with the visual elements of painting such as: Line, Level, Tone, Shadow etc</li> <li>• Create personal projects</li> <li>• Experiment with visual arts teaching methods and methods and be able to design and apply visual arts activities for pre-school and early school age.</li> </ul>

## General Competences

The course aims to improve students' skills in the following:

- Autonomous work
- Design of composite artworks
- Promote creative thinking and imagination.
- Exercise of criticism and self-criticism
- Respect for diversity and multiculturalism
- Production of new research ideas

## (3) SYLLABUS

This course analyzes works of art and studies their morphological elements. Students get familiar with the basic principles of visual arts. Through the reading of the works, the concept of space in visual practice is studied and how through a system of visual hallucinations the performance of the third dimension is achieved.

Presentations of artistic periods, aesthetic trends that determined the evolution of the plastic arts, are presented.

Students create black and white and original paintings and exercise in the design of the natural, the figure, the dead nature, the surrounding space, the landscape etc

During the course they learn the basic elements of color such as hue, purity, tonality, tonic scale of a color, brilliance, saturation and intensity, color temperature and color studies and color schemes. In the context of their exercise in the teaching of visual arts in kindergarten, they develop lesson plans and develop methodological models in the teaching of visual arts regarding: A) the creation of the work of art b) the recognition and understanding of the qualities of C) the aesthetic judgments that can be formulated by acquaintance with art.

## (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b>	Face to face lectures	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in teaching, workshop education, communication with students Using the e-learning platform of the University of Ioannina <a href="http://ecourse.uoi.gr">http://ecourse.uoi.gr</a>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures/Interactive teaching	13
	Individual workshop practice (exercises)	20
	Group workshop practice (exercises)	6
	Preparation for Workshops exercises	37

	and constructions	
	Essay writings	36
	Course total	112
<b>STUDENT PERFORMANCE</b>	Examination with delivery of compulsory jobs: <ul style="list-style-type: none"> <li>• Works / works file made during the semester. (50% of total grade)</li> <li>• written work (on the occasion of a work of art, design a supervising means of teaching for the realization of a teaching objective) (50% of the total grade)</li> </ul>	

### (5) ATTACHED BIBLIOGRAPHY

- Βιγγόπουλος Η. (1983), *Η Τέχνη στο Νηπιαγωγείο και το Δημοτικό Σχολείο*, Αθήνα: Δίπτυχο
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- Κοζάκου- Τσιάρρα Ό. (1991), *Εισαγωγή στην Εικαστική γλώσσα*, Αθήνα: Gutenberg
- Χριστοδουλίδης Π. (1983), *Εισαγωγή συναισθητική και τη θεωρία της Τέχνης*, Αθήνα: Νεφέλη
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- Βασιλείου Κ. (2014), *Τέχνη και Δημιουργικότητα*, Αθήνα: Πλέθρον
- Arnheim, R. (1999). *Τέχνη και Οπτική Αντίληψη*, Αθήνα: Θεμέλιο.
- Clair J. (1999), *Σκέψεις για την κατάσταση των Εικαστικών Τεχνών*, Αθήνα: Σμίλη
- Βακαλό Ε. Γ. (1988), *Οπτική Σύνταξη*, Αθήνα: Νεφέλη
- Μαγουλιώτης Α. (2014), *Εικαστική Αγωγή*, Αθήνα: Συμμετρία
- Γκαγιώ Μπερνάρ Α. (2002), *Πλαστικές Τέχνες, Στοιχεία μιας Διδακτικής Κριτικής*, Αθήνα: Νεφέλη
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- Kandinsky, W. (1981). *Για το πνευματικό στην τέχνη*, Αθήνα: Νεφέλη.
- Matisse, H. (1999). *Γραπτά και ρήσεις για την τέχνη*, Αθήνα: Νεφέλη.
- Chapman Laura H.(1993), *Διδακτική της Τέχνης, Προσέγγιση στην καλλιτεχνική αγωγή*, Αθήνα: Νεφέλη.
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- Klee, P. (1989). *Η Εικαστική Σκέψη 2*, Αθήνα: Ραγιά και Σια ΟΕ
- Βάος, Α. (2008). *Ζητήματα διδακτικής των εικαστικών τεχνών. Το καλλιτεχνικό εγχείρημα ως διδακτική πράξη*, Αθήνα: Εκδόσεις Τόπος.
- Erstein Α. Τρίμη Ε. (2005), *Εικαστικές Τέχνες και παιδιά*, Αθήνα: Τυποθήτω – Γ. Δαρδάνος
- Τσιάρρα, Καζάκου Ο. (2000), *Εισαγωγή στην Εικαστική Γλώσσα*, Αθήνα: Gutenberg



## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠΕΥ300	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	INTRODUCTION IN MUSIC EDUCATION –APPLICATIONS IN EARLY YEARS		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES / WORKSHOPS		3	4
<b>COURSE TYPE</b>	GENERAL BACKGROUND		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/course/view.php?id=629">http://ecourse.uoi.gr/course/view.php?id=629</a>		

### (2) LEARNING OUTCOMES

Learning outcomes
<p><u>Knowledge.</u> Students are expected to:</p> <ul style="list-style-type: none"> <li>• learn the basic terminology and to understand the structure of the scientific field of Music Pedagogy,</li> <li>• learn the phases of bodily and vocal development of the child in pre-school age,</li> <li>• learn the basic principles of song and language,</li> <li>• learn some basic principles for planning musical activities for kindergarten,</li> <li>• be aware of the basic guidelines given by the curriculum for music education and the related literature.</li> </ul> <p><u>Skills.</u> Students are expected to:</p> <ul style="list-style-type: none"> <li>• prepare themselves and to sing correct and expressively children's songs,</li> <li>• develop their vocal and motor skills,</li> <li>• be able to participate in smaller or larger music ensembles (vocal or instrumental).</li> </ul> <p><u>Competences.</u> Students are expected to:</p> <ul style="list-style-type: none"> <li>• design songs and musical activities, as well as activities that highlight the musicality of the language,</li> <li>• select and use appropriate music material in activities for children of Kindergarten</li> <li>• approach critically DEPPS and the Music Curriculum as well as the existing bibliography so as to be able to adapt the conditions,</li> <li>• explore new conclusions and new proposals, especially in the field of song and body movements at pre-school age,</li> <li>• link critically and substantially the levels of theory, design and action in field of Music</li> </ul>

Pedagogy.
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Search for analysis and synthesis of data and information, with the use of the necessary technology</li> <li>• Adapting to new situations</li> <li>• Decision-making</li> <li>• Working independently</li> <li>• Team work</li> <li>• Working in an international environment</li> <li>• Working in an interdisciplinary environment</li> <li>• Production of new research ideas</li> <li>• Project planning and management</li> <li>• Respect for difference and multiculturalism</li> <li>• Respect for the natural environment</li> <li>• Showing social, professional and ethical responsibility and sensitivity to gender issues</li> <li>• Criticism and self-criticism</li> <li>• Production of free, creative and inductive thinking</li> </ul>

### (3) SYLLABUS

<ul style="list-style-type: none"> <li>• Basic terminology and structure of the field of Music Pedagogy</li> <li>• Fundamentals of Music Teaching for Preschool Age</li> <li>• Categories of musical activities in the Kindergarten (singing, music and movement, language and rhythm, listening to sounds and music, musical performance with simple musical instruments and body organs, dramatization, non-conventional notation)</li> <li>• Emphasis on singing, musical activities with language and body movements</li> <li>• Design of musical activities for pre-school children</li> <li>• Basic music terms</li> </ul>
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### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• Use of power point</li> <li>• Use of audio, music and video programs</li> <li>• Use of Internet search programs</li> <li>• Use of e-mail for communication with students</li> <li>• - Use of e-course</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	21
	Workshop	18
	Preparation of Workshops exercises	15

	Music skills	10
	Study during the semester	10
	Preparation for the final exams	25
	Meetings with instructor	5
	<b>Course total</b>	<b>104</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<ul style="list-style-type: none"> <li>• Participation in compulsory workshops (summative and conclusive)</li> <li>• Public presentation of papers and micro-instruction by small groups (2-3 persons), (summative and conclusive)</li> <li>• Writing a small paper (summative and conclusive)</li> <li>• Final written examinations (short development questions), (summative and conclusive)</li> </ul> <p>Evaluations criteria:</p> <ul style="list-style-type: none"> <li>• Understanding of topics - critical and synthetic thinking</li> <li>• Structure of thought (e.g. succession and structure of paragraphs)</li> <li>• Linguistic clarity</li> </ul> <p>Compulsory workshop with presentation and written work 40%</p> <p>Written work 20%</p> <p>Exams with written work 80%</p> <p>Exams without written work 60%</p>	

##### (5) ATTACHED BIBLIOGRAPHY

- Abel-Struth, S. (1985). *Grundriss der Musikpädagogik*. Mainz: Schott.
- Δογάνη, Κ. (2012). *Μουσική στην προσχολική αγωγή. Αλληλεπίδραση παιδιού-παιδαγωγού*. Αθήνα: Gutenberg.
- Edwards, L.C., Bayless, K.M., Ramsey M.E. (2010). *Μουσική και κίνηση. Ένας τρόπος ζωής για το μικρό παιδί*. (Επιμέλεια-Μετάφραση: Ε. Ζαχοπούλου, Ε. Κωνσταντινίδου). Θεσσαλονίκη: University Studio Press.
- Hallam, S. (2015). *The Power of Music*. London: UCL.
- McPherson E.G. & Welch, G.F. (2012). *The Oxford Handbook of Music Education*. Oxford: UniversityPress.
- Ράπτης, Θ. (2015). *Μουσική Παιδαγωγική. Μια Συστηματική Προσέγγιση*. Αθήνα: Orpheus.

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠΝΕ 312	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	METHODOLOGY OF EDUCATIONAL RESEARCH		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES/WORKSHOPS		3	4
<b>COURSE TYPE</b>	GENERAL BACKGROUND		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/course/view.php?id=1473">http://ecourse.uoi.gr/course/view.php?id=1473</a>		

### (2) LEARNING OUTCOMES

Learning outcomes
<p><u>KNOWLEDGE</u></p> <p>Students are expected to meet:</p> <ul style="list-style-type: none"> <li>the basic concepts and terminology of the Methodology of Research in Education and approach methodically - systematically the scientific field of Research in Education,</li> <li>Know what research is, the different types of research, the terminology of research, the different concepts, the review of the literature, what is evaluation, the stages of conducting a scientific research and its writing,</li> <li>All methods of data collection</li> <li>sample and sampling</li> </ul> <p><u>SKILLS</u></p> <p>Students and students are expected to:</p> <ul style="list-style-type: none"> <li>generally support the research process in educational issues through various research methods such as literature review, the classic observation, experimentation, etc.,</li> <li>study contemporary article and literature in the field of thematic research in Education,</li> <li>study research articles or research papers and comprehend by evaluating the research</li> </ul>

methodology, sample and sampling, the method of collecting and analyzing the data, interpretation and results-conclusions the researchers concluded.

#### ABILITIES

Students are expected to:

- be able to design, plan and implement small research proposals on thematic –fields of cognitive objects related to Education
- activate their mood for work to design and implement a research process on various educational themes at the Nursery,
- relate critically and substantially the levels of theory, design and practice of the Educational Research Methodology,
- study the relevant and contemporary literature, the outcomes of the published research and to manage the information methodology material in an appropriate way,
- be able to design and complete educational research on problems in their area that are of particular interest to them or to various institutions or to Education,
- write their own research proposal.

#### **General Competences**

- Search, analyze and compose data and information, using the necessary technologies
- Adaptation to new situations
- Decision making
- Autonomous work
- Teamwork
- Working in an international environment
- Working in an interdisciplinary environment
- Producing new research ideas
- Design and project management
- Respect for principles of ethics and morals in research,
- Respect for diversity, multiculturalism and human rights
- Respect for the natural environment
- Demonstration of social, professional and moral responsibility and gender sensitivity
- Criticism and self-criticism
- Promotion of free, creative and inductive thinking

### **(3) SYLLABUS**

- Basic concepts and terminology of the field of the Methodology of Scientific Research in Education
- Variables, scales, indicators
- Review of literature and research problems
- Experimental and quasi-experimental research

- Causal - comparative research and correlation research
- Survey a review and individual case study
- Qualitative research methods (historical, biographical, etc.)
- Mixed methods and research models
- Sample and sampling
- Data collection and its means (experiment, observation, questionnaire, interview, triangulation)
- Ethics of educational research methodology
- Techniques for writing and writing a scientific proposal, bibliography, accompanying letters.

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

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• Use power point</li> <li>• Use of motion, sound, music and video</li> <li>• Using Internet search programs</li> <li>• Use e-mail to communicate with students</li> <li>• Using an e-course platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	21
	Laboratory exercise	18
	Preparation of laboratory exercises	20
	Study over semester	25
	Study for final examinations	20
	Working with students	5
	<b>Course total</b>	<b>109</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>The evaluation is carried out:</p> <ul style="list-style-type: none"> <li>• Participating in lectures and laboratory meetings (formative and conclusive)</li> <li>• With public presentation of work and micro-instruction by small groups (2 of people), (formative and conclusive)</li> <li>• By writing a small written individual or group work (2 persons), (formative and conclusive)</li> <li>• Participating in the final written examinations,</li> </ul>	

	<p>with brief development questions (formative and conclusive)</p> <p><u>Criteria of evaluation:</u></p> <ul style="list-style-type: none"> <li>• Comprehension of topics - critical and synthetic thinking - reasonable documentation</li> <li>• Correct thinking structure (paragraph succession and paragraph structure)</li> <li>• Linguistic clarity</li> </ul> <p>Optional work 20%</p> <p>Exams with work 100%</p> <p>Exams without work 80%</p> <p>Research work for ERASMUS students 100%</p>
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##### (5) ATTACHED BIBLIOGRAPHY

Bryman, A. (2014). *Methods of Social Research*, (Ed: A., Aidinis & P., Sakellariou), Athens: Gutenberg. [In Greek]

Kolin Robson, (2007). *Real-world research. An Instrument for Social Scientists and Professional Researchers*, (ed.: B. Dalaku, K. Vassilakos), Gutenberg, Athens.[In Greek]

Athanasiou, L. (2007). *Methods and techniques of research in the education sciences*, Ioannina: Efira.[In Greek]

Coen L., Manion L.(2000).*Methodology of Educational Research*,(Ed.: H., Mitsopoulou,& M., Filopoulou),Athens: Metaihmio.[In Greek]

Vambouka M., (1988).*Introduction to Psycho-pedagogical Research and Methodology*, Athens: Gregory Publishing House.[In Greek]

Papanastasiou K., (1996).*Methodology of Educational Research*, Nicosia.[In Greek]

Paraskevopoulos I. (1993).*Methodology of Scientific Research*, volumes 1 & 2, self-publication.[In Greek]

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	FACULTY OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠΝΥ205	SEMESTER	3
COURSE TITLE	SOCIAL PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES		2	4
TUTORIALS		1	
COURSE TYPE	GENERAL BACKGROUND		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<p><b>After the completion of the course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Understand the basic concepts of Social Psychology.</li> <li>• Make analysis of specific cases.</li> <li>• Be able to use and apply the Social Psychology at school.</li> <li>• Be able to participate in a research project on Social Psychology.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Decision-making</li> <li>• Working independently</li> <li>• Team work</li> <li>• Working in an international environment</li> <li>• Working in an interdisciplinary environment</li> <li>• Production of new research ideas</li> <li>• Respect for difference and multiculturalism</li> <li>• Showing social, professional and ethical responsibility and sensitivity to gender issues</li> </ul>



### (3) SYLLABUS

- Subject and methods of Social Psychology
- Disciplines related to Social Psychology.
- Attitudes. The three dimensions of attitudes. Attitudes and behavior. Assessment of attitudes. Theories of attitudes.
- Change of attitude. Source of the message. The message. The aim. The conditions.
- The team. Definitions and features of the team. Team evolution stages. Factors affecting team stages. Theories of team dynamics.
- Social influence. The compliance with and obedience to the team.
- Learning. Social accommodation/facilitation. Individual and team learning. The polarization phenomenon in a team. Cooperation and competition.
- Roles within the team. The leader's role. Features and countenance of the leader. Structure and communication within the team. Social force. Theories of the leader's role. The sociogram.
- The intercultural dimension in Social Psychology.
- Prejudices and intra-group relationships. Prejudices, stereotypes and discriminations. The causes of prejudice and intra-group conflict. Prejudice abatement and intra-team relationship enhancement.
- 11. Interpersonal relationships. Motivation and effects of social relations. Interpersonal appeal. Friendly relationships. Interactions and social relations in the classroom. Interactions and communication between teachers and students. Peer relations in the school system.

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

<b>DELIVERY.</b>	Face to Face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	ICT in Teaching and communication with students	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	26
	Tutorials	13
	Study for course preparation	35
	Collaboration with tutor	6
	Exam Preparation	40
	Course total	<b>120</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<u>Assessment method</u> Optional assignment 20% Written exams with assignment 80% Written exams without assignment 100%	

	<p>Research assignment for ERASMUS students 100%</p> <p>Oral exams 100%</p> <p>Assessment criteria of writtens exams and assignements:</p> <p>1.Content (understanding, documentation, critical commentary)</p> <p>2.Structurei (modules in the subject deal, linking paragraphs) 3.Language expression (clarity, spelling, syntax, terminology, editing)</p>
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##### **(5) ATTACHED BIBLIOGRAPHY**

Baron, R., Branscombe, N. & Byrne, D (2013). *Social Psychology*. [Edi. A. Giotsa]. Editions: Ion

Hogg, M.A. & Vaughan, G.M. (2010). *Social Psychology*. [Ed.. A. Chantzi]. Editions: Gutenberg.

Kokkinaki F., (2005), *Social Psychology*. Editions: Gutenberg.

Navridis, Kl.(2005), *Group Psychology* Editions: Papazissi..

Papastamou, St(2001), *Introduction to Social Psychology*. Athens: Pedio.

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠΕΥ301	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	YOUNG CHILDREN'S MATHEMATICS		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	4
<b>COURSE TYPE</b>	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK /ENGLISH FOR ERASMUS STUDENTS' EVALUATION		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	HTTP://ECOURSE.UOI.GR/ENROL/INDEX.PHP?ID=534		

### (2) LEARNING OUTCOMES

General Competences
<ul style="list-style-type: none"> <li>• To be informed about contemporary theories on mathematical development.</li> <li>• To identify the impact of different theories on mathematical development on early mathematics education</li> <li>• To be informed about young children's mathematical competences and about the conditions these competences develop, based on learning trajectories.</li> <li>• To acknowledge the importance of early individual differences in children's mathematical development and to interpret them using theoretical tools.</li> <li>• To examine and evaluate research-based evidence on young children's mathematical development</li> </ul>
General Competences
<ul style="list-style-type: none"> <li>• Critical evaluation of theoretical approaches</li> <li>• Critical evaluation of research-based evidence</li> <li>• Development of inductive and deductive reasoning</li> <li>• Respect for individual differences</li> </ul>

- Showing professional and ethical responsibility
- Working independently
- Team work

### (3) SYLLABUS

- Theoretical approaches to the development of mathematical knowledge: The Piagetian and the post-Piagetian era
- Young children's informal knowledge of content areas pertaining to the kindergarten mathematics curriculum
- Early individual differences in mathematical development
- The sociocultural aspect on mathematical development: Language, representations and the development of mathematical discourse
- Learning trajectories in the content areas pertaining to the kindergarten mathematics curriculum

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

<b>DELIVERY.</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• Ecourse</li> <li>• email</li> <li>• projector</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures (student attendance)	39
	Lectures (independent study)	40
	Preparation for the exams (independent study)	40
	Course total	<b>119</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<ul style="list-style-type: none"> <li>• Written exams with multiple-choice and short-answer questions</li> <li>• Conducting an small-scale empirical study and reporting it in an essay (optional)</li> <li>• Essay for Erasmus students</li> </ul>	

### (5) ATTACHED BIBLIOGRAPHY

#### *In Greek*

Καφούση, Σ., Σκουμπουρδή, Χ. (2008). *Τα μαθηματικά των παιδιών 4-6 ετών*. Αθήνα: Εκδόσεις Πατάκη.

Τζεκάκη, Μ. (2007). *Μικρά παιδιά, μεγάλα μαθηματικά νοήματα*. Αθήνα: Γ. Δαρδανός - Κ.

Δαρδανός.

Nunes, T., & Bryant P. (2007). *Τα παιδιά κάνουν μαθηματικά*. Αθήνα: Γ. Δαρδανός - Κ. Δαρδανός.

***In English***

Baroody, A. J. & Dowker, A. (2003). *The development of arithmetic concepts and skills: constructing adaptive expertise*. Mahwah, New Jersey: Erlbaum.

Cross, C.T., Woods, T.A., & Schweingruber, H. (Eds.). (2009). *Mathematics learning in early childhood: Paths toward excellence and equity*. National Research Council, Committee on Early Childhood Mathematics. Washington, DC: The National Academies Press.

Dowker, A. (2005). *Individual differences in arithmetic*. East Sussex: Psychology Press.

English, L. D., & Mulligan, J. T. (Eds.). (2013). *Reconceptualizing early mathematics learning*. Berlin/Heidelberg: Springer-Verlag.

Geary, D.C. (1994). *Children's mathematical development*. Washington, DC: American Psychological Association.

Mix, K. S., Huttenlocher, J., Cohen- Levine, S. (2002). *Quantitative development in infancy and early childhood*. Oxford: Oxford University Press.

Sarama, J., & Clements, D. H. (2009). *Early childhood mathematics education research: Learning trajectories for young children*. New York: Routledge.

***Related scientific journals***

*Έρευνα στη Διδακτική των Μαθηματικών*

*Cognition and Instruction*

*Child Development*

*Educational Studies in Mathematics*

*Educational Psychologist*

*Journal for Research in Mathematics Education*

*Learning and Instruction*

*Mathematical Behavior*

*Mathematical Thinking and Learning,*

*ZDM Mathematics Education*

## COMPULSORY ELECTIVE COURSES

## UNIT: PEDAGOGY

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠΕΥ 302	SEMESTER	3
COURSE TITLE	PLAY - RYTHM - MOVEMENT: PROGRAMMING AND EVALUATION OF ACTIVITIES		
INDEPENDENT TEACHING ACTIVITIES s		WEEKLY TEACHING HOURS	CREDITS
Lectures/Workshops		3	4
COURSE TYPE	SPECIFICATION OF GENERAL KNOWLEDGE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/course/view.php?id=729		

### (2) LEARNING OUTCOMES

Learning outcomes
<p><u>KNOWLEDGE</u></p> <p>Students are expected to meet:</p> <ul style="list-style-type: none"> <li>ways in which spontaneity, kinetic expression and kinetic creativity can be promoted and enhanced in playful, kinetic, rhythmic, athletic and pedagogical activities,</li> <li>Steps to design and program a theme with playful motor activities,</li> <li>Steps to create a favourable climate of motivation, support and engagement with playful motor activities,</li> <li>technical and functional details for the design of the space and the organization of the logistic infrastructure for the involvement of preschoolers' involvement in playful motor activities at the Nursery School, in a safe way,</li> <li>the importance of early individual differences in kinetic development and explaining them with theoretical tools by organizing the corresponding physical-kinetic activities,</li> <li>Basic principles of improvisation and synthesis,</li> <li>Alternative ways of designing playful motor activities that highlight the peculiarities of motor behaviour,</li> <li>Methods of evaluation and reflection on kinetic-pedagogical practice and kinetic performance.</li> </ul>



## SKILLS

Students are expected to:

- be able to plan, (on a daily, weekly, monthly and annual basis) and implement (single or group) simple and complex playful motor activities for kindergarten,
- annual planning, from unit planning and planning o to a day plan as they are applied to the thematic formation of mobility issues.
- experiment and be tested in playful improvisation and composition with the material of Psychomotor and Physical Education,
- to practice in simple playful, rhythmic - kinetic, athletic, activities
- develop skills related to control and assessment of movement (kinetic performance) and rhythm,
- develop alternative ways of kinetic and rhythmic recording.

## ABILITIES

Students are expected to::

- approach in cross-linking and linking kinetic education with other subjects (values of Olympism, the history of sport, various aspects of art, music, painting, dramatization, dance, human rights, language, mathematics and geometric shapes, folklore, etc.)
- be available for the design, development and implementation of motion education activities,
- be able to encourage children to play experimentation, improvisation and composition and organize similar activities,
- be able to appreciate their pedagogical practice by systematically and critically considering the outcome of motor activities both at the beginning, in the middle and at the end of different academic year periods,
- To examine and evaluate findings and to reflect from the field of research on the kinetic development of young children by carrying out a small empirical study (optional).

## **General Competences**

- Search, analyse and synthesize data and information, using the necessary technologies
- Adaptation to new situations
- Decision making
- Autonomous work
- Teamwork
- Working in an international environment
- Working in an interdisciplinary environment
- Producing new research ideas
- Design and project management
- Respect for diversity, multiculturalism and human rights
- Respect for the principles of Olympism and Olympic Ideology
- Respect for the natural environment
- Demonstration of social, professional and moral responsibility and gender sensitivity

in gender topics

- Criticism and self-criticism
- Promoting free, creative and inductive thinking

### (3) SYLLABUS

- Planning and Programming (on a daily, weekly, monthly and annual basis) of simple and complex playful kinetic activities
- Using and combining the elements of kinetics and rhythmic education that have been taught and their transversal approach
- Teaching Principles of Kinetic Education at Preschool age. Principle: (a) Induction, (b) Self-Empowerment, (c) Participation, (d) Individualization, (e) Experience, (f) Supervision, (g) Self-control, (h) Self confidence.
- Initial planning, initial and intermediate assessment of motor activities, implementation, and final evaluation. Assessment and reflection on practice.
- Teaching - Methodology of Psychomotor Education. Body knowledge, movement in space, manipulation skills, balance skills, body shapes, levels of space, directions, straight lines and curves in space, slow-fast, acceleration - deceleration, together - apart, concurrently - successively, breathing exercise, balance, reaction speed (balls, wreaths, ropes), kinetic expression and kinetic creative expression.
- Teaching – Methodology of playing. Free and organized, group, traditional.
- Teaching - Dance methodology, expressive, creative, and traditional.
- Tutoring - Alternative Methodology of Movement Education by telling and evolving stories from sporting and Olympic events, fairy tales, stories from the children themselves.

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

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• Use power point</li> <li>• Use program plays of audio, music and video</li> <li>• Using Internet search programs</li> <li>• Use e-mail to communicate with students</li> <li>• - Using an e-course platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures-Attending	21
	Laboratory exercise	18
	Preparation of laboratory exercises	20
	Study over semester	25

	Study for final examinations	20
	Working with students	5
	<b>Course total</b>	<b>109</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>The evaluation is carried out:</p> <ul style="list-style-type: none"> <li>• Participating in lectures and laboratory meetings (formative and conclusive)</li> <li>• With public presentation of work and micro-instruction by small groups (2 people), (formative and conclusive)</li> <li>• By writing a small written individual or group work (2 persons), (formative and conclusive)</li> <li>• Participating in the final written examinations, with brief development questions (formative and conclusive)</li> </ul> <p><u>Criteria of evaluation:</u></p> <ul style="list-style-type: none"> <li>• Comprehension of topics - critical and synthetic thinking - reasonable documentation</li> <li>• Correct thinking structure (paragraph succession and paragraph structure)</li> <li>• Linguistic clarity</li> </ul> <p>Optional work 20%</p> <p>Exams with work 100%</p> <p>Exams without work 80%</p> <p>Research work for ERASMUS students 100%</p>	

##### (5) ATTACHED BIBLIOGRAPHY

- Gallahue, L. D., (2002). *Developmental Physical Education Contemporary Children*. (Ed.:Ch., Evaggelinou – A., Pappa),Thessaloniki: University Studio Press. [In Greek]
- Kieff, J., & Casbergue, R. (2017). *Playfulness Learning and Didactics*. (Ed.: H., Zaragas&A. Aggelaki, Athens: Gutenberg. [In Greek]
- Logsdon, B.J., Alleman, L., Straits, S., Belka, D., & Clark, D., (1997). *Physical Education unit plans for Preschool – Kindergarten. Learning Experiences in games, gymnastics and dance*. USA, HumanKinetics. P.E. Central.[www.humankinetics.com](http://www.humankinetics.com)
- Pica, R., (2006). *Great games for young children*. P.E. Central.
- Pica, R., (2006). *Moving and learning across the Curriculum*. P.E. Central.
- Sanders, St., (1992). *Designing preschool movement programs*. P.E. Central.
- Zimmer, R., (2007). *Manual of Psychokinetic. Theories and Actions of Psychokinetics Intervention*. (Ed.: A., Kampas),Athens: Athlotipo. [In Greek]
- Nakia, L.,&Psallas, A. (2004). *Psychokinetic Education – Psychokinetic's Games*. Athens: Athlotipo. [In Greek]
- Zaragas, H. (2006). *Psychokinetic Education. A Psycho pedagogical Approach to Preschoolers*. Athens: Atrapos. [In Greek]

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠΝΕ 140	SEMESTER	3
COURSE TITLE	INTRODUCTION TO INTERCULTURAL EDUCATION AND GREEK AS A SECOND LANGUAGE		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES/INTERACTIVE TEACHING		3	
TUTORIALS		1	
COURSE TYPE	GENERAL BACKGROUND		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	<a href="http://ecourse.uoi.gr/enrol/index.php?id=447">http://ecourse.uoi.gr/enrol/index.php?id=447</a>		

### (2) LEARNING OUTCOMES

General Competences
<ul style="list-style-type: none"> <li>Addressing, and describing culture as a dynamic process with universal characteristics.</li> <li>Comprehending interconnected dynamics regarding concepts of identity and otherness, realizing the significance of developing a positive self-image in school and the importance of an empowering educational approach towards a superdiverse student environment.</li> <li>Comprehending the intercultural educational approach as a means of building relationships based on equality, esteem and mutual acceptance, not only within all aspects of the didactic triangle but also as regards the development of a broader social awareness, essential to the success of any intercultural education program. Also, an analysis is conducted on the concept of empathy.</li> <li>Addressing and critically analyzing the institutional measures employed regarding a superdiverse student environment, with special reference made to refugee education.</li> <li>Being aware of the interaction between the first and second language, and the special</li> </ul>

<p>characteristics connected to the acquisition /learning Greek as a second/foreign language.</p> <ul style="list-style-type: none"> <li>• Being aware of the multiple-language learning strategies and suitably adapting them to different learning conditions.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Respecting diversity and multiculturalism.</li> <li>• Being able to pinpoint the multiple-identity-expression strategies, and building self-esteem in students.</li> <li>• Being able to develop adaptability and flexibility towards unfamiliar patterns and surroundings.</li> <li>• Adjusting the educational praxis through holistic approaches, according to the needs of bilingual students of migrant/refugee background. Developing effective methods of teaching Greek as a second/foreign language, aiming to integrate newcomer students on a linguistic, cognitive and socio-psychological level.</li> </ul>

### (3) SYLLABUS

<ul style="list-style-type: none"> <li>• In the first part of the course, basic principles and concepts of intercultural pedagogy are discussed, such as culture, multiculturalism and interculturalism. The aim here is to comprehend the importance of offering an equal-opportunity education based on the needs and individuality of all students. Within this framework, the following are all emphasized: the need to weaken the tendency toward ethnocentrism, while empowering the sense of empathy, and appreciating the educational capital of the culturally different students. Moreover, the concept of identity along with its dynamic and critical formation, are all examined as essential elements for developing self-esteem and intercultural communication. Reference is made to historical and sociocultural characteristics of basic migrant categories (refugees, expats, and immigrants) as well as to relevant educational regulations. Also, special reference is made to refugee students entering Greece after 2015.</li> <li>• In the second part of the course, the concept of bilingualism is discussed, as one of the basic characteristics regarding migrant/refugee students. Based on the theory of Language Interdependence, and, emphasizing the role of the sociocultural framework, within which language teaching/learning takes place, emphasis is given to specific characteristics of both the learning process, and, therefore, the process of teaching a second/foreign language, especially Greek as a second/foreign language. All four linguistic skills are presented and emphasis is given to toddlers' receptive and productive language skills. Finally, the variety of language-learning strategies is pointed out, and the importance of their development, based not only on teaching goals but also on each student's aptitude.</li> </ul>
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### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b>	Face-to-face
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• Use of ppt</li> <li>• Video projections</li> <li>• On-line research</li> <li>• Electronic communication with students</li> </ul>

	<ul style="list-style-type: none"> <li>e-course platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	26
	Interactive teaching	13
	Study and analysis of bibliography	28
	Essay writing/exam preparation	40
	Tutorials	13
	Course total	120
<b>STUDENT PERFORMANCE EVALUATION</b>	<p><u>Language of evaluation</u> Greek; English for Erasmus students</p> <p><u>Evaluation methods:</u> Written work (optional) 20% Short research projects (optional) 20% Final examination (essay &amp; problem solving) with optional assignment 80% Final examination (essay &amp; problem solving) without optional assignment 100% Research project for ERASMUS students 50% Public presentation for ERASMUS students 50%</p> <p><u>Evaluation criteria:</u></p> <ul style="list-style-type: none"> <li>✓ Contents (demonstrating understanding of the topic, development of the argument, critical commentary, evidence of bibliography based conclusions).</li> <li>✓ Composition and Text Structuring (sections sufficiently drawn, cohesion between paragraphs and within a paragraph)</li> <li>✓ Language use (correct use of language, precision, appropriate use of grammar, syntax, terminology, and general editing of text)</li> </ul>	

## (5) ATTACHED BIBLIOGRAPHY

### ***Suggested bibliography:***

- Abdalah-Pretceille, M., Porcher, L. 1996. *Education et communication interculturelle*. Paris: PUF.
- Baros, V, Stergiou, L, ChatzidimouK. (Eds). 2014. *Intercultural communication and education issues*. Athens: Metadrasi.
- Cohen, J. 2013. *Creating a positive school climate: A foundation for resilience*. In S. Goldstein & R.B. Brooks (eds), *Handbook of resilience in children* (2nd ed., pp. 411–426). Dordrecht, The Netherlands: Springer.
- Cummins, J. 2005. *Negotiating Identities: Education for Empowerment in a Diverse Society*. Athens: Gutenberg.
- Griva, E., Stamou, A. 2014. *Exploring bilingualism in the school environment. Views of teachers, students, and parents of immigrants*. Thessaloniki: Kyriakidis.
- Govaris, Ch. 2011. *Introduction to Intercultural Education*. Athens: Diadrasi
- Hayward, M. 2017. Teaching as a primary therapeutic intervention for learners from refugee backgrounds. *Intercultural Education* 28(2), 165-181.
- Mitakidou, S. (ed.). 2005. *The Teaching of Language. Education of language minorities*. Thessaloniki: Epikentro.
- Nikolaou, G. 2011. *Integration and education of foreign students in primary school*. Athens: Pedio.
- O'Malley, J.M., & A. Chamot. 1990. *Learning Strategies in Second Language Acquisition*. Cambridge: Cambridge University Press.
- Rutter, J. 2006. *Refugee Children in the UK*. London: Open University Press.
- Skourtou, E. 2011. *Bilingualism in School*. Athens: Gutenberg.
- Tsokolidou, P. 2012. *Room for two. Bilingual and Education Issues*. Thessaloniki: Zygos.
- Vandenbroeck, M. 2004. *The view of the Yeti. Cultivating respect towards the "other" in education*. Athens: Nissos.

### ***Related Journals:***

*International Journal of Inclusive Education*  
*Intercultural Education*

## UNIT: SOCIAL SCIENCES IN EDUCATION



## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠΝΥ203	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	PSYCHOPHYSIOLOGY I		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	4
<b>COURSE TYPE</b>	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<ul style="list-style-type: none"> <li>To get acquainted with the neurological and hormonal functions</li> <li>To understand the biological psychological and social dimensions of human behavior</li> <li>To understand the environmental- educational effects on brain development</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>Showing social, professional and ethical responsibility and sensitivity to health issues</li> <li>Adapting to new situation</li> <li>Decision making</li> <li>Search for, analysis and synthesis of data and information, with the use of the necessary technology</li> </ul>

### (3) SYLLABUS

<p>The course focuses on the</p> <ul style="list-style-type: none"> <li>The relationship between the biological and psychological background of human behaviour.</li> <li>Functional organization of the human body.</li> <li>Biological bases of behaviour.</li> </ul>
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- Introduction to the functions of the hormonal system.
- Thyroid hormones and behaviour.
- Genetic hormones, development of genital organs, puberty, secondary gender characteristics, menopause.
- The effect of genital hormones on the model of sexual behaviour and sexual desire.
- Sexual intercourse in men and women.
- Organisation and levels of the nervous system.
- Neurons and nervous synapses.
- Brain development.
- Environmental effects on brain development.
- Lower brain areas: vital functions.
- Lower brain areas: Instincts and Emotions.
- Higher brain areas: Brain hemispheres – cortex.
- Mobility functions.
- Sensory functions.
- Brain and language.
- Brain and thinking (associative areas – prefrontal cortex).
- Brain and thinking.
- Brain and emotion.
- Brain and conscience.
- Laterality in normal brain. Complementary hemisphere specialization.
- Brain and memory.
- Brain functions (hunger, thirst, dependent reflexes)
- Sleep, alertness and attention. The physiological significance of sleep and dreams.
- Mechanism, infliction of sleep cycle or alertness.
- Neurotransmitters of behaviour.
- Autonomous nervous system: the role of sympathetic system in stress.

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

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in teaching and communication with students	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Student's non directed study hours	45
	Tutor's collaboration	6

	hours	
	Course total	<b>100</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<ul style="list-style-type: none"> <li>• Language of evaluation: Greek</li> <li>• Methods of evaluation: short-answer questions or oral examination</li> </ul>	

#### **(5) ATTACHED BIBLIOGRAPHY**

Kandel E.R., Schwartz S.H., Jessel T.M. (2009) *Νευροεπιστήμη και συμπεριφορά*, Ηράκλειο: ΠΑΝ/ΚΕΣΕΚΔ. ΙΤΕ ΚΡΗΤΗΣ.

Neil, M. G. (2011) *Νευροψυχολογία: εγκέφαλος και συμπεριφορά*, Αθήνα: Μ. ΠΑΡΙΚΟΥ & ΣΙΑ Ε.Π.Ε.

## UNIT: LANGUAGE, ARTS, AND EDUCATION

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠΝΥ 405	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	LITERARY THEORY		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	4
<b>COURSE TYPE</b>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

Learning outcomes
<p>Upon completion of the course the university students:</p> <ul style="list-style-type: none"> <li>• Will know the contemporary theoretical trends, the scholars and the works that have contributed and functioned as catalysts for the formation of the scientific approach to literature.</li> <li>• Will have become familiar with concepts, theoretical principles and methodological proposals of modern theoretical thought concerning the analytical approach to literature.</li> <li>• Will have at their disposal conductive methodological tools and, subsequently, will be able to apply systematic methods, models and techniques to reading, analysis and interpretation of literary texts –notably narrative–, traditional and modern, based on the proposed methods and techniques.</li> <li>• Will have the potential of theoretical knowledge exploitation and its reproduction in practice, improvising short or longer stories, corresponding to the relative needs of the early childhood education.</li> <li>• Will have acquired a theoretical awareness to effectively teach children to construct and narrate short stories, activating their creative thinking and imagination.</li> </ul>
General Competences

- Working independently and Team work
- Respect for diversity and multiculturalism
- Respect for the natural environment
- Demonstration of social and moral responsibility and sensitivity to gender issues
- Practice in criticism and self-criticism
- Production of free, creative and inductive thinking
- Development of personality, emotional-psychic-language cultivation.
- Activation of creative thinking and imagination.
- Implementation of knowledge into practice.

### (3) SYLLABUS

- General Introduction to Literary Theory: epistemological principles and basic concepts. Distinctive features of literary speech.
- The linguistic theory of F. De Saussure and the linguistic analytical models as epistemological background of the Theory of Literature.
- The Russian Formalism movement and its basic principles. The prolific contact with the Russian avant-garde in art.
- Vladimir Propp's analysis model for the folktale based on the principles of Formalism.
- The Prague School (J. Mukařovský, R. Jakobson), New Criticism (I.A. Richards, T.S. Eliot, W.K. Wimsatt): their contribution to the constitution of contemporary literary theory.
- Claude Lévi-Strauss' approach of the fable. The structural analysis of mythical thought. Horizontal and vertical (interpretative) reading of the fable.
- Trends in contemporary narratology. A.J. Greimas' Structural Semantics. Basic principles of his semantic theory.
- Gérard Genette's theoretical and methodological proposal for the modes and techniques of the narrative.
- Roland Barthes: from structuralism to poststructuralism
- The theory of the text: the study of literary, and more widely of artistic, phenomena considered as texts. The meaning of text (as opposed to work). J. Kristeva's principle of intertextuality.
- The text-reader relationship
- The Constance (Konstanz) School: the reception theory (H.R. Jauss) and the theory of reader-response (W. Iser).
- Poststructural trends: the transgression of structuralism and the conjunction of semiotics with marxism and psychoanalysis (J. Derrida, M. Foucault, J.F. Lyotard, J. Kristeva, R. Barthes).
- Examples of analysis and application of the method to selected texts, traditional and modern.

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

<b>DELIVERY</b>	Face-to-face
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Projector E-mail communication with students

TEACHING METHODS	Activity	Semester workload
	Lectures	39
	Study for course preparation	35
	Collaboration with tutor	5
	Exam Preparation	40
	Course total	<b>119</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Language: Greek</p> <p>Assessment methods</p> <ul style="list-style-type: none"> <li>• Optional (written) assignment 20%</li> <li>• Written exams with assignment 80%</li> <li>• Written exams without assignment 100%</li> <li>• Research assignment for ERASMUS students 100%</li> </ul> <p>Marking criteria for essays and exam scripts</p> <ul style="list-style-type: none"> <li>• Contents (demonstrating understanding of the topic, development of the argument, critical commentary, evidence of bibliography based conclusions).</li> <li>• Composition and text structuring (sections sufficiently drawn, cohesion between paragraphs and within a paragraph)</li> <li>• 3. Language use (correct use of language, precision, appropriate use of grammar, syntax, terminology, and general editing of text)</li> </ul>	

## (5) ATTACHED BIBLIOGRAPHY

- Adam, J.-M. (<sup>4</sup>2001, 1992), *Les Textes: Types et prototypes. Récit, Description, Argumentation, Explication et Dialogue*, Paris: Nathan [μτφρ. Γ. Παρίσης (1999): *Τακείμενα: τύποι και πρότυπα. Αφήγηση, περιγραφή, επιχειρηματολογία, εξήγηση και διάλογος*, Αθήνα: Πατάκης].
- Barthes, R. (1988), «Εισαγωγή στη δομική ανάλυση των αφηγημάτων» (1966), «Από το έργο στο κείμενο» (1971), *Εικόνα - Μουσική - Κείμενο*, μτφρ. Γ. Σπανός, Αθήνα: Πλέθρον: 93-136, 151-160 [αγγλ. έκδ.: *Image - Music - Text* (1987, 1977), επιμ.-μτφρ. S. Heath, London: Fontana Press: 79-124, 155-164].
- Delcroix, M.-Hallyn, F. (eds, 1987), *Introduction aux études littéraires. Méthodes du texte*, Paris: Duculot [μτφρ. Ι.Ν. Βασιλαράκης (2000): *Εισαγωγή στις σπουδές της λογοτεχνίας. Μέθοδοι του κειμένου*, Αθήνα: Gutenberg].
- Genette, G. (1972), *Figures III*, Paris: Seuil/Poétique («Discours du récit: essai du méthode»: 65-282) [μτφρ. Μπ. Λυκούδης (2007): *Σχήματα III. Ο λόγος της αφήγησης: Δοκίμιο αφηγηματολογίας και άλλα κείμενα*, Αθήνα: Πατάκης].
- Fokkema, D., Ibsch, E. (eds, 1977), *Theories of Literature in the Twentieth Century: Structuralism, Marxism, Aesthetics of Reception, Semiotics*, London: Corgiturst and Co. [μτφρ. Γ. Παρίσης (2011, 1997): *Θεωρίες Λογοτεχνίας του Εικοστού Αιώνα: Δομισμός*,

- Μαρξισμός, Αισθητική της πρόσληψης, Σημειωτική, Αθήνα: Πατάκης].
- Καψωμένος, Ε.Γ. (2003), *Αφηγηματολογία. Θεωρία και μέθοδοι ανάλυσης της αφηγηματικής πεζογραφίας*, Αθήνα: Πατάκης.
- Propp, V. (1968, 1958) αγγλ. έκδ.: *Morphology of the Folktale* (ed. L.A. Wagner), Austin: University of Texas Press [μτφρ. Α. Παρίση (2009, 1987): *Μορφολογία του παραμυθιού. Η διαμάχη με τον Κλωντ Λέβι-Στρως και άλλα κείμενα*, Αθήνα: Καρδαμίτσα].
- Rodari, G. (1973), *Grammatica della fantasia. Introduzione all'arte di inventare storie*, Torino: Einaudi [μτφρ. Γ. Κασαπίδης (2003): *Γραμματική της φαντασίας. Εισαγωγή στην τέχνη να επινοείς ιστορίες*, Αθήνα: Μεταίχμιο].
- Σαμαρά, Ζωή (2003), *Ο κατοπτρισμός του άλλου κειμένου*, Θεσσαλονίκη: UniversityStudioPress.
- Τριάντου, Ιφ. (2010), *Από τη Θεωρία στην ερμηνεία της λογοτεχνίας*, Πάτρα: Διαπολιτισμός.
- Selden, R. (ed., 2010, 1995), *From Formalism to Poststructuralism, The Cambridge History of Literary Criticism*, vol. VIII, Cambridge: Cambridge University Press [= *Από τον φορμαλισμό στον μεταδομισμό* (2004), θεώρηση μτφρ. Μ. Πεχλιβάνος-Μ. Χρυσανθόπουλος, Θεσσαλονίκη: Ινστιτούτο Νεοελληνικών Σπουδών/Ιδρυμα Μανόλη Τριανταφυλλίδη].
- Φαρίνου-Μαλαματάρη, Γ. (2001), «Αφήγηση/Αφηγηματολογία: Μια επισκόπηση», *Νέα Εστία*, τχ. 1735 (Ιούν. 2001): 972-1017.
- Worton, M.-Still, J. (eds, 1990), *Intertextuality: Theories and Practice*, Manchester: Manchester University Press.



## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠNE 437	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	INTERNATIONAL FAIRY TALES		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	4
<b>COURSE TYPE</b>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	e-Study Guide Departmental Web pages		

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<ul style="list-style-type: none"> <li>• Students will be able to critically use collections of International Fairy Tales.</li> <li>• Students will be able to understand the history of the transition from the folk tale to modern fairy tales and adaptations.</li> <li>• Students will be able to follow current approaches to International Fairy Tales by authors within Children's literature and understand changes introduced in the context of artistic movements, literary interests and social constraints.</li> <li>• Students will be able to make adaptations from Classic Fairy Tales and use themes and motives with children in the Early Childhood education.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Working in an international environment</li> <li>• Working in an interdisciplinary environment</li> <li>• Working independently</li> <li>• Teamwork</li> <li>• Respect for difference and multiculturalism</li> </ul>

- Respect for the natural environment
- Criticism and self-criticism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Search for, analysis and synthesis of data and information, with the use of necessary technology
- Adapting to new situations

### (3) SYLLABUS

The course focuses on classic tales and collections of European Fairy Tales, such as the ones by the brothers Grimm, and Charles Perrault amongst others, and examines how they were established as children's stories internationally. It deals with the transition from the oral tradition of the folk tales to the creation of collections of stories for children taking also into account certain invented ideas about childhood. It refers to historical and cultural constraints and the influence of European thought which led to the emergence of related interests. Furthermore, the course examines the retellings of folktales and myths resulting to literary tales and it deals with H.C. Andersen's works and some more recent stories. The course will also examine how the tradition of classic tales, and the European Fairy Tales passed into Greece with the help of translations and adaptations, independent publications, school book texts and magazines by focusing on issues of fictionalization, reception and retelling of well-known tales both by adults and children. It will discuss the relationship of the folktale and mythic story within Children's Literature and will refer to specific works. Furthermore, it will investigate issues of adaptation, illustration and film. The course will also deal with some aspects of the creative application of the techniques of adaptation from the repertoire of the international classics and fairy tales as regards working together with young children.

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

<b>DELIVERY</b>	Face-to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• e-mail</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Study and Analysis of bibliography	21
	Essay	20
	Tutorials	5
	Exams preparation	35
	Course total	120

<p><b>STUDENT PERFORMANCE EVALUATION</b></p>	<p>Language of Evaluation : Greek</p> <p>80% Written examination short-answer essay questions. Conclusive</p> <p>20% Essay with oral presentation (optional)Summative/Conclusive</p> <p>Marking criteria of essays and exams scripts</p> <ol style="list-style-type: none"> <li>7. Contents (demonstrating understanding of the topic, development of the argument, critical commentary, evidence of bibliography based conclusions).</li> <li>8. Text Structuring (sections sufficiently drawn, cohesion between paragraphs and within a paragraph)</li> <li>9. Language use (correct use of language, precision, appropriate use of grammar, syntax, terminology, and general editing of text)</li> </ol>
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#### (5) ATTACHED BIBLIOGRAPHY

Ζαν,Ζωρζ*Η δύναμη των παραμυθιών* Αθήνα: Καστανιώτης 1996.

Β.Δ.Αναγνωστόπουλος,*Τέχνη και Τεχνική του Παραμυθιού* Αθήνα: Καστανιώτης 1997.

Αυδίκος, Β. *Από το Παραμύθι στο κόμικς Παράδοση και Νεωτερικότητα*, Αθήνα: Οδυσσέας 1996.

Καπλάνογλου, Μ. *Ελληνική Λαϊκή Παράδοση: Τα παραμύθια στα περιοδικά για παιδιά για νέους 1836-1922* Ελληνικά Γράμματα 1998.

Γεωργίου Νίλσεν, Μ. *Μια φορά κι έναν καιρό ήταν ένας Άντερσεν* Αθήνα: Καστανιώτης 1994.

Κ. Δ. Μαλαφάντης*Το Παραμύθι στην Εκπαίδευση: Ψυχοπαιδαγωγική Διάσταση και Αξιοποίηση* Αθήνα: Διάδραση 2011.

Μερακλής, Μ. etal, *Το Παραμύθι από τους αδελφούς Grimm στην εποχή μας* Αθήνα: Gutenberg 2017.

## ELECTIVE COURSES

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠNE305	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	EDUCATIONAL PROGRAMS USING ICT PART I		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		2	4
LABORATORY EXERCISES		1	
<b>COURSE TYPE</b>	SKILLS DEVELOPMENT		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTIONS AND EXAMINATION:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/course/view.php?id=690">http://ecourse.uoi.gr/course/view.php?id=690</a>		

### (2) LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p>The aim of the course is to:</p> <ul style="list-style-type: none"> <li>• introduce internet and multimedia applications to Kindergartens.</li> <li>• evaluate digital educational material.</li> <li>• analyze current research on teaching methods using ICT.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use Technology in preschool settings.</li> <li>• Understand Internet and multimedia.</li> <li>• Create simple educational software suitable for kindergarten.</li> <li>• 4. Understand the safe use of the ICT applications in preschool settings.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Decision making</li> <li>• Teamwork</li> <li>• Project planning and management</li> </ul>

- Showing professional responsibility
- Promoting creative and inductive thinking
- Criticism and self-criticism

### (3) SYLLABUS

- Introduction to Functions and Concepts of Technology in Kindergarten Classroom.
- Using ICT in the classroom to support different educational needs.
- Multimedia use in the classroom (ways of applying them - examples).
- Assignment structure and composition with the use of ICT.
- Educational software development with the use of ICT.
- Presentation of ethical, legal and humanitarian issues arising from the use of ICTs in the preschool classroom.

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

<b>DELIVERY.</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b>	Computers, Projector, Internet, e-course.	
<b>TEACHING METHODS</b>	<b>ACTIVITY</b>	<b>SEMESTER WORKLOAD</b>
	Lectures	26
	Planning and presentation of program/activities	25
	Lab tutorials	13
	Collaboration with tutor	5
	Lab exercises preparation	10
	Assignment writing	40
	Total hours	<b>119</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Written exams with assignment 100% Or Written exams 100% Or Oral exams 100%  Research assignment for ERASMUS students 70% Compulsory Workshop for ERASMUS students 30%	

### (5) ATTACHED BIBLIOGRAPHY

Sharon E. Smaldino, Deborah L. Lowther, James D. Russe (2010) *Εκπαιδευτική τεχνολογία και μέσα για μάθηση* (Σ.Πολυχρόνης μτφρ. & Κ.Λιωνής, επιμ.), Παναγιώτης Αντωνίου, Έλλην.

Πρέζας Π. (2003). *Θεωρίες μάθησης και εκπαιδευτικό λογισμικό*. Αθήνα : Κλειδάριθμος.

Johnston S.D. (2005). *Early Explorations in Science*. United Kingdom: Open University Press.

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠNE808	SEMESTER	3
COURSE TITLE	SYSTEMATIC OBSERVATION		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES / INTERACTIVE TEACHING		3	6
FIELDWORK (PLACEMENT)		20 hours/semester	
COURSE TYPE	SPECIAL BACKGROUND		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/course/view.php?id=1719		

### (2) LEARNING OUTCOMES

Learning outcomes
<p>The aim of the course is to provide students with theoretical and practical knowledge about the process of observation in the educational framework of a kindergarten class. Upon successful completion of the course the student is expected to:</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• To distinguish the differences between simple and systematic observation.</li> <li>• Describe the different types of observation and recording and appreciate the different aspects of the observation methodological tool.</li> <li>• Recognize that systematic observation is a basic methodological tool for reflection of the teacher and improvement of the educational process.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Make use of observation, recording and analysis tools and recognize the importance of systematically investigating all the factors that affect the educational process for the design, implementation and evaluation of educational interventions.</li> </ul>

- Use observation tools to understand the child as a pupil and the learning environment of the Kindergarten.

#### Competences

- To critically reflect on teaching and learning.
- Explain systematically the recordings from observation and interpret the data based on the theory.

#### **General Competences**

- Search, analyze and synthesize data and information using the necessary technologies.
- Decision making
- Autonomous work
- Teamwork
- Production of new research ideas
- Respect for diversity and multiculturalism.
- Demonstrate social, professional and ethical responsibility and gender awareness.
- Promoting free, creative and inductive thinking
- Exercise of criticism and self-criticism

### **(3) SYLLABUS**

The subjects of the course are:

- The concept of simple and systematic observation.
- The importance of systematic observation in pre-school education.
- Observation as a methodological tool for qualitative research and investigation of the training act
- Non participatory and participatory observation.
- Observation and recording methods.
- Design of observation.
- Organization and recording of observation.
- Observation and reflection
- Analysis and interpretation of observation records.

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

<b>DELIVERY.</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in teaching, audiovisual material, electronic communication with students, use of the asynchronous tele-learning platform of the University of Ioannina <a href="http://ecourse.uoi.gr">http://ecourse.uoi.gr</a> for uploading electronic resources, assigning papers and communicating with students.	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures /interactive	39



	teaching	
	Placement	20
	Study and analysis of literature	28
	Essay writing	33
	Independent study	30
	Course Total	<b>150</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>The evaluation of the students is done in Greek, is formative and conclusive and includes:</p> <ul style="list-style-type: none"> <li>• Presentation of group work, which refers to the observation and analysis of the educational framework of a particular kindergarten class attended by the students in order to observe, record and analyze data using the theoretical and practical knowledge presented during the duration of the course (20% of the final grade).</li> <li>• Individual written work, which compiles the observation and analysis of the educational framework of a particular class of kindergarten each student observed, recorded and analyzed data using the theoretical and practical knowledge presented during the duration of the course (40% of the final grade).</li> <li>• Final written exam (problem solving or short answer questions or multiple choice test) (40% of the final grade).</li> </ul> <p>For Erasmus student (s) it is offered the possibility of submitting the work in English.</p> <p>Assessment criteria are communicated to students through the e-course digital platform.</p>	

##### (5) ATTACHED BIBLIOGRAPHY

- Altrichter, H., Posch, P., & Somekh, B. (2001). Teachers are investigating their work. An Introduction to Action Research (Ms. Maria Deligiannis). Athens: Metaixmio.*
- Cohen, H.D., Stern, V., & Balaban, N. (2001). Observing and recording the behavior of the children, (edited by Vosniadou, S.) (M. Evangelos). Athens: Gutenberg.*
- Podmore, V.N. (2006). Observation. Origins and approaches to early childhood research and practice. Wellington: NZCER Press*
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- New York: Routledge Falmer, Taylor & Francis Group.
- Androusou A. & Askouni N. (2007). *Heterogeneity and School. Keys and Antiblocks*. Athens: YPEPTH, University of Athens.
- Avgitidou S. (2018). *The use of calendars in educational research - action: conditions and procedures*. Retrieved from [www.actionresearch.gr](http://www.actionresearch.gr).
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- Dafermou, H., Koulouri, P. & Bassagiannis, E. (2006). *Nursery Guide. Educational Designs. Creative Learning Environments*. YPEPTH-PI, Athens: OEDB.
- Kyriazis, N. (1999). *Sociological research. Critical review of methods and techniques*. Athens: Greek Letters.
- Birbilis, M. (2014). *Towards a pedagogical dialogue. The importance and role of questions in pre-school education*, Thessaloniki: Sofia.
- Papadopoulou, B. (1999). *Teaching Observation: Theoretical framework and applications*. Thessaloniki: Kiriakides Brothers.
- Tsiolis G., 2014. *Methods and techniques of analysis in qualitative social research*. Athens: Criticism

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠΝΕ 400	SEMESTER	3
COURSE TITLE	SOCIOLOGICAL THEORY AND EDUCATION		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES/INTERACTIVE TEACHING		3	6
LABORATORY		1	
COURSE TYPE	SPECIAL BACKGROUND		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	<a href="http://ecourse.uoi.gr/course/view.php?id=552">http://ecourse.uoi.gr/course/view.php?id=552</a>		

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>After completing the course students will be able:</p> <ul style="list-style-type: none"> <li>• To develop their knowledge related to sociological theories in educational institutions</li> <li>• To make interrelated connections of sociological theory with educational practice</li> <li>• To explain educational reality towards sociological terms and theories</li> <li>• To interfere with compensatory teaching plans and projects in reducing educational inequalities</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Decision- making</li> <li>• Working independently</li> <li>• Team work</li> <li>• Working in an international environment</li> <li>• Respecting the difference and the multiculturalism</li> <li>• Social, professional and ethical responsibility and sensibility of Gender issues</li> </ul>

- Criticism and Self-criticism
- Production of free, creative and Inductive thinking

### (3) SYLLABUS

This course introduces students to sociological theories in relation to educational institution and functions, particularly in preschool education

- Functionalist theory
- Conflict theory
- Marxist theory
- Althusser's theory and ideological state apparatuses
- Interaction theory
- Bernstein's Sociolinguistic Theory of Language Codes
- Bourdieu's views on educational institutions:
  - Capital (cultural, social and economic)
  - The cultural capital theory
  - The forms of cultural capital
  - Aspects of cultural capital
  - Functions of the educational system
  - Educational system as a «field»
  - Educational recommendations

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

<b>DELIVERY.</b>	Face- to- face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in teaching, sending extra material, communication with students.	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	26
	Interactive teaching	13
	Laboratory practice	13
	Study and analysis of bibliography/ preparing	26
	Preparing laboratory	13
	Essay writing	20
	Exam preparation	42
	Cooperation	3
	Course total	156
<b>STUDENT PERFORMANCE EVALUATION</b>	Language of evaluation: Greek Methods of evaluation: Formative and Conclusive Examination	

	I. Questions: <ul style="list-style-type: none"> <li>▪ Open- ended questions</li> <li>▪ Short- answer questions</li> <li>▪ Problem solving questions</li> </ul> II. Essay
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## (5) ATTACHED BIBLIOGRAPHY

- Παναγιωτόπουλος, Ν. (2018). *Η πρακτική του κοινωνιολόγου. Στοιχεία για την αναστοχαστική ανθρωπολογία του Π. Μπουρντιέ* (Θ. Θάνος, Πρόλογος & Επιστ. Επιμ.). Αθήνα: Αλεξάνδρεια.
- Bourdieu, P. & Passeron, J.-Cl. (1996). *Οι κληρονόμοι. Οι φοιτητές και η κουλτούρα*. Αθήνα: Καρδαμίτσας.
- Bourdieu, P. (2002). *Η διάκριση. Κοινωνική κριτική της καλαισθητικής κρίσης* (Ν. Παναγιωτόπουλος, Πρόλογος - Κ. Καψαμπέλη, Μετάφραση) Αθήνα: Πατάκης.
- Bernstein, B. (1991). *Παιδαγωγικοί κώδικες και κοινωνικός έλεγχος* (Ι. Σολομών, Εισαγωγή, Μετφρ. & Σημειώσεις). Αθήνα: Αλεξάνδρεια.
- Bourdieu, P. (2004). *Για την εκπαίδευση του μέλλοντος* (Ν. Παναγιωτόπουλος, Πρόλογος-Επιστ. Επιμ.). Αθήνα: Νήσος.
- Bourdieu, P. & Passeron, G.-Cl. (2014). *Η αναπαραγωγή. Στοιχεία για μια θεωρία του εκπαιδευτικού συστήματος* (Ν. Παναγιωτόπουλος, Πρόλογος). Αθήνα: Αλεξάνδρεια.
- Καντζάρα, Β. (2008). *Εκπαίδευση και κοινωνία. Κριτική διερεύνηση των κοινωνικών λειτουργιών της εκπαίδευσης*. Αθήνα: Πολύτροπον.
- Λάμνιαν, Κ. (2002). *Κοινωνιολογική θεωρία και εκπαίδευση. Διακριτές προσεγγίσεις*. Αθήνα: Μεταίχμιο.
- Λαμπίρη-Δημάκη, Ι. & Παναγιωτόπουλος, Ν. (Επιμ.) (1995). *Pierre Bourdieu, Κοινωνιολογία της Παιδείας*. Αθήνα: Καρδαμίτσας-Δελφίνι.
- Θάνος, Θ., Καμαριανός, Ι., Κυρίδης, Α. & Φωτόπουλος, Ν. (2017). *Κοινωνιολογία της Εκπαίδευσης. Εισαγωγή σε βασικές έννοιες και θεματικές* (Κ. Τσουκαλάς, Πρόλογος - Μ. Ηλιού, Επίλογος). Αθήνα: Gutenberg.

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠNE810	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	SOCIOLOGY		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES/INTERACTIVE TEACHING		3	4
<b>COURSE TYPE</b>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>After completing the course students will be able:</p> <ul style="list-style-type: none"> <li>• To use the basic concepts of Sociology</li> <li>• To understand and use the theoretical approaches of Sociology</li> <li>• To discern the Sociology divisions</li> <li>• To understand the organization and functioning of social institutions such as family, education, media, sport, etc.</li> <li>• To use ways of addressing modern social problems such as gender discrimination, violence, crime, etc.</li> <li>• To combine interdisciplinary approaches in social issues.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Decision- making</li> <li>• Working independently</li> <li>• Team work</li> <li>• Working in an international environment</li> <li>• Respecting the difference and the multiculturalism</li> </ul>

- Social, professional and ethical responsibility and sensibility of Gender issues
- Criticism and Self-criticism
- Production of free, creative and Inductive thinking

### (3) SYLLABUS

The course includes the following topics:

- The science of sociology (subject, science, representatives, theoretical approaches)
- Social institutions, social positions and social roles
- Areas of Sociology
  - Sociology of Family
  - Sociology of Infancy
  - Sociology of Social Media
  - Sociology of Culture
  - Sociology of Education
  - Sociology of Sport
  - Sociology of Health
  - Sociology of labour market
  - Sociology of religion
- Social stratification - Social inequalities
- Society and diversity
- Deviance and crime
- Gender

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

<b>DELIVERY</b>	Face- to- face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in teaching, sending extra material, communication with students.	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	26
	Interactive teaching	13
	Study and analysis of bibliography/ preparing	26
	Essay	25
	Exam preparation	26
	Cooperation	3
	Course total	<b>119</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Language of evaluation: Greek Methods of evaluation: Formative and Conclusive Examination I. Questions: <ul style="list-style-type: none"> <li>▪ Open- ended questions</li> </ul>	

	<ul style="list-style-type: none"> <li>▪ Short- answer questions</li> <li>▪ Problem solving questions</li> </ul>
	II. Essay

##### (5) ATTACHED BIBLIOGRAPHY

- Alexander, J. C., Thompson, K. & Edles, L. D. (2016). *Σύγχρονη εισαγωγή στην κοινωνιολογία. Κουλτούρα και κοινωνία σε μετάβαση* (Ν. Δεμερτζής, Επιστ. Επιμ. - Κ. Περεζούς & Μ. Χατζηκωνσταντίνου, Μετφρ.). Αθήνα: Gutenberg.
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- Θάνος, Θ., Καμαριανός, Ι., Κυρίδης, Α. & Φωτόπουλος, Ν. (2017). *Κοινωνιολογία της Εκπαίδευσης. Εισαγωγή σε βασικές έννοιες και θεματικές* (Κ. Τσουκαλάς, Πρόλογος - Μ. Ηλιού, Επίλογος). Αθήνα: Gutenberg.
- Montlibert, deChr. (2003). *Εισαγωγή στην κοινωνιολογική συλλογιστική*. Αθήνα: Καρδαμίτσας.
- Μπουρντιέ, Π. (1994). *Κείμενα Κοινωνιολογίας* (Ν. Παμαγιωτόπουλος, Παρουσίαση-Επιμ.). Αθήνα: Δελφίνι.
- Παναγιωτόπουλος, Ν. (Δ/νση) *Κοινωνικές Επιστήμες, Τρίγλωσση Επιθεώρηση Κοινωνικών Ερευνών*. Αθήνα: Αλεξάνδρεια (όλα τα τεύχη του περιοδικού).
- Παναγιωτόπουλος Ν. (2013). *Η βία της ανεργίας*. Αθήνα: Αλεξάνδρεια.
- Τσαούσης, Δ. (1993). *Η κοινωνία του ανθρώπου. Εισαγωγή στην Κοινωνιολογία* (45η έκδ.). Αθήνα: Gutenberg.
- Τσουκαλάς, Κ. (2013). *Ελλάδα της λήθης και της αλήθειας. Από την μακρά εφηβεία στη βίαια ενηλικίωση* (2η έκδ.). Αθήνα: Θεμέλιο.



## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD PSYCHOLOGY		
LEVEL OF STUDIES	6		
COURSE CODE	ΠΝΥ 204	SEMESTER	3
COURSE TITLE	EDUCATIONAL PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES		2	4
LABORATORY EXERCISES		1	
COURSE TYPE	SPECIAL BACKGROUND		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (with personal study and preparation of work and exams in english)		
COURSE WEBSITE (URL)			

### (2) LEARNING OUTCOMES

Learning outcomes
<ul style="list-style-type: none"> <li>Identifying the theoretical approaches to school learning and teaching.</li> <li>Identifying the possibilities of applying the Theories of Learning in educational practices.</li> <li>To learn about the ways in which the principles of Learning Theories help in motivating students to learn in certain way.</li> <li>Understanding the theories of Intelligence, Cognitive Development and Motivation.</li> <li>Assessing the advantages and disadvantages of each of the learning theories.</li> <li>Get familiar with educational practices through which learning process can be promoted.</li> <li>Identifying the elements that contribute to an effective learning environment.</li> </ul>
General Competences
<ul style="list-style-type: none"> <li>Search for, analysis and synthesis of data and information, with the use of the</li> </ul>

necessary technology

- Adapting to new situations
- Working independently
- Teamwork
- Respect for diversity, the environment and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

### (3) SYLLABUS

The course includes the following topics:

- Introduction to Educational Psychology - The Role of Research in Educational Psychology - Research and Effective School Teaching;
- Modern Intelligence Theories - Categories of cognitive tests - Intelligence and cognitive development;
- Theories of Cognitive Development (Piaget – Bruner - Views of Information Processing Theory on development - Psychometric Theories);
- Learning Theories - Approaches to learning through the orientation of Behavioral psychology - Socio-Cognitive Learning Theory - Approaches to learning through the orientation of Cognitive Psychology - Cognitive Constructivism - Information Processing Theory;
- Motivation and emotions in Education - Motivation theories- Behavioral learning theory -
- Self-efficacy theory- Humanistic theories - Theory of causal attributions - Theory of achieving goals - Achievement Motivation - Internal and external incentives - Self as a source of motivation - The concepts of self-perception and self-esteem;
- Classroom management issues - The Role of the Teacher - Aggression within the Class - Methods of Control.

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

<b>DELIVERY</b>	Face -to –face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT <ul style="list-style-type: none"> <li>• in teaching, laboratory work</li> <li>• communication with students</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	26
	Laboratory practice	13
	Study hours for the preparation of the laboratory practice	13

	Hours of non-directed study	15
	Study hours for the preparation of the exams	30
	Exams	3
	Course total	100
<b>STUDENT PERFORMANCE EVALUATION</b>	Language of evaluation: Greek Methods of evaluation: I. Written examination with a combination of questions (80%): -multiple choice questionnaires -short-answer questions II. Autonomous or Group Written Works - Oral presentation of articles (20%)	

#### (5) ATTACHED BIBLIOGRAPHY

##### - Suggested bibliography:

- Elliot, S., Kratochwill, T., Littlefield-Cook, J., & Traver, J. (2008). *Εκπαιδευτική ψυχολογία* (Επιμ. Έκδ. Ε. Συγκολίτου & Α. Λεονταρή). Αθήνα: Gutenberg.
- Slavin, R. E. (2007). *Εκπαιδευτική ψυχολογία: Θεωρία και πράξη* (Επιμ. Έκδ. Κ. Μ. Κόκκινος). Αθήνα: Μεταίχμιο.
- Γιαβρίμης, Π. (2010). *Ζητήματα παιδαγωγικής και σχολικής ψυχολογίας*. Αθήνα: Σιδέρης.
- Δήμου, Γ. (2002). *Εκπαιδευτική ψυχολογία: Θεωρίες μάθησης*. Αθήνα: Gutenberg.
- Fontana, D. (1996). *Ψυχολογία για εκπαιδευτικούς* (Μτφ. Μ. Λώμη). Αθήνα: Σαββάλας.
- Foulin, J.-N., & Mouchon, S. (2002). *Εκπαιδευτική ψυχολογία* (Μτφ. Μ. Φανιουδάκη). Αθήνα: Μεταίχμιο.
- Καραγιαννοπούλου, Ε. (2007). *Για τη μάθηση: Η σημασία του σχεσιακού παράγοντα*. Αθήνα: Gutenberg.
- Κωσταρίδου-Ευκλείδη, Α. (2011). *Τα κίνητρα στην εκπαίδευση*. Αθήνα: Πεδίο.
- Κωσταρίδου-Ευκλείδη, Α. (2012). *Ψυχολογία κινήτρων*. Αθήνα: Πεδίο.
- Λεονταρή, Α. (1996). *Αυτο-αντίληψη*. Αθήνα: Ελληνικά Γράμματα.
- Λεονταρή, Α. (2012). *Αυτοεκτίμηση: μια βασική ψυχολογική ανάγκη; Στο Σ. Χατζηχρήστου & Η. Μπεζεβέγκης (Επιμ. Έκδοσης), Ψυχο-Παιδιά: Θέματα ανάπτυξης και προσαρμογής των παιδιών στην οικογένεια και το σχολείο (σελ. 299-321)*. Αθήνα: Πεδίο.
- Schunk, D. H. (2010). *Θεωρίες μάθησης; Μια εκπαιδευτική θεώρηση*. Αθήνα: Μεταίχμιο.
- Schunk, D. H., Pintrich, P., & Meece, J. (2010). *Τα κίνητρα στην εκπαίδευση* (Επιμ. Έκδ. Ν. Μακρής & Δ. Πνευματικός). Αθήνα: Gutenberg.
- Woolfolk, A. (2007). *Εκπαιδευτική ψυχολογία* (Επιμ. Έκδ. Ε. Μακρή-Μπότσαρη). Αθήνα:

Έλλην.

Χατζηχρήστου, Χ. (2004). *Κοινωνική και συναισθηματική αγωγή στο σχολείο: Πρόγραμμα προαγωγής της ψυχικής υγείας και της μάθησης*. Αθήνα: Τυπωθήτω.

**- Related academic journals:**

*Educational Psychology*

*School Psychology review*

*British Journal of Educational Psychology*

*Hellenic Journal of Psychology*

*Ψυχολογία (Το περιοδικό της Ελληνικής Ψυχολογικής Εταιρείας)*

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠΝΕ 815	<b>SEMESTER</b>	3
<b>COURSE TITLE</b>	LANGUAGE TEACHING		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	4
<b>COURSE TYPE</b>	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/course/view.php?id=1774">HTTP://ECOURSE.UOI.GR/COURSE/VIEW.PHP?ID=1774</a>		

### (2) LEARNING OUTCOMES

University students, after the successful completion of the course, "Language Teaching", through the application of collaborative and experiential teaching methods, will become acquainted with, become familiar with and become aware of issues that form part of the wide range of relationships in the study of her Language teaching and in particular the Methods of Teaching and Learning the Language for the Kindergarten and the first grades of Primary School. Students through an active learning process, interpersonal discussion and communication bring their pre-existing perceptions and ideas to the learning path.

#### Knowledge

After completing the course, students will have advanced knowledge in the field of study of the Greek Language and its teaching, which implies a critical understanding of scientific theories and principles. Students will recognize and identify issues related to the epistemological reflection on Greek Language and its Teaching. They will also describe the central methodological trends of the research and the modern developments in the cognitive field of Greek Language Teaching.

Specifically:

- The basic principles for teaching the first reading and writing will be defined.
- The techniques of teaching the written and spoken language will be studied.

- Students will learn about issues related to language and sociolinguistics.
- Students will come in contact with the text articles and will discuss teaching suggestions.
- Students will understand that the principles and research of Greek Language and its teaching find a variety of critical applications in the field of education, communication at school and the organization of language courses in order to prepare pupils and students to become aware and active citizens of a democratic society.
- Students will become aware of the language "mistakes" and the peculiarities of the child's language, their relationship with speech and speech.
- University students will Understand spelling issues, and they will become aware of the relationship of thinking and language.

### Skills

After completing the course, students will be able to appreciate knowledge and understanding in a way that will show a professional approach to the teaching profession and will consider views and arguments within the cognitive field of Greek Language and Her teaching. They will be able to communicate and explain information, ideas, problems and solutions to both qualified and non-specialized audiences. Students will have advanced skills and will be able to demonstrate the skill and innovation required to solve complex situations and unpredictable problems in the field of Greek Language Teaching.

Specifically:

- University students will assemble and build language materials for language teaching.
- They will work on methods of creative expression and language teaching through playful activities.
- They will develop skills, strategies and appropriate attitudes-behaviors on topics such as first reading and writing, emerging literacy theory, multilingualism in language teaching and illiteracy so that they will be able to apply and critically approach language teaching .
- Students will identify language in use as a communication and interaction tool between individuals and communities.
- They will realize that the use of language also leads to issues of identity and balance of forces, both individually and collectively.
- They will embrace the emotional and social dimensions of the methodology for the teaching of the new Greek language.
- They will practice the use of spoken language in teaching and learning.
- They will be involved in aiding teaching and addressing particular linguistic needs on a case-by-case basis.
- They will understand the characteristics of the communication method and use ICT as tools in language teaching.
- In practice, they will apply teaching approaches to Language and will be reflected in examples of applications.

### **General Competences**

#### Abilities

Students, after completing the course, will be able to design and manage complex educational techniques and activities or work plans in the cognitive field of Greek Language

and its Teaching. They will have the ability to organize relevant elements in the cognitive field of Greek Language and its Teaching and to develop responsibly judgments that include reflection on relevant social, scientific or ethical issues. They will also have developed the knowledge, skills and capabilities they need to continue with autonomy, scientific deepening of the cognitive field as well as additional study and study.

Specifically, after successfully completing the course, students and students will have acquired the following general competencies:

- Search, analyze and synthesize data and information using the necessary technologies and bibliographic resources.
- Decision making.
- Autonomous and teamwork.
- Production of new research ideas.
- Exercise of criticism and self-criticism.
- Promoting free, creative and productive thinking.
- Developing communication, cooperativity, critical thinking, professional ethics, moral sensitivity and empathy.
- Respect for diversity and multiculturalism.
- Knowledge of educational policy and social justice-educational inclusion - elimination of discrimination, inequality and exclusion.
- Demonstrate social and professional and moral responsibility and sensitivity to gender, disability and learning difficulties.
- Strengthening the process of self-assessment and reflection, through dialogue and study of scientific material and fostering a positive attitude towards the linguistic diversity in education.
- Adapt to new situations.
- Production of new research ideas.

### **(3) SYLLABUS**

The course includes the following topics:

- Teaching and language learning methods for kindergarten and elementary school.
- Presentation of the basic principles for teaching the first reading and writing.
- Teaching and writing techniques.
- Language environment and sociolinguistics. Text types and teaching suggestions.
- Linguistic "mistakes" and the peculiarities of the child's language, language and brain, speech and speech, spelling issues, thought and language.
- Concentration and production of language material for language teaching.
- Creative expression and language teaching through playful activities.
- Emotional and social dimensions of the methodology for the teaching of the new Greek language.
- Oral language in teaching and learning. Issues of enhancing teaching and addressing particular linguistic needs as appropriate.
- Communication method and uses of technology in language teaching.

- Practice exercise - application examples.

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

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Particular emphasis will be given to Information and Communication Technologies (ICT) in teaching and communicating with students (asynchronous and asynchronous) as tools to support the learning process as they are one of the most powerful elements of the modern learning environment Computer, projector, electronic e-course platform, video, educational software).	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures- attendance	39
	Individual and team assignments	30
	Independent study	40
	Meeting with the instructor	1
	Course total	<b>110</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>University students are assessed through a formative and conclusive assessment. They are also assessed through their participation in the course, the production of language material and their participation in written examinations including: multiple choice questions, short answer questions, critique and comparative approach to theory elements are evaluated.</p> <p>Evaluation criteria:</p> <ul style="list-style-type: none"> <li>• Overview and knowledge of relevant literature</li> <li>• Argument support spirit</li> <li>• Observance of the logical continuity</li> <li>• Critical and comparative approach to scientific opinions</li> <li>• Observance of rules of research ethics</li> <li>• Undertaking and implementing research planning</li> <li>• knowledge and observance of rules of research methodology</li> </ul> <p>The guidelines and criteria for the production of linguistic material are offered in Greek to all students.</p>	



	They are also posted - and are accessible - to the integrated e-course Asynchronous e-course system of the University of Ioannina.
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## (5) ATTACHED BIBLIOGRAPHY

### ***Suggested bibliography***

- Aidinis, A. (2012). *Literacy in the first school age. A Psycholinguistic Approach (Series Editor: Stella Bosniadou)*. Athens: Gutenberg & Kostas Dardanos.
- Baslis, G. (2006). *Introduction to language teaching. A modern holistic and communicative approach*. Athens: Nefeli Publications.
- Bousiou-Makridou D., Giovanakis A., Samaras X., Tachmatzidou A. (2005). *Learning and teaching subjects*. Thessaloniki: University of Macedonia Publications.
- Chatzidimou, D. (2015). *The micro-teaching in teacher education*. Thessaloniki: Publishing House of Kyriakidis Brothers.
- Chatzidimou, D. (2015). *Introduction to Theory of Teaching*. Thessaloniki: Publishing House of Kyriakidis Brothers.
- Christias, I. (2009). *Theory and Methodology of Teaching*. Athens: Gregory Publications.
- Corre, E. (2010). *Teaching Methodology Topics*. Athens: Gregory Publications.
- Dinas, K. & Zarkogianni, E. (2009). *Educational use of Modern Greek dialects. The case of Afandou Rhodes*. Thessaloniki: University Studio Press.
- Gavrilidou, Z. (2003). *Voice awareness and correction of preschool and early school age children*. Athens: Tipothito.
- Iordanidou, A., Sphyroera, M. (2003). *The communicative approach of the language course, Keys and Keys*. Athens: YPEPTH.
- Jacobsen, D. (2009). *Teaching methods*. Athens: Atrapos.
- Kapsalis, A. & Nema, E. (2008). *Modern Teaching (2nd ed.)*. Thessaloniki: Kyriakidis Publications.
- Kossivaki, F. (2003). *Alternative teaching*. Athens: Gutenberg - Giorgos & Kostas Dardanos.
- Matsangouras, H. (2004). *Centric approach to writing or thinking about why they do not write?* Athens: Grigoris.
- Matsangouras, H. (2003). *Cross-curricular knowledge*. Athens: Grigoris.
- Mavropoulos, A. (2004). *Elements of Teaching Methodology*. Athens: Savvalas.
- Mercer, N. (2000). *The formation of knowledge: Language interaction between teachers and teachers*. Athens: Metaixmio.
- Mitsis, N. (1996). *Tutoring of the Language Course. From Linguistic Theory to Teaching Practice*. Athens: Gutenberg.
- Mitsis, N. & Karadimos, D. (eds.) (2007). *Teaching the Language. Notes, Observations, Prospects*. Athens: Gutenberg - Giorgos & Kostas Dardanos.
- Pigiaki, P. (2004). *Preparation planning and assessment of teaching. Teaching methodology*. Athens: Gregory Publications.
- Raptis, A. & Rapti, A. (2002). *Learning and Teaching in the Information Age. Overall*

*approach*. Athens. Self-publishing.

Trilianos, A. (2003). *Methodology of Modern Teaching (1st & 2nd volume)*. Athens: Self-publishing.

Tsitsanoudi-Mallidi, N. (ed.) 2013. *Language and Modern (Primary) School Education. Current Challenges and Prospects (Collective Work)*. Athens: Gutenberg.

Vosniadou, S. (2006). *Designing learning environments supported by new technologies*. Athens: Gutenberg.

***Related academic journals:***

*Language Center - Center for the Greek Language*: <http://www.komvos.edu.gr/periodiko/>

*Language Learning & Technology - Center for Language & Education Research at Michigan State University*: <http://www.lltjournal.org/>

*New Education - Language - Scientific Union New Education*: <http://www.neapaideia-glossa.gr/>

## 4<sup>th</sup> SEMESTER

## COMPULSORY COURSES

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD PEDAGOGY		
LEVEL OF STUDIES	6		
COURSE CODE	NY104A	SEMESTER	4
COURSE TITLE	EARLY CHILDHOOD PEDAGOGY- TEACHING APPROACHES		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES / INTERACTIVE TEACHING		3	6
WORKSHOPS		2	
COURSE TYPE	COMPULSORY, SPECIFIC BACKGROUND, DEVELOPING SKILLS		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	<a href="http://earlychildhoodpedagogy.gr">http://earlychildhoodpedagogy.gr</a>		

### (2) LEARNING OUTCOMES

Learning outcomes
<p>Students:</p> <ul style="list-style-type: none"> <li>Recognize that teaching in preschool education is a multilevel process that requires many different types of knowledge such as content knowledge, pedagogical knowledge and teaching skills.</li> <li>Describe the importance of stochastic-critical analysis in classroom teaching and recognize the impact of work and the pedagogical process on preschool education.</li> </ul>

- Describe and utilize the three main sources of the Curriculum goals.
- Learn ways in which module design can be used to frame and connect a series of lesson plans.
- Implement effective classroom management strategies and address behavior problems.
- To learn how to plan and design pedagogical work in kindergarten, to utilize ways and means of teaching.
- Learn to evaluate the educational process and make it part of their work in Kindergarten.
- To be aware of designing a pedagogical environment capable of promoting the personal and social identity of children

#### **General competences**

- Adaptation to new situations
- Decision making
- Independent work
- Teamwork
- Work in an interdisciplinary environment
- Respect for diversity and multiculturalism
- Demonstration of social, professional and ethical responsibility and gender sensitivity
- Exercising criticism and self-criticism
- Production of free, creative and inductive thinking

### **(3) SYLLABUS**

This course examines pedagogical and didactic / methodological issues of Preschool Education:

- 1<sup>st</sup> Module: Student-centered Design
  - Key sources of goals for the Curriculum in Preschool Education
  - The three areas of learning
  - The three interrelated phases of teaching (design, implementation, evaluation)
  - Designing effective teaching (conceptual reasons for educational planning, organization and planning, emotional reasons for planning, contemplation and planning)
- 2<sup>nd</sup> Module: Student-centered Teaching
  - The query technique - the pedagogical question
  - Teaching Strategies
  - Teacher-led teaching and discovery-led teaching
  - Training process scenarios illustrating the two training strategies
  - Cooperative Learning
  - Learning based on processing a problem
  - Teaching approaches that address and build the diversity of students

- Teaching in inclusive education classes
- Diversity and technology in the classroom: leveraging new technologies to facilitate students
- Class management
- 3<sup>rd</sup> Module: Student-centered Assessment
  - Modern "alternative forms" of evaluation
  - Evaluation methods
  - Learning Assessment / Learning Assessment
  - The child's self-assessment
  - Feedback of the educational process
  - Child portfolio (portfolio)
- Innovative Teaching Approaches:
  - "Learning by Design" <http://neamathisi.com/> learning-by-design using Design & Social Media <http://cglearner.com/>
  - Forest Pedagogy and "Forest Kindergarten" <http://earlychildhoodpedagogy.gr>
- Presentation of group and individual workshops in the 12th and 13th lessons on the subject of the course
- Participation in laboratory exercises for lesson planning based on subject topics

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

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b>	Use of ICT in Teaching, in sending additional educational material / Notes, and in communicating with students	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester Workload</b>
	Lectures	26
	Interactive teaching	13
	Workshops	26
	Study and analysis of the literature / Preparation for presentation	50
	Preparation for participation in the Laboratory	18
	Essay writing	41
	Cooperation	5
	Course Total	179
<b>STUDENT PERFORMANCE</b>	<ul style="list-style-type: none"> <li>• Language: Greek</li> </ul>	

<b>EVALUATION</b>	<ul style="list-style-type: none"> <li>• Type of Evaluation: Combination of Formative and Conclusion</li> <li>• Evaluation methods: <ul style="list-style-type: none"> <li>I. Independent or Group Written Work</li> <li>II. Written Exams with Questions: <ul style="list-style-type: none"> <li>-Development</li> <li>- Short Answer</li> <li>- Problem Solving</li> </ul> </li> </ul> </li> </ul>
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#### (5) ATTACHED BIBLIOGRAPHY

- Avril Brock, Sylvia Dodds, Pam Jarvis & Yinka Olusaga, *Game Pedagogy in Preschool and School Education. Learning for Life*, Scientific Editor - Introduction: Maria Sakellariou, Pedio, Athens, 2016
- Liz Brooker, *Smooth Transition to Preschool. Politics and International Strategies for a Smooth Transition to Life*, Scientific Editor-Introduction: Maria Sakellariou, Pedio, Athens 2016
- Bredenkamp, S. & Copple, C. *Innovations in Preschool Education: Developing Practices in Preschool Programs*, (1999), Athens: Greek Letters.
- Linda-Darling Hammond, *Teacher Evaluation: A Methodological Proposal*. Scientific Editor-Introduction: E. Koutsouvanou, M. Sakellariou, Papazisis, Athens 2015
- Dann R. (2002). *Promoting Assessment as Learning: Improving the Learning Process*. London and New York: Routledge Falmer.
- Dafermou, C., Koulouri, P., & Basagianni, E. (2006). *Kindergarten Guide: Educational Plans, Creative Learning Environments*. Athens: OEDB.
- Institute of Educational Policy, Ministry of Education and Religions (2014a). *Kindergarten Curriculum*. Retrieved from <http://hdl.handle.net/10795/1947>
- Institute of Educational Policy, Ministry of Education and Religions (2014b). *Teacher's Guide for the Kindergarten Curriculum*. Retrieved from <http://hdl.handle.net/10795/1859>
- Institute of Educational Policy, Ministry of Education and Religions (2017). *Teacher's Guide for Descriptive Assessment in Kindergarten*. Retrieved from <http://iep.edu.gr/en/component/k2/content/39-pilotiki-efarmogi-tis-perigrafikis-aksiologisis>
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- Lambert D., Lines, D. (2000). *Understanding Assessment: Purposes, Perceptions, Practice*. London and New York: Routledge Falmer.
- Katz, L.C., Evangelou, D., & Haertman, *The case for mixed-age grouping in early education*, (1990), Washington, DC: NAEYC.
- Konstantinos G. Karras, Maria Sakellariou, Alekos Pediaditis, Manolis Drakakis (Curator): *Pedagogy of Happiness. An Unconventional School / Pedagogy of Happiness. Towards An Unconventional School*, HM Studies and Publishing Publications, Nicosia, Cyprus 2016



- M.Kalatzis, B.Cope, *New Learning. Basic Principles of Habitat Science*, ed. E. Arvanitis, (2013), Athens: Criticism
- Oralie McAffe, Deborah J. Leong, E. Bodrova, *Basic Principles of Assessment in Preschool Education*, Scientific Editor-Introduction: Sakellariou, M., Consolas, M., (2010), Athens: Papazisis.
- Mathieson, K. (2018). *Social Skills in Preschool Education*, Scientific Editor: Maria Sakellariou. Athens: Pedio
- Doliopoulou, E., & Gourgiotou, E. (2008). *Evaluation in education. With a focus on preschool*. Athens: Gutenderg.
- Pantazis, cf. & Sakellariou, MI, *Preschool Education: Reflections - Suggestions*, (2005), Athens: Atropos.
- Riley, D., San Juan, R., Klinkner, J., & Ramminger. A. (2018). *Social and emotional development in preschool education*. Scientific Editor: Maria Sakellariou. Athens: Pedio.
- Parekh, G. (2013). *A Case for Inclusive Education. Organizational Development / Research & Information Services*. Toronto District School Board.
- Rentzou, K., & Sakellariou, M. (2014). *Space as a pedagogical field in preschool learning environments. Design & Organization*. Athens: Pedio.
- Sakellariou, M. (2017). *Family and kindergarten collaboration. Theory, research, teaching suggestions*. Thessaloniki: Yahoudi Publications
- Sakellariou, M. (2017). *Introduction to the Teaching of Kindergarten Pedagogical Work: Theoretical Approaches and Didactic Applications*. Thessaloniki: Yahoudi Publications.
- Sakellariou, M., Consolas, M., (Ed.) *Basic Principles of Assessment in Preschool Education*, Papazisis, Athens 2009 .
- Christodoulou, N. (2017). *Understanding the Curriculum as a Field of Study and Research*. Publications: Gregory, ISBN: 978-960-333-939-7
- Ministry of Education and Science (2003). *Interdisciplinary Single Curriculum Framework (DPA) and Preschool Curriculum (DPA)*. Athens: OEDB.

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	School of Education		
ACADEMIC UNIT	Department of Early Childhood Education		
LEVEL OF STUDIES	6		
COURSE CODE	ΠNE306	SEMESTER	4
COURSE TITLE	APPLIED STATISTICS FOR SOCIAL SCIENCES		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	
LABORATORY EXERCISES		1	
COURSE TYPE	GENERAL BACKGROUND		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTIONS AND EXAMINATION:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	<a href="http://ecourse.uoi.gr/enrol/index.php?id=57">http://ecourse.uoi.gr/enrol/index.php?id=57</a>		

### (2) LEARNING OUTCOMES

Learning Outcomes
<p>Introduction of students to :</p> <ul style="list-style-type: none"> <li>• Data collection and analysis</li> <li>• Descriptive statistics</li> <li>• the SPSS for data analysis.</li> <li>• concepts of probability</li> <li>• non-parametric statistics.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Understand basic statistical concepts and types of research.</li> <li>• Utilize statistical tools for social sciences.</li> <li>• Prepare and conduct research.</li> <li>• Acquire the ability to design an approach to the concepts of probability and teach statistics to preschool children.</li> </ul>
General Competences
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> </ul>

- Decision making
- Teamwork
- Project planning and management
- Promoting creative and inductive thinking

### (3) SYLLABUS

- Sample and Sampling techniques.  
Demography.  
Descriptive Statistics.  
Statistical assumptions.  
Parametric and non-parametric analysis.  
Probability.  
Games with Chances in Kindergarten.
- Introduction to SPSS.  
Analysis of data.
- Questionnaire development  
Testing Statistical Hypotheses: z-test, t-test, Chi square test

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

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b>	Computers, Projector, Internet, SPSS, e-course.	
<b>TEACHING METHODS</b>	<b>ACTIVITY</b>	<b>SEMESTER WORKLOAD</b>
	Lectures	39
	Lab tutorials	13
	Study for course preparation	40
	Study and Analysis of bibliography	24
	Collaboration with tutor	5
	Exam Preparation	30
	Total hours	<b>151</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Written exams and research assignment 100% or Oral exams 100% or Written exams 100% Research assignment for ERASMUS students 70%	

# **(5) ATTACHED BIBLIOGRAPHY**

- David W. Stockburger (1998) *INTRODUCTORY STATISTICS: CONCEPTS, MODELS, AND APPLICATIONS*, WWW Version 1.0-<http://davidmlane.com/hyperstat/>- <http://www.statsoft.com/textbook/stathome.html> .
- Bartholomew, D., Steele, F., Moustaki, I., Galbraith, J. (2007). *Ανάλυση πολυμεταβλητών δεδομένων για κοινωνικές επιστήμες*. Θεσσαλονίκη : Επίκεντρο.
- Ζαφειρόπουλος, Κ. & Μυλωνάς, Ν. (2017). *Στατιστική με SPSS*. Αθήνα : Τζιόλα.
- Norris, G., Qureshi, F., Howitt, D. & Cramer, D. (2012). *Εισαγωγή στη στατιστική με το SPSS για τις Κοινωνικές Επιστήμες*. Αθήνα : Κλειδάριθμος.
- Field, A. (2016). *Η διερεύνηση της στατιστικής με τη χρήση του SPSS της IBM*. Αθήνα : Προπομπός.

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠΝΥ425	<b>SEMESTER</b>	4
<b>COURSE TITLE</b>	HEALTH EDUCATION I		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	4
<b>COURSE TYPE</b>	SPECIAL BACKGROUND,		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<ul style="list-style-type: none"> <li>• Health education intervention programs within family and educational context</li> <li>• Health education programs in Early Childhood Education.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Decision making.</li> <li>• Production of free, creative and inductive thinking</li> <li>• Showing social, professional and ethical responsibility and sensitivity to health issues</li> <li>• Adapting to new situations</li> <li>• Working in an international environment.</li> <li>• Working in an interdisciplinary environment</li> </ul>

### (3) SYLLABUS

<p>The course focuses on</p> <ul style="list-style-type: none"> <li>• The meaning and the content of Health Education (H.E.)</li> <li>• H.E. and Medicine.</li> <li>• Political and social dimensions of H.E.</li> <li>• Early childhood education as a promoting factor of health.</li> <li>• The incorporation of H.E. in the early childhood education curriculum.</li> </ul>
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- Factors affecting children's attitudes towards health issues.
- Health and nutrition – Eating disorders.
- H.E. in cardiovascular disease prevention.
- H.E. in cancer prevention.
- Smoking, alcohol and health.
- Health and environmental pollution.
- H.E. in genetic disease prevention.
- Sexual education, sexually transmitted diseases, AIDS.
- Factors affecting children's attitudes to health issues.
- Emotional education for children.
- Factors of danger, protective factors for children's psychosocial health.
- Bereavement and loss management in children.
- Family conflicts management.
- Emotional management in children.
- Fear management in children.
- Limit specification and help in problem resolution.
- Self-care emotional enhancement, self-image, self-esteem.
- Emotional education strategies.
- Attitude and behavioural models in H.E.
- Health-promoting school.
- HE program assessment.

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

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in teaching and communication with students	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Student's non directed study hours	45
	Tutor's collaboration hours	6
	Course total	<b>100</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Language of evaluation: Greek Methods of evaluation: short-answer questions or oral examination	

#### (5) ATTACHED BIBLIOGRAPHY

- Κουρμούση Ν. - Κουτράς Β (2013) *Βήματα για τη ζωή*, Αθήνα: ΣΟΚΟΛΗ & ΚΟΥΛΕΔΑΚΗ
- Κουρμούση Ν. (2013) *Προγράμματα προαγωγής ψυχικής υγείας στην Πρωτοβάθμια εκπαίδευση* Αθήνα: ΣΟΚΟΛΗ & ΚΟΥΛΕΔΑΚΗ
- Χατζηχρήστου Χ. ( 2008), *Κοινωνική και Συναισθηματική Αγωγή στο σχολείο. Προσχολική και πρωτο-σχολική ηλικία*, Αθήνα: Τυπωθήτω-Γ. Δάρδανος

## COMPULSORY ELECTIVE COURSES

## UNIT: SOCIAL SCIENCES IN EDUCATION



## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠNE 20	SEMESTER	4
COURSE TITLE	COGNITIVE PSYCHOLOGY I		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES		2	4
LABORATORY EXERCISES		1	
COURSE TYPE	SPECIAL BACKGROUND		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (with personal study and preparation of work and exams in english)		
COURSE WEBSITE (URL)			

### (2) LEARNING OUTCOMES

Learning outcomes
<p>This course covers basic cognitive functions and, in particular, perception, attention, memory, language, thought, and intelligence. Students, upon successful completion of this course, are expected to have obtained:</p> <ul style="list-style-type: none"> <li>• basic knowledge of Cognitive Psychology and its relation to other disciplines of Psychology;</li> <li>• basic knowledge of the characteristics of the above cognitive functions, the basic principles governing these cognitive functions, and the patterns of development of these cognitive functions;</li> <li>• basic understanding and critical knowledge of empirical and theoretical data related to the above cognitive processes;</li> <li>• the ability to work with their peers to present a research project from the above themes;</li> <li>• the ability to conduct an international bibliographic review of scientific journals and Cognitive Psychology topics using the University's libraries and online resources;</li> </ul>

<ul style="list-style-type: none"> <li>• Problem-solving skills and basic research skills.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Search for, analysis and synthesis of data and information, with the use of the necessary technology</li> <li>• Adapting to new situations</li> <li>• Working independently</li> <li>• Teamwork</li> <li>• Production of new research ideas</li> <li>• Respect for diversity, the environment and multiculturalism</li> <li>• Criticism and self-criticism</li> <li>• Production of free, creative and inductive thinking</li> </ul>

### (3) SYLLABUS

<p><b>The course includes the following topics:</b></p> <ul style="list-style-type: none"> <li>• Perception (perceptual organization, perceptual stability, perceptual delusions, explanation of perception, perception development).</li> <li>• Attention (sustained attention, selective attention).</li> <li>• Memory (features of memory, memory as an active process, memory theories, memory models, memory development).</li> <li>• Language (language and thought, social aspects of language use, reading skills, language development).</li> <li>• Thought and Representation (representation, thinking and problem solving, conceptual development, meditation, thinking models of computing).</li> <li>• Intelligence (Intelligence Quotient, Capability hierarchy, Genetic and Environmental impact on intelligence, Individual differences and group differences in Intelligence, Improving intelligence)</li> </ul>
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### (4) TEACHING and LEARNING METHODS – EVALUATION

<b>DELIVERY</b>	Face to Face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in: <ul style="list-style-type: none"> <li>• teaching, laboratory education</li> <li>• communication with students</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	26
	Laboratory practice	13
	Study hours for the preparation of the laboratory practice	20
	Hours for non-directed study	10
	Study hours for the	28

	preparation of the exams	
	Exams	3
	Course total	100
<b>STUDENT PERFORMANCE EVALUATION</b>	Language of evaluation : Greek Methods of assessment: I. Written examination with a combination of questions (70%): - multiple choice questionnaires - short-answer questions II. Autonomous or Group Written Works - Oral presentation of articles (20%) III. Participation in the Laboratory - Tutorial Exercise (10%)	

#### (5) ATTACHED BIBLIOGRAPHY

##### - *Suggested bibliography:*

Κωσταρίδου-Ευκλείδη, Α. (2011). Γνωστική Ψυχολογία: Από την αναπαράσταση της γνώσης στο θυμικό και στη δράση. Αθήνα: Πεδίο.

Κωσταρίδου-Ευκλείδη, Α. (2011). Ψυχολογία της Σκέψης. Αθήνα: Πεδίο.

Σαμαρτζή, Σ. (1995). Εισαγωγή στις γνωστικές λειτουργίες. Αθήνα: Παπαζήσης.

Eysenck, M. W. (2010). Βασικές Αρχές Γνωστικής Ψυχολογίας. (Επιμ. Ε. Βασιλάκη). Αθήνα: Gutenberg.

Herrmann, D. J., Yoder, C. Y., Gruneberg, M., & Payne, D. G. (2010). Εφαρμοσμένη γνωστική ψυχολογία (Επιμ. Έκδ. Σ. Σαμαρτζή & Α. Βατάκη). Αθήνα: Πεδίο.

Schacter, D. L., Gilbert, D. T., Nock, M. K., & Wegner, D. M. (2018, μτφρ). Ψυχολογία. Αθήνα: Utopia.

Sternberg, R. J. (2012). (Επιμ. Γ. Ξανθάκου & Μ. Καϊλα). Γνωστική ψυχολογία. Αθήνα: Διάδραση.

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

American Psychologist

Cognitive Psychology

Consciousness & Cognition

Hellenic Journal of Psychology

Journal of Applied Psychology

Journal of Experimental Psychology: Learning, Memory & Cognition

Memory & Cognition

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠΝΥ 215	<b>SEMESTER</b>	4
<b>COURSE TITLE</b>	CLINICAL PSYCHOLOGY		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	4
<b>COURSE TYPE</b>	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<ul style="list-style-type: none"> <li>• Understanding the basic concepts of Clinical Psychology</li> <li>• Differentiation of individual nosological entities</li> <li>• Special case analysis.</li> <li>• Methods of intervention.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Individual work (case study)</li> </ul>

### (3) SYLLABUS

<ul style="list-style-type: none"> <li>• Epistemology in the field of Clinical Psychology.</li> <li>• Research Methods in Clinical Psychology.</li> <li>• Analysis of tests in the field of Clinical Psychology.</li> <li>• Applying the clinical method in the Kindergarten area.</li> </ul>
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#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY.</b>	Face to Face Lectures	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in teaching and communication with students	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Essay writing	10
	Study for course preparation	22
	Collaboration with tutor	3
	Exam Preparation	35
	Course total	<b>109</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Compulsory assignment 20% Written exams 80% Research assignment for ERASMUS students 100%	

#### (5) ATTACHED BIBLIOGRAPHY

Σαρρή, Δ. (2009). *Εισαγωγή στη γνωστική και ψυχαναλυτική θεωρία της ανάπτυξης του παιδιού: Αντιμετώπιση μαθησιακών δυσκολιών μέσα από το παραμύθι και τη μαριονέτα*. Αθήνα: Ελληνικά Γράμματα.

Νέστορος, Ι., & Βαλλιανάτου, Ν.Γ. (1996). *Συνθετική Ψυχοθεραπεία με στοιχεία ψυχοπαθολογίας*. Αθήνα: Ελληνικά Γράμματα.

Σταύρου, Λ. (2002). *Ψυχοπαιδαγωγική αποκλινόντων*. Αθήνα: Άνθρωπος.

O.M.S. (1993). *Classification internationale des troubles mentaux et des troubles du comportement*. Paris: Masson.

Carr, A. (1999). *The Handbook of Child and Adolescent Clinical Psychology*. London: Routledge.

## UNIT: LANGUAGE, ARTS, AND EDUCATION

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠNE814	<b>SEMESTER</b>	4
<b>COURSE TITLE</b>	PAINTING		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES/ INTERACTIVE TEACHING/WORKSHOP EXERCISES		3	4
<b>COURSE TYPE</b>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/course/view.php?id=1715">http://ecourse.uoi.gr/course/view.php?id=1715</a>		

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>The course aims to train future kindergarten teachers, to observe a painting, to perceive judgments and to create work of arts. Specifically, students are expected to:</p> <ul style="list-style-type: none"> <li>• to know the art of painting and its methodology better</li> <li>• to understand the visual elements of painting such as drawing and color</li> <li>• to create paintings</li> <li>• to be able to understand the paintings</li> <li>• to learn methods of teaching children's painting in kindergarten</li> <li>• to design learning activities related to painting</li> </ul>
<b>General Competences</b>
<p>The course aims to improve students' skills in the following:</p> <ul style="list-style-type: none"> <li>• Autonomous work</li> <li>• Design of composite artworks</li> <li>• Promote individual creative thinking and imagination.</li> </ul>

- Exercise on criticism and self-criticism
- Respect for diversity and multiculturalism
- Production of new research ideas

### (3) SYLLABUS

The themes of the course are as follows:

- Introduction to the principles of painting and especially design, composition and colour theory.
- Study of the formal structure of a work of art
- Morph plastic (visual) analysis of examples of production painting, image structure, aesthetic approach of works of art with parallel analysis of aesthetic criteria.
- Introduction to colour definition (colour function in design, colour groups, colour disc, etc.).

This is achieved by:

- Exercise that includes personal work, which integrates plastic research and exercise into drawing, painting and materials such as pencil, ink, tempera, crayons, etc.
- Exercise in the realization of "painting" projects with mixed materials such as papers, photographs etc. (collage)
- Exercise both with quick sketches and with studies of indoor and outdoor space.
- Inspired by a work of art, students will design a supervisory tool with which they will implement a teaching goal and will outline a curriculum of pre-school and early school age.

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

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• Use of ICT in teaching, workshop education, communication with students</li> <li>• Using the e-learning platform of the University of Ioannina <a href="http://ecourse.uoi.gr">http://ecourse.uoi.gr</a></li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures/ Interactive teaching	13
	Individual workshop practice (exercises)	20
	Group workshop practice (exercises)	6
	Preparation for Workshops exercises and constructions	37
	Essay writings	36



	Course total	112
<b>STUDENT PERFORMANCE</b>	Examination with delivery of compulsory jobs: <ul style="list-style-type: none"> <li>• Works / works file made during the semester. (50% of total grade)</li> <li>• written work (on the occasion of a work of art, design a supervising means of teaching for the realization of a teaching objective) (50% of the total grade)</li> </ul>	

##### (5) ATTACHED BIBLIOGRAPHY

- Arnheim R. (1999), *Τέχνη και Οπτική Αντίληψη, Η ψυχολογία της δημιουργικής όρασης*, Αθήνα: Θεμέλιο.
- Clair J. (1999), *Σκέψεις για την κατάσταση των Εικαστικών Τεχνών*, Αθήνα: Σμίλη
- Βακαλό Ε. Γ. (1988), *Οπτική Σύνταξη*, Αθήνα: Νεφέλη
- Itten J. (1988), *Η τέχνη του χρώματος*, Αθήνα: Εκδόσεις Ένωσης Καθηγητών Καλλιτεχνικών Μαθημάτων
- Μουζακίτη Φ. (2002), *Φόρμα, Η οπτική γλώσσα στο σύγχρονο σχεδιασμό*, Αθήνα: Οδυσσέας
- Kandinsky W. (1981), *Για το Πνευματικό στην τέχνη*, Αθήνα: Νεφέλη
- Βασιλείου Κ. (2014), *Τέχνη και Δημιουργικότητα*, Αθήνα: Πλέθρον
- Kandinsky W. (1980), *Σημείο, Γραμμή στην Επιφάνεια*, Αθήνα: ΑΣΚΤ
- Klee P. (1983), *Για τη Μοντέρνα Τέχνη*, Αθήνα: Κάλβος
- Whitford F. (1993), *Bauhaus*, Αθήνα: Υποδομή
- Zeki S. (2002), *Εσωτερική όραση*, Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης
- Χολέβας Ν. Θ. (1982), *Γεωμετρικές χαράξεις και τέχνη*, Αθήνα: ΑΣΚΤ
- Σάλλα – Δοκουμετζή Τ. (1996), *Δημιουργική φαντασία και τέχνη*, Αθήνα: Εξάντας
- Gombrich E. H. (2001), *Το χρονικό της Τέχνης*, Αθήνα: ΜΙΕΤ
- Gombrich E. H. (1995), *Τέχνη και Ψευδαίσθηση*, Αθήνα: Νεφέλη
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## ELECTIVE COURSES

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠΝΕ 434	<b>SEMESTER</b>	4
<b>COURSE TITLE</b>	MODERN GREEK LITERATURE (THE GENERATION OF 30'S)		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	4
<b>COURSE TYPE</b>	GENERALBACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

Learning outcomes
<p>Upon completion of the course the university students:</p> <ul style="list-style-type: none"> <li>• Will know the emerging factors and the sociohistorical conditions of the «generation of the 30's», this important landmark of modern greek literature.</li> <li>• Will know the principal representatives of this generation, both in poetry and prose, as well as the key features of their work, through representative examples of analysis.</li> <li>• Will have a composed knowledge of the major aesthetic/artistic currents of the early 20th century and the demands that they are corresponding to, in order to perceive their creative assimilation into the literary production of the generation of the 30's, the prolific contact with these currents.</li> <li>• Will have understood the conjunction of modernity and tradition as distinctive feature of the generation.</li> <li>• Will have become familiar with the stylistic specificities and the modernist character of the literature of the generation of the 30's.</li> <li>• Will be able to approach systematically such modern texts, based on their proposed reading techniques and methods of analysis, and to understand, more widely, every artistic expression of the avant-garde of the 20th century.</li> </ul>
General Competences
<ul style="list-style-type: none"> <li>• Working independently and Team work</li> </ul>

- Respect for diversity and multiculturalism
- Respect for the natural environment
- Demonstration of social and moral responsibility and sensitivity to gender issues
- Practice in criticism and self-criticism
- Production of free, creative and inductive thinking
- Development of personality, language-emotional-psychic-aesthetic cultivation.
- Activation of creative thought and imagination.

### (3) SYLLABUS

- Elucidation of the term «generation of the 30's». Its emerging factors and socio historical context. The key features, its ambitions and aims.
- The merging of modernity and tradition as distinctive feature of the generation of the 30's. a. Modernistic pursuits. The prolific contact with the european avant-garde.
- b. The generation of the 30's and the emergence of greek cultural identity. Compositional versions of the myth of hellenicity.
- The poetry of the generation of the 30's. Renewal of poetic discourse, expressive means, range of topics, changes in versification.
- The poetry of G. Seferis: The modern in its dialectical relationship with tradition.
- The «mythology» of the Aegean in Odysseas Elytis's poetry. Expressions of the mythology of the Aegean in the literature of the generation of the 30's and its theoretical development by its representatives.
- The generation of the 30's and surrealism. Basic principles of surrealism. Features and techniques of surrealist writing. The collections Blast-Furnace and Inner Land of Andreas Embirikos. Proposal for a method of analysis and interpretation of surrealist texts. Applications in selected poetic texts.
- The personal version of the surrealism of Nikos Engonopoulos and his fertile relationship with greek tradition. His twofold –poetic and pictorial– expression.
- The connection of modernism and tradition in Yiannis Ritsos. The conjunction of revolutionary experience and tradition and its literary exploitation.
- The generation of the 30's and the novel. The connection between the modernity of the generation and the blossoming of the novel. A) The «Aeolian School»: the myth-making of the war experience, eradication and nostos (Stratis Myrivilis, Elias Venezis).
- B) The representation of the interwar period in a modern urban environment. The paradigm of Argo by Yiorgos Theotokas.
- The novelistic writing of M. Karagatsis: character psychography, antiheroes, «tragic hedonism».
- The transgression or cancellation of conventions of novelistic narrative: The modernistic writing of Melpo Axioti and Yiannis Skarimbas. The exploitation of the interior monologue.
- The essayistic work of the generation of the 30's.

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

<b>DELIVERY</b>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Projector E-mail communication with students	
<b>TEACHING METHODS</b>	<i>Activity</i>	<i>Semester workload</i>

Lectures Essay writing	Lectures	39
	Study for course preparation	40
	Collaboration with tutor	5
	Exam Preparation	35
	Course total	<b>119</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Language: Greek Assessment methods <ul style="list-style-type: none"> <li>• Optional (written) assignment 20%</li> <li>• Written exams with assignment 80%</li> <li>• Written exams without assignment 100%</li> <li>• Research assignment for ERASMUS students 100%</li> </ul> Marking criteria for essays and exam scripts <ul style="list-style-type: none"> <li>• Contents (demonstrating understanding of the topic, development of the argument, critical commentary, evidence of bibliography based conclusions).</li> <li>• Composition and text structuring (sections sufficiently drawn, cohesion between paragraphs and within a paragraph)</li> <li>• 3. Language use (correct use of language, precision, appropriate use of grammar, syntax, terminology, and general editing of text)</li> </ul>	

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\_\_\_\_\_ επιμ. (2000), *Εισαγωγή στην ποίηση του Ελύτη. Επιλογή κριτικών κειμένων*,  
Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης.

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	PNE 405	<b>SEMESTER</b>	4
<b>COURSE TITLE</b>	GREEK LANGUAGE AND ITS HISTORY		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	4
<b>COURSE TYPE</b>	SPECIALIZATION OF GENERAL KNOWLEDGE		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK LANGUAGE		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	Distance Learning Platform of the University of Ioannina <a href="http://ecourse.uoi.gr">http://ecourse.uoi.gr</a>		

### (2) LEARNING OUTCOMES

Learning outcomes
<p><u>In terms of acquiring knowledge:</u></p> <ul style="list-style-type: none"> <li>• Comprehend the depth and historical continuity of the Greek language.</li> <li>• Recognize the particular modern Greek cultural identity or otherness through revealing the historical peculiarities of the mother tongue.</li> <li>• They are released from linguistic prejudices; they know the Modern Greek dialects.</li> <li>• Educated in alternative educational ways of approaching language error in a spirit of interpretation and not absurd.</li> </ul> <p><u>In terms of acquiring skills:</u></p> <ul style="list-style-type: none"> <li>• They cultivate language and teaching skills.</li> <li>• They develop critical competence in relation to the socio-political symbols with which the Greek language has been connected from time to time.</li> <li>• They will be able to make creative use of authentic linguistic material and respond creatively to the challenge of producing linguistic material.</li> <li>• To develop the ability to analyze the narrative speech of the infant.</li> </ul>

In terms of acquiring abilities:

- They cultivate the skill of gathering dialectical texts, practice which helps to document the dialects.
- Encourage communication skills and recognize the importance of the social encounter that affects and is reflected in linguistic forms.
- Develop the skill of creative use of dictionaries
- Take the skill of using the new technologies to spread the Greek language

**General Competences**

- Search, analyze and synthesize data and information and use the necessary technologies
- Working in an interdisciplinary environment
- Producing new research ideas
- Respect for diversity and multiculturalism
- Search, analyze and synthesize data and information
- Autonomous work
- Teamwork

**(3) SYLLABUS**

The course presents critical aspects of the Greek language and its history. Emphasis is placed on the linguistic diversity of the Greek language. In particular, the following chapters are presented and analyzed:

- The ancient and the modern Greek language.
- The modern Greek language and its history.
- The language issue and its symbolism.
- The establishment of the native language.
- Contemporary Greek dialects. Urban and social dialects.
- Selective enclaves of Greek outside Greek territory.
- The position of Greek in Cyprus.
- Games of the modern Greek.
- Likes of the modern Greek.
- Language and spelling.
- The language error.

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

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Using the asynchronous e-learning platform of the University of Ioannina <a href="http://ecourse.uoi.gr">http://ecourse.uoi.gr</a>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures attending	39



	Preparation of teamwork	40
	Exams preparation	26
	Tutor's meetings	5
	Total Course	110
<b>STUDENT PERFORMANCE EVALUATION</b>	Language of assessment: Greek <ul style="list-style-type: none"> <li>• To participate in a written test with essay development questions.</li> <li>• Essay with (preferably) research content and presentation in the lesson (20%).</li> <li>• Compiling report papers following attendance of parallel symposia or seminars with invited speakers during the semester.</li> <li>• Response (for ERASMUS students, 100%)</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

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- Babiniotis, G. (1986). A brief history of the Greek language. Athena.
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## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠNE500	SEMESTER	4
COURSE TITLE	BULLYING - SCHOOL MEDIATION		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	
LABORATORY		1	
COURSE TYPE	SKILLS DEVELOPMENT		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/course/view.php?id=509		

### (2) LEARNING OUTCOMES

Learning outcomes
<p>After completing the course students will be able:</p> <ul style="list-style-type: none"> <li>• To understand the socio-cultural aspects of the definition of violence and delinquency</li> <li>• To describe the definition and the process of school mediation</li> <li>• To distinguish the different forms of delinquent behavior, between behaviors not detrimental</li> <li>• To be aware of the sociological approaches of school violence and delinquency and combine them with the theories of other disciplines</li> <li>• To analyze children's offending behavior</li> <li>• To create practices to prevent students' offending behavior</li> <li>• To resolve issues of violence and conflict at school</li> <li>• To organize a mediation program at school</li> <li>• To defend alternative dispute resolution and conflict resolution practices at school</li> <li>• To evaluate the implementation of school mediation programs</li> </ul>
General Competences
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Decision- making</li> </ul>

- Working independently
- Team work
- Working in an international environment
- Respecting the difference and the multiculturalism
- Social, professional and ethical responsibility and sensibility of Gender issues
  - Criticism and Self-criticism
  - Production of free, creative and Inductive thinking

### (3) SYLLABUS

School delinquency involves a wide range of behaviors (mild and extreme) that are not acceptable in the institutional framework of the school. In this context, tensions and differences between students, which impede the learning process, prevent the development of co-operation among pupils and work against the good school climate.

The main theories of school delinquency and, in general, behaviors that are not in accordance with school rules are presented: (a) theories emphasizing individual factors; (b) theories emphasizing social factors; and (c) newer considerations emphasis on the social fabrication of delinquency.

The main aspects of school crime are then examined: (a) definition; (b) area-frequency; (c) forms; (d) gender-based factors; and (e) ways of dealing. Particular emphasis is given to the Kindergarten.

In ways of tackling school crime, special attention is given to school mediation. School mediation is a peaceful way to alternatively resolve differences and (small) conflicts between students, which can be applied to all levels of education. The definition and the theoretical context, purpose and objectives, principles, advantages, stages of implementation in school, pupil education and the process of school mediation are presented.

\* During the course the students participate in a workshop titled: "Student Education in Mediation and Application in School"

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

<b>DELIVERY</b>	Face- to- face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in teaching, sending extra material, communication with students.	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	26
	Interactive teaching	13
	Laboratory practice	13
	Study and analysis of bibliography/ preparation	26
	Preparing laboratory	20
	Essay	20

	Exam preparation	42
	Cooperation	3
	Course total	163
<b>STUDENT PERFORMANCE EVALUATION</b>	Language of evaluation: Greek Methods of evaluation: Formative and Conclusive Examination I. Questions: <ul style="list-style-type: none"> <li>▪ Open- ended questions</li> <li>▪ Short- answer questions</li> <li>▪ Problem solving questions</li> </ul> II. Essay	

##### (5) ATTACHED BIBLIOGRAPHY

- Θάνος, Θ. (2017). *Σχολική διαμεσολάβηση. Θεωρία, εφαρμογή, αξιολόγηση*. Θεσσαλονίκη: Κυριακίδη.
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## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠΝΕ 805	<b>SEMESTER</b>	4
<b>COURSE TITLE</b>	HISTORICAL EVOLUTION OF THE GREEK EDUCATIONAL SYSTEM		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	4
<b>COURSE TYPE</b>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

Learning outcomes
<p>The purpose of the course is to inform candidate teachers about the educational past, present and future. The specific objectives of the course are to acquaint students with the historical evolution of Modern Greek Education since the establishment of the modern Greek state in 1821 to date through the most important educational reforms of the 19th and 20th centuries, educational institutions and people who contributed to the educational changes.</p> <p>Also, to realize that modern educational reality is an extension and continuation of our educational past and predetermines the educational future.</p> <p>At the end of the course it is assumed that the students will:</p> <ul style="list-style-type: none"> <li>• have met the most important milestones of our educational system</li> <li>• have become familiar with the study of historical sources,</li> <li>• be able to interpret each educational reality in relation to socio-political developments</li> </ul>

<ul style="list-style-type: none"> <li>• be in a position to understand and participate in the processes of shaping educational reforms.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Search for, analysis and synthesis of data and information, with the use of the necessary technology</li> <li>• Showing social, professional and ethical responsibility and sensitivity to gender issues</li> <li>• Production of free, creative and inductive thinking</li> </ul>

### (3) SYLLABUS

The subject of the course is the historical evolution of the educational system and its institutions in the modern Greek state from 1821 until today.

The main modules of the course are as follows:

- Education ahead of the Revolution of 1821.
- The establishment of the Greek educational system 1821-1832.
- Education during the Ottoman period 1833-1862.
- Education up to the first reform effort of 1895.
- Educational reforms in the period 1900-1965.
- Educational policy of the post-conflict period 1974-2004.
- The policy for the course book in Greece.
- Educational demoticism.
- The organization and administration of General Education in the period 1834-2000.
- The education of male and female teachers and nursery teachers in the period 1834-1990
- Special education in Greece.
- Evolution of pre-school education in the Greek state.
- The Teaching Federation and Educational Reforms

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

<b>DELIVERY</b>	Face-to Face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of Power-point for teaching	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Semester activity workload (in hours)	36
	Research essay writing	20

	Tutorials	5
	Course total	<b>100</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Essay questions</li> <li>• Oral Examination</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

Δημαράς Α., (2013), *Ιστορία της Νεοελληνικής Εκπαίδευσης. Το ανακοπτόμενο άλμα. Τάσεις και αντιστάσεις στην Ελληνική Εκπαίδευση, 1833-2000*, Αθήνα, εκδ. Μεταίχμιο.

Λέφας Χ., (1942), *Ιστορία της εκπαίδευσως*, ΟΕΣΒ, Εν Αθήναις.

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Καραφύλλης Αθ.(2013), *Νεοελληνική Εκπαίδευση, Δυο αιώνες μεταρρυθμιστικών προσπαθειών*, εκδ. Κριτική

Χ. Κάτσικας, Κ. Θεριανός, *Ιστορία της Νεοελληνικής Εκπαίδευσης, Από την ίδρυση του ελληνικού κράτους μέχρι το 2007*, εκδ. Σαββάλας.

Θ. Ν. Χατζηστεφανίδης, *ιστορία της νεοελληνικής εκπαίδευσης (1821-1986)*, εκδ. Παπαδήμα

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠNE809	SEMESTER	4
COURSE TITLE	SOCIOLOGY OF GENDER INEQUALITIES IN EDUCATION		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES/INTERACTIVE TEACHING		2	4
LABORATORY		1	
COURSE TYPE	SPECIAL BACKGROUND		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	ΥΕΣ		
COURSE WEBSITE (URL)			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>After completing the course students will be able:</p> <ul style="list-style-type: none"> <li>• To use basic concepts of gender inequalities.</li> <li>• To distinguish gender diversity and to be able to understand it as a dimension of social inequalities.</li> <li>• To comprehend gender identity formation and the theories on gender inequalities.</li> <li>• To understand the role of the school in the formation and reproduction of gender inequalities and apply educational practices for alleviating gender inequalities in school.</li> <li>• To be aware of the phenomenon of homophobia.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Decision- making</li> <li>• Working independently</li> <li>• Team work</li> <li>• Working in an international environment</li> <li>• Respecting the difference and the multiculturalism</li> <li>• Social, professional and ethical responsibility and sensibility of Gender issues</li> </ul>



- Criticism and Self-criticism
- Production of free, creative and Inductive thinking

### (3) SYLLABUS

The course includes the following topics:

- Conceptual determinations: sex, gender, gender identity, gender expression
- Configuration of gender identity
- Social inequalities and gender
- Theories on gender inequalities (in general)
- The theory of Bourdieu's masculine dominance
- Butler's Performance Theory
- School and gender inequalities (school manuals, educational choices, play, school activities, the role of the teacher, etc.)
- Tackle gender gaps in school
- Gender-based violence

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

<b>DELIVERY</b>	Face- to- face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in teaching, sending extra material, communication with students.	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures/Interactive teaching	26
	Laboratory practice	13
	Study and analysis of bibliography/ preparing	13
	Preparing laboratory	13
	Essay	15
	Exam preparation	36
	Cooperation	4
	Course total	120
<b>STUDENT PERFORMANCE EVALUATION</b>	Language of evaluation: Greek Methods of evaluation: Formative and Conclusive Examination I. Questions: <ul style="list-style-type: none"> <li>▪ Open- ended questions</li> <li>▪ Short- answer questions</li> <li>▪ Problem solving questions</li> </ul> II. Essay	

## (5) ATTACHED BIBLIOGRAPHY

- Bourdieu, P. (2007). *Η Ανδρική Κυριαρχία* (Ν. Παναγιωτόπουλος, Πρόλογος - Ε. Γιαννοπούλου, Μετάφρ.) Αθήνα: Πατάκη.
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- Αθανασίου, Α. (2006). *Εισαγωγή: Φύλο, εξουσία και υποκειμενικότητα μετά το δεύτερο κύμα*. Αθήνα: Νήσος.
- Θάνος, Θ & Μπούνα, Α. (2016). *(Ανα)παραγωγή και (εν)δυνάμωση των έμφυλων διακρίσεων στο σχολείο μέσα από άτυπες διαδικασίες*. Κοινωνιολογική επιθεώρηση. Τεύχος 4, Δεκέμβριος 2016
- Θάνος, Θ. (Επιστ. Επιμ.) (2015). *Η Κοινωνιολογία της Εκπαίδευσης στην Ελλάδα. Ερευνών Απάνθισμα*. Αθήνα: Gutenberg.
- Θάνος, Θ. (2012), *Εκπαίδευση και κοινωνική αναπαραγωγή στη μεταπολεμική Ελλάδα (1950-2010). Ο ρόλος της ανώτατης εκπαίδευσης* (Ν. Παναγιωτόπουλος, Πρόλογος), Θεσσαλονίκη, Κυριακίδη.
- Μαραγκουδάκη, Ε. (1995). *Εκπαίδευση και Διάκριση των Φύλων. Παιδικά Αναγνώσματα στο Νηπιαγωγείο*. Αθήνα: Οδυσσέας

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠΝΕ 816	<b>SEMESTER</b>	4
<b>COURSE TITLE</b>	LANGUAGE TEACHING IN MULTILINGUAL CLASSES		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	4
<b>COURSE TYPE</b>	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/course/view.php?id=1818">http://ecourse.uoi.gr/course/view.php?id=1818</a>		

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>University students, after the successful completion of the "Language Teaching in Multilingual Classes" course, through the application of collaborative and experiential teaching methods, will become acquainted with, become familiar with and become aware of issues that form part of the wide range of study relationships of the basic concepts of developing and acquiring the language, and in particular, they will incorporate in the concepts first, mother tongue, second and foreign language, common language of the school, host language, interlinguality, bilingualism / multilingualism and linguistic repertoire. It also examines how differences and intersections in the relevant concepts affect teaching design and teaching practices. Students through an active learning process, interpersonal discussion and communication bring their pre-existing perceptions and ideas to the learning path.</p> <p>After the successful completion of the "Language Teaching in Multilingual Classes" course, through the application of collaborative and experiential teaching methods, students and students will become acquainted with, become familiar with and become aware of issues that form part of the wide range of study relationships</p>

of the basic concepts concerning the development and acquisition of language, and in particular, they will incorporate the first, mother tongue, second and foreign language, common language of the school, host language, interlinguality, bilingualism / multilingualism and linguistic repertoire. It also examines how differences and intersections in the relevant concepts affect teaching design and teaching practices. Students and students through an active learning process, interpersonal discussion and communication bring their pre-existing perceptions and ideas to the learning path.

#### Knowledge

Students after the successful completion of the course, through case studies and discussion of experiences, will be able to evaluate on the basis of specific criteria, educational practices developed in multilingual environments. In this context, the key approaches developed for language teaching in multilingual and multicultural environments will be analyzed and critically evaluated.

Specifically:

- Students will be able to describe epistemological concerns about the relationship between language policies and diversity management policies (segregation, exclusion, assimilation, integration, multiculturalism, interculturalism, and so on) and will highlight language factors changes as well as the central methodological trends of the surveys.
- They became familiarized with the development of criteria for the design, assessment of educational material and educational activities.
- Understand that educational material, especially in kindergarten, must respond to the needs of its recipients in order to recognize and exploit diversity and multilingualism.
- Students will understand the principles and research of the Greek language and its teaching find varied and critical applications in the field of education, communication at school and the organization of language courses in order to prepare pupils and students to become aware and active citizens of a democratic society.

#### Skills

University students will realize that, in the context of exploiting diversity and multilingualism, they need to work and familiarize themselves with tools and procedures to assess the linguistic level and to develop children's language skills at the same time.

Specifically:

- They will be able to identify the multilingual person and multilingualism.
- They became familiarized with issues of linguistic diversity, linguistic change, linguistic contact and linguistic policies.
- They will be able to understand concepts such as bilingualism, multilingualism and language contact.
- They will be able to recognize the multicultural, multinational and multilingual nature of modern society.
- Be aware of how multilingual and multicultural communication is successful, people are called upon to develop new strategies and skills.
- They will become aware of the link between language and culture.
- Learn the characteristics of multiculturalism.
- Develop skills, strategies and appropriate attitudes-behaviors in multilingual and

multicultural communication contexts.

- Develop skills, strategies and appropriate attitudes-behaviors on topics such as first reading and writing, emerging literacy theory, multilingualism in language teaching, and illiteracy to be able to apply and critically approach language teaching.
- Be aware of linguistic diversity (horizontal and vertical), ie the focus on the internal and external differentiation of the linguistic phenomenon.
- Recognize language in use as a tool for communicating and interacting between individuals and communities.
- They will realize that the use of language also leads to issues of identity and balance of forces, both individually and collectively.
- Adopt attitudes that encourage language teaching and support for all children's languages at school.
- Develop post-linguistic and post-communicative skills that facilitate access to the language of the school, critical multicultural issues and intercultural communication.
- They will acquire a linguistic culture that allows them to embrace the modern multilingual and multicultural world.

University students, after successfully completing the course, will have acquired the following general competencies:

- Search, analyze and synthesize data and information using the necessary technologies and bibliographic resources.
- Decision making.
- Autonomous and teamwork.
- Production of new research ideas.
- Exercise of criticism and self-criticism.
- Promoting free, creative and productive thinking.
- Developing communication, cooperativity, critical thinking, professional ethics, moral sensitivity and empathy.
- Respect for diversity and multiculturalism.
- Knowledge of educational policy and social justice-educational inclusion - elimination of discrimination, inequality and exclusion.
- Demonstrate social and professional and moral responsibility and sensitivity to gender, disability and learning difficulties.
- Strengthening the process of self-assessment and reflection, through dialogue and study of scientific material and fostering a positive attitude towards the linguistic diversity in education.
- Adapt to new situations.
- Production of new research ideas.

### **(3) SYLLABUS**

The course includes the following topics:

- Linguistic and diversity management policies (segregation, exclusion, assimilation, integration, multiculturalism, interculturalism, etc.).

- Language acquisition and development phases.
- First, native, second and foreign language, common language of the school, host language, interlinguality, bilingualism / multilingualism.
- Linguistic diversity (horizontal and vertical) and linguistic repertoire.
- The design of teaching in a multilingual environment and good teaching practices. Educational practices developed in multilingual environments.
- Basic approaches to language teaching in multilingual and multicultural environments, reflection and critical assessment.
- Criteria for pedagogical planning, assessment of educational material as well as educational activities. How to use the training material.
- Tools and procedures for assessing the linguistic level and developing children's language skills in parallel. The role of ICT in the teaching of language. Use of dictionaries, bibliographic sources and electronic nodes.
- Critical multilingualism and issues of intercultural communication.
- First reading and writing, emerging literacy theory, multilingualism in language teaching.
- The role of the teacher in addressing children's particular linguistic needs and teaching applications that can help in correcting errors as well as in the long-term effective linguistic conquest.

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

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Particular emphasis will be given to Information and Communication Technologies (ICT) in teaching and communicating with students (asynchronous and asynchronous) as tools to support the learning process as they are one of the most powerful elements of the modern learning environment Computer, projector, electronic e-course platform, video, educational software).	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures attending	39
	Preparation of teamwork	40
	Exams preparation	26
	Tutor's meetings	5
	Total Course	110
<b>STUDENT PERFORMANCE EVALUATION</b>	University students are assessed through a formative and conclusive assessment. They are also assessed through their participation in the course, the production of language material and their participation in written examinations including: multiple choice	

	<p>questions, short answer questions, critique and comparative approach to theory elements are evaluated.</p> <p>Evaluation criteria:</p> <ul style="list-style-type: none"> <li>• Overview and knowledge of relevant literature</li> <li>• Argument support spirit</li> <li>• Observance of the logical continuity</li> <li>• Critical and comparative approach to scientific opinions</li> <li>• Observance of rules of research ethics</li> <li>• Undertaking and implementing research planning</li> <li>• knowledge and observance of rules of research methodology</li> </ul> <p>The guidelines and criteria for the production of linguistic material are offered in Greek to all students. They are also posted - and are accessible - to the integrated e-course Asynchronous e-course system of the University of Ioannina.</p>
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## (5) ATTACHED BIBLIOGRAPHY

### Suggested bibliography

- Androulakis, G. (2008). *Languages and school. Attitudes and motivation of students in two Greek zones, within the framework of a European sociolinguistic research*. Athens: Gutenberg.
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- pupils and migrant parents*. Thessaloniki: Kyriakides Publications.
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- Tsitsipis, L. (2004). *From language as an object in language as an act*. Athens: Island.
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- Frangoudaki, A. (1987). *Language and ideology. Sociological approach of the Greek language*. Athens: Odysseus.
- Wardhaugh, R. (1999). *An Introduction to Sociolinguistics*. London: Blackwell.



**- Related academic journals:**

*Language Center - Center for the Greek Language: <http://www.komvos.edu.gr/periodiko/>*

*Language Learning & Technology - Center for Language & Education Research at Michigan State University: <http://www.lltjournal.org/>*

*New Education - Language - Scientific Union New Education: <http://www.neapaideia-glossa.gr/>*

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠΝΕ 817	<b>SEMESTER</b>	4
<b>COURSE TITLE</b>	EMERGING READING AND WRITING: TEACHING APPROACHES FOR PRESCHOOL AND FIRST SCHOOL AGE		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	4
<b>COURSE TYPE</b>	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/course/view.php?id=1819">http://ecourse.uoi.gr/course/view.php?id=1819</a>		

### (2) LEARNING OUTCOMES

Learning outcomes
<p>University Students after the successful completion of the course "Emerging Reading and Writing: Teaching Approaches to Preschool and First-School Age", through the application of collaborative and experiential teaching methods, will become acquainted, familiarized and sensitized to issues they fit into the wide array of relationships in the study of emerging reading and writing and engage in teaching approaches to pre-school and early school age. Students and students through an active learning process, interpersonal discussion and communication bring their pre-existing perceptions and ideas to the learning path.</p> <p>Students after the successful completion of the course will be able to:</p> <ul style="list-style-type: none"> <li>• Describe epistemological concerns about the readiness of pre-school children.</li> <li>• Define the basic principles of the new approach to the emergence of reading and writing.</li> <li>• Study and understand contemporary research data in relation to the knowledge of preschool children for reading and writing.</li> <li>• To realize the knowledge and skills of children for the written reason before attending the first grade of elementary school.</li> <li>• Design and practice teaching and reading approaches to pre-school and early school</li> </ul>

age.

- Understand the role of the family environment and the school context in the emergence of literacy in children of this age.
- Be aware of the motivation and metacognitive skills of learning children's reading and writing.
- Study and analyze the position of the written language in the current curriculum of the Kindergarten.
- Adopt a positive attitude towards emerging reading and writing.
- Become acquainted with contemporary programs for writing and fostering phonological awareness in preschool and early school age children.

### **General Competences**

University students, after successfully completing the course, will have acquired the following general competencies:

- Search, analyze and synthesize data and information using the necessary technologies and bibliographic resources.
- Decision making.
- Autonomous and teamwork.
- Production of new research ideas.
- Exercise of criticism and self-criticism.
- Promoting free, creative and productive thinking.
- Developing communication, cooperativity, critical thinking, professional ethics, moral sensitivity and empathy.
- Respect for diversity and multiculturalism.
- Knowledge of educational policy and social justice-educational inclusion - elimination of discrimination, inequality and exclusion.
- Demonstrate social and professional and moral responsibility and sensitivity to gender, disability and learning difficulties.
- Strengthening the process of self-assessment and reflection, through dialogue and study of scientific material and fostering a positive attitude towards the linguistic diversity in education.
- Adapt to new situations.
- Production of new research ideas.

### **(3) SYLLABUS**

The course includes the following topics:

- Older and contemporary views of scholars on the readiness of pre-school children. Modern views on the emergence of reading and writing in preschool children. Speaking skills, basic listening skills and the ability to distinguish between visual and acoustic stimuli.
- Emerging Literacy: Concept-Definition. Basic principles of the new approach to the emergence of reading and writing. The role of teachers in implementing emerging literacy as supporters and animators.
- Modern research data on what preschool children know about reading and writing.

European pre-school education programs to achieve reading and writing.

- Children's knowledge and skills for writing before attending elementary school. Thinking environments and encouraging children's initiative. Ways of adoption by children of positive attitudes towards learning.
- Teaching approaches to reading and writing for pre-school and early school age. Creating opportunities for reading and writing activities.
- The role of the family environment and the school context in the emergence of literacy in children of this age. Enriching the site with rich and varied printed material and reading children's books. The contribution of reading stories to the emergence of reading and writing in preschool children. The cooperation of educators with the parents of pre-school and first-school children
- The perceptions of young children about how they perceive writing and reading, and how they conquer the written discourse. Motivation and metacognitive skills for learning to read and write by children. Assessing the progress of preschool children.
- How to implement a program for the emergence of reading and writing for young children. The development of modern programs for the cultivation of written language in preschool and first-school children. Enhancing the phonological awareness of preschool children.
- Written language in the current curriculum of the Kindergarten. Assessment of the "Kindergarten's Guide" and the curriculum of the Kindergarten in the part concerning the writing of the written discourse. Developing reflections and reflections on the teaching of writing in kindergarten.
- Teaching approaches that enhance and support emerging writing and reading in preschool and early school age children.

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

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Particular emphasis will be given to Information and Communication Technologies (ICT) in teaching and communicating with students (asynchronous and asynchronous) as tools to support the learning process as they are one of the most powerful elements of the modern learning environment Computer, projector, electronic e-course platform, video, educational software).	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures attending	39
	Preparation of teamwork	40
	Exams preparation	26
	Tutor's meetings	5
	Total Course	110
<b>STUDENT PERFORMANCE</b>	University students are assessed through a formative	

<b>EVALUATION</b>	<p>and conclusive assessment. They are also assessed through their participation in the course, the production of language material and their participation in written examinations including: multiple choice questions, short answer questions, critique and comparative approach to theory elements are evaluated.</p> <p>Evaluation criteria:</p> <ul style="list-style-type: none"> <li>• Overview and knowledge of relevant literature</li> <li>• Argument support spirit</li> <li>• Observance of the logical continuity</li> <li>• Critical and comparative approach to scientific opinions</li> <li>• Observance of rules of research ethics</li> <li>• Undertaking and implementing research planning</li> <li>• knowledge and observance of rules of research methodology</li> </ul> <p>The guidelines and criteria for the production of linguistic material are offered in Greek to all students. They are also posted - and are accessible - to the integrated e-course Asynchronous e-course system of the University of Ioannina.</p>
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## (5) ATTACHED BIBLIOGRAPHY

### ***Suggested bibliography:***

- Aidinis, A. (2012). *Literacy in the first school age: A psycholinguistic approach*. Athens: Gutenberg.
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**Related academic journals:**

*Language Center - Center for the Greek Language*: <http://www.komvos.edu.gr/periodiko/>  
*Language Learning & Technology - Center for Language & Education Research at Michigan State University*: <http://www.lltjournal.org/>  
*New Education - Language - Scientific Union New Education*: <http://www.neapaideia-glossa.gr/>

## 5<sup>th</sup> SEMESTER

## COMPULSORY COURSES



## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	NY106A	<b>SEMESTER</b>	5
<b>COURSE TITLE</b>	DIDACTICS OF MATHEMATICS I		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES / WORKSHOPS		4	6
<b>COURSE TYPE</b>	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/enrol/index.php?id=103">http://ecourse.uoi.gr/enrol/index.php?id=103</a>		

### (2) LEARNING OUTCOMES

<ul style="list-style-type: none"> <li>• To recognize and differentiate the impact on mathematics education of different theoretical perspectives on mathematics and mathematics learning.</li> <li>• To explain and interpret young children's mathematic behavior using theoretical lenses to development and learning.</li> <li>• To recognize, interpret, and explain classroom phenomena and teacher-children interactions based on theoretical tools stemming from Didactics of Mathematics.</li> <li>• To identify the mathematical content of activities and to analyze the content a priori as well as a posteriori in terms of mathematical concepts, relations, procedures, and representations.</li> <li>• To develop problem-solving competence and the ability to pose problems appropriate for kindergarten children.</li> <li>• To reflect and re-organize their conceptions of mathematics and mathematics teaching in early education.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Working independently</li> <li>• Team work</li> <li>• Development of critical and reflective thinking</li> </ul>

- Development of inductive and deductive reasoning
- Showing social, professional and ethical responsibility

### (3) SYLLABUS

- Mathematics and Education
  - Mathematics and school mathematics
  - Mathematical activity
  - Conception of mathematics and mathematics education
- Learning and mathematics learning
  - Thinking processes (abstraction, generalization, categorization, inference processes)
  - Theories of learning and mathematics education
- Organizing mathematical content for teaching
  - Mathematical concepts, relations, and procedures
  - Semiotic activity and representations
- Key ideas of Didactics of Mathematics
  - Didactical transposition
  - Didactical contract
  - Didactical and a-didactical situations
  - Mathematical problem-solving
  - The Topaze and Jourdain effects
  - Metacognitive slippage
  - Context games and tool/object dialectics

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

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• Ecourse</li> <li>• Email</li> <li>• projector</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures (student attendance)	39
	Lectures (independent study)	30
	Workshops (attendance)	8
	Workshops (preparation)	42
	Preparation for the exams (independent study)	40
	Course total	<b>159</b>

<b>STUDENT PERFORMANCE EVALUATION</b>	<ul style="list-style-type: none"> <li>• Delivery of workshop exercises (collaborative problem-solving)</li> <li>• Written exams with multiple-choice questions and short-answer questions</li> </ul>
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## (5) ATTACHED BIBLIOGRAPHY

### ***In Greek***

Davis, P. & Hersh, R. (1980). *Η μαθηματική εμπειρία*. Αθήνα: Τροχαλία.

Βοσνιάδου, Σ. (επιμ.). (1995). *Η ψυχολογία των Μαθηματικών*. Αθήνα: Gutenberg.

Καλδρυμίδου, Μ. (2009). *Διδακτική Μαθηματικών Ι* (Πανεπιστημιακές Σημειώσεις). Ιωάννινα: Παιδαγωγικό Τμήμα Νηπιαγωγών, Πανεπιστήμιο Ιωαννίνων.

Van de Walle, J., Lovin, L., Karp, K., & Bay-Williams, J. (2017). *Μαθηματικά από το Νηπιαγωγείο ως το Γυμνάσιο* (Τ. Τριανταφυλλίδης, Επιμ. & Α. Γρίβα, μτφρ). Αθήνα: Gutenberg.

### ***In English***

Bishop, A., Clements, K., Keitel, Ch., Kilpatrick, J., Laborde, C. (1996). *International handbook of mathematics education*. Dordrecht: KluwerAcademicPublishers.

Brousseau, G. (1997). *Theory of didactical situations in mathematics*. Dordrecht, The Netherlands: Kluwer Academic Publishers.

Cross, C.T., Woods, T.A., & Schweingruber, H. (Eds.). (2009). *Mathematics learning in early childhood: Paths toward excellence and equity*. National Research Council, Committee on Early Childhood Mathematics. Washington, DC: The National Academies Press.

English, L.D., & Kirshner, D. (Eds.) (2016). *Handbook of international research in mathematics education* (3<sup>rd</sup> ed.). New York, US: Routledge.

Gutiérrez, A., Gilah C. Leder, G.C., & Boero, P. (Eds.). (2016). *The second handbook of research on the psychology of mathematics education*. Rotterdam, The Netherlands: Sense Publisher.

Lerman, S. (Ed.) (2014). *Encyclopedia of mathematics education*. Dordrecht, The Netherlands: Springer.

McShane-Warfield, V. (2014). *Invitation to Didactique*. Tokyo: Springer.

Sarama, J., & Clements, D. H. (2009). *Early childhood mathematics education research: Learning trajectories for young children*. New York, US: Routledge.

### ***Relativescientificjournals***

*ΈρευναστηΔιδακτικήτωνΜαθηματικών*

*ΕυκλείδηςΓ'*

*Educational Studies in Mathematics*

*International Journal for Mathematics in Education*

*Journal for Research in Mathematics Education*

*Mathematical Behavior*

*Mathematical Thinking and Learning,*

*ZDM Mathematics Education*

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	FIRST		
COURSE CODE	ΠNE 148	SEMESTER	5
COURSE TITLE	SCIENCE EDUCATION IN EARLY CHILDHOOD I		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	6
LAB TUTORIALS		2	
COURSE TYPE	SPECIAL BACKGROUND		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<ul style="list-style-type: none"> <li>• Acquisition of basics Concepts of Didactics of Science (concepts, theories, rules, didactical models etc)</li> <li>• Socio-cultural approaches of Science Education.</li> <li>• Identifying scientific methods in organized learning activities.</li> <li>• Aim setting and overcoming contradictions in organized learning activities.</li> <li>• Designing science education projects.</li> <li>• Acknowledging the value of collaboration and responsibility in Science Education Research.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Decision-making</li> <li>• Team work</li> <li>• Project planning and management</li> <li>• Respect for difference and multiculturalism</li> <li>• Respect for the natural environment</li> <li>• Production of free, creative and inductive thinking</li> </ul>

### (3) SYLLABUS

- The aims of Science Education.
- Methodology of Science Education.
- Scientific method processes and their application in early childhood education.
- Learning theories in Science Education.
- Didactic Models for Science Education.
- Curricula for Science Education.
- Teaching assessment in Science Education.
- Teaching examples of Science Education.

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

<b>DELIVERY.</b>	Face-to-face		
<b>USE OF INFORMATION AND COMMUNICATIONS</b>	Ecourse, power point, email, educational software, robots		
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>	
	Lectures	39	
	Lab tutorials	26	
	Study for course preparation	45	
	Collaboration with tutor	5	
	Exam Preparation	45	
	Course total	<b>160</b>	
<b>STUDENT PERFORMANCE EVALUATION</b>	Compulsory lab tutorial 30% Optional assignment 10% Written exams with assignment 60% Written exams without assignment 70% Research assignment for ERASMUS students 70% Compulsory lab tutorial for ERASMUS students 30%		

### (5) ATTACHED BIBLIOGRAPHY

#### **Suggested bibliography:**

Πλακίτση Κ. (2008). Διδακτική των Φυσικών Επιστημών στην προσχολική και πρώτη σχολική ηλικία: Σύγχρονες τάσεις και προοπτικές. Αθήνα, Πατάκης.

Πλακίτση Κ. (2010) (επιμ.). Επιστήμη και Κοινωνία: Οι Φυσικές Επιστήμες στην Προσχολική Εκπαίδευση σ. 434. E-book available online: [http://users.uoi.gr/5connns/ebook\\_FINAL\\_32.pdf](http://users.uoi.gr/5connns/ebook_FINAL_32.pdf)

Πλακίτση Κ. (2011) (επιμ.). Κοινωνιογνωστικές και κοινωνικοπολιτισμικές προσεγγίσεις στη διδακτική των φυσικών επιστημών στην προσχολική και πρώτη σχολική ηλικία. (Sociocognitive and sociocultural approaches in Science Education for early childhood).

Αθήνα: Πατάκης.

Πλακίτση, Κ., Σταμούλης, Ε., Θεοδωράκη Χ., Κολοκούρη, Ε., Νάννη, Ε., Κορνελάκη, Α. (2018). *Η Θεωρία της Δραστηριότητας και οι Φυσικές Επιστήμες: Μια νέα διάσταση στην STEAM εκπαίδευση*. Αθήνα: Gutenberg–Δαρδανός.

Ραβάνης, Κ. (2003). *Οι Φυσικές Επιστήμες στην Προσχολική Εκπαίδευση*, Αθήνα: Τυπωθήτω.

Hedegaard, M., & Fler, M. (2008). *Studying Children. A Cultural-Historical Approach*. London: Open University Press.

Plakitsi, K. (2013). *Activity Theory in Formal and Informal Science Education*. The Netherlands: Sense Publishers.

Roth, W.-M., Goulart, M. I. M., & Plakitsi, K. (2013). *Science during early childhood: A Cultural-Historical Perspective*. Dordrecht, The Netherlands: Springer.

**Related academic journals:**

e-journal: Research Education: Science and Praxis. Available in: <http://pc204.lib.uoi.gr/serp/index.php/serp>

## COMPULSORY ELECTIVE COURSES

## UNIT: PEDAGOGY



## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠΝΥ130	SEMESTER	5
COURSE TITLE	EARLY CHILDHOOD PEDAGOGY- MODERN TEACHING PROPOSALS		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES / INTERACTIVE TEACHING		3	6
WORKSHOP		2	
COURSE TYPE	SKILLS DEVELOPMENT		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	<a href="http://earlychildhoodpedagogy.gr">http://earlychildhoodpedagogy.gr</a>		

### (2) LEARNING OUTCOMES

Learning Outcomes
<p>Students:</p> <ul style="list-style-type: none"> <li>• Get acquainted with preschool education topics in the context of modern teaching proposals</li> <li>• Make use of the interdisciplinary approach to learning in written workshops and workshops</li> <li>• Reflect on social pedagogy through instructional scenarios. Direct the scientific approach to practical application.</li> <li>• Get to know the problems and pedagogical problems of the kindergarten, to deal with issues of inclusion and special education of kindergarteners.</li> <li>• Analyze specific concepts that will allow them to describe and interpret various situations.</li> <li>• Learn how to apply and give meaning and consistency to teaching techniques</li> </ul>

### **General Competences**

- Adaptation to new situations
- Decision making
- Independent work
- Teamwork
- Work in an interdisciplinary environment
- Respect for diversity and multiculturalism
- Demonstration of social, professional and ethical responsibility and gender sensitivity
- Exercising criticism and self-criticism
- Production of free, creative and inductive thinking

### **(3) SYLLABUS**

The course is structured in three main themes: a. Preschool Education and Contemporary Teaching Suggestions, b. Special Issues, Problems - Pedagogical Capabilities of Kindergarten, and c. Social Approaches to Learning

- 1<sup>st</sup> Module : Preschool Education and Contemporary Teaching Suggestions
  - Types of Pedagogical Teaching Plans
  - The Interdisciplinary Approach to Learning in Preschool Education
  - Teaching and methodological aspects of the socio-educational work of the kindergarten
  - The Curriculum from the perspective of Social Education
  - School Preparation in Kindergarten
- 2<sup>nd</sup> Section: Special Issues, Problems, Kindergarten Educational Features
  - Problems of moving the child from Kindergarten to Primary School
  - Religious Education in Multicultural Preschools
  - Educating kindergarteners for better communication - working with parents. Theoretical and empirical approaches
  - Basic Theory and Approaches for Family and Kindergarten Collaboration
  - Foreign children in kindergarten and teaching suggestions
- 3<sup>rd</sup> Section: Social Approaches to Learning
  - The multidimensional field of Social Learning
  - Exploiting the field of Social Learning in the kindergarten pedagogical work
  - Customized pedagogical design
  - Report of the teacher
  - Teaching Suggestions
- Innovative Teaching Approaches:
  - - " Learning by Design" <http://neamathisi.com/> learning-by-design using Design & Social Media <http://cglearner.com/>
  - Forest Pedagogy and Forest Preschool <http://earlychildhoodpedagogy.gr>
- Presentation of group and individual workshops in the 12th and 13th lessons on the

subject of the course

- Participation in laboratory exercises for lesson planning based on subject topics

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

<b>DELIVERY</b>	face to face	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b>	Use of ICT in Teaching, in sending additional educational material / Notes, and in communicating with students	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester Workload</b>
	Lectures	26
	Interactive teaching	13
	Laboratory	26
	Study and analysis of the literature / Preparation for presentation	48
	Preparation for participation in the Laboratory	18
	work writing	41
	Cooperation	5
	Total Course	177
<b>STUDENT PERFORMANCE EVALUATION</b>	Language: Greek <ul style="list-style-type: none"> <li>• Type of Evaluation: Combination of Formative and Conclusion</li> <li>• Evaluation methods:               <ol style="list-style-type: none"> <li>I. Independent or Group Written Work</li> <li>II. Written Exams with Question Marks:                   <ul style="list-style-type: none"> <li>▪ Development</li> <li>▪ Short Answer</li> <li>▪ Problem Solving</li> </ul> </li> </ol> </li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

Avril Brock, Sylvia Dodds, Pam Jarvis & Yinka Olusaga, *Game Pedagogy in Preschool and School Education. Learning for Life*, Scientific Editor - Introduction: Maria Sakellariou, Pedio, Athens, 2016

Liz Brooker, *Smooth Transition to Preschool. Politics and International Strategies for a Smooth Transition to Life*, Scientific Editor-Introduction: Maria Sakellariou, Pedio, Athens 2016

- Bredekamp, S. & Copple, C. *Innovations in Preschool Education: Developing Practices in Preschool Programs*, (1999), Athens: Greek Letters.
- Linda-Darling Hammond, *Teacher Evaluation: A Methodological Proposal*. Scientific Editor-Introduction: E. Koutsouvanou, M. Sakellariou, Papazisis, Athens 2015
- Dann R. (2002). *Promoting Assessment as Learning: Improving the Learning Process*. London and New York: Routledge Falmer.
- Dafermou, C., Koulouri, P., & Basagianni, E. (2006). *Kindergarten Guide: Educational Plans, Creative Learning Environments*. Athens: OEDB.
- Institute of Educational Policy, Ministry of Education and Religions (2014a). *Kindergarten Curriculum*. Retrieved from <http://hdl.handle.net/10795/1947>
- Institute of Educational Policy, Ministry of Education and Religions (2014b). *Teacher's Guide for the Kindergarten Curriculum*. Retrieved from <http://hdl.handle.net/10795/1859>
- Institute of Educational Policy, Ministry of Education and Religions (2017). *Teacher's Guide for Descriptive Assessment in Kindergarten*. Retrieved from <http://iep.edu.gr/en/component/k2/content/39-pilotiki-efarmogi-tis-perigrafikis-aksiologisis>
- Jacobsen, A. D., Eggen, P. & Kauchak, D. (2008). *Teaching methods. Enhancing Children's Learning from Kindergarten to High School*, Scientific Editor - Introduction: Sakellariou, M., Consolas, M., Athens: Atropos.
- Lambert D., Lines, D. (2000). *Understanding Assessment: Purposes, Perceptions, Practice*. London and New York: Routledge Falmer.
- Katz, L.C., Evangelou, D., & Haertman, *The case for mixed-age grouping in early education*, (1990), Washington, DC: NAEYC.
- Konstantinos G. Karras, Maria Sakellariou, Alekos Pediaditis, Manolis Drakakis (Curator): *Pedagogy of Happiness. An Unconventional School / Pedagogy of Happiness. Towards An Unconventional School*, HM Studies and Publishing Publications, Nicosia, Cyprus 2016
- M.Kalatzis, B.Cope, *New Learning. Basic Principles of Habitat Science*, ed. E. Arvanitis, (2013), Athens: Criticism
- Oralie McAffe, Deborah J. Leong, E. Bodrova, *Basic Principles of Assessment in Preschool Education*, Scientific Editor-Introduction: Sakellariou, M., Consolas, M., (2010), Athens: Papazisis.
- Mathieson, K. (2018). *Social Skills in Preschool Education*, Scientific Editor: Maria Sakellariou. Athens: Pedio
- Doliopoulou, E., & Gourgiotou, E. (2008). *Evaluation in education. With a focus on preschool*. Athens: Gutendeg.
- Pantazis, cf. & Sakellariou, MI, *Preschool Education: Reflections - Suggestions*, (2005), Athens: Atropos.
- Riley, D., San Juan, R., Klinkner, J., & Rammingner. A. (2018). *Social and emotional development in preschool education*. Scientific Editor: Maria Sakellariou. Athens: Pedio.
- Parekh, G. (2013). *A Case for Inclusive Education. Organizational Development / Research & Information Services*. Toronto District School Board.
- Rentzou, K., & Sakellariou, M. (2014). *Space as a pedagogical field in preschool learning*

- environments. Design & Organization*. Athens: Pedio.
- Sakellariou, M. (2017). *Family and kindergarten collaboration. Theory, research, teaching suggestions*. Thessaloniki: Yahoudi Publications
- Sakellariou, M. (2017). *Introduction to the Teaching of Kindergarten Pedagogical Work: Theoretical Approaches and Didactic Applications*. Thessaloniki: Yahoudi Publications.
- Sakellariou, M., Consolas, M., (Ed.) *Basic Principles of Assessment in Preschool Education*, Papazisis, Athens 2009 .
- Christodoulou, N. (2017). *Understanding the Curriculum as a Field of Study and Research*. Publications: Gregory, ISBN: 978-960-333-939-7
- Ministry of Education and Science (2003). *Interdisciplinary Single Curriculum Framework (DPA) and Preschool Curriculum (DPA)*. Athens: OEDB.

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠΕΥ 5001	<b>SEMESTER</b>	5
<b>COURSE TITLE</b>	THEORIES OF PHYSICAL EDUCATION-PEDAGOGICAL AND SOCIOLOGICAL DIMENSIONS		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES / WORKSHOPS		3	4
<b>COURSE TYPE</b>	SPECIAL BACKGROUND		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/course/view.php?id=728">HTTP://ECOURSE.UOI.GR/COURSE/VIEW.PHP?ID=728</a>		

### (2) LEARNING OUTCOMES

Learning outcomes
<p><u>KNOWLEDGE</u></p> <p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• understand and comprehend basic theoretical principles of Physical Education, Sport,</li> <li>• understand the synthetic nature, importance and immediacy of the science of Physical Education and Sport in the various fields of Pedagogy, Sociology, Psychology and Biological Sciences,</li> <li>• acquaint and understand basic theoretical pedagogical and sociological principles of physical education, sport and Olympism and to approach the systematic field of science systematically,</li> <li>• be aware of the History of Sport and Olympism and their relationship with Culture, Art and Human Rights,</li> <li>• understand the ways in which Physical Education and Sport affects and is influenced by wider social developments,</li> <li>• understand the pedagogical importance of physical education and sport in education, with emphasis on cross-thematic approaches,</li> <li>• understand the importance of lifelong exercise for human health.</li> </ul>

### SKILLS

Students are expected to:

- be sensitized to outdoor activities, lifelong learning and health, environmental issues, human rights and democracy,
- practice the interdisciplinary approach of pedagogical and sociological issues through the use of physical education and sports activities,
- perceive in practice the functioning of physical education and sports in public health, society, the environment, human rights, Culture,
- understand in practice the contribution of physical education to kinetics and social development,
- understand the importance of evaluating kinetic development,
- perceive morphological peculiarities and individual differences of kinetic performance,
- develop the organizational skills for supporting cross-thematic approaches to physical education and sports activities,
- study contemporary literature and articles in the field of scientific research on pedagogical and sociological issues related to physical education and sport.

### ABILITIES

Students are expected to:

- approach critically the (Curriculum - Cross-curricular Program Framework) of the Hellenic Kindergarten regarding the implementation of Physical Education and Sport activities that highlight pedagogical and sociological themes,
- develop skills of systematic and critical consideration of the scientific field of physical education,
- approach intercultural and link physical education to the disciplines of pedagogy and sociology,
- know, to design intervention programs on issues such as human rights, multiculturalism, diversity, equality, Olympic values through the application of interdisciplinary models of physical education and sport with a strong element of child mobility, as well as of arts,
- implement the provision and ability to apply physical education activities to the nursery,
- research contemporary literature to bring new findings and new proposals into the field of Physical Education at pre-school age,
- compare and evaluate in modern criteria and tests preschoolers' kinetic development.

### **General Competences**

- Search, analyze and synthesize data and information, using the necessary technologies
- Adaptation to new situations
- Decision making
- Autonomous work

- Teamwork
- Working in an international environment
- Working in an interdisciplinary environment
- Producing new research ideas
- Design and project management
- Respect for ethics and ethical principles of scientific research
- Respect for diversity, multiculturalism and human rights
- Respect for the natural environment
- Demonstration of social, professional and moral responsibility and gender sensitivity in gender matters
- Criticism and self-criticism
- Promoting free, creative and inductive thinking

### **(3) SYLLABUS**

- Concepts, functions of physical education and sports. Theoretical foundation of the modern system of physical education. Physical education and psychomotor education in the curriculum of the Greek Kindergarten, historical background and comparative studies. Evolution of theoretical bases of physical education. The evolution of physical education in the Greek kindergarten
- Historical course of sports and Olympism. From the martial and religious function of physical exercises and sports to the modern curriculum
- The contribution of physical education to personality integration. The physical dimension of personality and physical education. The mental dimension of personality and physical education (the emotional form, the mental form, the practical form)
- The range of teaching methods of physical education. Design of interdisciplinary programs in kindergarten with an emphasis on physical education and psychomotor education
- Sports as a training activity. Athletic activity and physical education. Values and limits of athletic competition. The pedagogical value of agility. The pedagogical value of the competition. The educational value of the group. The cultural value of dance
- Development of the theoretical model of physical education through pedagogical science. Development of the theoretical model of physical education through medical sciences. Development of the theoretical model of physical education through the science of Sociology
- Mobility of children. The impact of social developments on the life and mobility of children. The children's participation in sports. The role of socialization. The role of parents in getting the children in sports. The implications of participation in sports. The dialectical relationship between physical education and self-confidence. Confidence and performance. Principles of communication in physical education. The forms of communication. Communication problems. The expression of emotions and needs
- Team, physical education and sports. Physical characteristics, psychological



characteristics, social characteristics of the sports team. Formation and operation of the sports team. Interpersonal relationships of members of the sports team. The coherence and factors associated with the consistency of the sports team.

- Outdoor physical education activities and environmental sensitization
- Leisure and motor activities (sports, physical education)
- Olympic Ideology. Socializing a person through his/her sporting activities. Clear and latent functions of sport
- Sports - Olympism and Arts (visual, plastic, mimetic)
- Sports and Human Rights
- Modern research in physical education. Research methodology in physical education

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

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• - Use power point</li> <li>• - Use of motion, sound, music and video players</li> <li>• - Using Internet search programs</li> <li>• - Use e-mail to communicate with students</li> <li>• - Using an e-course platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	26
	Laboratory exercise	13
	Preparation of laboratory exercises	20
	Study over semester	25
	Study for final examinations	20
	Working with students	5
	<b>Course total</b>	<b>109</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>The evaluation is carried out:</p> <ul style="list-style-type: none"> <li>• Participating in lectures and laboratory meetings (formative and conclusive)</li> <li>• With public presentation of work and micro-instruction by small groups (2 people), (formative and conclusive)</li> <li>• By writing a small written individual or group work (2 persons), (formative and conclusive)</li> <li>• Participating in the final written examinations, with brief development questions (formative and conclusive)</li> </ul>	

	<p><u>Criteria of evaluation:</u></p> <ul style="list-style-type: none"> <li>• Comprehension of topics - critical and synthetic thinking - reasonable documentation</li> <li>• Correct structure of thought (paragraph succession and paragraph structure)</li> <li>• - Linguistic clarity</li> </ul> <p>Optional work 20%</p> <p>Exams with work 100%</p> <p>Exams without work 80%</p> <p>Research work for ERASMUS students 100%</p>
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##### (5) ATTACHED BIBLIOGRAPHY

- Pappas, Chr., (2004). *Introduction of Sociology in Physical Education and Sports*, Athens: Tipothito – G. Dardanos. [In Greek]
- Avgerinos, Th. (2007). *Sociology of Sports*, Thessaloniki: University Studio Press. [In Greek]
- Koukouris, K. (2009). *Social Dimension of Sports*, Thessaloniki: self-edition. [In Greek]
- Bailey, R., & Kirk, D., (2008). *The Routledge Physical Education Reader*, New York: Taylor & Francis Ltd.
- Green, K., & Hardman, K., (2005). *Physical Education. Essential Issues*, London: SAGE Publications Inc. [In Greek]
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- Schempp, G. P. (1996). *Scientific Development of Sport Pedagogues* (German and American Studies in Sport, Volume 3), New York: Waxmann.
- Derri, B., (2007). *Physical education at the beginning of the 21st century. Objectives - Objectives - Objectives in Primary Education*, Thessaloniki: Christodoulides. [In Greek]
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- Stamiris, I. (1995). *Sociology of Sports*, Athens: Zita. [In Greek]
- Hatzhiharistos, D., (2003). *Modern Physical Education System. From Theory to Practice*, Athens: Self Edition. [In Greek]

## UNIT: SOCIAL SCIENCES IN EDUCATION

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠNE 225	SEMESTER	3
COURSE TITLE	FAMILY SYSTEM DYNAMICS THROUGH THE CHILDREN’S DRAWINGS		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES		2	4
TUTORIALS		1	
COURSE TYPE	COMPULSORY ELECTIVE COURSE		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<p><b>After the completion of the course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• acquire the basic knowledge for children's drawings development at all ages.</li> <li>• select all the information on the possibilities and prospects of children's drawings</li> <li>• be aware of the reservations and limitations. –</li> <li>• exploit children's drawing as a mean of communication</li> <li>• use children's drawing in order to collaborate with the family system</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Decision-making</li> <li>• Working independently</li> <li>• Team work</li> <li>• Working in an international environment</li> </ul>

- Working in an interdisciplinary environment
- Production of new research ideas
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues

### (3) SYLLABUS

- 1. The development of children's drawing in children from early childhood to puberty.
- 2. Features of children's drawing.
- 3. Studies on children's drawings: historical critical approach – Case study.
- 4. Themes in children's drawings and interpretation theories– Case study.
- 5. Basic issues in children's drawings (human figures, houses, trees) and relative studies.
- 6. Historical and theoretical overview (developmental, projective, psychoanalytic, semiotic, procedural, cognitive and other approaches).
- 7. Research on different approaches of children's drawings in Greece (Case study).
- 8. The family in children's drawings – Typology and historical critical approach.
- 9. The “dynamic” family drawing .
- 10. Comparative studies in Greece on children's family drawing.
- 11. Written, oral and drawing discourse in children.
- 12. Children's drawing interpretation with common topics (human figures, houses, trees etc.) from different scholars.
- 13. Children's drawing and socio-cultural differences.
- 14. Children's drawing interpretation: qualitative and quantitative approach.
- 15. Motion and activity representation in children's drawings.
- 16. Family dynamics through the kinetic family drawing.
- 17. Application and perspectives of the “dynamic” family drawing.

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

<b>DELIVERY</b>	Face to Face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	ICT in Teaching and communication with students	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	26
	Tutorials	13
	Study for course preparation	33
	Collaboration with tutor	3

	Exam Preparation	33
	Course total	<b>108</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<u>Assessment method</u> Optional assignment 20% Written exams with assignment 80% Written exams without assignment 100% Research assignment for ERASMUS students 100% Oral exams 100%  Assessment criteria of writtens exams and assignments: 1.Content (understanding, documentation, critical commentary) 2.Structurei (modules in the subject deal, linking paragraphs) 3.Language expression (clarity, spelling, syntax, terminology, editing)	

#### **(5) ATTACHED BIBLIOGRAPHY**

Georgiou, S. (2005). *Psychology of Family Systems*. Athens: Atrapos.

Karella, M. (1991). *Children draw their Family*. Athens: Ed. Kastoumi.

Malchiodi, C. (2001). *Interpretation of Children Drawings*. Athens: EllinikaGrammata.

Bellas, Th. (2000). *Children's Drawings*. Athens: EllinikaGrammata.

Mylonakou-Keke, I. (2018). *Children express through the Drawings their feelings towards the self, the family and their world*. Athens: Diadrasi.

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	FACULTY OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠNE228	<b>SEMESTER</b>	5
<b>COURSE TITLE</b>	COUNSELING IN SPECIAL EDUCATION		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	4
<b>COURSE TYPE</b>	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<ul style="list-style-type: none"> <li>• Understanding the concept of Counseling.</li> <li>• Counseling Guidelines.</li> <li>• Teacher-parent-child relationship with disabilities.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Respect for diversity and multiculturalism</li> <li>• Initiating students in counseling for people with disabilities</li> <li>• Specialization in Counseling Theories</li> </ul>

### (3) SYLLABUS

<p>In the course we analyze:</p> <ul style="list-style-type: none"> <li>• Epistemology and Counseling.</li> <li>• Counseling for parents and children with disabilities.</li> </ul>
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- Applying scientific research methodology in the field of Counseling.
- Assessment and treatment of learning disorders by applying its methods.

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

<b>DELIVERY.</b>	Face to Face Lectures	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in teaching and communication with students	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Essay writing	10
	Study for course preparation	25
	Collaboration with tutor	3
	Exam Preparation	35
	Course total	<b>112</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Compulsory assignment 20% Written exams 80% Research assignment for ERASMUS students 100%	

#### (5) ATTACHED BIBLIOGRAPHY

Σαρρής, Δ. (2009). Εισαγωγή στη γνωστική και ψυχαναλυτική θεωρία της ανάπτυξης του παιδιού: Αντιμετώπιση μαθησιακών δυσκολιών μέσα από το παραμύθι και τη μαριονέτα. Αθήνα: Ελληνικά Γράμματα.

Μακλόκλιν, Μ. (1999). Ψυχοδυναμική Συμβουλευτική. Αθήνα: Καστανιώτης.

Thomas, G., & Loxley, A. (2001): *Deconstructing Special Education and Constructing Inclusion*. Buckingham Open University.



## UNIT: LANGUAGE, ARTS, AND EDUCATION

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠΝΕ 438	SEMESTER	5
COURSE TITLE	DRAMATIZATION, THEATRE EXPRESSION, RHYTHM AND MOVEMENT IN THE PRE-SCHOOL AGE		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
INTERACTIVE TEACHING		1	4
WORKSHOP PRACTICES		1	
IMPROVISATION- DRAMATIZATION OF THEATRE AND LITERATURE TEXTS		1	
COURSE TYPE	SKILLS DEVELOPMENT		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>The predominant aim of the subject: Dramatization, Theatre Expression, Rhythm and Movement is:</p> <ul style="list-style-type: none"> <li>• For the students to comprehend and communicate with the resourceful decoding Theatre Language, which is sculpted by the harmonious conjunction of the Articulated and Bodily Speech.</li> <li>• To recognize the ways of rhythmical Theatre expression which is undaughterly associated with <i>Theatre Action</i>, and they profoundly aspire at the awareness of the <i>cognitive</i> form of the Body. The denoting of the supremacy of not only the <i>individuation</i> but also the <i>collectivity</i> and <i>harmony-εμμέλεια</i>.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Decision-making</li> </ul>

- Working independently
- Team work
- Working in an interdisciplinary environment
- Project planning and management
- Respect for difference and multiculturalism
- Showing social, professional and ethical responsibility and sensitivity to gender issues
- Criticism and self-criticism
- Production of free, creative and inductive thinking

### (3) SYLLABUS

The awareness of the cognitive form of the Body

- Dionysus's lamentations, His dis-memberment, His Epiphany, His sacred distractions
- The secession of Ego from the Chorus from the Universal –sympantikos Body-antinomies of Tragedy
- The noble sinners the lovers of entombed grief, the Cultural instructions and the exquisite, transcendental embraces of Theatrical Art
- The revelations of the invisible and the elevation into unequalled, unprecedented approaches of self-knowledge -The insuperable vigour of Myth and the resourceful dynamics of Narrative Art.

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

DELIVERY	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY		
TEACHING METHODS	Activity	Semester workload
	Participation in the independent teaching activities	39
	Preparation of individual and team assignments	20
	Preparation of workshop exercises	20
	Preparation for the exams	21
	Course total	100
STUDENT PERFORMANCE EVALUATION	In Greek or in English <ul style="list-style-type: none"> <li>• Written Exams               <ul style="list-style-type: none"> <li>▪ Short-answer questions</li> <li>▪ Essay questions</li> </ul> </li> <li>• Essay/report</li> </ul>	

	<ul style="list-style-type: none"> <li>• Oral examination <ul style="list-style-type: none"> <li>▪ Artistic performance</li> </ul> </li> </ul>
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## (5) ATTACHED BIBLIOGRAPHY

- Μουδατσάκης Τ., Το Θέατρο ως Πρακτική Τέχνη στην Εκπαίδευση, Εξάντας, Αθήνα 2005.
- Άλκηστις, Το Βιβλίο της Δραματοποίησης, Αθήνα 1989.
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- Σέρρη Λ., Δραματική Έκφραση και Αγωγή του Παιδιού, Gutenberg, Αθήνα 1987.
- Γραμματάς Θ., Το Ελληνικό Θέατρο στον 20<sup>ο</sup> Αιώνα – Πολιτισμικά Πρότυπα και Πρωτοτυπία, Εξάντας, Αθήνα 2002 (2 τόμοι).
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- Γραμματάς Θ., Fantasyland. Θέατρο για παιδικό και νεανικό κοινό, Τυπωθήτω, Αθήνα 1996.
- Θωμαδάκη Μ., Σημειωτική του Ολισθικού Θεατρικού Λόγου, Δόμος, Αθήνα 1993.
- Θεατρικός Αντικατοπτρισμός. Εισαγωγή στην Παραστασιολογία, Ελληνικά Γράμματα, Αθήνα 1999.
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- Μπακονικόλα – Γεωργοπούλου Χ., Θέατρο και Σχολείο – η Τέχνη του Θεάτρου, Γενική Γραμματεία Νέας Γενιάς/ Τ.Θ.Σ. Πανεπιστημίου Αθηνών, Αθήνα 1998.
- Σέξτου Χ. Π., Δραματοποίηση. Το Βιβλίο του Παιδαγωγού Εμπυχωτή, Καστανιώτης, Αθήνα 1998.
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- Deldime R., Le théâtre pour enfants. Approches psychopédagogique, Sémantique et sémiologique, Bruxelles, A. De Boeck (Collection Universes des Sciences Humaines), Paris 1976.
- Ubersfeld A. L' école du spectateur, Editions Sociales (Collection Classiques du Peuple), Paris 1978.
- Webster C., Working with theatre in Schools, Pitman, London 1975.
- Whittam P., Teaching speech and drama in the infant schools, Ward Lock Educational 1977.
- Artaud A., Le Théâtre et son Double, Gallimard – Métamorphoses, Paris 1938.
- Robinson, K. (επιμ.), Exploring Theatre and Education, Heinemann, London 1980.
- Grotowski J., Towards a Poor Theatre («Για ένα Φτωχό Θέατρο»), Preface by P. Brook, Methuen, London 1986.

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠΝΥ515	SEMESTER	5
COURSE TITLE	THEMES IN PHILOSOPHY EDUCATION		
INDEPENDENT TEACHING ACTIVITIES S		WEEKLY TEACHING HOURS	CREDITS
LECTURES / INTERACTIVE TEACHING		3	4
COURSE TYPE	GENERAL KNOWLEDGE SPECIALIZATION)		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>The aim of this course is to inaugurate the students to the issues of the Philosophy of Education. Students are expected to be able to:</p> <ul style="list-style-type: none"> <li>• understand the content of Education with the help of philosophical thinking</li> <li>• understand and approach the issues that concern the philosophy of Education. examine reflections, thoughts, values and concepts of the Educational Sciences with the help of a philosophical approach.</li> </ul>
<b>General Competences</b>
<p>Students cultivate a pedagogical way of thinking and acting and are acquainted with the basic concerns of the Philosophy of Education. Students understand critical concepts related to both Philosophy and Education Sciences, such as the broader concepts of education, correct discourse, as well as scientific explanation and scientific correctness. They are capable of analyzing, approaching and critically understanding the broader phenomena of education and can stand critically against the relevant views expressed.</p> <ul style="list-style-type: none"> <li>• Exercising criticism and self-criticism.</li> <li>• Promotion of creative freedom and inductive thinking.</li> </ul>

- Independent work,
- Teamwork,
- Working in a multidisciplinary environment

### (3) SYLLABUS

- Interpretation and approximation of the concepts and basic principles of the Philosophy of Education
- Defining the concept of Education and its related concepts
- The nature and dimensions of Education
- Education and learning
- The content of education
- The purpose of the School
- The role of education in society – socialization
- Education and Dogmatics
- Education and State. The concept of Citizen
- The moral education and training of young people
- Working with children. Perception and knowledge of concepts in school age

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

<b>DELIVERY.</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Power point	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures-seminars	39
	Semester activity workload (in hours)	40
	Research essay writing	20
	Cooperation with the instruction	5
	Course total	104
<b>STUDENT PERFORMANCE EVALUATION</b>	<ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Development questions</li> <li>• Oral Examination</li> </ul>	

### (5) ATTACHED BIBLIOGRAPHY

Τάσος Καζεπίδης (1992), Η Φιλοσοφία της Παιδείας, Εκδ. Βάνιας

Παναγιώτης Καρακατσάνης (2015), Φιλοσοφία της Παιδείας, Εκδ. Gutenberg  
Haynes Johanna (2009). Τα παιδιά ως φιλόσοφοι, εκδ. Μεταίχμιο  
Κωνσταντίνος Καρράς (2014), Η παιδαγωγική επιστήμη άλλοτε και τώρα, Εκδ. Gutenberg  
Βασιλική Καντζαρά , Τα όρια της εκπαίδευσης, εκδ. διάδραση  
Γρηγόρης Καραφύλλης (2005), Αξιολογία και παιδεία, Φιλοσοφική θεώρηση των αξιών  
στο χώρο της παιδείας, εκδ. Τυπωθήτω.  
Γρηγόρης Καραφύλλης (2007), Γνωσιολογικά και ηθικά ζητήματα στη Φιλοσοφία της  
Παιδείας, εκδ. Βάνιας  
Müller Hans- Joachim, Pfeiffer Silke (2004), Denken als didaktische Zielkompetenz.  
Philosophieren mit Kindern in der Grundschule, εκδ. Schneider Hohengehren

## ELECTIVE COURSES



## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠNE207	<b>SEMESTER</b>	5
<b>COURSE TITLE</b>	PSYCHOPHYSIOLOGY II		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	4
<b>COURSE TYPE</b>	SPECIALISED GENERAL KNOWLEDGE		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<ul style="list-style-type: none"> <li>• To understand the connection between human brain modification and psycho somatic disorders</li> <li>• To understand the interaction between drug abuse and CNS</li> <li>• Problem solving within school setting</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Showing social, professional and ethical responsibility and sensitivity to health issues</li> <li>• Adapting to new situation</li> <li>• Decision making</li> </ul>

### (3) SYLLABUS

<p>The course focuses on the</p> <ul style="list-style-type: none"> <li>• Drugs and substances affecting brain function (psychotropic substances).</li> <li>• Historical overview.</li> <li>• Action mechanisms in the Central Nervous System.</li> <li>• Definitions (psychotropic substance, abuse, psychological/physical addiction,</li> </ul>
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addiction syndrome, resistance, cross resistance).
<ul style="list-style-type: none"> <li>• Views on etiopathology of addiction (genetic/learning factors, family, personality, environment, associations, socio-cultural effects).</li> <li>• Effects on the psychic and physical sphere (pharmacological results, acute/chronic toxicity, clinical psychiatric problems related to drug abuse).</li> <li>• Classification of various addictive substances (opium derivatives, depressive/psycho-excitant drugs of the Central Nervous System, nicotine, cannabinoids, hallucinogenic substances).</li> <li>• Psychophysiology of psychiatric illnesses (schizophrenia, bipolar psychosis, depression, stress disorders, autism, attention deficit disorders, hyperactivity, compulsive neurosis).</li> <li>• Psychosomatic disorders (colic pain of 3 months, bronchial asthma, migraine, peptic ulcer, ulcerative colitis).</li> <li>• Psychological factors playing an important role in etiology of psychosomatic illnesses.</li> <li>• Relaxation technique (mental/muscular/respiratory relaxation).</li> <li>• Bio-feedback (psychophysiological relaxation techniques through electronic devices).</li> </ul>

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

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in teaching and communication with students	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Student's non directed study hours	45
	Tutor's collaboration hours	6
	Course total	<b>100</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Language of evaluation: Greek Methods of evaluation: short-answer questions or oral examination	

#### (5) ATTACHED BIBLIOGRAPHY

Μαρσέλος, Μ. (2002), Εξαρτησιογόνες ουσίες, Αθήνα: "Γ. ΔΑΡΔΑΝΟΣ Κ. ΔΑΡΔΑΝΟΣ ΟΕ"

Κωνσταντίνου, Μ., Κοσμίδου, Μ (2011). Νευροψυχολογία των μαθησιακών διαταραχών, Αθήνα: ΠΑΡΙΣΙΑΝΟΥ ΑΝΩΝΥΜΗ ΕΚΔΟΤΙΚΗ ΕΙΣΑΓΩΓΙΚΗ ΕΜΠΟΡΙΚΗ ΕΤΑΙΡΙΑ ΕΠΙΣΤΗΜΟΝΙΚΩΝ ΒΙΒΛΙΩΝ

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠNE310	SEMESTER	5
COURSE TITLE	EDUCATIONAL PROGRAMS USING ICT PART II		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES		2	4
LABORATORY EXERCISES		1	
COURSE TYPE	SKILLS DEVELOPMENT		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTIONS AND EXAMINATION:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	<a href="http://ecourse.uoi.gr/course/view.php?id=66">http://ecourse.uoi.gr/course/view.php?id=66</a>		

### (2) LEARNING OUTCOMES

<b>Learning Outcomes</b>
<p>The aim of the course is:</p> <ul style="list-style-type: none"> <li>• to develop multimedia applications for Kindergartens using ICT</li> <li>• to evaluate digital educational material.</li> <li>• to implement issues of current research projects of learning with ICT.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use Technology to develop children's skills and creativity.</li> <li>• Develop skills related to the use of New Technologies, the Internet and multimedia.</li> <li>• Create educational material suitable for kindergartens.</li> <li>• Inform about the safe use of the Internet in preschool settings.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Decision making</li> <li>• Teamwork</li> <li>• Project planning and management</li> </ul>

- Promoting creative and inductive thinking
- Showing social, professional and ethical responsibility
- Criticism and self-criticism

### (3) SYLLABUS

- Advanced use of ICT applications in the classroom.
- Information for presentations using ICTs in the classroom.
- online games and other ICT tools for preschoolers.
- Educational software evaluation.

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

<b>DELIVERY.</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b>	Computers, Projector, Internet, e-course.	
<b>TEACHING METHODS</b>	<b>ACTIVITY</b>	<b>SEMESTER WORKLOAD</b>
	Lectures	26
	Planning and presentation of program/activities	25
	Lab tutorials	13
	Collaboration with tutor	5
	Lab exercises preparation	10
	Assignment writing	40
	Total hours	<b>119</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Students can choose either</p> <p>Written exams with assignment 100%</p> <p>Or</p> <p>Written exams 100%</p> <p>Or</p> <p>Oral exams 100%</p> <p>Research assignment for ERASMUS students 70%</p> <p>Compulsory Workshop for ERASMUS students 30%</p>	

### (5) ATTACHED BIBLIOGRAPHY

Πρέζας Π. (2003). *Θεωρίες μάθησης και εκπαιδευτικό λογισμικό*. Αθήνα : Κλειδάριθμος.

- Φεσάκης Γ., Λαζακίδου Γ. (2017). *Τεχνολογίες πληροφορίας και επικοινωνίας (ΤΠΕ) και διακυβέρνηση εκπαιδευτικών οργανισμών*. Εκδ. ΔΙΑΔΡΑΣΗ.
- Johnston S.D. (2005). *Early Explorations in Science*. United Kingdom: Open University Press.
- Rob Ford (2019). *Web Design. The Evolution of the Digital World 1990-Today* TASCHEN Eds, ISBN-10: 3836572672.
- Sharon E. Smaldino, Deborah L. Lowther, James D. Russe (2010) *Εκπαιδευτική τεχνολογία και μέσος για μάθηση* (Σ. Πολυχρόνης μτφρ. & Κ. Λιωνής, επιμ.), Παναγιώτης Αντωνίου, Έλλην.

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠNE 502	<b>SEMESTER</b>	5
<b>COURSE TITLE</b>	MUSICAL INSTRUMENTS IN KINDERGARTEN		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES / WORKSHOPS		3	4
<b>COURSE TYPE</b>	SKILLS DEVELOPMENT		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/course/view.php?id=631">http://ecourse.uoi.gr/course/view.php?id=631</a>		

### (2) LEARNING OUTCOMES

Learning outcomes
<p><u>Knowledge.</u> Students are expected to:</p> <ul style="list-style-type: none"> <li>• learn musical instruments from different musical cultures, especially Greek traditional and instruments from classical music, and to be able to present them to children of Kindergarten,</li> <li>• understand basic principles of organizing a musical scheme</li> <li>• learn the basic steps of voice and body movement in musical performance with simple musical instruments</li> <li>• understand the deepest role of musical instruments in every society and culture,</li> <li>• learn basic principles of functional notation,</li> <li>• understand basic pedagogical principles by constructing improvised instruments.</li> </ul> <p><u>Skills.</u> Students are expected to:</p> <ul style="list-style-type: none"> <li>• possess some basic instrumental skills, with or without notation,</li> <li>• take part in body exercises and exercises with body instruments,</li> <li>• be able to use some simple musical instruments (percussion, Orff instruments) in the preparation of musical activities,</li> <li>• link in practice music instruments with movement, singing and body instruments,</li> <li>• create simple musical ensembles,</li> <li>• take part in forms of musical experimentation, improvisation and synthesis,</li> </ul>

individually and in groups.

Abilities. Students are expected to:

- be able to organize the class and make a presentation of the musical instruments in Kindergarten,
- inspire and encourage children into musical improvisation and first forms of composition,
- use some fundamental knowledge about classical and traditional instruments in musical activities at Kindergarten,
- be able to create musical ensembles with simple musical instruments with the children,
- integrate the use of simple musical instruments in the everyday life of the Kindergarten

#### **General Competences**

- 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

### **(3) SYLLABUS**

- Use of musical instruments from teacher and children
- Rhythmic exercises with body instruments with imitation or notation
- Rhythmic with non-melodic percussion
- Group performance and music form issues
- Notation and melodic musical instruments
- Body instruments – movement and melodic instruments
- Song and musical instruments
- Improvisation - composition with musical instruments
- Self-made musical instruments
- Methods of presentation of orchestral instruments and traditional organs to children

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

DELIVERY	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"><li>• Use of power point</li><li>• Use of audio, music and video programs</li><li>• Use of Internet search programs</li><li>• Use of e-mail for communication with students</li><li>• Use of e-course</li></ul>	
TEACHING METHODS	Activity	Semester workload
	Lectures	9
	Workshops	30
	Preparation for Workshops exercises and constructions	14
	Music skills	14
	Study during the semester	10
	Preparation for the final exams	22
	Meetings with the instructor	5
	Course total	104
STUDENT PERFORMANCE EVALUATION	<ul style="list-style-type: none"><li>• Participation in compulsory workshops (summative and conclusive)</li><li>• Public presentation of papers and by small groups (2 persons), (summative and conclusive)</li><li>• Writing a small paper (summative and conclusive)</li><li>• Final oral examinations (summative and conclusive)</li></ul>	
	Evaluations criteria:	
	<ul style="list-style-type: none"><li>• Understanding of topics - critical and synthetic thinking</li><li>• Practical implications</li><li>• Structure of thought (e.g. succession and structure of paragraphs)</li><li>• Linguistic clarity</li></ul>	
	Compulsory workshop	50%
	Compulsory written essay	30%
	Oral examination with written work	80%
	Oral examination without written work	50%

#### (5) ATTACHED BIBLIOGRAPHY

- Brandley-Chrissikos, J. A. (2004). *Το μεταλλόφωνο για αρχάριους*. (2<sup>η</sup> Εκδ.). Αθήνα: Orpheus.
- Elliott, D. (1995). *Music Matters. A New Philosophy of Music Education*. New York:



Oxford University Press.

- McPherson E.G. & Welch, G.F. (2012): *The Oxford Handbook of Music Education*. Oxford: University Press
- Μακροπούλου, Ε. & Βαρελάς, Δ. (2001). *Μουσική. Το πιο συναρπαστικό παιχνίδι*. Αθήνα: Fagotto.
- Pitts, J. (2005). *Ας παίξουμε φλογέρα*. Αθήνα: Φίλιππος Νάκας.
- Καμπύλης, Π.Γ. & Σπετσιώτης, Ι.Μ. (2013): *Το εργαστήρι της Μουσικής. Δημιουργώ μουσικά όργανα – συνθέτω μουσικά δρώμενα*. Αθήνα: fagotto books
- Σαρρής, Δ. (2011). *Ανακυκλωμένη μουσική*. Αθήνα: Θερμός.

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠΝΕ 821	<b>SEMESTER</b>	4
<b>COURSE TITLE</b>	VISUAL ART PRACTICES – APPLICATIONS		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES/ INTERACTIVE TEACHING/ WORKSHOP EXERCISES		3	4
<b>COURSE TYPE</b>	SPECIAL BACKGROUND, SKILLS DEVELOPMENT		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/course/view.php?id=1718">http://ecourse.uoi.gr/course/view.php?id=1718</a>		

### (2) LEARNING OUTCOMES

Learning outcomes
<p>The content of the course includes acquaintance with basic forms of visual expression such as sculpture, engraving, constructions and the design of learning plans for pre-school and first-school children.</p> <p>Upon successful completion of the course the students are expected to:</p> <ul style="list-style-type: none"> <li>• To develop criteria for the assessment and evaluation of both children's and children's art projects</li> <li>• To expand their knowledge in visual forms of creation</li> <li>• To acquire basic knowledge and to experiment with the creation of works by the Sculpture method</li> <li>• Understand and learn methods and techniques for creating prints and engravings</li> <li>• To acquire knowledge and to create visual micro-constructions</li> <li>• Enhance their creativity by using recyclable scrap materials to design complex artworks</li> <li>• • Design learning activities related to the visual applications of sculpture, engraving of pre-school and first-school education</li> </ul>

### General Competences

The course aims to improve students' skills in the following:

- Autonomous work
- Design of composite artworks
- Promote individual creative thinking and imagination.
- Exercise on criticism and self-criticism
- Respect for diversity and multiculturalism
- Production of new research ideas

### (3) SYLLABUS

The content of the course includes the following modules:

- Introduction and understanding of Sculpture
- Techniques of Sculpture and the creation of small sculptures from clay
- Reference to Engraving with emphasis on linoleum engraving
- Black and white prints using linoleum
- Creating stamps of various materials and printing
- Experiments with recyclable materials such as plastic bottles, metal objects, batteries, accessories etc
- Creation of small thematic works, sceneries, small costumes, clothing combining techniques and materials, thus introducing creative and inventive orientations in their work
- Applying one of the specific themes learned during the course, students will describe in detail a teaching profile for pre-school and first-school age.

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

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"><li>• Use of ICT in teaching, workshop education, communication with students</li><li>• Using the e-learning platform of the University of Ioannina <a href="http://ecourse.uoi.gr">http://ecourse.uoi.gr</a></li></ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	13
	Individual workshop practice (exercises)	20
	Group workshop practice (exercises)	6
	Preparation for Workshops exercises and constructions	37

	Essay writings	36
	Course total	112
<b>STUDENT PERFORMANCE</b>	Examination with delivery of compulsory jobs: <ul style="list-style-type: none"> <li>• Works / works file made during the semester. (50% of total grade)</li> <li>• Written work (on the occasion of a work of art, design a supervising means of teaching for the realization of a teaching objective) (50% of the total grade)</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

Μαγουλιώτης, Α. (1989), *Ζωγραφική, Γλυπτική, Χαρακτική*, Αθήνα: Gutenberg  
 Κούτρα, Μ. (2006), *Ζωγραφική και κατασκευές για παιδιά δημοτικού*, Θεσσαλονίκη: Ζήτη  
 Βασιλείου Κ. (2014), *Τέχνη και Δημιουργικότητα*, Αθήνα: Πλέθρον  
 Αραπάκη, Ξ. (2014) *Διδακτική των εικαστικών τεχνών*, Αθήνα: Ίων.  
 Zeki, S. (2002), *Εσωτερική όραση*, Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης  
 Χολέβας, Ν. Θ. (1982), *Γεωμετρικές χαράξεις και τέχνη*, Αθήνα: ΑΣΚΤ  
 Παυλόπουλος, Δ. (2004), *Χαρακτική Γραφικές Τέχνες, Ιστορία-Τεχνικές-Μέθοδοι*, Αθήνα: Καστανιώτης & Διάττων  
 Kandinsky, W. (1981). *Για το πνευματικό στην τέχνη*, Αθήνα: Νεφέλη.  
 Matisse, H. (1999). *Γραπτά και ρήσεις για την τέχνη*, Αθήνα: Νεφέλη.  
 Chapman Laura H.(1993), *Διδακτική της Τέχνης, Προσέγγιση στην καλλιτεχνική αγωγή*, Αθήνα: Νεφέλη.  
 Klee, P. (1989). *Η Εικαστική Σκέψη 1*, Αθήνα: Ραγιά και Σια ΟΕ  
 Klee, P. (1989). *Η Εικαστική Σκέψη 2*, Αθήνα: Ραγιά και Σια ΟΕ  
 Βάος, Α. (2008). *Ζητήματα διδακτικής των εικαστικών τεχνών. Το καλλιτεχνικό εγχείρημα ως διδακτική πράξη*, Αθήνα: Εκδόσεις Τόπος.  
 Μαγουλιώτης Α. (2014), *Εικαστική Αγωγή*, Αθήνα: Συμμετρία  
 Epstein A. Τρίμη Ε. (2005), *Εικαστικές Τέχνες και παιδιά*, Αθήνα: Τυποθήτω – Γ. Δαρδάνος  
 Τσιάρα, Καζάκου Ο. (2000), *Εισαγωγή στην Εικαστική Γλώσσα*, Αθήνα: Gutenberg

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠΝΕ 221	SEMESTER	5
COURSE TITLE	COGNITIVE PSYCHOLOGY II		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES		2	4
LABORATORY EXERCISES		1	
COURSE TYPE	SPECIALIZED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (with personal study and preparation of work and exams in English)		
COURSE WEBSITE (URL)			

### (2) LEARNING OUTCOMES

Learning outcomes
<p>This course covers the basic cognitive processes of thought and in particular, its relation to intelligence, reasoning, representation and concept formation, problem solving, creativity, and the cultivation of thought.</p> <p>Students, upon successful completion of this course, are expected to have obtained:</p> <ul style="list-style-type: none"> <li>• basic knowledge of Psychology of Thought and its association with other disciplines,</li> <li>• basic understanding and critical knowledge of empirical and theoretical data related to the above cognitive processes,</li> <li>• the ability to work with their peers to present a research project from the above themes,</li> <li>• the ability to conduct an international bibliographic review of scientific journals and Cognitive Psychology topics using the University's libraries and online resources,</li> </ul>

<ul style="list-style-type: none"> <li>• Problem-solving skills and basic research skills.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Search for, analysis and synthesis of data and information, with the use of the necessary technology</li> <li>• Adapting to new situations</li> <li>• Working independently</li> <li>• Teamwork</li> <li>• Respect for diversity, the environment and multiculturalism</li> <li>• Production of free, creative and inductive thinking</li> </ul>

### (3) SYLLABUS

<p>The course includes the following topics:</p> <ul style="list-style-type: none"> <li>• Introductory part: Defining thought. Thought and intelligence. The study of thought.</li> <li>• Reasoning: Definition. Insightful learning. Cognitive style. Induction. Production.</li> <li>• Representation: Concept formation. Schemas. Scenarios. Cognitive maps. The development of representation. Ways of representation. Representation and rehearsal strategies. The development of schemas.</li> <li>• Problem solving: Definition. Trial and error learning. Trend for learning. Side thinking. Brainstorm. Problem Solving Theories. Problem Solving and Artificial Intelligence: The Role of Strategies. Analog thinking.</li> <li>• Creativity: Definition. Study methods. Creative thinking. The creative person. Cultivating creativity. The cultivation of creativity in school. The development of creative thinking.</li> <li>• Cultivating thought: Cognitive Intervention research methodology. Examples of cognitive intervention programs. Cultivating thought through reading and writing. Cognitive and metacognitive learning strategies.</li> </ul>
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### (4) TEACHING and LEARNING METHODS – EVALUATION

<b>DELIVERY</b>	Face to Face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT <ul style="list-style-type: none"> <li>• in Teaching, laboratory education</li> <li>• Communication with Students</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	26
	Laboratory practice	13
	Study hours for the preparation of the laboratory practice	20
	Hours for non-directed	10

	study	
	Study hours for the preparation of the exams	28
	Exams	3
	Course total	100
<b>STUDENT PERFORMANCE EVALUATION</b>	Language of evaluation : Greek Methods of assessment: I. Written examination with a combination of questions (70%): - multiple choice questionnaires - short-answer questions II. Autonomous or Group Written Works - Oral presentation of articles (20%) III. Participation in the Laboratory - Tutorial Exercise (10%)	

#### (5) ATTACHED BIBLIOGRAPHY

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

Κωσταρίδου-Ευκλείδη, Α. (2011). Γνωστική Ψυχολογία: Από την αναπαράσταση της γνώσης στο θυμικό και στη δράση. Αθήνα: Πεδίο.

Κωσταρίδου-Ευκλείδη, Α. (2011). Ψυχολογία της Σκέψης. Αθήνα: Πεδίο.

Σαμαρτζή, Σ. (1995). Εισαγωγή στις γνωστικές λειτουργίες. Αθήνα: Παπαζήσης.

Eysenck, M. W. (2010). Βασικές Αρχές Γνωστικής Ψυχολογίας. (Επιμ. Ε. Βασιλάκη). Αθήνα: Gutenberg.

Herrmann, D. J., Yoder, C. Y., Gruneberg, M., & Payne, D. G. (2010). Εφαρμοσμένη γνωστική ψυχολογία (Επιμ. Έκδ. Σ. Σαμαρτζή & Α. Βατάκη). Αθήνα: Πεδίο.

Schacter, D. L., Gilbert, D. T., Nock, M. K., & Wegner, D. M. (2018, μτφρ). Ψυχολογία. Αθήνα: Utopia.

Sternberg, R. J. (2012). (Επιμ. Γ. Ξανθάκου & Μ. Καϊλα). Γνωστική ψυχολογία. Αθήνα: Διάδραση.

##### **- Related academic journals**

*American Psychologist*

*Cognitive Psychology*

*Consciousness & Cognition*

*Hellenic Journal of Psychology*

*Journal of Applied Psychology*

*Journal of Experimental Psychology: Learning, Memory & Cognition*

*Memory & Cognition*

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠNE823	<b>SEMESTER</b>	5
<b>COURSE TITLE</b>	HISTORY AND PHILOSOPHY OF EDUCATION: MOVEMENTS AND REPRESENTATIVES (9TH-19TH CENTURY)		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	4
<b>COURSE TYPE</b>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

Learning outcomes
<p>The students understand the emergence of European conscience and the development of European culture. They learn the basic concepts related to Education. They comprehend and recognize the basic features of education and educational systems, from Medieval Ages to the Enlightenment. Based on ideological movements, they can review and compare the features of education in Europe as well as in Greece in recent times. They comprehend the ideological, social and historical context of the periods in which educational ideas and theories have evolved.</p> <p>In the context of this course, students are expected to do the following:</p> <ul style="list-style-type: none"> <li>• Be able to understand the complexity of the concept of education</li> <li>• Understand the way education has evolved and developed in Europe</li> <li>• Can comprehend and review the circumstances under which, the education has been structured and the periods, in which education has evolved and compare them with our times.</li> <li>• Have the possibility to understand the dimension of education through</li> </ul>



<p>philosophical movements.</p> <ul style="list-style-type: none"> <li>• Are in the position to appropriately apply the knowledge obtained during their study.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Adaptation to new situations</li> <li>• Decision-making</li> <li>• Team work</li> <li>• Promotion of free, creative and deductive thinking</li> <li>• Criticism and self-criticism</li> </ul>

### (3) SYLLABUS

<p><b>A. Term Interpretation and Approximation</b></p> <ul style="list-style-type: none"> <li>• Basic philosophical concepts in educational problems</li> <li>• Education and related concepts</li> <li>• Education and upbringing</li> <li>• Education, society and socialization</li> <li>• An open society and the aim of the school. The Teacher's role at school. The student's role at school.</li> </ul>
<p><b>B. Historical Background</b></p> <ul style="list-style-type: none"> <li>• The medieval era in Europe. The educational services under the jurisdiction of the Church. Monastic education. Education in the times of Charlemagne. The impetus of education and the gradual emergence of urban education. The establishment, organization and evolution of universities. The major representatives of the Medieval era. Scholasticism.</li> <li>• The Renaissance, the Reformation and the counter-Reformation era in Europe. The spiritual revolution of the Renaissance. The need for new scientific discoveries. The Renaissance of classical education. The Humanist movement – its major representatives. Education in the Protestant and Jesuit schools.</li> <li>• The Baroque Era. The sovereignty of the authoritarian state. The systematization of education. The concept of pedagogical methods and the uniform school. The centralization of knowledge. The formation of scientific companies: the establishment of academies. The movement of realism and pietism.</li> <li>• The European enlightenment. The rise of the middle class. The enlightenment in relation to philosophy, society, education and politics. The philosophers of the Enlightenment and the new ideas about education.</li> </ul>

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

<b>DELIVERY.</b>	Face-to Face
<b>USE OF INFORMATION AND COMMUNICATIONS</b>	Use of Power-point for teaching

TECHNOLOGY	
TEACHING METHODS	Activity
	Semester workload
	Lectures-seminars
	39
	Semester activity workload (in hours)
	40
	Research essay writing
STUDENT PERFORMANCE EVALUATION	20
	Tutorials
	5
	Course total
	104
	<ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Development questions</li> <li>• Oral Examination</li> </ul>

#### (5) ATTACHED BIBLIOGRAPHY

Παναγιώτης Καρακατσάνης, Φιλοσοφία της Παιδείας  
 Γρηγόρης Καραφύλλης, Γνωσιολογικά και ηθικά ζητήματα στη Φιλοσοφία της Παιδείας  
 Τάσος Καζεπίδης, Η Φιλοσοφία της Παιδείας  
 Γιάννης Τζαβάρας, Προβλήματα Φιλοσοφίας της παιδείας  
 Ηλίας Μετοχιανάκης, Εισαγωγή στην παιδαγωγική  
 Β. Οικονομίδης- Θ. Ελευθεράκης, Εκπαίδευση, δημοκρατία και ανθρώπινα δικαιώματα  
 Albert Reble, Ιστορία της Παιδαγωγικής, Αθήνα 2014 (1990), Εκδ. Παπαδήμα  
 Émile Durkheim, Η εξέλιξη της παιδαγωγικής σκέψης  
 Σωτηρία Τριαντάρη, Ιστορία της Φιλοσοφίας . Από το τέλος του Μεσαίωνα στον 21<sup>ο</sup> αιώνα, Τόμος Β΄  
 Jacqueline Russ, Η περιπέτεια της ευρωπαϊκής σκέψης, Αθήνα 2005, Εκδ. Τυπωθήτω

## 6<sup>th</sup> SEMESTER

## COMPULSORY COURSES

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠΝΕ 141	SEMESTER	6
COURSE TITLE	INTERCULTURAL EDUCATION – TEACHING APPLICATIONS		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES/INTERACTIVE TEACHING		3	4
TUTORIALS		1	
COURSE TYPE	SPECIALISED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/enrol/index.php?id=819		

### (2) LEARNING OUTCOMES

General Competences
<ul style="list-style-type: none"> <li>• Determining and correlating basic concepts such as multiculturalism, interculturalism, and challenges arising relevant to education.</li> <li>• Addressing principles, and applications regarding intercultural education.</li> <li>• Having the ability to detect and explain issues hindering an equal-opportunity, empowering education (stereotypes, [pre]prejudice and discrimination in school environments).</li> <li>• Detecting and classifying educational conditions, needs and methods for refugee and migrant children.</li> <li>• Planning and (re)structuring teaching material and methods corresponding to the needs of a kindergarten school open to multilingualism, to cultural and social diversity.</li> <li>• Understanding the phenomenon of bi/multilingualism and discussing its cognitive/social/psychological impact on bilingual children.</li> <li>• Being aware of the significant role of parents regarding education, and selecting the proper methods of approach and cooperation between teachers and (immigrant)</li> </ul>

parents.
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Respecting diversity and multiculturalism.</li> <li>• Being able to develop self-reflection and critical thinking on forming, maintaining and reproducing stereotypes, prejudice, and discriminatory attitudes, based on social, cultural, linguistic and biogenetic diversity.</li> <li>• Being able to critically select teaching methods and pedagogic material to weed out prejudice, while promoting acceptance of diversity and individuality.</li> <li>• Being able to modify teaching methods according to the needs of newcomer students (e.g. refugees).</li> <li>• Working with bilingual students, through teaching them Greek as a second language.</li> </ul>

### (3) SYLLABUS

The course focuses on pedagogic and teaching approaches in either a multicultural school class, or a “homogeneous” class in a multicultural environment. Issues such as age, different stages and areas of developing (pre)prejudice at a young age, and related to anti-bias pedagogy views and goals are discussed. Ways of detecting stereotypes and prejudice during kindergarten are examined, as well as pedagogic goals and methods to weed them out. Intercultural pedagogic approaches for dealing with race, culture, language and gender differences are also discussed. Special emphasis is given to the ways of dealing with bilingual kindergarten-school children: incorporating their first language in the school culture, while they learn Greek as a second language, both constitute the guidelines of language teaching. Pedagogic and teaching material is suggested for non-Greek-speaking children, in order to facilitate additive bilingualism development. Also, suitable pedagogic ways for dealing with cultural diversity, and cultivating empathy and critical thinking are studied. Finally, the importance of the relationship between (immigrant) parents and the kindergarten school is emphasized, along with methods as to how they could get involved in the overall school routine.

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

<b>DELIVERY</b>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• Use of ppt</li> <li>• Video projections</li> <li>• On-line research</li> <li>• Electronic communication with students</li> <li>• e-course platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	26
	Interactive teaching	13
	Study and analysis of bibliography	28
	Tutorials	13

	Essay writing/exam preparation	40
	Course total	120
<b>STUDENT PERFORMANCE EVALUATION</b>	<p><u>Language of evaluation</u> Greek; English for Erasmus students</p> <p><u>Evaluation methods:</u> Written work (optional) 20% Short research projects (optional) 20% Final exam (essay &amp; problem solving) with optional assignment 80% Final exam (essay &amp; problem solving) without optional assignment 100% Research project for ERASMUS students 50% Public presentation for ERASMUS students 50%</p> <p><u>Evaluation criteria:</u></p> <ul style="list-style-type: none"> <li>• Contents (demonstrating understanding of the topic, development of the argument, critical commentary, evidence of bibliography based conclusions).</li> <li>• Composition and Text Structuring (sections sufficiently drawn, cohesion between paragraphs and within a paragraph)</li> <li>• Language use (correct use of language, precision, appropriate use of grammar, syntax, terminology, and general editing of text)</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

##### ***Suggested bibliography***

AluffiPentini, A. (2005). *Intercultural Workshop*. Athens: Atrapos.

Valokosta, S., Triandafyllou, L. 2003. *Greek as a second language*. Athens: KEDA, University of Athens.

Vafea, A., Houdoumadi, A.2017. *The mermaid with the bow tie. Art and activism in pedagogy to combat social exclusion*. Athens: Alexandria.

Cummins, J. 2005. *Negotiating Identities: Education for Empowerment in a Diverse Society*.

- Athens: Gutenberg.
- Clark & Moss. 2010. *Let's listen to young children. The "Mosaic" approach*. Athens: EADAP.
- Govaris, Ch. 2013. *Teaching and Learning in Intercultural School*. Athens: Gutenberg.
- Derman Sparks, L. 2006. *Fighting prejudices. Pedagogical tools*. Athens: "Schedia" Educational and Artistic Training Center.
- EADAP. 2004. *Together: Teachers and Parents in Intercultural School*. Athens: Typothito, G. Dardanos.
- Grant, J, Francis, S. 2011/2016. *School's In for Refugees: a whole-school approach to supporting students and families of refugee background*. TheVictorianFoundationfor Survivors of Torture Inc. :Victoria, Australia
- Nikolaou, G. 2011. *Interculturalteaching*. Athens: Pedio.
- Skourtou, E. 2011. *Bilingualism in school*. Athens: Gutenberg.
- Stergiou, L. (2013). Cinema as a tool for Intercultural Education. In Ch. Govaris (Ed.), *Teaching and Learning in an Intercultural School* (pp. 223-244). Athens: Gutenberg.
- Tiedt, P.L., Tiedt, I.M. (2006). *MulticulturalTeaching*. Athens:Papazissis.
- Tsioumis, K. (2003). *The young "Other". Minority groups in preschool education*. Thessaloniki: Zygos.
- Tsokolidou, R. 2017. [\*SiDaYes: Beyond Bilingualism to Translanguaging\*](#). Athens: Gutenberg.
- Ministry of Education 2017. *The Refugee Education Project. Evaluation Report of the Project for the Integration of Refugee Children in Education* (March 2016 - April 2017).

### ***Related academic journals***

International Journal of Inclusive Education  
Intercultural Education



## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠΝΥ308	SEMESTER	6
COURSE TITLE	APPLICATIONS OF ICT IN EDUCATION		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	8
LABORATORY EXERCISES		1	
FIELDWORK		2 WEEKS	
COURSE TYPE	SPECIAL BACKGROUND		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTIONS AND EXAMINATION:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/enrol/index.php?id=1500		

### (2) LEARNING OUTCOMES

Learning Outcomes
<p>Course goals include:</p> <ul style="list-style-type: none"> <li>• The familiarization of students with programming languages.</li> <li>• The use of Educational Technology tools in the education. ICT Applications according to the curriculum of the kindergarten.</li> <li>• The Internet in education.</li> <li>• The Ethics of the Internet.</li> <li>• Creating and evaluating educational material using ICTs.</li> </ul> <p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use programming languages.</li> <li>• Be aware of the Use of Educational Technology in preschool settings.</li> <li>• Acquire knowledge and skills on the ethical use of the Internet in education and copyright law.</li> <li>• Organize modern teaching methods using computer in Kindergarten.</li> </ul>

General Competences
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Decision making</li> <li>• Teamwork</li> <li>• Project planning and management</li> <li>• Promoting creative and inductive thinking</li> </ul>

### (3) SYLLABUS

<p>This course deals with advanced uses of ICT in Education beyond the introductory knowledge of the use of computers and new technologies. Specifically it includes:</p> <ul style="list-style-type: none"> <li>• Programming languages.</li> <li>• The Internet and its use in Education.</li> <li>• Educational sites.</li> <li>• Copyright and ethics on the Internet</li> <li>• Use of educational technology in early childhood education.</li> <li>• Contemporary trends in educational technology</li> </ul>
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### (4) TEACHING AND LEARNING METHODS - EVALUATION

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b>	Computers, Projector, e-course	
<b>TEACHING METHODS</b>	<b>ACTIVITY</b>	<b>SEMESTER WORKLOAD</b>
	Lectures	39
	Lab tutorials	13
	Study for course preparation	20
	Fieldwork (kindergarten)	46
	Fieldwork (Kindergarten) - related assignment preparation	40
	Collaboration with tutor	3
	Exam Preparation	40
	Total hours	<b>201</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Written exams with research assignment 100% or Oral exams with research assignment 100%	

**(5) ATTACHED BIBLIOGRAPHY**

Παγγέ Τ. (2016). *Εκπαιδευτική Τεχνολογία και Εφαρμογές Διαδικτύου*. Αθήνα : Δίσιγμα.

Brad Smith, Carol Ann Browne (2019). *Tools and Weapons. The Promise and the Peril of the Digital Age*. Penguin Press, ISBN-10: 1984877712.

Stacey Roshan (2019). *Tech with Heart: Leveraging Technology to Empower Student Voice, Ease Anxiety, & Create Compassionate Classrooms*. Paperback, Eds Dave Burgess Consulting, Incorporated

Κοτοπούλης, Θ. (2014). *Νέες Τεχνολογίες και Εκπαίδευση*. Αθήνα : Γρηγόρη.

Λιοναράκης, Α. (2011). *Νέες Τεχνολογίες στην Εκπαίδευση*. Αθήνα : Διάδραση.

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	NY418A	<b>SEMESTER</b>	6
<b>COURSE TITLE</b>	CHILDREN'S LITERATURE		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	4
<b>COURSE TYPE</b>	SPECIALIZED GENERAL KNOWLEDGE		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	E-STUDY GUIDE DEPARTMENTAL WEB PAGES		

### (2) LEARNING OUTCOMES

Learning outcomes
<ul style="list-style-type: none"> <li>• Students will be able to analyse works of Children's literature as to ideology.</li> <li>• Students will be able to critically consider illustrated/picture books in terms of ideology inscribed in them.</li> <li>• Students will be able to understand issues of translation processes, quality in literary translation and the role of translated Children's literature in the wider literary polysystem.</li> <li>• Students will be able to use Children's literature books in connection to Multiculturalism.</li> <li>• Students will be able to plan activities with children contributing to their language development based on Children's literary prose texts and contemporary children's poetry.</li> <li>• Students will be able to make appropriate use of Children's literature books in inter-thematic contexts upon approaching notions of space and time.</li> <li>• Students will be able to organize, manage and operate a Children's school lending</li> </ul>

<p>library, a children's Library section or a bookshop children's unit.</p> <ul style="list-style-type: none"> <li>Students will be able to understand the social and cultural aspects of creating, producing and using Children's Literature with young children.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>Search for analysis and synthesis of data and information with the</li> <li>use of the necessary technology</li> <li>from theory to practice</li> <li>Teamwork</li> <li>Working independently</li> <li>Working in an international environment</li> <li>Respect for difference and multiculturalism</li> <li>Criticism and self-criticism</li> <li>Project planning and management</li> <li>Production of free, creative and inductive thinking</li> <li>Adapting to new situations</li> <li>Understanding the narrative construction of literary representations and the importance of working creatively with literary texts for children.</li> </ul>

### (3) SYLLABUS

The course deals with approaches to Children's Literature, children's fiction and poetry for children. The first part of the course will discuss the analysis and interpretation of children's texts in terms of ideology. It will refer to theories and approaches from literary criticism on ideology and Children's Literature and it will focus on the relationship between Children's Literature and Multiculturalism. It will trace ways through which ideology operates with reference to social, ethical and political criteria. It will examine how different discourses may influence the ideology inscribed in a children's literary text given the period it was written. Furthermore, the course will examine issues of ideology and illustration in Children's Literature. The second part will focus on poetry for children, and examine the relationship of poetry, rhyme and language playing. Then the course will focus on trends in Greek poetry for children. It will refer to the most important representatives of Children's Literature poetry from G. Vizyenos to contemporary children's poetry. Reference will be made to certain types of poets (limerick, free verse, narrative, dramatic poems, and so forth) and the discussion will focus on contemporary editions of poetry for children. The course will also investigate the organization and the running of the school library and will discuss the use of Children's Literature texts with the perspective of an inter-thematic/interdisciplinary early childhood school program and early literacy promotion. Furthermore, it will read and critically discuss a selection of representative children's literary texts.

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

<b>DELIVERY.</b>	Face-to Face
<b>USE OF INFORMATION AND</b>	<ul style="list-style-type: none"> <li>Projector</li> </ul>

<b>COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>e-mail communication with students</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Study and analysis of bibliography	18
	Educational visit and observation report Large group research findings on: issues of school libraries in early childhood education	4
	Group Essay	15
	Tutorials	5
	Exam preparation	39
	Course total	120
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Language of evaluation: Greek</p> <p>80% Written examination short- answer essay questions. Conclusive for marking purposes</p> <p>20% Group Essay (with optional oral presentation)</p> <p>And short report Summative Conclusive</p> <p>Marking criteria of essays and exam scripts</p> <p>10. Contents (demonstrating understanding of the topic, development of the argument, critical commentary, evidence of bibliography based conclusions).</p> <p>11. Composition and Text Structuring (sections sufficiently drawn, cohesion between paragraphs and within a paragraph)</p> <p>12. Language use (correct use of language, precision, appropriate use of grammar, syntax, terminology, and general editing of text)</p>	

## (5) ATTACHED BIBLIOGRAPHY

Κανατσούλη, Μ. *Ιδεολογικές διαστάσεις της Παιδικής Λογοτεχνίας* Αθήνα: Δαρδανός Τυπωθήτω 2000.

Καρακίτσιος, Α. *Σύγχρονη Παιδική Ποίηση* Αθήνα: Σύγχρονοι Ορίζοντες 2002.

Αναγνωστόπουλος, Β. *Ποίηση και Σχολείο* Αθήνα: Πατάκης 1994.

Norton,D.*Μέσα από τα μάτια ενός παιδιού Παιδική Λογοτεχνία* Θεσσαλονίκη: Επίκεντρο 2008.

Σπανάκη Μ. *Ο Ν.Καζαντζάκης και η Παιδική Λογοτεχνία* Αθήνα: Gutenberg 2011.

Ο' Sullivan, E., *Συγκριτική Παιδική Λογοτεχνία* Θεσσαλονίκη: Επίκεντρο 2010.

Αρτζανίδου Ε., Γουλής, Δ. Γρόσδος Σ.,Καρακίτσιος Α., *Παιχνίδια Φιλαναγνωσίας και αναγνωστικές εμπυχωσεις*, Αθήνα: Gutenberg 2011.

## COMPULSORY ELECTIVE COURSES



## UNIT: PEDAGOGY

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠNE150	SEMESTER	6
COURSE TITLE	SOCIAL EDUCATION AND EARLY CHILDHOOD EDUCATION		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES / INTERACTIVE TEACHING		3	6
WORKSHOP		2	
COURSE TYPE	SKILLS DEVELOPMENT		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	<a href="http://earlychildhoodpedagogy.gr">http://earlychildhoodpedagogy.gr</a>		

### (2) LEARNING OUTCOMES

Learning Outcomes
<p>Students are familiar with:</p> <ul style="list-style-type: none"> <li>• Teaching approaches that highlight the value of Social Learning in Early Childhood Education.</li> <li>• Modern research and studies on the influence of social factors on the child's social and emotional development.</li> <li>• Strategies for the Development of Social Relations and Groups in Early Childhood Education.</li> <li>• Methodological problems related to Social Learning.</li> <li>• Necessity of Difference as a Key Tool in Social Learning</li> <li>• Knowledge, Understanding and Implementing Strategies to Improve Social Relationships in Preschool Children.</li> <li>• Acquire the skills to make effective teaching decisions about the methodological</li> </ul>

<p>problems that arise in preschool learning environments.</p> <ul style="list-style-type: none"> <li>• Knowledge of effective pedagogical interventions to better manage the space, time and emotional climate of the classroom.</li> <li>• Knowledge of methods of systematically recording the social behavior of infants</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Adaptation to new situations</li> <li>• Decision making</li> <li>• Independent work</li> <li>• Teamwork</li> <li>• Work in an interdisciplinary environment</li> <li>• Respect for diversity and multiculturalism</li> <li>• Demonstration of social, professional and ethical responsibility and gender sensitivity</li> <li>• Exercising criticism and self-criticism</li> <li>• Production of free, creative and inductive thinking</li> </ul>

### (3) (3) SYLLABUS

The course is structured in the following sections:

- Social Relations between infants and infants and between infants and the educator.
- Teaching Proposals and Strategies for Socio-emotional Development of the Child.

In particular, as part of the course Social Learning is presented, alongside current trends in Early Childhood Education,

- social learning in relation to the personality of the pupil, as well as child-centeredness in response to the challenges of the modern school,
- the Social Sciences Programs in Kindergarten, but also the socialization of the school and the extension of school time,
- the planning of activities in Early Childhood Education based on the theory of Multiple Intelligence, alongside the space and Social Learning in Kindergarten.

In addition, they are presented

- Fantasy-role games, related to children's socio-emotional development,
- Organized game as a strategy for encouraging social development and children's learning, Spontaneous play in Kindergarten and Social Learning (children's practices).
- Social Learning and Competence (Evaluating Approaches to Kindergartens),
- Strategies for developing social relationships and groups in early childhood education.
- -In addition, the child's social development is highlighted through selected texts and the effect of social factors on preschoolers' perceptions of the computer.
- -Finally are presented Methodological Problems related to Social Learning in Kindergarten and the necessity of Difference (from Rousseau to Lyotard ) through Social Learning.

Presentation of group and individual workshops in the 12th and 13th lessons on the subject

of the course

Participation in laboratory exercises for lesson planning based on subject topics

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

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b>	Use of ICT in Teaching, in sending additional educational material / Notes, and in communicating with students	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester Workload</b>
	Lectures	26
	Interactive teaching	13
	Laboratory	26
	Study and analysis of the literature / Preparation for presentation	48
	Preparation for participation in the Laboratory	18
	work writing	41
	Cooperation	5
	Course Total	177
<b>STUDENT PERFORMANCE EVALUATION</b>	<ul style="list-style-type: none"> <li>• Language: Greek</li> <li>• Type of Evaluation: Combination of Formative and Conclusion</li> <li>• Evaluation methods:               <ol style="list-style-type: none"> <li>I. Independent or Group Written Work</li> <li>II. Written Exams with Question:                   <ul style="list-style-type: none"> <li>▪ Development</li> <li>▪ Short Answer</li> <li>▪ - Problem Solving</li> </ul> </li> </ol> </li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

Avril Brock, Sylvia Dodds, Pam Jarvis & Yinka Olusaga, Game Pedagogy in Preschool and School Education. Learning for Life, Scientific Curatorship - Introduction: Maria Sakellariou, Athens: Pedio, 2016

Avgididou, S., Social Relations and Child Friendship in Preschool: Theory, Research and Teaching Methodology of Kindergarten Activities, (1997), Thessaloniki: Kyriakidis

Bredekamp, S. & Copple, C. Innovations in Preschool Education: Developing Practices in

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- Sakellariou, M. (2017). Introduction to the Teaching of Kindergarten Pedagogical Work: Theoretical Approaches and Doctrinal Applications. Thessaloniki: Yahoudi Publications.
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## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	PNE 603	<b>SEMESTER</b>	6
<b>COURSE TITLE</b>	THE TEACHING OF GREEK AS FIRST AND FOREIGN LANGUAGE IN EARLY CHILDHOOD EDUCATION		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	4
<b>COURSE TYPE</b>	GENERAL KNOWLEDGE SPECIALIZATION		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	Distance Learning Platform of the University of Ioannina <a href="http://ecourse.uoi.gr">http://ecourse.uoi.gr</a>		

### (2) LEARNING OUTCOMES

Learning outcomes
<p><u>In terms of acquiring knowledge:</u></p> <ul style="list-style-type: none"> <li>• Learn the linguistic principles, purpose, content and methodology of teaching the Greek language.</li> <li>• Enhance their knowledge of issues and practices related to the teaching of vocabulary and grammar in infancy and early school age.</li> <li>• Familiarize with the applications of the texts in linguistic science and the teaching of Greek.</li> <li>• Understand the linguistic diversity of the Greek language as part of its critical literacy pedagogy.</li> </ul> <p><u>In terms of acquiring skills:</u></p> <ul style="list-style-type: none"> <li>• They cultivate language and teaching skills.</li> <li>• They will be able to make creative use of authentic linguistic material and respond to the challenge of designing teaching material.</li> </ul>

- Get the ability to teach the Greek language to bilingual children at Kindergarten.

In terms of acquiring abilities:

- To develop language skills, knowledge of the language system.
- To develop communicative skills, ie how to use the language system in a variety of circumstances, either in native or in second / foreign languages.
- Translate the metalanguage skills of reflection on the linguistic system and its structure, as well as the communicative function of the language.

**General Competences**

- Adapt to new situations
- Decision making
- Autonomous work
- Teamwork
- Work in an international environment
- Working in an interdisciplinary environment
- Respect for diversity and multiculturalism
- Demonstration of social, professional and moral responsibility and gender sensitivity
- Exercise of criticism and self-criticism
- Promote free, creative and inductive thinking

**(3) SYLLABUS**

The course examines the purpose and content of teaching Greek language as first / mother tongue and second / foreign to modern (primary) school education and the importance of the individual aspects of language teaching. The relationship between mother tongue and foreign language teaching and the relationship between the first and the second communication code in children is analyzed. The peculiarities and specific issues related to the Greek language are presented as well as the factors that influence the acquisition of the first communication code and the learning of the second one. Teaching methods that have been proposed from time to time and have an impact on teaching practice are described. They address specific issues raised by the Greek teaching based on its specific structural characteristics and its particular quality. Techniques of teaching the different areas of the language course and strategies for the development of basic language skills are proposed to improve the capacity for creative use of Greek at all levels and forms.

In particular, the course includes the following topics:

- The special characteristics and the physiognomy of the Greek language
- New methodological approaches. Presentation of the most important published research by thematic categories (society and teaching of the Greek language, media and language teaching, etc.). Trends of modern research in the teaching of the Greek language
- The acquisition of the first communication code
- Learning the second communication code
- The communicative approach
- The cultivation of individual linguistic domains (spoken language, listening, speaking,

reading, writing, grammar, vocabulary)

- The teaching and learning of the vocabulary
- Writing and spelling of the Greek language
- Greek language and linguistic development of bilingual students
- Teacher training for the teaching of the Greek language as first / second, second / foreign
- Suggestions for a renewed teaching intervention (textbooks, creative use of dictionaries, utilization of new technologies, vocabulary evaluation, etc.)
- Formulation of conventional and alternative teaching material.

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

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Using the asynchronous e-learning platform of the University of Ioannina <a href="http://ecourse.uoi.gr">http://ecourse.uoi.gr</a>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures attending	39
	Preparation of teamwork	40
	Exams preparation	26
	Tutor's meetings	5
	Total Course	110
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Assessment language: Greek</p> <ul style="list-style-type: none"> <li>• To participate in a written test with essay development questions.</li> <li>• Essay with (preferably) research content and presentation in the lesson. Participatory project (20%).</li> <li>• Compiling report papers following attendance of parallel symposia or seminars with invited speakers during the semester.</li> <li>• Response (for ERASMUS students, 100%)</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

Mitsis, N. (2000), Elementary Principles and Methods of Applied Linguistics. Introduction to the teaching of Greek as a second (or foreign) language. Athens: Gutenberg.

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- Tsitsanoudis-Mallidis, N. (2012). "Learning and Foreign Language through Suggestion: Associations between Modern Mass Media and the Learning Process". *International Journal of Instructional Media*, University of Connecticut, USA, 39 (2), 161-168.
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- Papadopoulou, Sm. & N. Tsitsanoudis-Mallidis, N. (2016). "Mnemosyne as the mother tongue of traditional greek fairy/folk tales: Narrative modes and discourse in a research with children. *Open Access Journal: Principia: Revista do Departamento de Letras Clássicas e Orientais do Instituto de Letras da UERJ*. XXXIII (ISSN 1415-6881), 9-22.
- Tsitsanoudis – Mallidis, N. & E. Derveni (2018). "Emotive language: Linguistic depictions of the three year-old drowned refugee boy in the Greek journalistic discourse". *INTERFACE, Journal of European Languages and Literatures*, issue 6. National Taiwan University, 6, 1-38. (paper online, <http://interface.org.tw/index.php/if/article/view/52>)

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠΕΥ600	<b>SEMESTER</b>	6
<b>COURSE TITLE</b>	LANGUAGE EDUCATION AND COMMUNICATION APPROACH AT KINDERGARTEN		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	4
<b>COURSE TYPE</b>	SPECIALBACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	Distance Learning Platform of the University of Ioannina <a href="http://ecourse.uoi.gr">http://ecourse.uoi.gr</a>		

### (2) LEARNING OUTCOMES

Learning outcomes
<p><u>In terms of acquiring knowledge:</u></p> <ul style="list-style-type: none"> <li>Familiarize with various language teaching models and introduce themselves into a new language teaching model based on the concept of communication, known as the communicative approach.</li> <li>Updated and equipped with both the required theoretical infrastructure and the capabilities of the communication model in the Kindergarten.</li> <li>They understand that the language lesson cannot be treated as "art" and conducted in an empirical way, but that it assumes a scientific character.</li> </ul> <p><u>In terms of acquiring skills</u></p> <ul style="list-style-type: none"> <li>They also learn and suggest the ways / ways of directly engaging infants in language activities. They are encouraged to create opportunities for linguistic use through a classical language teaching to achieve the maximum possible result.</li> <li>Extend the traditional roles of the teacher and the student and treat the class as a set</li> </ul>

of collaborating members with themselves being "first among equals".

In terms of acquiring abilities:

- To develop language skills (which is a learning objective), they know the language system.
- To develop communication skills, ie how to use the language system in a variety of communication circumstances and events.

**General Competences**

- Search, analyze and synthesize data and information, using the necessary technologies
- Adapt to new situations
- Decision making
- Autonomous work
- Teamwork
- Work in an international environment
- Working in an interdisciplinary environment
- Producing new research ideas
- Demonstration of social, professional and moral responsibility and gender sensitivity
- Exercise of criticism and self-criticism
- Promote free, creative and inductive thinking

**(3) SYLLABUS**

The course examines the necessity of linguistic education at the Kindergarten combined with the various linguistic capabilities of infants. It presents activities and courses of language education in relation to oral speech (understanding and production) and written speech (pre-experiential activities). Particular emphasis is given to fostering the communication ability of the infant. In particular, the following chapters are presented and analyzed:

- Cultivation of language skills in spoken and written language.
- The trends of Linguistics in relation to language teaching (structure, function, genetics, communication approach).
- The theoretical background of the communicative approach.
- Communication as a result of verbal and semiotic mechanisms.
- Cultivation of language skills in kindergarten. Listening, speaking, reading, writing.
- Vocabulary acquisition by children.
- The constitution of the linguistic and social identities of infants.
- Creative use of audiovisual teaching instruments.
- Interaction techniques and efficient classroom management.

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

<b>DELIVERY</b>	Face to face
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<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Using the asynchronous e-learning platform of the University of Ioannina <a href="http://ecourse.uoi.gr">http://ecourse.uoi.gr</a>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures attending	39
	Preparation of teamwork	40
	Exams preparation	26
	Tutor's meetings	5
	Total Course	110
<b>STUDENT PERFORMANCE EVALUATION</b>	Assessment language: Greek <ul style="list-style-type: none"> <li>• To participate in a written test with essay development questions.</li> <li>• Essay with (preferably) research content and presentation in the lesson. Participatory project (20%).</li> <li>• Compiling report papers following attendance of parallel symposia or seminars with invited speakers during the semester.</li> <li>• Response (for ERASMUS students, 100%)</li> </ul>	

##### (5) ATTACHED BIBLIOGRAPHY

Dinas, K. & Goti E. (2016). Critical literacy in school practice: Beginning from Kindergarten ... Athens: Gutenberg

Tsitsanoudis - Mallidis, N. ed. (2016). Greek Language, Communication and Media. From the Archangelic Secretariat to Today. Athens: Gutenberg.

Hatzisavavidis, S. (2002). Linguistic Education at Kindergarten - Activities for the cultivation of communication and literacy. Athens: Vania

Tsitsanoudis-Mallidis, N. (2015) (ed.) Greek Language in Children's Society. New York: Untested Ideas ResearchCenter.

Tsitsanoudis, N. & A. Mitsis (2016). "The teaching of grammar in the context of the communicative - textual approach of language. A Teaching Test for Elementary School Students at a Greek School in Attica ". Greek Eye - Revista de estudos helenicos. UERJ - nc., No 1. <http://www.e-publicacoes.uerj.br/index.php/ellinikovlemma/article/view/27278/1960>

Tsitsanoudis-Mallidis, N. & A. Mitchis (2016). "Communication grammar and language: Data and developments that lead to the exploitation of grammatical knowledge". Scientific Yearbook of the Pedagogical Department of the Kindergarten of the School of Educational Sciences of the University of Ioannina - Journal of Research in Education and Training. University of Ioannina Publications (online).

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Tsitsanoudis-Mallidis, N. (2018). "The Disclosure of the" High Misleading Intimacy "as a Tool for Enriching Critical Thought in Modern Educational Reality". In K. Malapantis (eds.) Proceedings of the 10th Panhellenic Conference "Literature and Education". Pedagogical Society of Greece, University of Ioannina, School of Educational Sciences, Association of Philologists of Ioannina. Ioannina, 4-6.11.2016. Athens: Diabration, T. A., 603-613.

## UNIT: SOCIAL SCIENCES IN EDUCATION

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠNE 414	<b>SEMESTER</b>	6
<b>COURSE TITLE</b>	ELEMENTS OF PEDIATRICS		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	4
<b>COURSE TYPE</b>	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<ul style="list-style-type: none"> <li>• To get acquainted with the childhood diseases</li> <li>• To recognize the early signs and symptoms of the common childhood diseases-illnesses.</li> <li>• To get acquainted with First aid in the school setting</li> <li>• To treat properly a chronically ill child in the school setting</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Showing social, professional and ethical responsibility and sensitivity to health issues</li> <li>• Adapting to new situation</li> <li>• Decision making</li> </ul>

### (3) SYLLABUS

<p>The course focuses on the</p> <ul style="list-style-type: none"> <li>• Childhood diseases.</li> <li>• Endo- and exo-uterine growth.</li> <li>• Psycho-kinetic development of children.</li> <li>• Growth disorders (insufficient weight increase, obese children, short/tall children).</li> </ul>
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- Development disorders (speech, hearing, eye-sight disorders, brain paralysis, special learning difficulties).
- Behaviour disorders (nocturnal urination, tick, neurogenic anorexia, child abuse)
- Children's nutrition.
- Neonatology
- Endocrinal diseases (Diabetes, Cushing syndrome, relative hypothyroidism).
- Metabolic diseases (phenylketonuria).
- Chromosomal disorders (Down Syndrome, Turner Syndrome).
- Immunity and immunization – Vaccines.
- Blood system (iron-deficiency anaemia, Mediterranean anaemia)
- Breathing system (acute tonsillitis, pharyngitis, acute laryngitis, pneumonia, bronchial asthma)
- Infectious diseases (measles, chickenpox, infantile paralysis/poliomyelitis)
- Digestive system (stomatitis, lactose intolerance, acute appendicitis).
- Urinal system (urinary tract infection).
- Nervous system (febrile convulsions, epilepsy, meningitis).
- Child orthopedics (scoliosis, relative hip luxation, rickets).
- Skin (eczema, anaphylaxis).
- Malignant diseases (acute leukemia, lymphoma, brain tumors).
- First Aids in infants and children

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

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in teaching and communication with students	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Student's non directed study hours	45
	Tutor's collaboration hours	6
	Course total	<b>100</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<ul style="list-style-type: none"> <li>• Language of evaluation: Greek</li> <li>• Methods of evaluation: short-answer questions or oral examination</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

Βρυώνης Γ. (2004) *Παιδιατρική*, Ιωάννινα: ΕΦΥΡΑ  
 Λαπατσάνης Π. (1996) *Βασική Παιδιατρική*, Αθήνα : ΙΑΤΡΙΚΕΣ ΕΚΔΟΣΕΙΣ ΛΙΤΣΑΣ



## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠΕΥ 601	SEMESTER	6
COURSE TITLE	SOCIOLOGY OF GREEK EDUCATION		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES/INTERACTIVE TEACHING		3	4
EDUCATIONION AL VISITS		1	
COURSE TYPE	SPECIAL BACKGROUND		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	<a href="http://ecourse.uoi.gr/mod/forum/view.php?id=17057">http://ecourse.uoi.gr/mod/forum/view.php?id=17057</a>		

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>After completing the course students will be able:</p> <ul style="list-style-type: none"> <li>• To be aware of the development of Sociology of Education in Greece.</li> <li>• To understand the educational developments in relation to social and economical developments in Greece.</li> <li>• To identify the ways that greek educational system reproduce social inequalities.</li> <li>• To make use of educational practices on students from diverse socioeconomic background and reduce educational inequalities</li> <li>• To interpret educational strategies in accordance to students social origin.</li> <li>• To understand the social parametres of the preschool teaching professionalism</li> </ul>
<b>General Competences</b>
<p>Adapting to new situations</p> <ul style="list-style-type: none"> <li>• Decision- making</li> <li>• Working independently</li> <li>• Team work</li> <li>• Working in an international environment</li> <li>• Respecting the difference and the multiculturalism</li> </ul>

- Social, professional and ethical responsibility and sensibility of Gender issues
- Criticism and Self-criticism
- Production of free, creative and Inductive thinking

### (3) SYLLABUS

This course includes the main topics concerning Sociology of Greek educational system:

- History and development of Greek Sociology of Education.
- Research on Greek Sociology of Education.
- Education and social reproduction in post-war period of Greece.
- Greek educational reform and equality of educational opportunities.
- Forms of Education and control of student flow in Greece.
- The institutionalization of preschool education in Greece and its role on social inequalities reduction.
- From preschool to university: the working class «thirst» for education
- Education and crisis in Greece.
- Education, society and diversity in Greece.
- Sociology of curriculum and educational practices in preschool education in Greece.
- Informal educational and cultural practices of infants' parents in Greece.
- School textbooks in Greece, formation and reproduction of students' gender identities .
- Sociological dimensions of preschool teacher professionalism in Greece.
- Teachers' burn out in Greece.
- Brain Drain.

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

<b>DELIVERY</b>	Face- to- face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in teaching, sending and communication with students.	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	26
	Interactive teaching	13
	Study and analysis of bibliography/ preparing	20
	Education acts	13
	Preparation for educational visits	13
	Exam preparation	32
	Cooperation	3
	Course total	120
<b>STUDENT PERFORMANCE</b>	Language of evaluation: Greek	

<b>EVALUATION</b>	<p>Methods of evaluation: Formative and Conclusive Examination</p> <p>Questions:</p> <ul style="list-style-type: none"> <li>▪ Open- ended questions</li> <li>▪ Short- answer questions</li> <li>▪ Problem solving questions</li> </ul>
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## (5) ATTACHED BIBLIOGRAPHY

- Θάνος, Θ. (Επιστ. Επιμ.) (2015). *Η Κοινωνιολογία της Εκπαίδευσης στην Ελλάδα. Ερευνών Απάνθισμα*. Αθήνα: Gutenberg.
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- Παπαδάκης, Ν. & Χανιωτάκης, Ν. (Επιστ. Επιμ.). (2011). *Εκπαίδευση - Κοινωνία & Πολιτική*, Τιμητικός τόμος για τον Καθηγητή Ι. Ε. Πυργιωτάκη. Αθήνα: Πεδίο.
- Πυργιωτάκης, Ι. (2001). *Εκπαίδευση και κοινωνία στην Ελλάδα. Οι διαλεκτικές σχέσεις και οι αδιάλλακτες συγκρούσεις* (Ν. Παπαδάκης, Επιμ.). Αθήνα: ΕλληνικάΓράμματα.
- Σιάνου-Κύργιου, Ε. (2010). *Από το Πανεπιστήμιο στην αγορά εργασίας. Όψεις κοινωνικών ανισοτήτων*. Αθήνα: Μεταίχμιο.
- Τσουκαλάς, Κ. (1987). *Κράτος, κοινωνία, εργασία στη μεταπολεμική Ελλάδα*. Αθήνα: Θεμέλιο.
- Τσουκαλάς, Κ. (1992). *Εξάρτηση και αναπαραγωγή. Ο κοινωνικός ρόλος των εκπαιδευτικών μηχανισμών στην Ελλάδα (1830-1922)*, (στ' έκδ.). Αθήνα: Θεμέλιο.

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠΝΥ 202	SEMESTER	6
COURSE TITLE	DEVELOPMENTAL PSYCHOLOGY		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES		2	4
LABORATORY EXERCISES		1	
COURSE TYPE	SPECIAL BACKGROUND		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (with personal study and preparation of work and exams in english)		
COURSE WEBSITE (URL)			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>Students, upon successful completion of this course, are expected to have obtained:</p> <ul style="list-style-type: none"> <li>• learning about the history of modern Developmental psychology as well as the basic traditional and modern theories of development;</li> <li>• understanding of the methodology and research Issues in Developmental Psychology: Get to know the methods of data collection - the types of research plans;</li> <li>• learning of the definitions of the basic psychological functions of each level of development from infancy to adolescence;</li> <li>• the ability to identify the diversity of life experiences that shape the psychology of infancy, early and middle childhood and adolescence;</li> <li>• the ability to identify the role of cultural factors in human development;</li> <li>• the ability to identify the importance of environmental factors - genetic and neurobiological - in human evolution from infancy to adolescence.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Search for, analysis and synthesis of data and information, with the use of the necessary technology</li> </ul>

- Adapting to new situations
- Working independently
- Teamwork
- Respect for diversity, the environment and multiculturalism
- Production of free, creative and inductive thinking

### (3) SYLLABUS

The course includes the following topics:

- Theoretical basis of Developmental Psychology - The cognitive subject of life-long development - The main issues of developmental Science
- Theories of Cognitive Development: Psychodynamic Approach, Erikson's Psychosocial Theory, Behavioral Approach, Socio-Cognitive Learning Theory, Constructivist Theory of Piaget, Information Processing Approaches, Maslow, Bio-Ecological Approach, Socio-cultural Theory of Vygotsky.
- The development of cognitive skills and functions in Infancy - The approach of Piaget. Infant intelligence - Acquiring language - Language and Thought.
- The Development of memory in infancy and early childhood.
- Emotional development – Emotions in infancy and early childhood.
- Cognitive Development in School Age.
- The development of morality.
- Emotional development in school age.
- Theories of Adolescence - Biological Theories for the development of teenagers.
- Cognitive development of the adolescent.
- Moral development of adolescents - Emotional development in adolescence.

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

<b>DELIVERY</b>	Face to Face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT <ul style="list-style-type: none"> <li>• in Teaching , laboratory education</li> <li>• Communication with students</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	26
	Laboratory practice	13
	Study hours for the preparation of the laboratory practice	13
	Hours for non-directed study	15
	Study hours for the preparation of the exams	30

	Exams	3
	Course total	100
<b>STUDENT PERFORMANCE EVALUATION</b>	Language of evaluation : Greek Methods of assessment: I. Written examination with a combination of questions (80%): -multiple choice questionnaires -short-answer questions II. Autonomous or Group Written Works - Oral presentation of articles (20%)	

##### (5) ATTACHED BIBLIOGRAPHY

###### ***Suggested bibliography:***

- Bremner, G., Slater, A., & Butterworth, G. (2012). *Η Ανάπτυξη των Βρεφών: Πρόσφατες Εξελίξεις (Μετάφραση - Επιστημονική Επιμέλεια Χ. Παπαηλιού)*. Αθήνα: Εκδόσεις Παπαζήση.
- Cole, M., & Cole, S. R. (2000). *Η Ανάπτυξη των Παιδιών: Η αρχή της ζωής (εγκυμοσύνη, τοκετός, βρεφική ηλικία) (Α τόμος)* (Επιμέλεια: Ζ. Παπαληγούρα & Π. Βορριά, Μετάφραση: Μ. Σόλμαν). Αθήνα: Τυπωθήτω.
- Cole, M. & Cole, S. R. (2001). *Η Ανάπτυξη των Παιδιών, (Τόμος Β')* (Επιμ. Ζ. Μπαμπλέκου Μετάφραση: Μ. Σόλμαν). Αθήνα: Τυπωθήτω.
- Craig, G. J., Baucum, D. (2008). *Η Ανάπτυξη του Ανθρώπου* (Επιστημονική Επιμέλεια: Π. Βορριά). Αθήνα: Εκδόσεις Παπαζήση.
- Feldman, R. S. (2009). *Εξελικτική Ψυχολογία: Δια βίου Ανάπτυξη* (Επιστημονική Επιμέλεια Ηλίας Γ. Μπεζεβέγκης). Αθήνα: Τυπωθήτω.
- Lightfoot, C., Cole, M., & Cole, S.R. (2014). *Η Ανάπτυξη των Παιδιών* (Επιστημονική Επιμέλεια: Ζ. Μπαμπλέκου, Μετάφραση: Μ. Κουλεντιανού). Αθήνα: Τυπωθήτω.

###### ***Related academic journals:***

*American Psychologist*  
*Developmental Psychology*  
*Hellenic Journal of Psychology*  
*Journal of Applied Psychology*  
*Journal of Developmental Psychology*

UNIT: MATHEMATICS, SCIENCE AND TECHNOLOGY  
EDUCATION

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	NY109A	SEMESTER	6
COURSE TITLE	DIDACTICS OF MATHEMATICS II		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	8
WORKSHOPS /FEEDBACK		1	
FIELDWORK SUPERVISION		1	
FIELDWORK (PRACTICUM)		2 weeks	
COURSE TYPE	SKILLS DEVELOPMENT		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/enrol/index.php?id=535		

### (2) LEARNING OUTCOMES

<ul style="list-style-type: none"> <li>• To recognize the mathematical ideas underlying mathematical activities pertaining to the Kindergarten curriculum</li> <li>• To evaluate mathematical activities in terms of their learning objectives and degree of difficulty</li> <li>• To design and implement mathematical activities in the classroom</li> <li>• To analyze and evaluate children's and their own actions during a mathematical activity</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Decision-making</li> <li>• Working independently</li> <li>• Team work</li> <li>• Critique and self-critique</li> </ul>



- Critical and reflective thinking
- Showing social, professional and ethical responsibility

### (3) SYLLABUS

Evaluation, design and implementation of mathematical activities pertaining to the kindergarten curriculum and to the following thematic units:

- **Numbers and Operations**
  - Natural numbers: Structure, meaning, and representation
  - Operations with natural numbers: Models for the operations, strategies
  - Additive and multiplicative structures
  - Teaching approaches for kindergarten children
- **Measurement**
  - Continues quantities, units of measurement, measurement processes.
  - Connections between measurement and number
  - Teaching approaches for kindergarten children
- **Algebra**
  - The foundations of early algebra (patterns, quantitative relations)
  - Teaching approaches for kindergarten children
- **Space and Geometry**
  - Spatial relations
  - Models of space
  - Geometric 2D and 3D shapes
  - Geometric transformations
  - Teaching approaches for kindergarten children
- **Probability**
  - Chance experiments
  - Sample spaces
  - Teaching approaches for kindergarten children
- **Statistics**
  - Categorical data
  - Representational tools
  - Teaching approaches for kindergarten children

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

<b>DELIVERY</b>	Face to face
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• Ecourse</li> <li>• Email</li> <li>• projector</li> </ul>

TEACHING METHODS	Activity	Semester workload
	Lectures (student attendance)	39
	Workshops (attendance)	10
	Workshops (preparation)	20
	Preparation for the workfield (practicum)	35
	Workfield (practicum)	46
	Writing the essay	30
	Preparation for the exams (independent study)	30
	Course total	<b>210</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<ul style="list-style-type: none"> <li>• Written exams (two essay questions, (50%))</li> <li>• Written essay (presentation and analysis of the practicum, 50%)</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

##### ***In Greek:***

Καλδρυμίδου, Μ. (2011). *Διδακτική μαθηματικών II*, Διδακτικές Σημειώσεις. Ιωάννινα: Πανεπιστήμιο Ιωαννίνων.

Καφούση, Σ., & Σκουμπουρδή, Χ. (2008). *Τα Μαθηματικά των παιδιών 4-6 ετών*. Αθήνα: Εκδόσεις Πατάκη.

Τζεκάκη, Μ. (1996). *Μαθηματικές δραστηριότητες για την προσχολική ηλικία*. Αθήνα: Gutenberg.

Van de Walle, J., Lovin, L., Karp, K., & Bay-Williams, J. (2017). *Μαθηματικά από το Νηπιαγωγείο ως το Γυμνάσιο* (Τ. Τριανταφυλλίδης, Επιμ. & Α. Γρίβα, μτφρ). Αθήνα: Gutenberg.

##### ***In English:***

Cai, J., & Knuth, E. (2011). *Early algebraization: A global dialogue from multiple perspectives*. Berlin, Heidelberg: Springer-Verlag.

Clements, D.H., & Sarama, J. (2009). *Learning and teaching early math: The learning trajectories approach*. New York, US: Routledge.

Clements, D.H., Sarama, J., & DiBiase, A.-M. (2004). *Engaging young children in mathematics: Standards for early childhood mathematics education*. Mahwah, NJ: Lawrence Erlbaum.

Cross, C.T., Woods, T.A., & Schweingruber, H. (Eds.). (2009). *Mathematics learning in early childhood: Paths toward excellence and equity*. National Research Council, Committee on Early Childhood Mathematics. Washington, DC: The National Academies Press.

English, L., & Mulligan, J. (Eds.). (2013). *Reconceptualizing early mathematics learning*. Dordrecht: Springer.

Levenson, E., Tirosh, D., & Tsamir, P. (2011). *Preschool geometry: Theory, research, and*

practical perspectives. Rotterdam: Sense Publishers.  
Perry, B., MacDonald, A., & Gervasoni, A. (Eds.). (2015). *Mathematics and transition to school: International perspectives*. Singapore: Springer.  
Watson, A., & Ohtani, M. (Eds.). (2015). *Task design in mathematics education*. Cham: Springer.

***Related Scientific journals:***

*Έρευνα στη Διδακτική των Μαθηματικών*

*Educational Studies in Mathematics*

*International Journal for Mathematics in Education*

*Journal for Research in Mathematics Education*

*Mathematical Behavior*

*Mathematical Thinking and Learning,*

*ZDM Mathematics Education*

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠΝΕ 149	SEMESTER	6
COURSE TITLE	SCIENCE EDUCATION IN EARLY CHILDHOOD II		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES		3	8
WORKSHOPS /LAB TUTORIALS		2	
FIELDWORK (PRACTICUM) SUPERVISION		1	
FIELD WORK (PRACTICUM)		2 weeks	
COURSE TYPE	SKILLS DEVELOPMENT		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<ul style="list-style-type: none"> <li>• Socio-cultural approaches of Science Education.</li> <li>• Scientific methods in organized learning activities.</li> <li>• Aim setting and overcoming contradictions in organized learning activities.</li> <li>• Designing science education projects.</li> <li>• Collaboration and responsibility in Science Education Research.</li> <li>• Teaching of scientific activities in kindergarten.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Decision-making</li> <li>• Team work</li> </ul>

- Project planning and management
- Respect for difference and multiculturalism
- Respect for the natural environment
- Production of free, creative and inductive thinking

### (3) SYLLABUS

- Sociocultural approaches in Science Education-Cultural Historical Activity Theory
- The role of early childhood teacher under the prism of contemporary learning theories.
- Intercultural and interdisciplinary approaches in Science Education.
- The role of the museum in Science Education.
- Environmental issues and sustainability in Science Education.
- Science Education and new technologies.
- Assessment in Science Education.
- Teaching strategies in Science Education
- Early Childhood Curriculum

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

<b>DELIVERY</b>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	ecourse, email, facebook	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Lab tutorials	30
	Study for course preparation	45
	Compulsory kindergarten practice	45
	Kindergarten practice-related assignment preparation	20
	Collaboration with tutor	5
	Exam Preparation	45
	Course total	<b>229</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Compulsory lab tutorial 20% Compulsory kindergarten practice-related assignment 20%	

	<p>Oral exams 60%</p> <p>Research assignment for ERASMUS students 60%</p> <p>Compulsory lab tutorial for ERASMUS students 20%</p> <p>Compulsory kindergarten practice-related assignment for ERASMUS students 20%</p>
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## (5) ATTACHED BIBLIOGRAPHY

### **Suggested bibliography:**

Καριώτογλου, Π. (2006). Παιδαγωγική γνώση περιεχομένου Φυσικών Επιστημών. Θεσσαλονίκη: Γράφημα.

Πλακίτση Κατερίνα (2008). Διδακτική των Φυσικών Επιστημών στην προσχολική και πρώτη σχολική ηλικία: Σύγχρονες τάσεις και προοπτικές. Αθήνα: Πατάκης.

Πλακίτση Κατερίνα (2010) (επιμ.). Επιστήμη και Κοινωνία: Οι Φυσικές Επιστήμες στην Προσχολική Εκπαίδευση σ. 434. E-book available online: [http://users.uoi.gr/5conns/ebook\\_FINAL\\_32.pdf](http://users.uoi.gr/5conns/ebook_FINAL_32.pdf)

Πλακίτση Κατερίνα (2011) (επιμ.). Κοινωνιογνωστικές και κοινωνικοπολιτισμικές προσεγγίσεις στη διδακτική των φυσικών επιστημών στην προσχολική και πρώτη σχολική ηλικία. (Sociocognitive and sociocultural approaches in Science Education for early childhood). Αθήνα: Πατάκης.

Πλακίτση, Κ., Σταμούλης, Ε., Θεοδωράκη Χ., Κολοκούρη, Ε., Νάννη, Ε., Κορνελάκη, Α. (2018). Η Θεωρία της Δραστηριότητας και οι Φυσικές Επιστήμες: Μια νέα διάσταση στην STEAM εκπαίδευση. Αθήνα: Gutenberg–Δαρδανός.

Ραβάνης, Κ. (2003). Δραστηριότητες για το Νηπιαγωγείο από τον κόσμο της Φυσικής. Αθήνα: Δίπτυχο.

Τσελφές, Β. (2011). Galileo Galilei: διάλογος γύρω από τα δυο σημαντικότερα κοσμικά συστήματα. Μια διδακτική προσέγγιση. Αθήνα: δωρεάν, ηλεκτρονικό βοήθημα.

Χρηστίδου, Β. (2008). Εκπαιδεύοντας τα μικρά παιδιά στις Φυσικές Επιστήμες. Ερευνητικοί προσανατολισμοί και παιδαγωγικές πρακτικές. Θεσσαλονίκη: Κυριακίδης.

Plakitsi, K. (2013). ActivityTheoryinFormalandInformalScienceEducation. The Netherlands: Sense Publishers.

Roth, W.-M., Goulart, M. I. M., & Plakitsi, K. (2013). Science during early childhood: A Cultural-Historical Perspective. Dordrecht, TheNetherlands: Springer.

### **Related academic journals:**

e-journal: Research Education: Science and Praxis. Available in:<http://www.lib.uoi.gr/serp/>

## UNIT: LANGUAGE, ARTS, AND EDUCATION

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠΕΥ 602	<b>SEMESTER</b>	6
<b>COURSE TITLE</b>	CREATIVE MUSIC EDUCATION: PRACTICAL ISSUES		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES / SEMINARS		3	4
<b>COURSE TYPE</b>	SPECIALISED GENERAL KNOWLEDGE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/course/view.php?id=632">http://ecourse.uoi.gr/course/view.php?id=632</a>		

### (2) LEARNING OUTCOMES

Learning outcomes
<p><u>Knowledge.</u> Students are expected to:</p> <ul style="list-style-type: none"> <li>• explore ways in which creativity can be developed and enhanced in music educational activities,</li> <li>• learn basic principles for improvisation and composition,</li> <li>• explore alternative ways of designing musical activities that highlight the specificities of the nature of music,</li> <li>• learn methods of evaluation and reflection on music educational practice.</li> </ul> <p><u>Skills.</u> Students are expected to:</p> <ul style="list-style-type: none"> <li>• be able to design and implement (single or group) simple and complex musical activities for kindergarten,</li> <li>• experiment in musical improvisation and composition,</li> <li>• develop skills related to the control of movement and voice,</li> <li>• to practice with simple musical instruments,</li> <li>• develop alternative ways of music notation.</li> </ul> <p><u>Competences.</u> Students are expected to:</p> <ul style="list-style-type: none"> <li>• be positive to musical experimentation, improvisation and composition,</li> <li>• be able to incite children to musical experimentation, improvisation and composition</li> </ul>



and organize activities in this direction, <ul style="list-style-type: none"> <li>• understand the various aspects of musical creativity combined with language and theater,</li> <li>• be able to evaluate and reflect on their music educational activities,</li> <li>• be able to re-design musical activities based on previous experience.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Search for, analysis and synthesis of data and information, with the use of the necessary technology</li> <li>• Adapting to new situations</li> <li>• Decision-making</li> <li>• Working independently</li> <li>• Team work</li> <li>• Working in an international environment</li> <li>• Working in an interdisciplinary environment</li> <li>• Production of new research ideas</li> <li>• Project planning and management</li> <li>• Respect for difference and multiculturalism</li> <li>• Respect for the natural environment</li> <li>• Showing social, professional and ethical responsibility and sensitivity to gender issues</li> <li>• Criticism and self-criticism</li> <li>• Production of free, creative and inductive thinking</li> </ul>

### (3) SYLLABUS

<ul style="list-style-type: none"> <li>• Design of simple and complex musical activities</li> <li>• Using and combining the teaching material that has been already taught</li> <li>• Basic principles of musical improvisation and composition (with voice, musical instruments, body instruments, movement)</li> <li>• Basic principles of non-conventional notation</li> <li>• Implementation of musical activities in practice (in Kindergarten)</li> <li>• Evaluation and reflection on practice</li> <li>• Proposals to improve the activities that have been implemented</li> </ul>
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### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• Use of power point</li> <li>• Use of audio, music and video programs</li> <li>• Use of Internet search programs</li> <li>• Use of e-mail for communication with students</li> <li>• - Use of e-course</li> </ul>	
<b>TEACHING METHODS</b>	<i>Activity</i>	<i>Semester workload</i>

	Lectures	21
	Workshops	18
	Preparation for Workshops exercises and practice in Kindergarten	13
	Musical skills	5
	Evaluation – Reflection	10
	Study during the semester	15
	Preparation for the final exams	17
	Meetings	5
	<b>Course total</b>	<b>104</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<ul style="list-style-type: none"><li>• Participation in compulsory workshops (summative and conclusive)</li><li>• Public presentation of papers and micro-instruction by small groups (2-3 persons), (summative and conclusive)</li><li>• Writing a small paper (summative and conclusive)</li><li>• Final written examinations (short development questions), (summative and conclusive)</li></ul>	
	Evaluations criteria:	
	<ul style="list-style-type: none"><li>• - Understanding of topics - critical and synthetic thinking</li><li>• - Structure of thought (e.g. succession and structure of paragraphs)</li><li>• - Linguistic clarity</li></ul>	
	Compulsory workshop	20%
	Compulsory written work	30%
	Oral examination with written work	80%
Oral examination without written work	50%	

##### (5) ATTACHED BIBLIOGRAPHY

- Bowman, W.D. & Lucia, a. (2012): *The Oxford Handbook of Philosophy in Music Education*. Oxford: UniversityPress.
- Hargreaves, D. (2004). *Η Αναπτυξιακή Ψυχολογία της Μουσικής*. (Μετ. Έ. Μακροπούλου). Αθήνα: Fagotto.
- Jorgensen, E. (1997). *In Search of Music Education*. Urbana & Chicago: University of Illinois Pres.
- Kaiser, H. J. / Nolte, E. (1989 / 2003): *Musikdidaktik. Sachverhalte - Argumente - Begründungen. Ein Lese- und Arbeitsbuch*. Mainz: Schott.
- Pound, L., Harrison, Ch. (2003): *Supporting musical development in the early years*.

Philadelphia: Open University Press

Storms, G. (1996): *100 μουσικά παιχνίδια*. (Επιμ.- μετ. Μιχάλης Τόμπλερ). Αθήνα: Orpheus.

Αντωννάκης, Δ., Χιωτάκη-Ευθυμάκη, Ε. (2007). *Μουσική Παιδαγωγική. Διαθεματικές εφαρμογές για μικρά παιδιά*. Αθήνα: Καστανιώτης

Παπαπαναγιώτου, Ξ. (Επιμ.) (2009). *Ζητήματα Μουσικής Παιδαγωγικής*. Θεσσαλονίκη: ΕΕΜΕ.

## ELECTIVE COURSES

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠΝΕ133	<b>SEMESTER</b>	6
<b>COURSE TITLE</b>	ACTIVITIES AND EDUCATIONAL MATERIALS FOR MATHEMATICS		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
SEMINAR		3	4
<b>COURSE TYPE</b>	SKILLS DEVELOPMENT		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>			
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/enrol/index.php?id=1713">http://ecourse.uoi.gr/enrol/index.php?id=1713</a>		

### (2) LEARNING OUTCOMES

<ul style="list-style-type: none"> <li>• To seek, evaluate, and select activities pertaining to the Kindergarten mathematics curriculum.</li> <li>• To see, evaluate, and select educational material pertaining to the kindergarten mathematics curriculum.</li> <li>• To compare and classify educational materials based on their usability in mathematical activities, and vice versa.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Search for, analysis and synthesis of data and information, with the use of the necessary technology Working independently</li> <li>• Team work</li> <li>• Development of critical thinking, critiquing</li> <li>• Development of free, creative and inductive thinking</li> <li>• Showing professional responsibility</li> </ul>

### (3) SYLLABUS

<ul style="list-style-type: none"> <li>To search for, evaluate, and select activities pertaining to:           <ul style="list-style-type: none"> <li>Geometry</li> <li>Number</li> <li>Algebra</li> <li>Measurement (of length, area, volume)</li> </ul> </li> <li>To search for, evaluate, and select educational materials for mathematics teaching</li> <li>To search for, evaluate, and organize educational materials based on the intended mathematical activity</li> <li>To search for, evaluate, and organize mathematical activities based on the available materials</li> <li>To select mathematical activities and educational materials based on the intended mathematical content</li> </ul>
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### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>Ecourse</li> <li>Email</li> <li>projector</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Participatory attendance	39
	Searching for educational materials and activities	20
	Written essay	46
	Course total	<b>105</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<ul style="list-style-type: none"> <li>Written essay</li> </ul>	

### (5) ATTACHED BIBLIOGRAPHY

<p><b>In Greek</b></p> <p>Kamii, C.K., DeClark, G. (1994). <i>Τα παιδιά ξαναεφευρίσκουν την αριθμητική</i>. Αθήνα: Εκδόσεις Πατάκη.</p> <p>Καφούση, Σ., &amp; Σκουμπουρδή, Χ. (2008). <i>Τα Μαθηματικά των παιδιών 4-6 ετών</i>. Αθήνα: Εκδόσεις Πατάκη.</p> <p>Nunes, T. &amp; Bryant, P. (2007). <i>Τα παιδιά κάνουν Μαθηματικά</i>. Αθήνα: Gutenberg.</p> <p>Σκουμπουρδή, Χ. (2012). Σχεδιασμός ένταξης υλικών και μέσων στη μαθηματική</p>
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εκπαίδευση των μικρών παιδιών. Αθήνα: Εκδόσεις Πατάκη

Τζεκάκη, Μ. (1996). *Μαθηματικές δραστηριότητες για την προσχολική ηλικία*. Αθήνα: Gutenberg.

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Van de Walle, J., Lovin, L., Karp, K., & Bay-Williams, J. (2017). *Μαθηματικά από το Νηπιαγωγείο ως το Γυμνάσιο* (Τ. Τριανταφυλλίδης, Επιμ. & Α. Γρίβα, μτφρ). Αθήνα: Gutenberg.

#### **In English**

Bishop, A., Clements, K., Keitel, Ch., Kilpatrick, J., Laborde, C. (1996). *International Handbook of Mathematics Education*. Dordrecht: KluwerAcademicPublishers.

Copeland, R. (1984). *How children learn mathematics*. New York: Macmillan Publishing Company.

Clements, D.H., Sarama, J., & DiBiase, A.-M. (2004). *Engaging young children in mathematics: Standards for early childhood mathematics education*. Mahwah, NJ: Lawrence Erlbaum.

English, L., & Mulligan, J. (Eds.). (2013). *Reconceptualizing early mathematics learning*. Dordrecht: Springer.

Mansfield, H., Pateman, N. A. & Bednarz, N, (Eds). (1996). *Mathematics for tomorrow's young children*. Dordrecht: KluwerAcademicPublishers.

Watson, A., & Ohtani, M. (Eds). (2015). *Task design in mathematics education*. Cham: Springer.

#### **Related Scientific Journals:**

*Έρευνα στη Διδακτική των Μαθηματικών*  
*Ευκλείδης Γ'*  
*Educational Studies in Mathematics*  
*International Journal for Mathematics in Education*  
*Journal for Research in Mathematics Education*  
*Mathematical Behavior*  
*Mathematical Thinking and Learning,*  
*ZDM Mathematics Education*

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠNEY226	SEMESTER	6
COURSE TITLE	PARENTS COUNSELING		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES		2	4
TUTORIALS		1	
COURSE TYPE	SKILLS DEVELOPPMENT		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<p><b>After the completion of the course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Know the evolution Parenting Schools in Greece and internationally.</li> <li>• Understand concepts related to the function of the Parents Schools / Parent Groups. –</li> <li>• Be able to apply methods of intervention and counseling techniques in contact with their parents at individual and group level.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Decision-making</li> <li>• Working independently</li> <li>• Team work</li> <li>• Working in an international environment</li> <li>• Working in an interdisciplinary environment</li> <li>• Production of new research ideas</li> <li>• Respect for difference and multiculturalism</li> <li>• Showing social, professional and ethical responsibility and sensitivity to gender issues</li> </ul>



### (3) SYLLABUS

- 1. Introductory notions and definitions in Counseling Psychology.
- 2. Aims and types of Counseling Psychology.
- 3. History of Parental Counseling in Greece and other countries. Historical overview. Foundation of Parent Schools.
- 4. Experiences and research data from Parent Schools.
- 5. Methodology of parent schools.
- 6. Themes developing in Parent Schools.
- 7. Parental counseling in school space.
- 8. Parental counseling applications in various developmental stages of children.
- 9. Parental counseling in susceptible social groups.
- 10. Staff training for parental counseling.
- 11. Roles and functions of the Parent School coordinator.
- 12. The counseling process in Parent Schools.
- 13. Development of the dynamics of the Parent School team.
- 14. Development phases of Parent School teams.
- 15. Difficulties and conflicts resolution in Parent School teams.
- 16. Experiential learning through parent counseling.
- 17. Case studies analysis.

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

<b>DELIVERY.</b>	Face to Face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	ICT in Teaching and communication with students	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	26
	Tutorials	13
	Study for course preparation	33
	Collaboration with tutor	3
	Exam Preparation	33
	Course total	<b>108</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<u>Assessment method</u> Optional assignment 20% Written exams with assignment 80% Written exams without assignment 100% Research assignment for ERASMUS students 100%	

	<p>Oral exams 100%</p> <p>Assessment criteria of written exams and assignments:</p> <p>1.Content (understanding, documentation, critical commentary)</p> <p>2.Structurei (modules in the subject deal, linking paragraphs) 3.Language expression (clarity, spelling, syntax, terminology, editing)</p>
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##### (5) ATTACHED BIBLIOGRAPHY

- Braumandl, H., Jansen, G., Luckert, H., Nickel H., Retter, H., Sussmuth, R. (1978). *Certificate for Parents*. Ed. Arsenidi.
- Chourdaki, M. (2000). *Family Psychology*. Athens: Leader.
- Makri-Botsari, E., (2001). *Self Concept and Self Esteem*. Athens:EllinikaGrammata.
- Malikiosi, Loizou, M. (2007). *Counseling Psychology*. Contemporary Approaches. Athens: Atrapos.
- Paraskevopoulos, I.N (2004). *Creativity in School and in The Family*. Athens: Self-Editions.
- Paraskevopoulos, I.N. &Paraskevopoulou, P. (2009). *Daidalos. A progamme of Creativity Development in the family and school*. Editions: Gelbesi.
- Verderber, R. &Verderber, K. (2005). *Skills of Interpersonal Communication*. Athens: Ellin.

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠNE820	<b>SEMESTER</b>	6
<b>COURSE TITLE</b>	SPECIAL ISSUES IN PRACTICUM: ASSESSING THE BEHAVIOR AND PERFORMANCE OF KINDERGARTENERS IN ACTIVITIES RELATED TO POSITIVE SCIENCES.		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES/ INTERACTIVE TEACHING/ WORKSHOPS		3	4
<b>COURSE TYPE</b>	SKILLS DEVELOPMENT		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

Learning outcomes
<ul style="list-style-type: none"> <li>• Recognizing the value of evaluation in the Early Childhood Education Curriculum.</li> <li>• Understanding how to use the appropriate methods and tools for evaluating the behavior and performance of kindergarteners in science-related activities.</li> <li>• Recognizing the importance of valid and timely evaluation of behavioral difficulties in the kindergarten.</li> <li>• Understanding the value of descriptive evaluation of the performance and behavior of kindergarteners in science-related activities.</li> <li>• Understanding how to organize portfolios as a tool for self and peer evaluation of kindergarteners' performance and behavior in science-related activities.</li> <li>• Understanding how to apply the information which arises from using the different methods and tools for evaluating the performance and behavior of kindergarteners in science-related activities, on planning these activities.</li> <li>• Observing each other as a method for students to evaluate their teaching, within the</li> </ul>

framework of their work placement in positive sciences.
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Decision making</li> <li>• Autonomous work</li> <li>• Teamwork</li> <li>• Project planning and management</li> <li>• Working in an interdisciplinary environment</li> <li>• Production of new research ideas</li> <li>• Respect for diversity, the environment and multiculturalism</li> <li>• Demonstration of social, professional and moral responsibility</li> <li>• Practice in criticism and self-criticism</li> <li>• Production of free, creative and inductive thinking</li> </ul>

### (3) SYLLABUS

<ul style="list-style-type: none"> <li>• Evaluation for learning and the evaluation of learning in early childhood education.</li> <li>• Methodology of observation in science-related activities.</li> <li>• Conversation/interviews as a tool for comprehending the child's thought in science-related activities.</li> <li>• The child's self-evaluation.</li> <li>• The child's individual portfolio.</li> <li>• Applying the observation-based information on the planning of science-related activities.</li> <li>• The evaluation of learning in science-related activities.</li> </ul>
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### (4) TEACHING and LEARNING METHODS – EVALUATION

<b>DELIVERY</b>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT to Teaching, Sending Additional Material / Notes and Communicating with Students	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	13
	Interactive teaching	13
	Workshops	13
	Study and analysis of bibliography	30
	Essay writing	30

	Cooperation with the instructor	2
	Preparation of the essay presentation	15
	Course total	116
<b>STUDENT PERFORMANCE EVALUATION</b>	Language of evaluation: Greek Methods of evaluation: Compulsory workshops 30% Essay and public presentation 70%	

## (5) ATTACHED BIBLIOGRAPHY

- Androussou, A., Avgitidou, S., Gourioutou, E. *et al.* (2016). *Candidate Educators Observe, Intervene and Reflect*. Collective Volume (Eds.) Avgitidou S., Tzekaki M. & Tsafos B. Athens: Gutenberg.
- Ανδρούσου, Α, Αυγητίδου, Σ, Γουριώτου, Ε. κ.α. (2016). *Οι Υποψήφιοι Εκπαιδευτικοί Παρατηρούν, Παρεμβαίνουν και Αναστοχάζονται*. Συλλογικός τόμος (Επιμ.) Αυγητίδου Σ, Τζεκάκη Μ & Τσάφος Β. Αθήνα: Gutenberg.
- Dafermou, C., Koulouri, P. & Bassagianni, E. (2006). *Kindergartener's guide: Educational planning – creative learning environments*. Athens: OEDB
- Δαφέρμου, Χ., Κουλούρη, Π. & Μπασαγιάννη, Ε. (2006). *Οδηγός νηπιαγωγού: Εκπαιδευτικοί σχεδιασμοί - δημιουργικά περιβάλλοντα μάθησης*. Αθήνα: ΟΕΔΒ.
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- Διαθεματικό Ενιαίο Πλαίσιο Προγράμματος Σπουδών (ΔΕΠΠΣ) (2003). Φύλλο Εφημερίδας Κυβερνήσεως (Φ.Ε.Κ.) 303 και 304/13-3-03, τεύχος Β', τόμοι Α' και Β'. Αθήνα: Παιδαγωγικό Ινστιτούτο.
- Doni, E. (2015). *Perceptions of preschool teachers for the early detection of early emotional and behavioral difficulties in preschool children: a nationwide survey*. University of Ioannina. School of Education Science. Department of Preschool Education.
- Δώνη, Ε. (2015). *Αντιλήψεις νηπιαγωγών για την πρώιμη ανίχνευση συναισθηματικών και συμπεριφορικών δυσκολιών σε παιδιά προσχολικής ηλικίας: μια πανελλαδική έρευνα*. Πανεπιστήμιο Ιωαννίνων. Σχολή Επιστημών Αγωγής. Τμήμα Παιδαγωγικό Νηπιαγωγών.
- Preschool Education Curriculum: Scientific Field: First School Age* (2014). "New School" NSRF 2007-2013, Operational Programme: Education and Lifelong Learning. Institute for Educational Policy, Ministry for Education and Religious Affairs. Found on <http://repository.edulll.gr/edulll/handle/10795/1947>. Last visited 2<sup>nd</sup> August 2018.
- Πρόγραμμα Σπουδών Νηπιαγωγείου: Επιστημονικό Πεδίο: Πρώτη σχολική ηλικία*. (2014). "Νέο Σχολείο" ΕΣΠΑ 2007-2013, Επιχειρησιακό Πρόγραμμα: Εκπαίδευση και Δια Βίου Μάθηση. Ινστιτούτο Εκπαιδευτικής Πολιτικής, Υπουργείο Παιδείας και Θρησκευμάτων. <http://repository.edulll.gr/edulll/handle/10795/1947>. Ανακτήθηκε από

το διαδίκτυο 2 Αυγούστου, 2018

Kakana, D.M., Botsoglou, K., Chaniotaki, N. & Kavalari, E. (2006) (Ed.) *Evaluation in Education. Pedagogical and teaching dimensions*. Thessaloniki: Kiriakidis.

Κακανά, Δ.Μ., Μπότσογλου, Κ., Χανιωτάκη, Ν. & Καβαλάρη, Ε. (2006) (Επιμ.). *Η αξιολόγηση στην εκπαίδευση. Παιδαγωγική και διδακτική διάσταση*. Θεσσαλονίκη: Κυριακίδης.

McAfee, O., Leong, D.J. & Bodrova, E. *Assessing and guiding young children's development and learning*.

McAfee, O., Leong, D.J. & Bodrova, E. (2010). *Βασικές αρχές της αξιολόγησης στην προσχολική αγωγή και εκπαίδευση*. Αθήνα: Παπαζήση.

Doliopoulou, E. & Gourgiotou, E. (2008). *Evaluation in education, with an emphasis on preschool education*. Athens: Gutenberg.

Ντολιοπούλου, Ε. & Γουργιώτου, Ε. (2008). *Η αξιολόγηση στην εκπαίδευση με έμφαση στην προσχολική*. Αθήνα: Gutenberg.

*The Educator's Guide for Descriptive Evaluation in Preschool Education* (2017). Institute for Educational Policy (IEP). Found on [http://aee.iep.edu.gr/sites/default/files/iep\\_files/iep\\_pdf/](http://aee.iep.edu.gr/sites/default/files/iep_files/iep_pdf/). Last visited 2<sup>nd</sup> August 2018.

Οδηγός Εκπαιδευτικού για την Περιγραφική Αξιολόγηση στο Νηπιαγωγείο (2017). Ινστιτούτο εκπαιδευτικής Πολιτικής (ΙΕΠ). Ανακτήθηκε από το διαδίκτυο, 2 Αυγούστου, 2018: [http://aee.iep.edu.gr/sites/default/files/iep\\_files/iep\\_pdf/](http://aee.iep.edu.gr/sites/default/files/iep_files/iep_pdf/).

Plakitsi K. (2008). *Teaching Natural Sciences to preschool and school children: Contemporary trends and prospects*. Athens: Patakis.

Πλακίτση Κ. (2008). *Διδακτική των Φυσικών Επιστημών στην προσχολική και σχολική ηλικία: Σύγχρονες τάσεις και προοπτικές*. Αθήνα: Πατάκη.

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Ρεκαλίδου, Γ. (2011). *Αξιολόγηση της μάθησης ή αξιολόγηση για τη μάθηση*. Αθήνα: Πεδίο.

Rekalidou, G. (2016). *Evaluation in the kindergarten classroom. What, Why and How?* Athens: Gutenberg.

Ρεκαλίδου, Γ. (2016). *Η Αξιολόγηση στην Τάξη του Νηπιαγωγείου. Τι, Γιατί και Πώς;*. Αθήνα: Gutenberg.

Tzekaki, M. (2007). *Young Children, great mathematical meanings*. Athens: Gutenberg.

Τζεκάκη, Μ. (2007). *Μικρά παιδιά, μεγάλα μαθηματικά νοήματα*. Αθήνα: Gutenberg.

## 7<sup>th</sup> SEMESTER

## COMPULSORY COURSES



## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	NY114A	SEMESTER	7
COURSE TITLE	TEACHING-PRACTICE-I		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES /INTERACTIVE TEACHING		3	6
WORKSHOP		1	
COURSE TYPE	SPECIAL BACKGROUND		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/course/view.php?id=1318		

### (2) LEARNING OUTCOMES

Learning outcomes
<p>The aim of the course is to familiarize students with issues of designing and evaluating the educational process in preschool education in a perspective of reflective evaluation.</p> <p>Upon successful completion of the course, students and students will be able to:</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• Be aware of the basic principles and components of curricula and pedagogical approaches to pre-school education.</li> <li>• Be aware of the general principles of planning the training.</li> <li>• Be aware of the observation method as a basic tool for educational planning.</li> <li>• Recognize the importance of the classroom framework in decision making for the design, implementation and evaluation of educational interventions.</li> <li>• Describe and select teaching methods appropriate for preschool children, taking into account relevant factors.</li> </ul> <p><u>Skills</u></p>

- Recognize the role of key theoretical assumptions for learning and teaching that form the basis of any educational design.
- Take into account the data of the typical or informal learning environment and create and plan learning activities, documenting their methodological choices.
- Plan and plan both short and long-term activities, specify specific goals, link them to more general goals, choose the right content for their goals, and experiment with new methods and tools.

#### Competences

- Take into account modern learning theories and modern teaching approaches to planning activities.
- Evaluate an educational intervention based on its teaching objectives.
- To recognize, analyze and critically approach their personal theories and compare them to the official theories of the science of education.

#### **General Competences**

- Search, analyze and synthesize data and information, using the necessary technologies
- Adapt to new situations
- Decision making
- Autonomous work
- Teamwork
- Working in an interdisciplinary environment
- Production of new research ideas
- Planning of activities
- Respect for diversity and multiculturalism
- Respect for the natural environment
- Demonstrate social, professional and ethical responsibility and gender awareness
- Exercise of criticism and self-criticism
- Promoting free, creative and inductive thinking

### **(3) SYLLABUS**

The thematic units to be developed in the course are:

- The teacher as a proficient professional.
- A theoretical framework for designing and evaluating the learning process.
- Observation and recording as a basic tool of didactic methodology.
- Utilization of the classroom framework for the design of the educational process.
- The teaching objectives in the educational process.
- Design and organization of activities.
- The curriculum of the Kindergarten.
- The conceptual approach of knowledge. The project method and the thematic approach.
- The daily program of Kindergarten.
- Methodological Approaches to the Educational Process.
- Management of the educational process.

- Educational means and learning environment.
- Assessment of the educational process.

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

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in teaching, audiovisual material, electronic communication with students, use of the asynchronous tele-learning platform of the University of Ioannina <a href="http://ecourse.uoi.gr">http://ecourse.uoi.gr</a> for uploading electronic resources, assigning papers and communicating with students.	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Workshop	13
	Study and analysis of bibliography	23
	Oral presentation	18
	Essay writing	40
	Individual study	30
	Course Total	<b>163</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>The assessment of the course is in Greek, it is formative and conclusive and results in combination with the inclusion:</p> <ul style="list-style-type: none"> <li>• the preparation and presentation of individual or group work (30% of the final grade); and</li> <li>• final written test (short answer questions or problem solving or test development questions) (70% of the final grade).</li> </ul> <p>For Erasmus student (s) it is offered the possibility of submitting the work in English.</p> <p>Assessment criteria are communicated to students through the e-course digital platform.</p>	

#### (5) ATTACHED BIBLIOGRAPHY

***Suggested bibliography:***

*Cohen D., Stern V & Balaban N. (1991). Observing and Recording Behavior of Children. Athens: Gutenberg.*

*Helm HJ, Katz L. (2012). The project method in pre-primary and pre-primary education Young researchers. Athens: Metaixmio.*

- Avgitidou S., Tzekaki M. & Tsafos, B. (eds.) (2016). *Candidate teachers observe, intervene and reflect: suggestions to support their practice*. Athens: Gutenberg.
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- Dafermos H., Koulouris P. & Bassagiannis E. (2004). *Nursery Guide. Educational Designs in Creative Learning Environments*. Athens: YPEPTH - Pedagogical Institute.
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- Mclachlan, C., Fleer M., Edwards S. (2017). *Pre-school and first-school curricula. Design, Evaluation and Implementation (Scientific Editing and Introduction: M. Papandreou)*. Gutenberg publications.
- Pandeliadou, S. & Filippidou, D. (ed.). (2013). *Differentiated Teaching: Theoretical Approaches and Educational Practices*. Athens: Field.
- Sakellariou, M. & Konsolas, M., (eds.) (2009). *Basic Principles of Evaluation in Preschool Education and Education*. Athens: Papazisis.
- Sivropoulou, P. (1997). *The organization and design of the area (kindergarten) within the game*. Athens: Patakis.
- Chatzihristou, Ch. (Ed.) (2008). *Social and Emotional Education at School: Educational Material for Teachers and Students*. Athens: Typosito-GiorgosDardanos.
- Chrysafidis, K. (2002). *Experiential-Communicative Teaching. The introduction of the project method in the School*. Athens: Gutenberg.

**-Related academic journals:**

*Investigating the world of the child*

*Modern Kindergarten*

*European Early Childhood Education Research Journal*

*Early Years*

*International Journal of Early Years*

*International Journal of Play*

## COMPULSORY ELECTIVE COURSES

## UNIT: PEDAGOGY

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠΝΥ317	SEMESTER	7
COURSE TITLE	MODERN TRENDS IN EARLY CHILDHOOD EDUCATION		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES / INTERACTIVE TEACHING		3	4
WORKSHOP		1	
COURSE TYPE	SPECIALIZED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	<a href="http://earlychildhoodpedagogy.gr">http://earlychildhoodpedagogy.gr</a>		

### (2) LEARNING OUTCOMES

Learning Outcomes
<p>Students must have:</p> <ul style="list-style-type: none"> <li>• Knowledge of modern programs in Early Childhood Education.</li> <li>• Assessment of the results of modern teaching approaches to educational practice.</li> <li>• Knowledge of alternative ways of educating children and educators.</li> <li>• Awareness raising towards improving the quality of services provided to preschool children.</li> <li>• Assessment of the newer trends that have developed on controversial and important early childhood issues.</li> <li>• Knowledge of Early Childhood Education Programs from International Practice.</li> <li>• Understanding contemporary trends from a comparative perspective that highlights different developments and alternatives to the practice of early childhood education</li> </ul>
General Competences
<ul style="list-style-type: none"> <li>• Adaptation to new situations</li> </ul>

- Decision making
- Independent work
- Teamwork
- Work in an interdisciplinary environment
- Respect for diversity and multiculturalism
- Demonstration of social, professional and ethical responsibility and gender sensitivity
- Exercising criticism and self-criticism
- Production of free, creative and inductive thinking

### (3)SYLLABUS

- The course describes Contemporary Programs outlining the broader epistemological context in the field of Early Childhood Education and Training.
  - Programs from International Practice are presented, which have philosophical and pedagogical excellence and are considered to be representative of those applied in our time.
  - These programs cover areas of knowledge of preschool education as well as efforts to combine pedagogy, good practices and strategies within educational policies. Specifically are presented:
    - A Historical Approach to Early Childhood Education Programs
    - The Head Start Program
    - The Constructivist Approach to Early Childhood Education: Applications to Children's Museums
    - Montessori Education today
    - The Portage Program
    - The Developmental - Interactive Program at Bank Street College
    - The High Scope Program
    - Creativity Development Programs
    - The Kamii - De Vries Program
    - Bereiter - Engelmann - Becker & Distar Behavioral Programs
    - An Intercultural Education Approach
    - A Bilingual Education Approach
    - Education Programs for All Children: A Standard Preschool Program for Children with and without Disabilities
- Presentation of group and individual workshops in the 12th and 13th lessons on the subject of the course

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

<b>DELIVERY</b>	Face to face
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b>	Use of ICT in Teaching, in sending additional educational material / Notes, and in communicating with students



<b>TEACHING METHODS</b>		
	<b>Activity</b>	<b>Semester Workload</b>
	Lectures	26
	Interactive teaching	13
	Workshop	13
	Study and analysis of the literature / Preparation for presentation	30
	Preparation for participation in the Laboratory	13
	Essay writing	20
	Cooperation	5
	Course total	120
<b>STUDENT PERFORMANCE EVALUATION</b>	<ul style="list-style-type: none"> <li>• Language: Greek</li> <li>• Type of Evaluation: Combination of Formative and Conclusion</li> <li>• Evaluation methods: <ul style="list-style-type: none"> <li>I. Independent or Group Written Work</li> <li>II. Written Exams with Questions: <ul style="list-style-type: none"> <li>▪ Development</li> <li>▪ Short Answer</li> <li>▪ Problem Solving</li> </ul> </li> </ul> </li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

Chenfeld, M., Creative experiences for young children, (2000), Portsmouth, NH: Heinemann.

Edwards, C., Candini, L. & Forman, G., Reggio Emilia: The Thousand Languages of Preschool Children, (2000), Athens: Patakis.

Kakana, D., Simoulis, G., (Ed.), Preschool Education in the 21st Century: Theoretical Approaches and Teaching Applications, (2008), Thessaloniki: Epikentro

Koutsouvanou, E., Preschool Programs and the Interdisciplinary Teaching Approach, (2003), Athens: Odysseus.

Doliopoulou, E., Contemporary Programs for Preschool Children, (2000), Athens: Typothito - George Dardanos.

Pantazis, S. & Sakellariou, M. (2005), Preschool Education: Concerns - Suggestions. Athens: Atrapos

Roopnarine, J. & Johnson, Quality Preschool Programs, (2006), Athens: Papazisis.

Spring Project, Developing a Relationship Approach for Peer-Based Experience in Pre-School Classrooms: Working Group and Relationship Skills with Your Class, (2004), Draft

Handbook, University of Brighton.

Freire, P., Ten Letters to Those Who Dare to Teach, Ed. T. Liampas, (2006), Thessaloniki: Epikentro

Hatzigeorgiou, G., (Ed.), Education Texts: John Dewey, (1999), Athens:Atrapos

Institute of Educational Policy, Ministry of Education and Religions (2014a). Kindergarten Curriculum. Retrieved from <http://hdl.handle.net/10795/1947>

## UNIT: LANGUAGE, ARTS, AND EDUCATION

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	PNE 700	<b>SEMESTER</b>	7
<b>COURSE TITLE</b>	GREEK LANGUAGE AND MASS MEDIA: EDUCATIONAL APPLICATIONS AT KINDERGARTEN		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	4
<b>COURSE TYPE</b>	SPECIALBACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK AND ENGLISH LANGUAGE EXAM LANGUAGE: GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	Distance Learning Platform of the University of Ioannina <a href="http://ecourse.uoi.gr">http://ecourse.uoi.gr</a>		

### (2) LEARNING OUTCOMES

Learning outcomes
<p><u>In terms of acquiring knowledge:</u></p> <ul style="list-style-type: none"> <li>• Comprehend the ideological and commercial function of the language in its various uses in the public sphere.</li> <li>• They recognize the effects of the language of the media on the recipients' linguistic repertoire.</li> <li>• They are trained in contemporary media literacy and communication literacy issues, contributing to the formation of a critical mind from pre-school and early age towards different types of public discourse.</li> <li>• They learn to act as critical recipients and active communicators.</li> </ul> <p><u>In terms of acquiring skills:</u></p> <p>They are able to integrate and make use of material derived from the mass media in the teaching of language courses. They use creatively the original linguistic material.</p>

To develop the critical capacity in relation to the socio-political symbols of the messages emanating from the media.

It is able to act as active formers of communication (performers), abandoning the restrictive role of the passive recipient.

In terms of acquiring abilities:

- They cultivate the skill of recognizing and revealing advertising inventiveness that is aimed at childhood.
- Enhance communication skills by harnessing good practices from a portion of the media.
- Acquire the skill of using technology to teach language lessons.

#### **General Competences**

- Search, analyze and synthesize data and information, using the necessary technologies
- Adapt to new situations
- Decision making
- Autonomous work
- Teamwork
- Work in an international environment
- Working in an interdisciplinary environment
- Producing new research ideas
- Demonstration of social, professional and moral responsibility and gender sensitivity
- Exercise of criticism and self-criticism
- Promote free, creative and inductive thinking

### **(3) SYLLABUS**

The course provides a systematic description, interpretation and evaluation of the content of the media (grammar and editing of TV programs, learning of written, visual and oral codes, etc.). In addition, media education is defined as critical treatment and is linked to the concept of enhancing the cognitive and critical skills of teachers and infants. In particular, the following chapters are presented and analyzed:

- Media: definition, summary bibliography
- The texts of the media and their critical analysis.
- The "illusive closeness" stance and the roles of the transmitters and the recipients.
- Basic principles of communication education.
- Literacy in the media.
- The educational movement in the use of SMEs and its relation to the educational process.
- The impact of media programs on the constitution of the social / linguistic identities of infants.
- The use of the language of SMEs in the educational process - The use of authentic material in Kindergarten.
- Recommended educational applications of media language.

- Children in 'reality' - Protecting childhood from the impact of the media.

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

<b>DELIVERY</b>	Face to face Distance learning	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Using the asynchronous e-learning platform of the University of Ioannina <a href="http://ecourse.uoi.gr">http://ecourse.uoi.gr</a>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures attending	39
	Preparation of teamwork	40
	Exams preparation	26
	Tutor's meetings	5
	Total Course	110
<b>STUDENT PERFORMANCE EVALUATION</b>	<ul style="list-style-type: none"> <li>• Assessment language: Greek</li> <li>• To participate in a written test with essay development questions.</li> <li>• Great work with (preferably) research content and presentation in the lesson. Participatory project (20%).</li> <li>• Compiling report papers following attendance of parallel symposia or seminars with invited speakers during the semester.</li> <li>• Response (for ERASMUS students, 100%)</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

- Tsitsanoudis - Mallidis, N. (2011). The language of media at school. A linguistic approach to (pre) schooling. Athens: Lebanon.
- Tsitsanoudis - Mallidis, N. ed. (2016). Greek Language, Communication and Media. From the Archangelic Secretariat to Today. Athens: Gutenberg.
- Tsitsanoudis - Mallidis, N. ed. (2012). Managing pain in the public sphere. From infancy to adulthood. Athens: Predpropos.
- Tsitsanoudis-Mallidis, N. (2013). Language and Greek crisis. An analysis of form and content. New York: Untested Ideas Receiving Center.
- Tsitsanoudis-Mallidis, N. (2010). "Resurgent literacy and mass media in Greece". International Journal of Instructional Media, University of Connecticut, USA, 37 (3), 281-290.
- Tsitsanoudis-Mallidis, N. (2011). "The transformation of television journalistic discourse into

an object of commercial dealing. The Greek Case ". International Journal of Instructional Media, University of Connecticut, USA, 38 (2), 133-146.

Tsitsanoudis-Mallidis N. (2016). "The use of stereotypes and clichéd phrases in Greek journalistic discourse - A teaching proposal related to language courses". Journal of Mother Tongue Education, 4 (1), 64-72.

Tsitsanoudis-Mallidis, N. (2013). "Characteristics of public speech in depictions of the economic crisis in Greece". Linguistics / Glossologia, Annual Greek Journal of General and Historical Linguistics. Department of Linguistics, University of Athens, vol. 21, 39-55.

Tsitsanoudis-Mallidis N. (2018). "Negatives of the public sphere: From the suffering of use to the rapid maturation of trumponomics: an ideologically oriented approach". In K. Dina (ed.) *Figura in praesentia*. Studies dedicated to Professor Thanasis Nakas. Athens: Patakis, 564-580.

## ELECTIVE COURSES



## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠNE 806	<b>SEMESTER</b>	7
<b>COURSE TITLE</b>	ILLUSTRATED/PICTURE BOOKS IN EARLY CHILDHOOD EDUCATION		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
SEMINARS/FIELDWORK/EDUCATIONAL VISITS		4	4
<b>COURSE TYPE</b>	SPECIALIZED GENERAL KNOWLEDGE		
<b>PREREQUISITE COURSES:</b>			
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>	e-Study Guide Departmental Webpages		

### (2) LEARNING OUTCOMES

Learning outcomes
<ul style="list-style-type: none"> <li>Students will be able to deepen their knowledge about aspects of illustrated/picture books and they will examine different styles of children's books layouts, concerning narrative and imagery.</li> <li>Students will be able to further understand the importance of the enjoyment experienced by young children from visual narratives.</li> <li>Students will be able to assess illustrated/picture books for school use with children in Early Childhood Education.</li> <li>Students will be able to focus on planning the use of illustrated/picture books and introducing activities for pedagogical and literacy purposes.</li> <li>Students will be able to contribute to children's developing reading skills by making illustrated/picture book suggestions thus contributing to the renewal of the educational resources by selecting a variety of books.</li> </ul>
General Competences

- Working in an international environment
- Production of free, creative and inductive thinking
- Teamwork
- Working independently
- Production of new research ideas
- Search for, analysis and synthesis of data and information, with the use
- of the necessary technology
- Project planning and management
- Respect for difference and Multiculturalism
- Adapting to new situations

### (3) SYLLABUS

The course examines the illustrated/picture books and focuses on the notion of multimodality, the relationship between words and images and children's enjoyment of the illustrated/picture books within the early childhood education. The course will examine picture books, graphic novels, comics and illustrated books. These categories of children's books will also be used to discuss creative uses of visual narratives and related activities within the early school class. The opportunity of bringing children in contact with different types of illustrated books will be further investigated.

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

<b>DELIVERY.</b>	Face-to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Projector e-mail	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Seminars	39
	Essay	35
	Educational visit	6
	Study and analysis of bibliography	35
	Fieldwork	5
	Course total	120
<b>STUDENT PERFORMANCE EVALUATION</b>	Language of evaluation Greek  100% Essay (compulsory) with oral presentation Summative/Conclusive	

	<p>Marking criteria of essays and Written exams scripts</p> <p>13. Contents (demonstrating understanding of the topic, development of the argument, critical commentary, evidence of bibliography based conclusions).</p> <p>14. Composition and text structuring (sections drawn sufficiently well, cohesion between paragraphs and within a paragraph)</p> <p>15. Language use (correct use of language, precision, appropriate use of grammar, syntax, terminology, and general editing of text)</p>
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#### **(5) ATTACHED BIBLIOGRAPHY**

Νόντελμαν, Π. *Λέξεις για εικόνα* Αθήνα: Πατάκης 2009.

Παπαδάτος, Γ. *Παιδικό Βιβλίο και Φιλαναγνωσία* Αθήνα: Πατάκης 2011.

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	NE116A	<b>SEMESTER</b>	7
<b>COURSE TITLE</b>	ISSUES IN DIDACTICS OF MATHEMATICS IN KINDERGARTEN		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
SEMINAR		3	4
<b>COURSE TYPE</b>	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>			
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/enrol/index.php?id=1397">http://ecourse.uoi.gr/enrol/index.php?id=1397</a>		

### (2) LEARNING OUTCOMES

<ul style="list-style-type: none"> <li>To focus on contemporary issues relative to Didactics of Mathematics in the early years.</li> <li>To seek, evaluate, and select appropriate literature in the areas of their interests.</li> <li>To analyze, to compare, to synthesize, and to present research-based evidence</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>Search for, analysis and synthesis of data and information, with the use of the necessary technology</li> <li>Working independently</li> <li>Development of critical thinking</li> <li>Development of inductive, deductive and creative reasoning</li> </ul>

### (3) SYLLABUS

<ul style="list-style-type: none"> <li>Elaborating on contemporary issues in Didactics of Mathematics in the early years.</li> <li>Seeking and selecting appropriate literature</li> <li>Critical analysis and presentation of scientific articles</li> </ul>
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#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• Ecourse</li> <li>• Email</li> <li>• projector</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Participatory attendance	39
	Seeking and selecting material and presentation	40
	Written essay	40
	Course total	<b>119</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<ul style="list-style-type: none"> <li>• Written essay</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

##### In Greek

Nunes, T. & Bryant, P. (2007). *Τα παιδιά κάνουν Μαθηματικά*. Αθήνα: Gutenberg.

Τζεκάκη, Μ. (2007). *Μικρά παιδιά, μεγάλα μαθηματικά νοήματα*. Αθήνα: Gutenberg

##### In English

Bishop, A., Clements, K., Keitel. Ch., Kilpatrick, J., Laborde. C. (1996). *International handbook of mathematics education*. Dordrecht: KluwerAcademicPublishers.

English, L.D., & Kirshner, D. (Eds.) (2016). *Handbook of international research in mathematics education* (3<sup>rd</sup> ed.). New York, US: Routledge.

Gutiérrez, A., Gilah C. Leder, G.C., & Boero, P. (Eds.). (2016). *The second handbook of research on the psychology of mathematics education*. Rotterdam, The Netherlands: Sense Publisher.

Lerman, S. (Ed.) (2014). *Encyclopedia of mathematics education*. Dordrecht, The Netherlands: Springer.

Mansfield, H., Pateman, N. A. & Bednarz, N, (Eds). (1996). *Mathematics for tomorrow's young children*. Dordrecht: KluwerAcademicPublishers.

Perry, B., MacDonald, A., & Gervasoni, A. (Eds.). (2015). *Mathematics and transition to school: International perspectives*. Singapore: Springer.

##### Related Scientific Journals

*Έρευνα στη Διδακτική των Μαθηματικών*

*Educational Studies in Mathematics*

*International Journal for Mathematics in Education*

*Journal for Research in Mathematics Education*

*Mathematical Behavior*

*Mathematical Thinking and Learning*

*ZDM Mathematics Education*

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠΝΕ 227	<b>SEMESTER</b>	7
<b>COURSE TITLE</b>	EVALUATION AND SPECIAL EDUCATION INTERVENTION PROGRAMS		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES		3	4
<b>COURSE TYPE</b>	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<ul style="list-style-type: none"> <li>• Presentation of specific intervention tests.</li> <li>• Analysis of WISC, DUSS, CAT, RORSCHACH tests.</li> <li>• Conceptualizing the terms “evaluation” and “intervention”</li> <li>• Knowledge of intervention methodology.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Individual work (case study)</li> <li>• Teamwork</li> </ul>

### (3) SYLLABUS

<ul style="list-style-type: none"> <li>• Implementation and analysis of a test for early diagnosis of learning difficulties</li> <li>• Basic intervention programs and methods for children with learning-behavior problems.</li> <li>• Learning strategies in children with learning-behavior problems.</li> </ul>
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#### (4) TEACHING and LEARNING METHODS - EVALUATION

<b>DELIVERY.</b>	Face to Face Lectures	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in teaching and communication with students	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Essay writing	10
	Study for course preparation	30
	Collaboration with tutor	5
	Exam Preparation	30
	Course total	<b>114</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Compulsory assignment 20% Written exams 80% Research assignment for ERASMUS students 100%	

#### (5) ATTACHED BIBLIOGRAPHY

Σταύρου, Λ. (2002). *Διδακτική Μεθοδολογία στην Ειδική Αγωγή*. Αθήνα: Άνθρωπος.

Chethik, M. (2000). *Techniques of Child Therapy: Psychodynamic strategies*. New York, U.S.A.: Guilford.

Μέλλον, Ρ. (1998). *Ψυχοδιαγνωστικές μέθοδοι*. Αθήνα: Ελληνικά Γράμματα

Stavrou, L., & Sarris, D. (1997). L'image du corps chez les infirmes moteurs cérébraux (IMC) au travers des épreuves projectives. *Revue Européene du Handicap Mental*, 4 (16), 17-23.

Sarris, D., & Wallet, J.W. (2002). Dysharmonie cognitive d'évolution et conte-mythe. Etude de cas d'une thérapie des enfants de 5-12 ans à travers les Ateliers d'Expression. *Cahiers de Psychopédagogie Curative et Interculturelle*, 1, 80-96.



## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠNE 229	SEMESTER	7
COURSE TITLE	COGNITIVE AND EDUCATIONAL PSYCHOLOGY ISSUES: SELF REGULATION - SELF-REGULATED LEARNING		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES		2	4
LABORATORY EXERCISES		1	
COURSE TYPE	SKILLS DEVELOPMENT		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (with personal study and preparation of work and exams in English)		
COURSE WEBSITE (URL)			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<ul style="list-style-type: none"> <li>Students, upon successful completion of this course, are expected to have obtained:</li> <li>the understanding the concepts of self-regulation and self-regulated learning;</li> <li>the familiarity with the key issues associated with these concepts;</li> <li>the ability to deepen the concept of self-regulated learning through the study of modern research data;</li> <li>the recognition of the importance of individual differences in the development of self-regulation and its impact on cognitive functions and school learning;</li> <li>the recognition of educational practices through which self-regulated learning can be promoted.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>Search for, analysis and synthesis of data and information, with the use of the</li> </ul>

necessary technology

- Adapting to new situations
- Working independently
- Teamwork
- Respect for diversity, the environment and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

### (3) SYLLABUS

The course includes the following topics:

#### Self-regulation:

- Definition of self-regulation;
- Positive and negative feedback; Self-regulation and self-awareness;
- Self-regulation and volition; Self-regulation and self-control;
- Self-regulation and affect;
- Self-regulation and children; Parents, children and academic failure;
- Teachers and self-regulation;
- Socio-cultural impacts; Self-regulation and development across life-span;

#### Self-regulated learning:

- Constituents and phases of self-regulated learning; Role of metacognition in self-regulation; Development of academic self-regulation;
- Instruction and self-regulation of learning;
- Self-regulated instruction;

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

<b>DELIVERY</b>	Face to Face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in: <ul style="list-style-type: none"> <li>• teaching, laboratory education</li> <li>• communication with students</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	26
	Laboratory practice	13
	Study hours for the preparation of the laboratory practice	13
	Hours for non-directed study	15
	Study hours for the	30

	preparation of the exams	
	Exams	3
	Course total	100
<b>STUDENT PERFORMANCE EVALUATION</b>	Language of evaluation: Greek Methods of evaluation: I. Written examination with a combination of questions (80%): -multiple choice questionnaires -short-answer questions II. Autonomous or Group Written Works - Oral presentation of articles (20%)	

### (5) ATTACHED BIBLIOGRAPHY

#### ***Suggested bibliography:***

Boekaerts, M., Pintrich, P., & Zeidner, M. (2000). *Handbook of self-regulation*. San Diego, CA: Academic.

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

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

Heckhausen, J., & Dweck, C. S. (1998). *Motivation and self-regulation across life span*. Cambridge, UK: Cambridge University Press.

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

Schunk, D. H. (2010). *Θεωρίες μάθησης; Μια εκπαιδευτική θεώρηση*. Αθήνα: Μεταίχμιο.

#### ***Related academic journals***

*Educational Psychology*

*School Psychology Review*

*British Journal of Educational Psychology*

*Hellenic Journal of Psychology*

*Learning and Instruction*

*Learning and Motivation*

*Ψυχολογία (Το περιοδικό της Ελληνικής Ψυχολογικής Εταιρείας)*

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6 <sup>TH</sup>		
<b>COURSE CODE</b>	ΠNE137	<b>SEMESTER</b>	7
<b>COURSE TITLE</b>	THE ROLE OF THE MUSEUM IN SCIENCE AND TECHNOLOGY EDUCATION		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES/ WORKSHOPS/ FIELDWORK		3	4
<b>COURSE TYPE</b>	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

Learning outcomes
<ul style="list-style-type: none"> <li>• Familiarization and critical reflection on Museums' educational programs on teaching science subjects.</li> <li>• Identification of teacher's role in the design, construction and implementation of educational programs.</li> <li>• Design and construction of an educational program for teaching a science subject in a museum.</li> <li>• Design, Analysis and Evaluation of Educational Programs inspired by science education in the light of Activity Theory.</li> <li>• Recognition of the role of collectivity, co-operation and co-responsibility in Science Education inquiry.</li> </ul>
General Competences
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Decision-making</li> <li>• Team work</li> <li>• Project planning and management</li> </ul>

- Respect for difference and multiculturalism
- Production of free, creative and inductive thinking

### (3) SYLLABUS

- The museum in Science Education: Contemporary trends and prospects
- The link between Museum Education and Science Education in research, study curricula and teaching practice.
- Distance Learning museum education. Virtual Tours and Museum kits.
- The relationship of scientific museums and schools in Greece. Possibilities and perspectives.
- Interaction between Natural Science and Technology Museums with the contribution of modern digital technologies.
- Practical/experiential exercise in Nature and the local museum as Science Education spaces.
- Familiarization and critical reflection of educational programs of Museum education for Science education.
- The teacher's role in educational program planning, creation and realization.
- Analysis and evaluation of educational programs in the light of the Activity Theory.

Planning and creation of an educational program for a topic of Science education in museum space.

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

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>		
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	18
	Field work	8
	Workshops	13
	Study for course preparation	36
	Collaboration with tutor	5
	Assignment preparation	40
	Course total	120
<b>STUDENT PERFORMANCE EVALUATION</b>	Mandatory assignment 70% Seminars – Laboratory 20%	

	Field work 10%
	Research study for ERASMUS+ students 100%

## (5) ATTACHED BIBLIOGRAPHY

- Bell, P., Lewenstein, B., Shouse, A.W. & Feder, M.A. (2009). *Learning Science in Informal Environments: People, Places, and Pursuits*. Washington, DC: National Academies Press.
- Bliss, J, Cooper, G., Κολιόπουλος, Δ., Κουλαϊδής, Β., Παβάνης, Κ., Solomon, Ξ., Maher, M. (1997) (ed). *Collective Vision: Studying and sustaining a Children's Museum, Association of Children's Museums*.
- Falk, J. H. (2009). *Identity and the Museum Visitor Experience*. Walnut Creek, CA: Left Coast Press.
- Falk, J., Needham, M., Dierking, L., & Prendergast, L. (2014). *International science centre impact study: Final report*. Corvallis, OR: John H. Falk Research.
- Foot, K. (2014). Cultural-historical activity theory: Exploring a theory to inform practice and research, *Journal of Human Behavior in Social Environments*, 12(3), 329-347. doi: 10.1080/10911359.2013.831011
- Gutwill, J. P., Allen, S. (2012). Deepening Students' Scientific Inquiry Skills During a Science Museum Field Trip. *Journal of the Learning Sciences*, 21(1), 130-181. doi: 10.1080/10508406.2011.555938
- Hein, G. (1998). *Learning in the Museum*, London: Routledge.
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- Science Centre World Summit (SCWS2017). Tokyo Protocol. On the Role of Science Centres and Science Museums Worldwide In Support of the United Nations Sustainable Development Goals. Retrieved from [https://scws2017.org/tokyo\\_protocol/](https://scws2017.org/tokyo_protocol/)
- Silverman, L.H. (2010). *The Social Work of Museums*. London and New York: Routledge.
- Tal, R., Bamberger, Y., Morag, O. (2005). *Guided school visits to natural history museums in Israel: Teachers' roles*. *Science Education*, 89, 920–935.

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠΝΕ 138	<b>SEMESTER</b>	7
<b>COURSE TITLE</b>	INTERCULTURAL EDUCATION PROGRAM PLANNING		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES/INTERACTIVE TEACHING		3	4
<b>COURSE TYPE</b>	SPECIALIZED GENERAL KNOWLEDGE		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<ul style="list-style-type: none"> <li>Addressing and describing the characteristics of intercultural education programs and determining conditions for successful operation.</li> <li>Establishing suitable criteria for running a program effectively, and making critical assessment of intercultural education action plans and materials used.</li> <li>Moving from theory to practice through transforming theoretical principles into planning and organizing intercultural education action plans adapted to each educational context.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>Adapting to new situations</li> <li>Making decisions</li> <li>Building up team work</li> <li>Planning and managing projects</li> <li>Respecting diversity and multiculturalism</li> <li>Supporting creative and inductive thinking</li> </ul>

### (3) SYLLABUS

- Presenting and evaluating intercultural education action plans and programs
- Analyzing various criteria for conducting intercultural education action plans
- Assigning team projects, including project development follow-ups, and holding critical-assessment discussions aiming at project enhancement
- Potential subjects: multiculturalism and interculturalism in school and in society; refugee education; racism; exclusion; hate speech; gender identities and education; bilingualism/multilingualism in school, etc.

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

<b>DELIVERY</b>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• Use of ppt</li> <li>• Video projections &amp; audiovisual material</li> <li>• On-line research</li> <li>• Electronic communication with students</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	9
	Interactive teaching	30
	Study and analysis of bibliography /Project development	45
	Meeting with the Instructor	7
	Project writing	30
	Course total	120
<b>STUDENT PERFORMANCE EVALUATION</b>	<p><u>Language of evaluation</u></p> <p>Greek</p> <p><u>Evaluation method:</u></p> <p>Written project with public presentation 100%</p> <p><u>Evaluation criteria:</u></p> <ul style="list-style-type: none"> <li>• Contents (demonstrating understanding of the topic, development of the argument, critical commentary, evidence of bibliography based conclusions).</li> <li>• Composition and Text Structuring (sections sufficiently drawn, cohesion between paragraphs and within a paragraph)</li> <li>• Language use (correct use of language, precision, appropriate use of grammar, syntax, terminology, and general editing of text)</li> </ul>	



## (5) ATTACHED BIBLIOGRAPHY

- Varnava-Skoura, T. (Ed.).2009. *Pedagogical Actions and Teaching Approaches in a Multicultural Environment. The example of the 132nd Athens Elementary School*. Athens: Doudoumi.
- Baker, C. 2001. *Introduction to Bilingualism and Bilingual Education*. Athens: Gutenberg.
- Vafea, A. (επιμ.) 2000. *The colorful school. An experience of intercultural education through art*. Athens: Nissos.
- Vafea, A., Houdoumadi, A.2017. *The mermaid with the bow tie. Art and activism in pedagogy to combat social exclusion*. Athens: Alexandria.
- Govaris, Ch. 2013. *Teaching and Learning in Intercultural School*. Athens: Gutenberg.
- Derman Sparks, L. 2006. *Fighting prejudices. Pedagogical tools*. Athens: "Schedia" Educational and Artistic Training Center.
- International Amnesty. 2007.*First Steps. A human rights education handbook*. Athens: Patakis.
- EADAP. 2004. *Together: Teachers and Parents in Intercultural School*. Athens: Typothito, G. Dardanos.
- Mitakidou, S., Tressou, E. 2007. *Let me tell you how they will learn*. Athens: Kaleidoscope.
- Skourtou, E. 2011. *Bilingualism in school*. Athens: Gutenberg.
- Triliva, A., Anagnostopoulou, T., Chatzinikolaou, S. 2008. *Neither better nor worse, just different*. Athens: Gutenberg.

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠNE818	<b>SEMESTER</b>	7
<b>COURSE TITLE</b>	ISSUES IN PRACTICUM AT KINDERGARTEN I		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES / WORKSHOPS		3	4
<b>COURSE TYPE</b>	SKILLS DEVELOPMENT		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

Learning outcomes
<ul style="list-style-type: none"> <li>• Identifying the basic principles/concepts of the kindergarten Curriculum.</li> <li>• Identifying educational objectives in a series of organized activities and addressing conflict.</li> <li>• Identifying the basic concepts of interdisciplinarity, team cooperation and diversified pedagogy.</li> <li>• Planning short teaching sessions and comprehensive cross-curricular programmes for early childhood education.</li> <li>• Understanding how to organize learning and teaching in early childhood education.</li> <li>• Recognizing the importance of active parent involvement in the educational process.</li> <li>• Understanding effective classroom management strategies.</li> </ul>
General Competences
<ul style="list-style-type: none"> <li>• Adapting in newsituations</li> <li>• Decisionmaking</li> <li>• Autonomouswork</li> </ul>

- Teamwork
- Working in an interdisciplinary environment
- Respect for diversity, the environment and multiculturalism
- Demonstration of social, professional and moral responsibility
- Practice in criticism and self-criticism
- Production of free, creative and inductive thinking

### (3) SYLLABUS

- The current kindergarten curriculum.
- The structure of the daily kindergarten curriculum.
- The organization of indoor and outdoor kindergarten spaces. Playtime inside the kindergarten.
- Classroom management. Promoting healthy classroom relations. Classroom rules. Effective classroom management strategies. Addressing problematic behaviors.
- Learning frameworks in early childhood education: playtime, routine, everyday life situations, chance or current events, explorations, organized activities or an organized activity schedule.
- Characteristics and basic principles of the current kindergarten curriculum.
- Learning units of the curriculum, and methodology.
- Cooperation with the family members. Ways of active parent involvement.

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

<b>DELIVERY</b>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT to Teaching, Sending Additional Material / Notes and Communicating with Students	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	13
	Workshops	26
	Study and analysis of bibliography	40
	Cooperation with the instructor	5
	Study hours for essay-writing and examination preparation	40
	Course total	124
<b>STUDENT PERFORMANCE</b>	Language of evaluation: Greek	

<b>EVALUATION</b>	<p>Methods of evaluation:</p> <ul style="list-style-type: none"> <li>• Compulsory laboratory work: 20%</li> <li>• Autonomous written works with public presentation: 20%</li> <li>• Oral examination with short-answer questions and open-ended questions: 60%</li> </ul>
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## (5) ATTACHED BIBLIOGRAPHY

- Aggelaki, C., Golfinou, G., Didachou, E., Papadaku, E. & Riga, B. (2012). *4+1 keys for the Kindergarten's self-training*. Athens: OMEP.
- Αγγελάκη, Χ., Γκολφινού, Γ., Διδάχου, Ε., Παπαδάκου, Ε. & Ρήγα, Β. (2012). *4+1 κλειδιά για την αυτομόρφωση της νηπιαγωγού*. Αθήνα: ΟΜΕΠ.
- Alevriadou, A., Vrinioti, K., Kiridis, A., Sivropoulou-Theodossiadi, E. & Chrissafidis, K. (2008). *Guide for the all-day school*. Athens: Patakis.
- Αλευριάδου, Α., Βρυνιώτη, Κ., Κυρίδης, Α., Σιβροπούλου-Θεοδοσιάδου, Ε. & Χρυσάφιδης, Κ. (2008). *Οδηγός Ολοήμερου*. Αθήνα: Πατάκη.
- Androussou, A., Avgitidou, S., Gouriou, E. et al. (2016). *Candidate Educators Observe, Intervene and Reflect*. Collective Volume (Eds.) Avgitidou, S., Tzekaki, M. & Tsafos, B. Athens: Gutenberg.
- Ανδρούσου, Α., Αυγητίδου, Σ., Γουριώτου, Ε. κ.α. (2016). *Οι Υποψήφιοι Εκπαιδευτικοί Παρατηρούν, Παρεμβαίνουν και Αναστοχάζονται*. Συλλογικός τόμος (Επιμ.) Αυγητίδου Σ., Τζεκάκη Μ. & Τσάφος Β. Αθήνα: Gutenberg.
- Alevriadou, A., Brynioti, K., Kyridis, A., Sivropoulou-Theodossiadi, E. & Chrysafidis, K. (2008). *Οδηγός Γονέα*. Αθήνα: Πατάκη.
- Alevriadou, A., Vrinioti, K., Kiridis, A., Sivropoulou-Theodossiadi, E. & Chrissafidis, K. (2008). *Guide for Parents*. Athens: Patakis.
- Giotsa, A. & Doni, E. (2012). Cooperation and Development of team dynamics in preschool education. An experiential approach. In: S. Pantazis, Th. Bakas, M. Sakellariou & E. Kenouriou (Eds.), 2<sup>nd</sup> Conference on Preschool Education, 22-24 October 2012. Ioannina, (volume B, pp: 452-466).
- Γιώτσα, Α. & Δώνη, Ε. (2012). Συνεργασία και Ανάπτυξη της δυναμικής της ομάδας στο νηπιαγωγείο. Μια βιωματική προσέγγιση. Στο Σ. Πανταζής, Θ. Μπάκας, Μ. Σακελλαρίου & Ε. Κανούριου (Επιμ.), 2<sup>ο</sup> Συνέδριο Προσχολικής Αγωγής, 22-24 Οκτωβρίου 2012 (Β' Τόμος, σσ. 452-466). Ιωάννινα.
- Dafermou, C., Koulouri, P. & Bassagianni, E. (2006). *Kindergarten's guide: Educational planning – creative learning environments*. Athens: OEDB.
- Δαφέρμου, Χ., Κουλούρη, Π. & Μπασαγιάννη, Ε. (2006). *Οδηγός νηπιαγωγού: Εκπαιδευτικοί σχεδιασμοί - δημιουργικά περιβάλλοντα μάθησης*. Αθήνα: ΟΕΔΒ.
- Interdisciplinary Integrated Curricular Framework (ΔΕΠΠΣ) (2003). Greek Government Gazette (FEK) 303 and 304 of 13/03/03, Issue B, volumes A and B. Athens: Pedagogical Institute.
- Διαθεματικό Ενιαίο Πλαίσιο Προγράμματος Σπουδών (ΔΕΠΠΣ) (2003). Φύλλο Εφημερίδας Κυβερνήσεως (Φ.Ε.Κ.) 303 και 304/13-3-03, τεύχος Β', τόμοι Α' και Β'. Αθήνα:

Παιδαγωγικό Ινστιτούτο.

Doni, E. (2015). *Perceptions of preschool teachers for the early detection of early emotional and behavioral difficulties in preschool children: a nationwide survey*. University of Ioannina. School of Education Science. Department of Preschool Education.

Δώνη, Ε. (2015). *Αντιλήψεις νηπιαγωγών για την πρώιμη ανίχνευση συναισθηματικών και συμπεριφορικών δυσκολιών σε παιδιά προσχολικής ηλικίας: μια πανελλαδική έρευνα*. Πανεπιστήμιο Ιωαννίνων. Σχολή Επιστημών Αγωγής. Τμήμα Παιδαγωγικό Νηπιαγωγών.

*Preschool Education Curriculum: Scientific Field: First School Age* (2014). "New School" NSRF 2007-2013, Operational Programme: Education and Lifelong Learning. Institute for Educational Policy, Ministry for Education and Religious Affairs. Found on <http://repository.edulll.gr/edulll/handle/10795/1947>. Last visited 2<sup>nd</sup> August 2018.

*Πρόγραμμα Σπουδών Νηπιαγωγείου: Επιστημονικό Πεδίο: Πρώτη σχολική ηλικία*. (2014). "Νέο Σχολείο" ΕΣΠΑ 2007-2013, Επιχειρησιακό Πρόγραμμα: Εκπαίδευση και Δια Βίου Μάθηση. Ινστιτούτο Εκπαιδευτικής Πολιτικής, Υπουργείο Παιδείας και Θρησκευμάτων. Ανακτήθηκε από το διαδίκτυο, 2 Αυγούστου, 2018: <http://repository.edulll.gr/edulll/handle/10795/1947>.

## 8<sup>th</sup> SEMESTER

## COMPULSORY COURSES

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	NY117a	SEMESTER	8
COURSE TITLE	TEACHING-PRACTICE-II		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES / INTERACTIVE TEACHING		4 weeks X 3 hours	10
SEMINARS		9 weeks X 3 hours	
WORKSHOPS		4 weeks X 3 hours	
FIELDWORK (PRACTICUM)		4 weeks x 25 hours	
COURSE TYPE	SPECIAL BACKGROUND		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/course/view.php?id=1319		

### (2) LEARNING OUTCOMES

Learning outcomes
<p>The main aim of the course is to gain experience from taking up a full educational work in kindergarten and the theoretical documentation and critical analysis of this experience.</p> <p>After the successful completion of the course students are expected to:</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• To approach the educational process as an exploratory process.</li> <li>• Be aware of the structure and operation of the Kindergarten.</li> <li>• Identify the factors that affect the classroom's educational framework.</li> </ul>



- Be aware of the basic principles for designing educational interventions.
- Be aware of the basic methods and tools for observing, recording, analyzing and interpreting the educational framework.
- Recognize the value of the systematic evaluation of the educational act.

#### Skills

- To plan and plan both short and long-term activities, to shape the area of the kindergarten to frame the learning process, to select the appropriate content for their goals and to experiment with new methods and instruments.
- Plan, test in practice and evaluate learning actions for small and large groups.
- Develop an open and flexible learning environment to facilitate the development of children all over the world.

#### Competences

- To realize their personal educational theory and to reform it through act and reflection.
- To collaborate creatively with their classmates and classroom teachers.
- Critically reflect on teaching and learning.

#### **General Competences**

- Search, analyze and synthesize data and information, using the necessary technologies
- Adapt to new situations
- Decision making
- Autonomous work
- Teamwork
- Working in an interdisciplinary environment
- Production of new research ideas
- Planning of activities
- Respect for diversity and multiculturalism
- Respect for the natural environment
- Demonstrate social, professional and ethical responsibility and gender awareness
- Exercise of criticism and self-criticism
- Promoting free, creative and inductive thinking

### **(3) SYLLABUS**

Course content includes lectures, laboratory exercises, seminars and placement at certified pre-school units in the city of Ioannina. During the lectures, laboratory exercises and seminars, the students deepen into the process of observation and recording, interpretation and evaluation of information and the stages of planning, implementing and evaluating their teaching interventions. During their placement in kindergartens, feedback and support seminars are held, and after the end of their placement, laboratory exercises are organized to present the work of the students and to develop and implement reflection and self-evaluation. Placement is compulsory with the aim of completing a full four-week course of work within four (4) weeks. Paired students are familiar with the classroom / kindergarten environment, the group of children, the classroom and the socio-cultural context of the

classroom. The students explore the classroom learning environment by implementing targeted observations based on specific observation points in order to design their teaching interventions according to the characteristics of the children and the classroom conditions in which they will act and undertake full-time teaching and assessment work small and large groups.

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

<b>DELIVERY.</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Audiovisual material, use of ICT in teaching, communication with students, use of the asynchronous tele-learning platform of the University of Ioannina <a href="http://ecourse.uoi.gr">http://ecourse.uoi.gr</a> .	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures and Interactive Teaching	12
	Seminars	27
	Workshops	12
	Independent Study	50
	Fieldwork (Placement)	100
	Essay writing	50
	Course Total	<b>251</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>The evaluation of students and students is done in Greek and includes:</p> <ul style="list-style-type: none"> <li>• Oral presentation (20% of the final grade)</li> <li>• Individual and group work included in the student's personal portfolio, such as observation sheets etc. (80% of the final grade).</li> </ul> <p>Assessment criteria are communicated to students through the e-course digital platform</p>	

#### (5) ATTACHED BIBLIOGRAPHY

##### ***Suggested bibliography:***

- Cohen D., Stern V & Balaban N. (1991). *Observing and Recording Behavior of Children*. Athens: Gutenberg.
- Helm HJ, Katz L. (2012). *The project method in pre-primary and pre-primary education Young researchers*. Athens: Metaixmio
- Avgitidou S., Tzekaki M. & Tsafos, B. (eds.) (2016). *Candidate teachers observe, intervene and reflect: suggestions to support their practice*. Athens: Gutenberg.
- Avgitidou, S. (2008). *Cooperative Learning in Preschool Education: Research and*

*Applications. Athens: Gutenberg.*

*Avgitidou, S. (2014). Teachers as Researchers and Target Professionals: Supporting Vocational Learning for Participatory and Cooperative Education. Athens: Gutenberg.*

*Avgitidou, S. Tzekaki, M. & Tsafos, B. (2016) (Ed.). Candidate teachers observe, intervene and reflect. Proposals to support their internship. Athens: Gutenberg.*

*Avgitidou, S. (eds.) (2001). The Game: Contemporary Research and Teaching Approaches. Athens: Typosito-GiorgosDardanos.*

*Koutsouvanou, E. (1999). Social Sciences in Preschool Education. Athens: Odysseus.*

*Pandeliadou, S. & Filippidou, D. (ed.). (2013). Differentiated Teaching: Theoretical approaches and educational practices. Athens: Field.*

*Sakellariou, M. & Konsolas, M., (eds.) (2009). Basic Principles of Evaluation in Preschool Education and Education. Athens: Papazisis.*

*Sakellariou, M. (2011). Introduction to Teaching of Pedagogical Work*

*Sirvopoulou, P. (1997). The organization and design of the area (kindergarten) within the game. Athens: Patakis.*

*Chatzihristou, Ch. (Ed.) (2008). Social and Emotional Education at School: Educational Material for Teachers and Students. Athens: Typosito-GiorgosDardanos.*

*Chrysafidis, K. (2002). Experiential-Communicative Teaching. The introduction of the project method in the School. Athens: Gutenberg.*

***Related academic journals:***

*Ερευνώντα τον κόσμο του παιδιού*

*Σύγχρονο Νηπιαγωγείο*

*European Early childhood Education Research Journal*

*Early Years*

*International Journal of Early Years*

## COMPULSORY ELECTIVE COURSES

## UNIT: SOCIAL SCIENCES IN EDUCATION

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠNEY 214	SEMESTER	8
COURSE TITLE	SYSTEMIC APPROACH OF THE FAMILY		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES		2	4
TUTORIALS		1	
COURSE TYPE	GENERAL BACKGROUND		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<p><b>After the completion of the course, the students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Know the basic concepts for the family, such as family patterns, structure, dynamics functions, subsystems, roles and locations, contact the family, family relations.</li> <li>• Understand the differences between the different approaches for the family.</li> <li>• Apply emotional education and different culture techniques in school and family systems.</li> <li>• Promote a variety of ways to promote school-family collaboration.</li> <li>• To make analysis of case-studies.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Decision-making</li> <li>• Working independently</li> <li>• Team work</li> <li>• Project planning and management</li> </ul>

- Respect for difference and multiculturalism
- Criticism and self-criticism
- Research process planning

### (3) SYLLABUS

- Study of the family during 20th century.
- Family types and definitions.
- Specification criteria of family types.
- The Greek family.
- Development stages in the family.
- Psychological study of the family. Psychodynamic approach of the family. Behavioristic approach of the family.
- Systemic approach of the family.
- Structure and function of the family.
- The main subsystems of the family. Roles in the family. The subsystem of the spouses. The subsystem of the parents. The subsystem of the siblings.
- Leadership in the family.
- Family and boundaries. The concept of boundary. Factors determining boundaries inside the family. Boundary types in the family system. Open, closed and functional boundaries. Boundary formation in each developmental stage of the child.
- Emotional learning in the family. Results of emotional learning. Emotional learning as a developmental stage. Emotional learning and self-control.
- Types of education in the family.
- Stages of emotional learning. Strategies of emotional learning in the family.
- Emotional learning in various ages.
- Family and school. The school as a system.
- School and family communication models.
- Parental involvement.
- Family and values. Experiences and research data.
- Cross cultural study of the family.

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

<b>DELIVERY.</b>	Face to Face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	ICT in Teaching and communication with students	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	26
	Tutorials	13
	Study for course	33

	preparation	
	Collaboration with tutor	3
	Exam Preparation	33
	Course total	<b>108</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<u>Assessment method</u> Optional assignment 20% Written exams with assignment 80% Written exams without assignment 100% Research assignment for ERASMUS students 100% Oral exams 100%  Assessment criteria of writtens exams and assignements: 1.Content (understanding, documentation, critical commentary) 2.Structurei (modules in the subject deal, linking paragraphs) 3.Language expression (clarity, spelling, syntax, terminology, editing)	

#### (5) ATTACHED BIBLIOGRAPHY

- Georgas, J., Berry, J., van de Vivjer, F., Kagitcibasi,C., &Poortinga, Y. (2006). *Families across cultures. A 30 nation Psychological study*. Cambridge: Cambridge University Press.
- Georgiou S. (2011). *School, Family and the child's Development*. Athens: Diadrasi.
- Georgiou S. (2005). *Psychological Approach of the Family Systems*. Athens: Atrapos.
- Gottman, J., (2011). *Children's Emotional Intelligence*. Athens: Pedio Books.
- Papadioti-Athanasiou, V. (2014). *Family and Boundaries*. Athens: Topos.
- Piga, A.V. (2014). *Contemporary Greek Family*. Athens: Topos.
- Chatzichristou, Ch. (2008). *Social and Emotional Health Promotion*. Athens: Gutenberg-Dardanos



## UNIT: MATHEMATICS, SCIENCE AND TECHNOLOGY EDUCATION

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠNE136	<b>SEMESTER</b>	8
<b>COURSE TITLE</b>	ISSUES IN SCIENCE EDUCATION		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES /INTERACTIVE TEACHING		3	4
<b>COURSE TYPE</b>	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/course/view.php?id=689">http://ecourse.uoi.gr/course/view.php?id=689</a>		

### (2) LEARNING OUTCOMES

Learning outcomes
<ul style="list-style-type: none"> <li>• In depth study of Science Education issues; study of scientific concepts as well as the didactic mediation in teaching and learning.</li> <li>• Awareness of pupils' scientific views in designing Science Education topics.</li> <li>• The design of educational material in order to be able to teach Science Education topics.</li> <li>• Collaboration and interaction of university students while they design and organize Science Education topics.</li> <li>• Development of comprehensive projects in order to be able to teach Science Education topics.</li> </ul>
General Competences
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Decision-making</li> <li>• Team work</li> <li>• Project planning and management</li> </ul>

- Respect for difference and multiculturalism
- Respect for the natural environment
- Production of free, creative and inductive thinking

### (3) SYLLABUS

- The nature of science.
- Learning theories and teaching strategies in Science Education –The teacher's role in Science Education.
- Cooperative learning and teaching in Science Education.
- Curricula for Science Education - Science Education in early childhood education.
- Historical and philosophical dimensions of natural sciences in Science Education.
- Cultural-Historical Activity Theory and Science Education.
- Teaching living things.
- Teaching the water cycle.
- Teaching air pollution.
- Teaching floating and sinking concepts.
- Teaching Space, Planets, Earth.
- Teaching traditional and contemporary ways of production in relation to human needs.
- Intercultural and interdisciplinary approaches in Science Education.

*\* The themes mentioned above are only indicative and may differ according to the participants' preferences.*

*\* The study of each topic includes the following: the subject of knowledge, the difficulties encountered by children in understanding the relative concepts, suggested side activities, teaching tools and series of activities or projects focusing on each topic.*

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

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Asynchronous distance learning platform of University of Ioannina: <a href="http://ecourse.uoi.gr">http://ecourse.uoi.gr</a> .	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	39
	Study for course preparation	36
	Assignment preparation	40
	Collaboration with tutor	5

	Course total	<b>124</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<ul style="list-style-type: none"> <li>• Compulsory assignment 100%</li> <li>• Research assignment for ERASMUS students 100%</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

##### **Suggested bibliography:**

- Cole, M., Kaptelinin, V., Nardi, B., & Vadeboncoeur, J. A. (2016). *Scale, Agency, and Relationships: The Work of Cultural-Historical and Activity Theoretical Research*. *Mind, Culture, and Activity*, 23(2), 93–94. <http://doi.org/10.1080/10749039.2016.1176837>
- Engeström, Y. (1999). *Activity theory and individual and social transformation*. In Y. Engeström, R. Miettinen, & R.- L. Punamäki (Eds.). *Perspectives on activity theory* (pp.19-38). New York: Cambridge University Press.
- Engeström, Y. (2016). *Foreword: Making Use of Activity Theory in Educational Research*. In D. Geder & J. Williams (Eds.), *Activity Theory in Education* (pp. vii-ix), The Netherlands: Sense Publishers.
- Lederman, N & Lederman J. (2012). *Nature of Scientific Knowledge and Scientific Inquiry: Building Instructional Capacity Through Professional Development*. In B. Fraser, K. Tobin & C. McRobbie (Eds). *Second International Handbook of Science Education Volume I* (pp. 335-360). New York: Springer.
- Matthews, M. (2007). *Διδάσκοντας Φυσικές Επιστήμες, Ο ρόλος της Ιστορίας και της Φιλοσοφίας των Φυσικών Επιστημών στη Διδασκαλία των Φυσικών Επιστημών*. Επιμ. Φ. Σέρογλου, μτφ. Α. Μουμτζή, Επίκεντρο: Αθήνα. Τίτλος πρωτοτύπου: Matthews, M. (1994). *Science Teaching-The Role of History and Philosophy of Science*. New York: Routledge.
- Plakitsi, K. (2013). *Activity Theory in Formal and Informal Science Education*. The Netherlands: Sense Publishers.
- Roth, W.-M. (2004). *Activity Theory and education: An introduction*. *Mind, Culture, and Activity*, 11(1), 1-8. [http://dx.doi.org/10.1207/s15327884 mca1101\\_1](http://dx.doi.org/10.1207/s15327884 mca1101_1)
- Νάννη, Ε. (2017). *Η Θεωρία της Δραστηριότητας στην εκπαίδευση των εκπαιδευτικών της πρωτοβάθμιας εκπαίδευσης στη διδασκαλία θεμάτων των Φυσικών Επιστημών σε τυπικά και μη τυπικά περιβάλλοντα μάθησης. Η περίπτωση της έμβιας ύλης. Αδημοσίευτη διδακτορική διατριβή, σελ. 400. Ιωάννινα: Πανεπιστήμιο Ιωαννίνων.*
- Παιδαγωγικό Ινστιτούτο. (2003). *Διαθεματικό Ενιαίο Πλαίσιο Προγραμμάτων Σπουδών (Δ.Ε.Π.Π.Σ.) και Αναλυτικά Προγράμματα Σπουδών (Α.Π.Σ.) Υποχρεωτικής Εκπαίδευσης*. Ανακτήθηκε 13 Φεβρουαρίου, 2018, από <http://ebooks.edu.gr/new/ps.php>
- Παιδαγωγικό Ινστιτούτο. (2011). *Πρόγραμμα Σπουδών Νηπιαγωγείου*. Αθήνα: Παιδαγωγικό Ινστιτούτο.
- Πλακίτση, Κ. (2008). *Διδακτική των Φυσικών Επιστημών στην Προσχολική και στην Πρώτη Σχολική Ηλικία. Σύγχρονες Τάσεις και Προοπτικές*. Αθήνα: Εκδόσεις Πατάκη.
- Πλακίτση, Κ. (Επιμ.) (2012). *Κοινωνιογνωστικές και κοινωνικοπολιτισμικές προσεγγίσεις στη*

διδασκτική των φυσικών επιστημών στην προσχολική και πρώτη σχολική ηλικία. (*Sociocognitive and sociocultural approaches in Science Education for early childhood*). Αθήνα: Πατάκης.

Πλακίτση, Κ., Σταμούλης, Ε., Θεοδωράκη Χ., Κολοκούρη, Ε., Νάννη, Ε., Κορνελάκη, Α. (2018). *Η Θεωρία της Δραστηριότητας και οι Φυσικές Επιστήμες: Μια νέα διάσταση στην STEAM εκπαίδευση*. Αθήνα: Gutenberg–Δαρδανός.

Ραβάνης, Κ. (2008). *Οι Φυσικές Επιστήμες στην Προσχολική Εκπαίδευση*. Αθήνα: ΕκδόσειςΤυπωθήτω.

**Related academic journals:**

e-journal: *Science Education: Research and Praxis*. Available in: <http://www.lib.uoi.gr/serp/>

## UNIT: LANGUAGE, ART, AND EDUCATION

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠNE 813	<b>SEMESTER</b>	8
<b>COURSE TITLE</b>	ADVANCED STUDIES IN VISUAL ART PRACTICE, APPLICATIONS		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES/ INTERACTIVE TEACHING /WORKSHOP EXERCISES		3	4
<b>COURSE TYPE</b>	SKILLS DEVELOPMENT		
<b>PREREQUISITE COURSES:</b>	NO		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/course/view.php?id=1717">http://ecourse.uoi.gr/course/view.php?id=1717</a>		

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<p>The course 'content includes the acquaintance with specific themes of visual expression such as collage, mosaic, theatre puppets as well as the design of learning plans of the above objects for pre-school and first-school children.</p> <ul style="list-style-type: none"> <li>• Expand their knowledge on visual tools</li> <li>• Develop basic knowledge and gain personal experience and a positive attitude towards visual creation through complex ways and techniques.</li> <li>• To acquire basic knowledge and to experiment with the creation of collage projects by applying different techniques and combining heterogeneous materials</li> <li>• Understand and learn instruments and techniques for the creation of mosaic works</li> <li>• Understand the medium of the visual doll as a tool for expressing people, especially in the field of education</li> <li>• Create / build dolls using different techniques and using mixed materials</li> <li>• • Design learning activities related to the visual applications of collage, mosaic, visual art for pre-school and early school age</li> </ul>

### Learning outcomes

The course aims to improve students' skills in the following:

- Autonomous work
- Design of composite artworks
- Promote free creative thinking and imagination.
- Exercise of criticism and self-criticism
- Respect for diversity and multiculturalism
- Production of new research ideas

### (3) SYLLABUS

Students and students attending this lesson discover the collage technique by performing works using a) flat surfaces; b) flat surfaces of different texture; c) embossed materials.

They will use different materials such as adhesives, resin varnishes,

They will create mosaics by portraying specific artworks and familiarizing themselves with various techniques

There are materials and techniques for making dolls and scenery objects.

The puppet as an object is a key to imagination, reflection, entertainment, the expression of both the creator and the viewer. This is the basic principle that governs the lesson.

On the occasion of an artwork, students and students create puppets/ heroes using various techniques and materials. Characters are designed and the doll's behavior is developed.

By embracing and inspiring an artwork, students and students, applying one of the specific themes they learned during the course, will describe in detail a teaching plan for preschool and first school age.

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

DELIVERY	Face to face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY	<ul style="list-style-type: none"><li>• Use of ICT in teaching, laboratory education, communication with students</li><li>• Using the e-learning platform of the University of Ioannina <a href="http://ecourse.uoi.gr">http://ecourse.uoi.gr</a></li></ul>	
TEACHING METHODS	Activity	Semester workload
	Lectures	13
	Individual workshop practice (exercises)	20
	Group workshop practice (exercises)	6
	Preparation for Workshops exercises and constructions	37



	Essay writings	36
	Course total	112
<b>STUDENT PERFORMANCE</b>	Examination with delivery of compulsory jobs: <ul style="list-style-type: none"> <li>• Portfolio / works made during the semester. (50% of the final grade)</li> <li>• written essay (on the occasion of a work of art, design a teaching plan related to one of the visual applications taught) (50% of the final grade)</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

Σάλλα – Δοκουμετζή Τ. (1996), *Δημιουργική φαντασία και τέχνη*, Αθήνα: Εξάντας

Μαγουλιώτης Α. (2009), *Κούκλες στην Κοινωνία στις Τέχνες, στην Επικοινωνία*, Βόλος: Πανεπιστημιακές Εκδόσεις Θεσσαλίας

Βασιλείου Κ. (2014), *Τέχνη και Δημιουργικότητα*, Αθήνα: Πλέθρον

Μαγουλιώτης Α. (2000), *Κατασκευές για : Κολάζ, Θέατρο, Αρχιτεκτονική*, Αθήνα: Gutenberg

Γκαγιώ Μπερνάρ Α. (2002), *Πλαστικές Τέχνες, Στοιχεία μιας Διδακτικής Κριτικής*, Αθήνα: Νεφέλη

Μαγουλιώτης Α. (2014), *Εικαστική Αγωγή, Αθήνα: Συμμετρία*

Μουζακίτη Φ. (2003) *Φόρμα, Η οπτική γλώσσα στο σύγχρονο σχεδιασμό*, Αθήνα: Οδυσσέας.

Zeki S. (2002), *Εσωτερική όραση*, Ηράκλειο: Πανεπιστημιακές Εκδόσεις Κρήτης

Χολέβας Ν. Θ. (1982), *Γεωμετρικές χαράξεις και τέχνη*, Αθήνα: ΑΣΚΤ

Erstein Α. Τρίμη Ε. (2005), *Εικαστικές Τέχνες και παιδιά*, Αθήνα: Τυποθήτω – Γ. Δαρδάνος

Τσιάρρα, Κοζάκου Ο. (2000), *Εισαγωγή στην Εικαστική Γλώσσα*, Αθήνα: Gutenberg .

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠNE439	SEMESTER	8
COURSE TITLE	THEATRE PLAY		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
INTERACTIVE TEACHING		1	4
WORKSHOP PRACTICES		1	
IMPROVISATION- DRAMATIZATION OF THEATRE AND LITERATURE TEXTS		1	
COURSE TYPE	SKILLS DEVELOPMENT		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION AND EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
The basic instructions concerning the initiation of <i>Theatre Play</i> in education through Theatre Improvisations, exercises of the group's coherence, of consolidation in the nonverbal expression, of direct invention of speech and action, of reaction before abstract concepts and the embrace between the imaginative and the divine,
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Decision-making</li> <li>• Working independently</li> <li>• Team work</li> <li>• Working in an interdisciplinary environment</li> <li>• Project planning and management</li> <li>• Respect for difference and multiculturalism</li> </ul>

- 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

### (3) SYLLABUS

The game as an inherited recollection of the primordial customs and Rites

- Exercises of Theatrical transubstantiation and enchantment: from the predominance, the sanctity of the Human Body up to the aspects of non-verbal communication
- The cultivation of Motor-Sensory Intelligence through the Theatre Play
- Appearances of the Theatre Play leading to the development of Human attitude: The consolidation of the improvising roles
- Dramatization- The cyclic Chorus: an Act of harmony and good order
- The supremacy of the substance and theatricality of popular narration
- The significance of the theatrical pedagogy, the elision of rotation and the succession of the levels- Constructions of Theatre Expression: The Sentimental Memory, the archetypal experience of imitation-mimesis the articulations of the concealed thought, the spectrum of silence, the stoutness of empathy, the dramatic detachment, the alluring divergency, the emotional immobility, the motor-sensory transgression, the game of coherences and multi-culturalism, the crafty intellect-metis, the rhythmical homogeny, the stage grace and fear, the Aristotelean excessive pains- περὶ ὠδινίης, the emotional totality, the accomplice distance of the Mask, the engrossing ritual of participation and disguise, the psycho-mobility
- The Performing Body of Narration, ascendancy, proliferation, de-construction, self-sarcasm, its rhythmical eventualities, passion-pathos and bathos
- The transmutation of imitation into an image of Re-presentation -Human movement as a shape instigated by its own intelligence- The Language of the Motor-Sensory intelligence and the impenetrable complexions of Dramatic Art
- The Aesthetical, precious profits of Theatre-Play which promote the Sociability of the Individual
- The rapture of the feast, the emotivity of the role, the utmost ardour of the senses, the unaffected melodiousness of the gestures, the revelry of Human existence, the extolling solemnity of sharing, the multifarious forcefulness of the animator
- The borrowed disguises of the ravishing game, the defeat of the boredom deriving from the expected, the abrogation of the stereotypes, the impregnable, prolific revelations, the grievously voluptuous contests with the captivating culminations and exits
- Theatre, the exceeding bodily Language, the salutary detachment of the Coryphaeus, the eldest exuberant messenger of Democracy denoting the supremacy of individuations
- The Cultural predominance of empathy

- The inestimable importance of Playing the Other -Innovative Structures and Activities for the reinforcement of the Participant's skillfulness of Theatre Knowledge, in general.

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

<b>DELIVERY</b>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>		
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Participation in the independent teaching activities	39
	Preparation of individual and team assignments	20
	Preparation of workshop exercises	20
	Preparation for the exams	21
	Course total	100
<b>STUDENT PERFORMANCE EVALUATION</b>	<ul style="list-style-type: none"> <li>• Written Exams <ul style="list-style-type: none"> <li>▪ Short-answer questions</li> <li>▪ Essay questions</li> </ul> </li> <li>• Essay/report</li> <li>• Oral examination <ul style="list-style-type: none"> <li>▪ Artistic performance</li> </ul> </li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

Αίσωπος, Μύθοι: Πρώτες Νεοελληνικές Μεταφράσεις, Α. Νούκιος, Γ. Αιτωλός, Εστία, Αθήνα 1993.

Μουδατσάκης Τ., Η Ορθοφωνία στο Θέατρο και στην Εκπαίδευση» - Στοιχεία Φωνητικής και Μέθοδος Αγωγής του Λόγου, Εξάντας, Αθήνα 2000.

Κουρετζής Λ., Το Θεατρικό Παιχνίδι-Παιδαγωγική Θεωρία, Πρακτική και Θεατρολογική Προσέγγιση, Καστανιώτης, Αθήνα 1991.

## ELECTIVE COURSES

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	<b>ΠΝΕ 139</b>	<b>SEMESTER</b>	8
<b>COURSE TITLE</b>	CULTURE AND SOCIETY		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES/INTERACTIVE TEACHING		3	4
<b>COURSE TYPE</b>	GENERAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/enrol/index.php?id=1709">http://ecourse.uoi.gr/enrol/index.php?id=1709</a>		

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<ul style="list-style-type: none"> <li>• Having an overall awareness about scientific development regarding the concept of culture, and gaining a better understanding of its two fundamental and theoretical approaches: universalism and cultural relativism.</li> <li>• Studying intercultural relationships and interaction; also, understanding the effects of cultural contact on structuring social and cultural hierarchies.</li> <li>• Understanding discrimination theories and practices, as means for protecting hierarchies and maintaining social inequality.</li> <li>• Identifying and analyzing socio-psychological mechanisms that influence intergroup relationships.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Respecting otherness and multiculturalism.</li> <li>• Having the ability to realize scientific approaches concerning the concept of culture from the 18th century onward.</li> <li>• Incorporating the phenomenon of modern-day migration and multiculturalism into a broader historical reality, and understanding issues and challenges connected with all</li> </ul>

the above.

- Practicing active reading on the phenomenon of acculturation, that is, the ways and typology used in cultural interaction, during which transformation occurs within the interactive cultural patterns.
- Realizing and dealing with the aftereffects of the social phenomena being under study, in regard to education.

### (3) SYLLABUS

An in-depth analysis on the concept of culture, in the way that it was formed through social and anthropological approaches and theories during the last three centuries. Emphasis is given to studying the relation between personal and group culture, and to how the latter affects the former. The aim here is to establish the relationship between culture and identity, especially cultural identity as a product of social construction. Within the framework of modern-day multicultural societies, where the association between cultural identity and social integration or exclusion is decisive, a study on issues such as human rights, (neo)racism, ethnocentrism, stereotypes and prejudice, the process of acculturation and the relevant strategies adopted by the dominant, or non-dominant social groups during their interaction within a common social context is considered necessary. The theoretical approach to the above issues is then followed by addressing and pedagogically dealing with them in school.

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

<b>DELIVERY</b>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	<ul style="list-style-type: none"> <li>• Use of ppt</li> <li>• Video projections</li> <li>• On-line research</li> <li>• Electronic communication with students</li> <li>• e-course platform</li> </ul>	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	26
	Interactive teaching	13
	Study and analysis of bibliography	26
	Essay writing/exam preparation	45
	Meeting with the Instructor	10
	Course total	120
<b>STUDENT PERFORMANCE EVALUATION</b>	<u>Language of evaluation</u> Greek; English for Erasmus students	

	<p><u>Evaluation methods:</u></p> <p>Written work (optional) 20%</p> <p>Short research projects (optional) 20%</p> <p>Final examination (essay &amp; problem solving) with optional assignment 80%</p> <p>Final examination (essay &amp; problem solving) without optional assignment 100%</p> <p>Research project for ERASMUS students 50%</p> <p>Public presentation for ERASMUS students 50%</p> <p><u>Evaluation criteria:</u></p> <ul style="list-style-type: none"> <li>✓ Contents (demonstrating understanding of the topic, development of the argument, critical commentary, evidence of bibliography based conclusions).</li> <li>✓ Composition and Text Structuring (sections sufficiently drawn, cohesion between paragraphs and within a paragraph)</li> <li>✓ Language use (correct use of language, precision, appropriate use of grammar, syntax, terminology, and general editing of text)</li> </ul>
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##### (5) ATTACHED BIBLIOGRAPHY

- Androussou, A., Askouni, N. 2009. *Cultural, otherness, and human rights. Educational challenges*. Athens: Metehmio.
- Baros, V, Stergiou, L, Chatzidimou K. (Eds). 2014. *Intercultural communication and education issues*. Athens: Metadrasi.
- Chrysohoou, X. 2011. *Multicultural Reality. Social determinations of cultural diversity*. Athens: Pedio.
- Cuche, D. 2001. *The notion of culture in social sciences*. Athens: Typothito-Dardanos.
- Govaris, Ch., Theodoropoulou, E., Kontakos, A. 2007. *The pedagogic challenge of Multiculturalism*. Athens: Atrapos.
- International Amnesty. 2007. *First Steps. A human rights education handbook*. Athens: Patakis.
- H.O.U. 2017. *The non acceptance of alterity: Representations of alterity, social exclusion, hate speech*. PRESSProject- Refugee phenomenon aspects. Unit 2: Hellenic Open University.
- Lévi- Strauss, C. 2003. *Race and History-Race and Culture*. Athens: Patakis.
- Smith, P. (2006). *Cultural Theory. An introduction*. Athens: Kritiki.
- Vernikos, Dasakolopoulou. 2002. *Multiculturalism. Aspects of cultural identity*. Athens: Kritiki.



## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠNE126	<b>SEMESTER</b>	8
<b>COURSE TITLE</b>	ENVIRONMENTAL EDUCATION		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES / FIELDWORK		3	4
<b>COURSE TYPE</b>	SPECIAL BACKGROUND		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION and EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/course/view.php?id=578">http://ecourse.uoi.gr/course/view.php?id=578</a> <a href="http://ecourse.uoi.gr/course/view.php?id=1656">http://ecourse.uoi.gr/course/view.php?id=1656</a>		

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<ul style="list-style-type: none"> <li>• Working on Research Case Studies</li> <li>• Development of environmental awareness</li> <li>• Study of changing attitudes towards environmental issues</li> <li>• Participatory Methods on managing of environmental issues</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Decision-making</li> <li>• Team work</li> <li>• Project planning and management</li> <li>• Respect for difference and multiculturalism</li> <li>• Respect for the natural environment</li> <li>• Working in a transdisciplinary environment</li> <li>• Citizenship</li> </ul>

### (3) SYLLABUS

- Objective and aims of Environmental Education.
- Methodology of Environmental Education.
- Environmental Education and curricula.
- Didactic strategies and tools of Environmental Education Programs.
- Basic concepts of Ecology-Ecology and the environment.
- Pollution of the environment.
- The environment-development and quality of life.
- Practice and field work on environmental issues
- Energy Management Systems

*\* The themes mentioned above are only indicative and may differ according to the participants' preferences.*

*\* The study of each topic includes the following: the subject of knowledge, the difficulties encountered by students in understanding the relative concepts, suggested side activities, teaching tools and series of activities or projects focusing on each topic.*

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

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Asynchronous distance learning platform of University of Ioannina: <a href="http://ecourse.uoi.gr">http://ecourse.uoi.gr</a> .	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures	26
	Labs-Field work	13
	Study for course preparation	36
	Assignment preparation	40
	Collaboration with tutor	5
	Course total	<b>120</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<ul style="list-style-type: none"> <li>- Small assignments-Compulsory assignment or many assignments 100%</li> <li>- Research assignment for ERASMUS students 100%</li> </ul>	

### (5) ATTACHED BIBLIOGRAPHY

#### ***Suggested bibliography:***

*Plakitsi, K. (2013). Activity Theory in Formal and Informal Science Education. The*

*Netherlands: Sense Publishers.*

Roth, W.-M., Goulart, M. I. M., & Plakitsi, K. (2013). *Science during early childhood: A Cultural-Historical Perspective*. Dordrecht, The Netherlands: Springer.

Education for people and planet: creating sustainable futures for all; Global education monitoring report, 2016;summary

<https://unesdoc.unesco.org/ark:/48223/pf0000245745>

Transforming our world: the 2030 Agenda for Sustainable Development

<https://sustainabledevelopment.un.org/post2015/transformingourworld>

**Related academic journals:**

e-journal: Research Education: Science and Praxis. Available in: : <http://www.lib.uoi.gr/serp/>

[http://www.ekt.gr/el/news/23328?fbclid=IwAR3t\\_OqorJmiskxOL8-Y2NybvhpkcWk1mFlN5jq4MLZ8bVbE9y2fODczGDU](http://www.ekt.gr/el/news/23328?fbclid=IwAR3t_OqorJmiskxOL8-Y2NybvhpkcWk1mFlN5jq4MLZ8bVbE9y2fODczGDU)

## COURSE OUTLINE

### (1) GENERAL

SCHOOL	SCHOOL OF EDUCATION		
ACADEMIC UNIT	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
LEVEL OF STUDIES	6		
COURSE CODE	ΠNE316	SEMESTER	8
COURSE TITLE	DEVELOPMENT OF OPEN DISTANCE LEARNING COURSES		
INDEPENDENT TEACHING ACTIVITIES		WEEKLY TEACHING HOURS	CREDITS
LECTURES		2	
LABORATORY EXERCISES		1	
COURSE TYPE	SKILLS DEVELOPMENT		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTIONS AND EXAMINATION:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	http://ecourse.uoi.gr/enrol/index.php?id=998		

### (2) LEARNING OUTCOMES

Learning Outcomes
<p>The course aims to:</p> <ul style="list-style-type: none"> <li>• introduce students to the development of distance learning courses, in open educational systems</li> <li>• help students understand the operation of distance learning systems,</li> <li>• make use of the University of Ioannina e-course structure.</li> </ul> <p>Students are expected to:</p> <ul style="list-style-type: none"> <li>• know about concepts related to the organization and exploitation of distance education systems.</li> <li>• to design online courses using free online distance learning tools.</li> </ul>
General Competences
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Decision making</li> <li>• Teamwork</li> </ul>

- Project planning and management
- Promoting creative and inductive thinking
- Criticism and self-criticism

### (3) SYLLABUS

- Planning and development of distance learning systems.
- Distance learning system categories.
- Distance learning online tools.
- Distance learning system assessment.

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

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES</b>	Computers, Projector, Internet, e-course.	
<b>TEACHING METHODS</b>	<b>ACTIVITY</b>	<b>SEMESTER WORKLOAD</b>
	Lectures	26
	Lab tutorials	13
	Planning and presentation of program/activities	25
	Collaboration with tutor	5
	Lab exercises preparation	10
	Assignment writing	40
	Total hours	<b>119</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	<p>Students can choose either</p> <p>Written exams with assignment 100%</p> <p>Or</p> <p>Written exams 100%</p> <p>or</p> <p>Oral exams 100%</p> <p>Research assignment for ERASMUS students 70%</p> <p>Compulsory Workshop for ERASMUS students 30%</p>	

## (5) ATTACHED BIBLIOGRAPHY

Melton, R.F. (2002). *Planning and Developing Open and Distance Learning: A Framework for Quality*. United Kingdom : Routledge.

Jung, I. (2019). *Open and Distance Education Theory Revisited*. Singapore: Springer.

Patrick Blessinger and T.J. Bliss, ( 2016). *Open education: international perspectives in higher education*. Cambridge, UK, Open Book Publishers, <https://doi.org/10.1080/02680513.2019.1577728>.

Madeleine Bornschlegl & D. Cashman (2019) *Considering the role of the distance student experience in student satisfaction and retention*. Open Learning: The Journal of Open, Distance and e-Learning, 34:2, 139-155, DOI: 10.1080/02680513.2018.1509695.

Adil Fathelrahman (2019) *Using reflection to improve distance learning course delivery: a case study of teaching a management information systems course*. Open Learning: The Journal of Open, Distance and e-Learning, 34:2, 176-186, DOI: 10.1080/02680513.2018.1508338.

Journals:

*Open Learning: The Journal of Open, Distance and e-Learning*.

*The American Journal of Distance Education*

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠNE802	<b>SEMESTER</b>	8
<b>COURSE TITLE</b>	DESIGN AND EVALUATION OF MATHEMATICS TEACHING IN KINDERGARTEN		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
SEMINAR		3	4
<b>COURSE TYPE</b>	SKILLS DEVELOPMENT		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK / ENGLISH FOR ERASMUS STUDENTS' EVALUATION		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>	<a href="http://ecourse.uoi.gr/enrol/index.php?id=1714">HTTP://ECOURSE.UOI.GR/ENROL/INDEX.PHP?ID=1714</a>		

### (2) LEARNING OUTCOMES

<ul style="list-style-type: none"> <li>• To design structured sequences of mathematical activities, taking into consideration the learning trajectories of mathematical concepts and procedures in the given mathematics curriculum.</li> <li>• To plan and organized their teaching taking into consideration various factors affecting the development of mathematical knowledge (cognitive, metacognitive, affective).</li> <li>• To recognize the factors that influence the degree of difficulty of mathematical tasks.</li> <li>• To differentiate the design of their activities.</li> <li>• To evaluate and critique their and their peers' activities.</li> <li>• To be informed about monitoring and assessment strategies regarding the children's mathematics activity as well as their own teaching activity.</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Decision making</li> <li>• Working independently</li> <li>• Project planning</li> </ul>

- Showing professional responsibility
- Critique and self-critique

### (3) SYLLABUS

- Management of the kindergarten mathematics curriculum: Long-term planning of instruction
- Design of instruction taking into considerations cognitive, metacognitive and affective factors influencing mathematics learning
- Differentiation of instruction: Embedding principles and strategies in teacher plans
- Monitoring and evaluation of children's mathematical activity and teacher's self-assessment: Embedding principles and strategies in teacher plans

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

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Ecourse Email projector	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Participatory attendance	39
	Development and presentation of a program of activities	40
	Written essay	40
	Course total	<b>119</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Written essay (also for Erasmus students)	

### (5) ATTACHED BIBLIOGRAPHY

#### ***In Greek***

Τζεκάκη, Μ. (1996). *Μαθηματικές δραστηριότητες για την προσχολική ηλικία*. Αθήνα: Gutenberg.

Van de Walle, J., Lovin, L., Karp, K., & Bay-Williams, J. (2017). *Μαθηματικά από το Νηπιαγωγείο ως το Γυμνάσιο* (Τ. Τριανταφυλλίδης, Επιμ. & Α. Γρίβα, μτφρ). Αθήνα: Gutenberg.

#### ***In English***

Clements, D.H., Sarama, J., & DiBiase, A.-M. (2004). *Engaging young children in mathematics: Standards for early childhood mathematics education*. Mahwah, NJ: Lawrence Erlbaum.



- Cross, C.T., Woods, T.A., & Schweingruber, H. (Eds.). (2009). *Mathematics learning in early childhood: Paths toward excellence and equity*. National Research Council, Committee on Early Childhood Mathematics. Washington, DC: The National Academies Press.
- Greer, G., Mukhopadhyay, S., Powell, A.B., & Nelson-Barber, S. (Eds.). (2009). *Culturally responsive mathematics education*. New York: Routledge.
- Leder, G., & Pehkonen, E., & Törner, G. (Eds.) (2002). *Beliefs: a hidden variable in mathematics education?* (pp. 247-270) Dordrecht: Kluwer Academic Publishers.
- Muskin, J.A. (2015). *Student learning assessment and the curriculum: Issues and implications for policy, design and implementation*. Geneva: International Bureau of Education.
- Remillard, J., Herbel-Eisenmann, B., & Lloyd, G. (Eds.). (2009). *Mathematics teachers at work: Connecting curriculum materials and classroom instruction*. New York: Routledge.
- Sarama, J., & Clements, D. H. (2009). *Early childhood mathematics education research: Learning trajectories for young children*. New York: Routledge.
- Watson, A., & Ohtani, M. (Eds.). (2015). *Task design in mathematics education*. Cham: Springer.

#### ***Related scientific journals***

*Έρευνα στη Διδακτική των Μαθηματικών*

*Educational Studies in Mathematics*

*International Journal for Mathematics in Education*

*Journal for Research in Mathematics Education*

*Mathematical Behavior*

*Mathematical Thinking and Learning,*

*ZDM Mathematics Education*

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠNE422	<b>SEMESTER</b>	8
<b>COURSE TITLE</b>	HEALTH EDUCATION II		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
INTERACTIVE TEACHING		3	4
<b>COURSE TYPE</b>	SPECIALISED GENERAL KNOWLEDGE		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	YES		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

<b>Learning outcomes</b>
<ul style="list-style-type: none"> <li>• To promote personal skills and self-esteem of young children</li> <li>• To enhance social skills of young children</li> <li>• To handle difficult and stressful situations at school setting</li> </ul>
<b>General Competences</b>
<ul style="list-style-type: none"> <li>• Respect for difference and multiculturalism</li> <li>• Showing social, professional and ethical responsibility and sensitivity to gender issues</li> <li>• Adapting to new situations</li> <li>• Decisionmaking.</li> <li>• Criticism and self-criticism</li> <li>• Team work</li> <li>• Production of free, creative and inductive thinking</li> <li>• Working in an interdisciplinary environment</li> </ul>

### (3) SYLLABUS

The course focuses on team centred learning where the dynamics of the team are exploited and activates learning in action. In team-centered learning there is an emphasis on cognitive processes, without omitting the importance of the emotional state of the individuals. Moreover the phenomena of interaction and interdependence among the team members promote experiential learning. In the educational program there is use of experiential behavioural and cognitive techniques (dramatization, role playing, story analysis, skill exercise, brainstorming etc.)

The course contains the following units:

- Basic operation conditions of the team. Developmental stages of the team. The role of the coordinator.
- Creating with an interested team.
- Learning cooperation.
- Myself. Self-esteem enhancement techniques. Growing and changing.
- The family. Handling family conflicts.
- Similarities and differences. Others and I – Friends.
- Social influences of decision-making (family, friends, mass media, educators).
- Co-existing with others, creating, breaking and maintaining relationships.
- Interest for others. People helping me.
- Recognizing and expressing emotions. Facing intense emotions. Loss and sorrow.
- Conflict resolution. The importance of determination, overcoming, cowardice, and aggression handling in social relationships.
- Introduction to critical thinking and responsible decision-making. Cognitive mistakes.
- Usual stressful situations. Stress management techniques.
- “Don’ts” skills. The importance of independent thinking.
- Enhancement of self-care emotions.
- Course assessment in the context of the team.

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

<b>DELIVERY</b>	Face to face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT in communication with students	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Interactive teaching	39
	Team and personal preparation for role playing	25
	Course assessment in	20

	the context of the team.	
	Tutor's collaboration hours	6
	Course total	<b>100</b>
<b>STUDENT PERFORMANCE EVALUATION</b>	Language of evaluation: Greek Methods of evaluation: <ul style="list-style-type: none"> <li>• Using theoretical background in problem solving within the school setting 60%</li> <li>• Course and personal assessment in the context of the team 40%</li> </ul>	

#### (5) ATTACHED BIBLIOGRAPHY

- Κουρμούση Ν. Κουτράς Β (2013) *Βήματα για τη ζωή*, Αθήνα: ΣΟΚΟΛΗ & ΚΟΥΛΕΔΑΚΗ
- Κουρμούση Ν. (2013) *Προγράμματα προαγωγής ψυχικής υγείας στην Πρωτοβάθμια εκπαίδευση* Αθήνα: ΣΟΚΟΛΗ & ΚΟΥΛΕΔΑΚΗ

## COURSE OUTLINE

### (1) GENERAL

<b>SCHOOL</b>	SCHOOL OF EDUCATION		
<b>ACADEMIC UNIT</b>	DEPARTMENT OF EARLY CHILDHOOD EDUCATION		
<b>LEVEL OF STUDIES</b>	6		
<b>COURSE CODE</b>	ΠNE819	<b>SEMESTER</b>	8
<b>COURSE TITLE</b>	ISSUES IN PRACTICUM AT KINDERGARTEN II		
<b>INDEPENDENT TEACHING ACTIVITIES</b>		<b>WEEKLY TEACHING HOURS</b>	<b>CREDITS</b>
LECTURES / WORKSHOPS		3	4
<b>COURSE TYPE</b>	SKILLS DEVELOPMENT		
<b>PREREQUISITE COURSES:</b>	NONE		
<b>LANGUAGE OF INSTRUCTION AND EXAMINATIONS:</b>	GREEK		
<b>IS THE COURSE OFFERED TO ERASMUS STUDENTS</b>	NO		
<b>COURSE WEBSITE (URL)</b>			

### (2) LEARNING OUTCOMES

Learning outcomes
<ul style="list-style-type: none"> <li>• Recognizing the value of evaluation in the Analytical Preschool Education Curriculum.</li> <li>• Recognizing the importance of acquiring an evaluation culture in the educational process.</li> <li>• Understanding the importance of descriptive evaluation in preschool education.</li> <li>• Planning and evaluating comprehensive cross-curricular programmes for early childhood education.</li> <li>• Understanding how to organize individual portfolios as a tool for self and peer evaluation in early childhood education..</li> <li>• Recognizing the importance of active parent involvement in the evaluation of their children.</li> </ul>
General Competences
<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Decision making</li> <li>• Autonomous work</li> </ul>

- Teamwork
- Project planning and management
- Working in an interdisciplinary environment
- Respect for diversity, the environment and multiculturalism
- Demonstration of social, professional and moral responsibility
- Practice in criticism and self-criticism
- Production of free, creative and inductive thinking

### (3) SYLLABUS

- Evaluation in early childhood education.
- The role of observation in the educational process.
- Methodology of observation.
- From observing to recording, analyzing and interpreting.
- Using the observation-based information to plan the educational process.
- Conversation/interviews as a tool to get to know the children.
- The child's self-evaluation.
- The child's individual portfolio.
- The evaluation of the educational process.
- Applying evaluation on the planning and organization of the educational process.
- Making children's learning visible to parents: teachers' records and communication.

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

<b>DELIVERY</b>	Face-to-face	
<b>USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY</b>	Use of ICT to Teaching, Sending Additional Material / Notes and Communicating with Students	
<b>TEACHING METHODS</b>	<b>Activity</b>	<b>Semester workload</b>
	Lectures - attendance	13
	Workshops	26
	Study and analysis of bibliography	20
	Essay writing	20
	Cooperation with the instructor	5
	Preparation for the presentation of the essay	4
	Preparation for the workshops	20

	Course total	108
<b>STUDENT PERFORMANCE EVALUATION</b>	Language of evaluation: Greek Methods of evaluation: <ul style="list-style-type: none"> <li>• Workshop deliverables: 30%</li> <li>• Written essay and presentation 70%</li> </ul>	

##### (5) ATTACHED BIBLIOGRAPHY

- Androussou, A., Avgitidou, S., Gourioutou, E. *et al.* (2016). *Candidate Educators Observe, Intervene and Reflect*. Collective Volume (Eds.) Avgitidou S., Tzekaki M. & Tsafos B. Athens: Gutenberg.
- Ανδρούσου, Α, Αυγητίδου, Σ, Γουριώτου, Ε. κ.α. (2016). *Οι Υποψήφιοι Εκπαιδευτικοί Παρατηρούν, Παρεμβαίνουν και Αναστοχάζονται*. Συλλογικός τόμος (Επιμ.) Αυγητίδου Σ, Τζεκάκη Μ & Τσάφος Β. Αθήνα: Gutenberg.
- Dafermou, C., Koulouri, P. & Bassagianni, E. (2006). *Kindergartener's guide: Educational planning – creative learning environments*. Athens: OEDB
- Δαφέρμου, Χ., Κουλούρη, Π. & Μπασαγιάννη, Ε. (2006). *Οδηγός νηπιαγωγού: Εκπαιδευτικοί σχεδιασμοί - δημιουργικά περιβάλλοντα μάθησης*. Αθήνα: ΟΕΔΒ.
- Interdisciplinary Integrated Curricular Framework (ΔΕΠΠΣ) (2003). Greek Government Gazette (FEK) 303 and 304 of 13/03/03, Issue B, volumes A and B. Athens: Pedagogical Institute.
- Διαθεματικό Ενιαίο Πλαίσιο Προγράμματος Σπουδών (ΔΕΠΠΣ) (2003). Φύλλο Εφημερίδας Κυβερνήσεως (Φ.Ε.Κ.) 303 και 304/13-3-03, τεύχος Β', τόμοι Α' και Β'. Αθήνα: Παιδαγωγικό Ινστιτούτο.
- Doni, E. (2015). *Perceptions of preschool teachers for the early detection of early emotional and behavioral difficulties in preschool children: a nationwide survey*. University of Ioannina. School of Education Science. Department of Preschool Education.
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