**COURSE OUTLINE**

**(1) GENERAL**

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| **SCHOOL** | EDUCATION SCIENCES |
| **ACADEMIC UNIT** | EARLY CHILDHOOD PEDAGOGY |
| **LEVEL OF STUDIES** | 6  |
| **COURSE CODE** | ΠΝΕ 602 | **SEMESTER OF STUDY** | 6 |
| **COURSE TITLE** | ETHICS OF RESEARCH WITH CHILDREN |
| **INDEPENDENT TEACHING ACTIVITIES** | **WEEKLY****TEACHING HOURS** | **CREDITS** |
| Lectures / Interactive Teaching | 3 | 4 |
| Workshop | 1 |
| **COURSE TYPE** | SPECIAL BACKGROUND |
| **PREREQUISITE COURSES:** | NO |
| **LANGUAGE OF INSTRUCTION and EXAMINATIONS:** | GREEK |
| **IS THE COURSE OFFERED TO ERASMUS STUDENTS** | YES |
| **COURSE WEBSITE (URL)** | [**http://earlychildhoodpedagogy.gr**](http://earlychildhoodpedagogy.gr) |

1. **LEARNING OUTCOMES**

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| ***Learning Outcomes*** |
| Female students and students to acquire:* Knowledge and understanding of methodological and procedural issues in the management of ethical research ethics with young children.
* Knowledge of theoretical and research issues for the ethics of research with young children through their "perspective".
* Knowledge of effective interventions and creation of new perspectives for the active participation of children in research.
* Knowledge of methods for dealing with the moral difficulties of children's participation in research.
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| ***General Competences*** |
| * Adaptation to new situations
* Decision making
* Autonomous work
* Teamwork
* Work in an interdisciplinary environment
* Respect for diversity and multiculturalism
* Demonstration of social, professional and moral responsibility and sensitivity, in the context of new developments concerning ethical research ethics with young children and new perspectives for their active participation in research
* Production of free, creative and inductive thinking
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1. **SYLLABUS**

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| * Designing ethical research with children from initial planning, approval and implementation, to dissemination and evaluation.
* Ethical aspects of research with very young children and the special challenges concerning the field and methods of research.
* The "discussion" in research, as a "field" of research with children, with emphasis on opening the "discussion" as the appropriate point for exploring ethical issues for the consent and participation of children in research.
* Sensitive types of research, such as child abuse and neglect.
* Challenges through research with children and families in indigenous communities, through the example of the first ethnic communities in western Canada.
* Issues for the integration and participation in the research of children with special educational needs and / or disabilities.
* Ethical-political choices / decisions and the challenges of transformational research with children.
* Cooperative, interdisciplinary research with children, families and communities, with the aim of the research to benefit the participants in it and their communities.
* Ideas for the great challenges in the practice of research ethics in the modern age of increased risk and control of children's lives.
* Map the steps for researchers and research communities that seek to make children look and be heard, highlighting the potential of future research that will positively transform the lives of children, their families and their communities.
* Presentation of group and individual workshops in the 12th and 13th lessons on the subject of the course
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1. **TEACHING and LEARNING METHODS - EVALUATION**

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|  **DELIVERY** | Face to face meetings- Lectures-Seminars / Workshops-Personal and group work |
| **USE OF INFORMATION AND COMMUNICATION TECHNOLOGIES** | Use of ICT in Teaching, in sending additional educational material / Notes, and in communicating with students |
| **TEACHING METHODS** |

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| ***Activity*** | ***Semester Workload*** |
| Lectures | 26 |
| Interactive teaching | 13 |
| Laboratory | 13 |
| Study and analysis of the literature / Preparation for presentation | 30 |
| Preparation for participation in the Laboratory | 13 |
| Essay | 20 |
| Cooperation | 5 |
| **Total Course** | ***120*** |

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| **STUDENT PERFORMANCE EVALUATION** | ● Language: Greek● Type of Evaluation: Combination of Formative and Conclusion - Evaluation methods:I. Independent or Group Written WorkII. Written Exams with a combination of items:-Short Essay- Short Answer Question- Problem Solving |

1. **ATTACHED BIBLIOGRAPHY**

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| Ann Farrell (Editor) (2020). Ethical Ethics of Research with Children. Scientific Editing of the Greek edition: Maria Sakellariou. Athens: Pedio.Convention on the Rights of the Child (1989). Danby, S. & Farrell, A.(2004).Accounting for young children’s competence in education research: New perspectives on research ethics. Australian Educational Researcher, 31(3), 35-49.Einarsdottir, J. (2007). Research with children: Methodological and ethical challenges. European Early Childhood Research Journal, 15(2), 197-211.Harcourt, D., & Einarsdottir, J.(2011).Introducing children’s perspectives and participation in research. European Early Childhood Education Research Journal, 19(3), 301-307.Honig, M.S., Lange, A.,&Leu, H.R(1996).From the perspective of children? Weinheim: Belz.Mackay, R.W.(1991).Conceptions of children and models of socialization. In F.C. Waksler (Ed.) Studying the Social Worlds of Children: Sociological Readings (pp.23-37). London: Flamer Press.Mantzicopoulos, P. (2005). Conflictual relationships between kindergarten children and their teachers: Associations with child and classroom context variables. Journal of School Psychology, 43(5), 425-442.Perry, K. E., & Weinstein, R. S. (1998).The social context of early schooling and children’s school adjustment: The social context of early schooling and children's school adjustment. Educational Psychologist, 33(4), 177-194.Pramling, I. (1996). Understanding and empowering the child as learner. In D. R. Olson & N. Torrance (Eds.), The handbook of education and human development (pp. 565–592). Oxford: Blackwell.Sakellariou, M. (2020).Child Interaction: Perspectives, Activities and Outcomes. Nova Science Publishers, Inc (Under Publication).Spilt, J. L., Koomen, H. M. Y., & Mantzicopoulos, P. Y. (2010).Young children’s perceptions of teacher–child relationships: An evaluation of two instruments and the role of child gender in kindergarten. Journal of Applied Developmental Psychology, 31(6), 428-438.Trevarthen, C. (1998). The concept and foundation of infant inter- subjectivity. In S. Braten (Ed.), Intersubjective communication and emotion in early ontogeny. Cambridge: Cambridge University Press.James, A. & James, A. (2004).Constructing Childhood. Theory, Policy and Social Practice. New York: Palgrave Macmillan.  |