**UNIVERSITY OF WEST ATTICA**

**SCHOOL OF ADMINISTRATIVE, ECONOMICS**

**AND SOCIAL SCIENCES**

**DEPARTMENT OF EARLY CHILDHOOD EDUCATION & CARE**

# STUDIES GUIDE

**MAY 2021**

**Introduction**

The Study Guide of Undergraduate Studies of the Department of Early Childhood Education and Care:

➢ **Aims** to provide the necessary scientific knowledge, competencies and skills to enable graduates to meet the requirements of the profession of early childhood educator and to conduct research at postgraduate level in the disciplines treated by the Department.
➢ It is **characterized** by interdisciplinarity and relative flexibility, as it enables students to cultivate their individual aptitudes and interests.
➢ It is **based** on the four scientific fields treated in the Department and form the basis of the forthcoming sectors that will be established in the near future: Pedagogy (ΠΑΙ), Psychology (ΨΥΧ), Sociology/Administration/Economics of Education (ΚΔΟΕ) and Aesthetic Education/Culture (ΑΠΠ). Based on the above disciplines/sectors, four (4) groups of courses (KM) are formed.
➢ It **emphasizes** Pedagogy, since it is the core of the Department's identity.
➢ It **provides** the possibility of obtaining a Pedagogical Competence certification.
➢ It **provides** the possibility of obtaining a certification for adequate knowledge of PC
➢ It is **structured** as follows:
  ○ 240 credit hours are required for the degree, corresponding to 45 courses (43 if the student chooses a thesis) and 20 credits of Professional Practicum.
  ○ The table below shows the types of courses and the corresponding credit units (ECTS):

| TYPE OF COURSES | ECTS |
| --- | --- |
| Compulsory | 5 |
| Compulsory Elective | 5 |
| Bachelor thesis | 10 |
| Professional Practicum | 20 |
| Complementary | 5 |

**Compulsory courses**

- There are four cycles (KM) of courses with the following distribution of compulsory courses: 16 Pedagogy, 4 Psychology, 3 Sociology/Economics/Administration of Education, and 4 Aesthetic Education/Culture.

- General Background courses: Research Methodology, Applied Statistics and Health Education.

- They are taught in the first 4 semesters for all cycles (KM) and in the 5th and 6th semesters by the cycle (KM) of Pedagogy.

**Compulsory Elective Courses**

- Offered from the 5th semester.

- 15 Pedagogy, 16 Psychology, 16 Sociology/Economics/ Administration of Education, 15 Aesthetic Education/Culture.

**Bachelor thesis**

- Optional

- Is completed in one semester (7th or 8th). Can be extended to one more semester after justified request.

**Professional Practicum**

- Possibility of choice in either 7th or 8th semester.

- The course corresponds to twenty (20) credit hours and a workload of six hundred (600).

**Complementary courses (Diploma supplement)**

- These courses are counted as supplementary to the diploma with 5 credit ECTS each.

- They include: English-Terminology and Statistical Package for Social Sciences (SPSS).

**Practice - Laboratories**

- Held on campus or in Childcare Centers.

- The Laboratories of all cycles (KM) that are scheduled to be held in Childcare Centers are distributed over the allotted time in these Centers.

# TABLE PRESENTATION OF THE STUDIES GUIDE

## 1st YEAR

| Group of cources | 1st semester Compulsory | ECTS | 2nd semester Compulsory | ECTS |
|---|---|---|---|---|
| *Pedagogy* | · PRESCHOOL EDUCATION: INSTITUTIONALISATION AND APPROACHES<br>· INFANT'S EDUCATION AND CARE I (3 Theory + 2 Practice)<br>· PEDAGOGICAL AND EDUCATIONAL MOVEMENTS | 15 | · INFANT'S EDUCATION AND CARE II (3 Theory + 3 Practice)<br>· CHILDREN'S LITERATURE<br>· CHILD AND PLAY | 15 |
| *Psychology* | · DEVELOPMENTAL PSYCHOLOGY I | 5 | · DEVELOPMENTAL PSYCHOLOGY II | 5 |
| *Sociology/Economics/ Administration of Education* | | | · ORGANISATION AND MANAGEMENT OF PRESCHOOL EDUCATION | 5 |
| *Aesthetic Education/Culture* | · MUSIC EDUCATION (3 Theory + 2 Practice) | 5 | · RHYTHMIC AND MOVEMENT EDUCATION (3 Theory + 2 Practice) | 5 |
| *General education courses* | · RESEARCH METHODOLOGY | 5 | | |
| | | 30 | | 30 |

## 2nd YEAR

| Group of cources | 3rd semester Compulsory | ECTS | 4th semester Compulsory | ECTS |
|---|---|---|---|---|
| *Pedagogy* | · INFANT-TODDLER OBSERVATION<br>· TODDLER'S EDUCATION AND CARE (3 Theory + 4 Practice)<br>· METHODOLOGY OF PEDAGOGICAL PRAXIS AND LEARNING | 15 | · CURRICULUM AND CITIZENSHIP<br>· DAILY PLANNING FOR LEARNING WITH INFANTS AND TODDLERS IN EARLY CHILDHOOD SETTINGS (3 Theory + 4 Practice)<br>· INTEGRATION OF STEAM/STEM APPROACH IN EARLY CHILDHOOD | 15 |
| *Psychology* | · GROUP DYNAMICS | 5 | · EARLY INTERACTIONS | 5 |
| *Sociology/Economics/ Administration of Education* | · SOCIOLOGY IN EDUCATION I: SOCIAL INEQUALITIES IN EDUCATION | 5 | · SOCIOLOGY IN EDUCATION II: SOCIAL RELATIONSHIPS BETWEEN SCHOOL AND LOCAL COMMUNITY | 5 |
| *Aesthetic Education/Culture* | · DRAMA IN EDUCATION | 5 | · AESTHETIC EDUCATION | 5 |
| | **Complementary** | | | |
| | · ENGLISH - TERMINOLOGY | 5 | | |
| | | **30** | | **30** |

**3rd YEAR**

| Group of cources | 5th semester | | 6th semester | |
| --- | --- | --- | --- | --- |
| | **Compulsory** | **ECTS** | **Compulsory** | **ECTS** |
| *Pedagogy* | · PSYCHOPEDAGOGY IN EARLY CHILDHOOD (3 Theory + 3 Practice)<br>· CURRICULUM THEORY | 10 | · CONTEMPORARY TRENDS IN PRESCHOOL EDUCATION (3 Theory + 3 Practice)<br>· TEACHING AND LEARNING METHODS - CASE STUDIES (3 Theory +2 Practice) | 10 |
| *General education courses* | · APPLIED STATISTICS | 5 | · HEALTH EDUCATION | 5 |
| | **Compulsory Elective Courses** | | **Compulsory Elective Courses** | |
| **2 Compulsory Elective Courses from any group of courses** | *Pedagogy*<br>· PEDAGOGY OF THE IMAGE<br>· YOUNG CHILDREN IN INSTITUTIONAL CARE AND IN HEALTH CARE INSTITUTIONS<br>· CREATIVE INTEGRATION OF DIGITAL TECHNOLOGIES IN EARLY CHILDHOOD<br><br>*Psychology*<br>· LANGUAGE DEVELOPMENT AND COMMUNICATION<br>· EDUCATIONAL PSYCHOLOGY<br>· COGNITIVE PSYCHOLOGY<br>· INTRODUCTION TO NEUROPSYCHOLOGY<br><br>*Sociology/Economics/ Administration of Education*<br>· MARKETING OF EDUCATIONAL ORGANISATIONS<br>· LEADERSHIP AND CREATIVITY IN EDUCATIONAL ORGANISATIONS<br>· HUMAN RESOURCES MANAGEMENT IN EDUCATIONAL ORGANIZATIONS<br>· PHILOSOPHY OF EDUCATION<br><br>*Aesthetic Education/Culture*<br>· INTRODUCTION TO MUSEUM EDUCATION*<br>· PEDAGOGY OF CHILDREN'S SONGS<br>· DRAMATIZATION | 15 | *Pedagogy*<br>· INTERACTION BASED PEDAGOGY FOR INFANTS<br>· PEDAGOGICAL ENVIRONMENT FOR INFANTS AND YOUNG CHILDREN<br>· CHILDREN'S EARLY ENGAGMENT WITH BOOKS<br><br>*Psychology*<br>· DEVELOPMENTAL PSYCHOPATHOLOGY<br>· COUNSELLING PSYCHOLOGY<br>· SOCIAL PSYCHOLOGY<br>· CREATIVITY AND LEARNING<br><br><br>*Sociology/Economics/ Administration of Education*<br>· INFORMATION COMMUNICATION TECHNOLOGY IN SCHOOL ADMINISTRATION<br>· ORGANISATIONAL BEHAVIOUR<br>· RISK MANAGEMENT IN PRESCHOOL AND SCHOOL UNITS<br>· QUALITATIVE APPROACHES TO EDUCATIONAL AND SOCIAL RESEARCH<br><br>*Aesthetic Education/Culture*<br>· VISUAL EXPRESSION: APPLICATIONS<br>· PUPPET THEATRE*<br>· FAIRYTALE AND CHILDREN'S THEATRE<br>· CREATIVE MOVEMENT IN PRESCHOOL EDUCATION | 15 |
| | | 30 | | 30 |
| | | | **Optional** | |
| | | | STATISTICAL PACKAGE FOR SOCIAL SCIENCES (SPSS) | 5 |

* From 2022-23

**4th YEAR**

| Group of cources | 7th semester | | 8th semester | |
|---|---|---|---|---|
| | **Compulsory Elective Courses** | **ECTS** | **Compulsory Elective Courses** | **ECTS** |
| Compulsory Elective Courses from any group of courses (Maximum 4 courses from any group of courses) OR 4 Compulsory Elective Courses + Thesis | *Pedagogy*<br>· COOPERATION AND COMMUNICATION WITH THE FAMILY<br>· EVALUATION AND ASSESMENT OF PEDAGOGICAL PRACTICES<br>· RESOURCES AND MATERIALS FOR EARLY CHILDHOOD EDUCATION*<br>· PEDAGOGICAL PRACTICES AND CHILDREN'S WELL-BEING*<br><br>*Psychology*<br>· PSYCHOLOGICAL INTERVENTIONS IN THE EARLY CHILDHOOD EDUCATION AND CARE CENTRES<br>· APPLIED DEVELOPMENTAL PSYCHOLOGY<br>· PSYCHOLOGY OF CHILDREN'S DRAWINGS<br>· INTRODUCTION TO PSYCHOMETRICS<br><br>*Sociology/Economics/ Administration of Education*<br>· MANAGEMENT INFORMATION SYSTEMS AND ELECTRONIC GOVERNANCE<br>· EDUCATION AND ECONOMIC DEVELOPMENT<br>· SOCIOLOGICAL AND CULTURAL APPROACHES TO CHILDHOOD AND CHIDREN'S RIGHTS<br>· STRATEGIC MANAGEMENT AND EDUCATIONAL POLICY<br><br>*Aesthetic Education/Culture*<br>· PEDAGOGICAL ENVIRONMENTS IN MUSEUMS AND CULTURAL SPACES<br>· PLASTIC ART CREATIONS FOR EARLY CHILDHOOD EDUCATION AND CARE CENTRES<br>· CREATIVE DANCE AND IMPROVISATION<br>· PERCUSSION MUSICAL INSTRUMENTS AND SOUND SOURCES | 30 | *Pedagogy*<br>· PROFESSIONAL ETHICS AND POLICY<br>· RESEARCH AND IMPLICATIONS FOR PRACTICE IN EARLY CHILDHOOD<br>· SUSTAINABILITY AND ENVIRONMENTAL EDUCATION<br>· INFANT AND YOUNG CHILDREN'S EDUCATION - FROM THEORY TO PRACTICE<br>· MULTILINGUALISM IN EDUCATIONAL SETTINGS<br><br>*Psychology*<br>· EARLY INTERVENTION<br>· LIFESPAN DEVELOPMENT: ADOLESCENCE AND ADULT LIFE<br>· THE DIGITAL AGE AND THE CHILD<br>· DEVELOPMENTAL NEUROPSYCHOLOGY<br><br>*Sociology/Economics/ Administration of Education*<br>· PROFESSIONAL DEVELOPMENT OF HUMAN RESOURCES IN EDUCATION<br>· ORGANIZATION AND FUNCTIONING OF SCHOOL LIBRARIES<br>· ANALYSIS AND DECISION-MAKING TECHNIQUES IN EDUCATIONAL ORGANIZATIONS<br>· ELEMENTS OF ECONOMICS, INNOVATION AND ENTREPRENEURSHIP<br><br>*Aesthetic Education/Culture*<br>· MUSEUM COLLECTIONS AS A PEDAGOGICAL TOOL IN EARLY CHILDHOOD<br>· CULTURAL PRACTICES AND PEDAGOGICAL APPLICATIONS<br>· DANCE THERAPY APPLICATIONS IN PRESCHOOL EDUCATION<br>· ELEMENTS OF ART HISTORY | 10 |
| | · PROFESSIONAL PRACTICUM (Compulsory) | | · PROFESSIONAL PRACTICUM (Compulsory) | 20 |

Note: In the 8th semester column, a vertical label reads "2 Compulsory Elective Courses from any group of courses".

* From 2022-23

# 1ˢᵗ Year

### ΠΑΙ 01: Preschool Education: Institutionalization and Approaches – Compulsory

The course is a basic introductory course in the field of Early Childhood Education and its institutionalization. The aim of the course is for the students to acquire an overview of this distinct field of the Sciences of Education which has its own dynamics and particular characteristics.

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

- ❖ identify the main concepts ant the objectives of the Early Childhood Education discipline,
- ❖ understand the historical emergence of the discipline and the institutions of early childhood education,
- ❖ recognize the parameters of the transformations that preschool institutions undergo as social constructions,
- ❖ distinguish between the different theoretical approaches in this field of knowledge.

### ΠΑΙ 02: Infant Education and Care I - Compulsory

The aim of the course is to provide the student with the first knowledge about the needs of infants and their psycho-pedagogical importance for the proper development of infants aged 0-12 months. Students discover the nature, importance and specificity of the profession of the Early Childhood Educator. In the theoretical part, special emphasis is placed on the purpose of infant education (0-12 months). The prenatal period and its importance in the development of the fetus and the subsequent holistic development of the infant are presented in detail. In particular, the basic needs, abilities and developmental stages of infants (0-12 months) are presented, as well as the importance of proper care in the physical and emotional development of infants. The place of the infant in the family and society over time is also examined, as well as the role of the nursery as a place of education and care. In addition, particular emphasis is placed on infant-adult communication and on psycho-educational engagement with the infant (0-12 months).

In the laboratory part of the course, students come into contact with the professional field and the subject of their work by visiting infant education and care facilities as well as other places where young children frequent. Students practice and acquire the basic skills in infant care to meet their basic needs. Design and propose stimuli for infants aged 0-12 months.

### ΠΑΙ 03: Pedagogical and Educational Movements -Compulsory

In this course first year students will be introduced to fundamental definitions, concepts and influential movements of the pedagogical sciences. They will explore the history of pedagogy and its development through time. By studying the work and philosophy of significant pedagogical scientists, educators, psychologists, philosophers and others who had a worldwide impact on education they will enhance their critical skills and they will start formulating their own personal teaching and pedagogical philosophy. By completing this course students will be able to engage critically in the pedagogical process and understand the historical, epistemological, ideological and sociocultural dimensions of their role as professional educators.

### ΨΥΧ 04: Developmental Psychology I - Compulsory

Study of child development are strongly influenced by current dominating beliefs. This course presents the history and basic concepts of Developmental Psychology and critically discusses fundamental theories of human development i.e., Psychoanalysis, Behaviorism, theories of Cognitive Development, Social Constructivism, Attachment Theory, and Intersubjectivity Theory.

### ΑΠΠ 05: Music Education - Compulsory

The aim of the Music Pedagogy course is to teach students the scientific background by exploring the modern principles and values of music education for children of early childhood, incorporating pedagogical practice into theoretical views. More specifically, the concepts of rhythmic and motor education are analyzed. Historical review and analysis with examples, videos, of the main representatives and teaching methods in rhythmic and motor education (C. Orff, E. Dalcroze, E. Gordon). Teaching music theory. Concepts of music such as: Duration, Rhythm, Metro, Tone Height, Tone, Tempo or rhythmic education, Dynamics, Tone or tone, Form etc. are analyzed. Learning basic music notation. The importance of rhythm in the smooth development of the child. Rhythmic and motor skills of infants and toddlers. Musical games and their pedagogical role, dramatization, Active Listening, Audiation. The teaching of the song and its meaning. Also concepts that are analyzed are: improvisation, experimentation, self-discovery, exploration, musical creativity, imitation, acoustics, and movement expression.

In the workshop through music-kinetic activities students learn to play flute, percussion, sing some songs, organize a small orchestra, play music games, learn to do drama and sound stories, get acquainted with different rhythms (2/4, 3/4), 5/4, 7/4, 9/4, 12/4), acquaintance with children's Greek traditional songs and creative, dance performance of Greek dances and making simple improvised musical instruments.

**ΓΕΝ 06: Research Methodology - Compulsory**

The course aims to introduce students to the basic principles of research methodology in order to enable them to design and implement research studies. The modules of the course include topics such as epistemological approaches to research methodology, design of the research study (quantitative and qualitative research designs), issues of validity and reliability, selection of the research topic, review of the literature, ethical issues, types of quantitative designs, types of qualitative designs, data collection (questionnaires, interviews, focus groups, etc.), analysis of quantitative and qualitative data, writing a research study and issues of reflection in research design.


## 2nd SEMESTER

**ΠΑΙ 07: Infant's Education and Care II - Compulsory**

The aim of the course is to introduce undergraduate students a) to the history and development of infant education and care in Greece and a) to understand the educational background and the ideology behind infant education in Greece and c) to understand the basic principles of infant education in order to be able to put it in practice during their school placement and as future pedagogues. The students will be taught contemporary educational and sociological approaches about infant education and care, the principles of infant education and care and how these can be applied in a daycare setting, the importance of the pedagogues' role in order to be able to identify how care can be transformed to an educational tool.


**ΠΑΙ 08: Children's Literature - Compulsory**

The purpose of the course is for students to understand and become familiar with basic concepts around children's literature but also how Greek and international children's literature is evolving. Students will realize the importance of appropriate terminology and pedagogical approaches of early childhood literature (children 0-6 years old). The course will cover: the history of children's literature, the different forms of narration (e.g., traditional, oral, multimodal, digital, visual etc.), the categories of children's literature such as: fairy tales, myths, poetry, fables etc. The course will also provide insights into main book characteristics such as: illustrations, the theme, the scenario and the characters, the scenery and others. Finally, a range of narration techniques will also be explored.


**ΠΑΙ 09 : Child and Play - Compulsory**

The purpose of this course is to enhance students' understanding of the theoretical approaches to play, its interdisciplinary nature and sociocultural characteristics. The course consists of a theoretical and a practical part. In theory (lectures), the pedagogical value, types and forms of play will be explored and analyzed. Students will study how to instigate and encourage playful experiences for children considering the multifaceted development of infants and toddlers and how play helps children develop holistically and conquer basic concepts. Students will learn how to integrate play into their everyday pedagogical work by promoting children's agency, autonomy and by

following their interests. Finally, students will evaluate play and they will understand the importance of collaborating with parents, other educators and / or institutions.

The practical part (workshops) of the course includes pedagogical experimentation with toys (objects and activities), experiences with one-solution games, multiplayer games, and open-ended materials, rule games and traditional toys. Students will explore ways of observing spontaneous play in the 'learning corners' and outdoors. Connection of play/toys with arts will also be discussed. Students will have the chance to visit early childhood sites which have a variety of themes around toys and games.

### ΨΥΧ 10: Developmental Psychology II: Birth - Middle Childhood - Compulsory

Developmental psychology is the field of research that studies the structures of development, change and stability in human behaviour throughout the lifespan, from conception to death. This course will focus on the processes and context of development from birth to middle childhood. In particular, the course aims to provide specific knowledge related to all domains of development (physical, cognitive, social-emotional) and to recognize the diversity of life experiences that shape the psychology of infancy, early childhood and middle childhood (or middle childhood). In addition, the aim is to understand the various factors, proximal or more distant, that influence the shaping of development.

### ΚΔΟΕ 11: Organization & Management of Preschool Education - Compulsory

The purpose of this course is for undergraduate students to understand that the implementation of the principles and methods of management are crucially important elements for the effective functioning of educational organizations (particularly preschool organizations). By attending this course, students will be able to know in depth the basic administrative functions while through the case study they will see how the theory can be applied in practice.

Moreover, students through the attendance of this course, will be able to:

- ❖ Describe the basic administrative functions.
- ❖ Understand their implementation in practice.
- ❖ Play an active and creative role in the effective functioning of the preschool units.
- ❖ Solve in a more efficient way the problems of the preschool units.
- ❖ Develop the managerial thought.

### ΑΠΠ 12: Rhythmic and Movement Education – Compulsory

The main aim of the course is to enable students to acquire theoretical knowledge concerning the rhythm and movement capabilities of early childhood as well as to plan and apply developmentally appropriate activities to enhance these capabilities. The course aims to cultivate through workshops, the ability of the students to express themselves through creative movement and improvisation in order to convey their experiential knowledge to the children.

Specifically the course cover topics as: The benefits of Rhythm and Movement activities for early childhood, planning and applying Rhythm and Movement activities developmentally and educationally appropriate to different age groups, space and time orientation, rhythm patterns and kinetic phrases, creative movement and improvisation, body image, recitation of poems and rhymes, singing, playing simple instruments, combination of reciting rhymes and movement, body percussion and the creative use of materials (pros) and traditional folk songs and dances for young children.

All of the above topics are worked through experientially during the two hours of application workshop offered per week.

Upon completion of the course the students will be able to plan and apply Rhythm and Movement lessons that are developmentally and educationally appropriate for infants and toddlers as well as being able to play simple instruments, move rhythmically and expressively with their bodies and sing correctly a substantial number of songs.

# 2nd Year

## 3rd SEMESTER

**ΠΑΙ 13: Infant – Toddler Observation - Compulsory**

The course aims: a) to introduce undergraduate students to different types of observational methods that are being used worldwide by early years practitioners and researchers to observe young children and b) to contribute to undergraduate students' understanding regarding the importance of observation as a skill but also as a tool that will assist them organize the educational framework of an Early Childhood Education and Care setting by taking into account both individual children's needs and the groups' needs. At the end of the course students will be able to identify the pros and cons of the different types of observational methods. Students will also be able to identify which observational method is most suitable to use based on their aims and objectives.

**ΠΑΙ 14: Toddler's Education and Care - Compulsory**

This course is a combination of instruction and practice. The theoretical aspects of this course, analyze topics and concepts regarding the learning of toddlers and young children (1-3 years old). The objectives are to gain an understanding of the needs of young children, the characteristics of their development, as well as the fundamentals of appropriate practices in children's learning.

After completing this course, students will be able to understand and recognize:
- ❖ The developmental characteristics of young children (1-3 years old),
- ❖ How young children learn,
- ❖ How to provide for their needs and their well-being,
- ❖ Their individual needs,
- ❖ How to provide high quality care through learning experiences,
- ❖ How to set goals for the development of young children as a whole, respecting their individual needs and interests.

During the practical part of the course students are placed in early childhood centers to apply their theoretical knowledge obtained during lectures. Students are encouraged to implement their theoretical knowledge to meet the needs of young children. They also have the chance to plan and provide hands on, stimulating activities for enhancing children's cognitive development.

**ΠΑΙ 15: Methodology of Pedagogical Praxis and Learning - Compulsory**

The aim of the course for students is to understand the nature of learning in early childhood and to acquire the appropriate pedagogical methods to support it. Particular emphasis is placed on the communicative method, as oral language is the main means of mediation that the educator can use to respond to children's motivation to learn. Upon successful completion of the course the student will be able to:

- ❖ know the nature of learning in early childhood and the ways in which children of this age learn
- ❖ be aware of the importance of his/her own contribution to the learning process and communicate effectively
- ❖ understand children's curiosity as the basic motivation on which learning is built and feed it
- ❖ understand the organizational parameters of the pedagogical process and manage them flexibly
- ❖ describe the objectives of the pedagogical praxis
- ❖ develop modern holistic, child-centered and experiential learning approaches
- ❖ distinguish authentic learning situations and support them
- ❖ Develop a positive pedagogical relationship with children and create a positive pedagogical climate.

**ΨΥΧ 16: Group Dynamics -  Compulsory**

Group dynamics refers to the relationships and interactions between the members of a group, and the various phenomena that develop within it. The course will refer to the different theoretical approaches from the fields of psychology, sociology, psychoanalysis and anthropology, which try to describe and interpret the phenomena of group dynamics, with emphasis on psychodynamic theory.  Group processes in the school context and specifically in the kindergarten classroom, the role of the educator and group-classroom dynamics will also be discussed. In particular, students will have the opportunity to study the emotional life of groups, the interpersonal communication and interaction, the concept of inter-subjectivity, the importance of group setting, the unconscious communication and the different roles within the group as well as the group practices and the mediation techniques used within the group.

**ΚΔΟΕ 17: Sociology in Education i: Social Inequalities in Education I - Compulsory**

This course introduces students to the field of Sociology and Sociology in Education through basic sociological concepts. It focuses on the macro-sociological analysis of the social inequalities in Education as well as their causes. The course presents important researches related to this topic and the importance of knowledge gained in this field. The interest focuses on the study of the Social Inequalities as well as on the study of school institution as a reproductive mechanism of social origin of students.

The following topics will be developed:

**-Education and Social Structures:** Society, Socialization and Education. The concept of Socialization and its use in the Sociology of Education. Cultures, Socialization and Social Identities. Cultural Diversity and Social Inequalities. Ethno-Cultural Diversity and Human Rights. Democratization of Educational Studies and Inequalities of Educational Opportunities. Social Stratification and Social Mobility. Economic growth and the Work Market.

**-School and Educational Issues:** School Performance Data Explained. Social Origin and School Performance. School Evaluation Results and Socio-Economic Integration. The School Performance of students and the myth of Intelligence. Language use and School Performance. Basil Bernstein's Sociolinguistic Theory of Language Codes. Curricula, Culture and Social Classes. Gender and Education.

**-Sociological Approaches of Education:** Durkheim and Functionalism. The Functionalist theory of Education (Talcott Parsons). The Marxist Perspective on Education. Bourdieu's Theory of Cultural Capital. Boudon's Theory of Methodological Individualism.

**ΑΠΠ 18: Drama in Education - Compulsory**

This course brings out aspects of theatre as dramatic speech and stage action. Specifically, it examines the origins of the Theatre, the meaning and components of the Theatre as a performing art, the social dimension and semantics of the Theatre, the interactive communication and role of the spectator, the theatrical space and the stage. The relationship between Theatrical Education with Theatrical Art and the other arts, the science of Pedagogy, Pre-school education, as well as the contribution of theatre to early childhood is also examined. In the workshop part of the course students are invited to participate directly and experientially in writing workshops and practical exercises.

**ΠΑΙ 19: Curriculum and Citizenship - Compulsory**

The aim of the course is for students to understand the concept of the preschool curriculum and the value of it as a means of forming an autonomous, responsible and active citizen. Also, to acquire the appropriate skills and abilities to develop appropriate programs of short or long duration, as thematic units or exploratory experiences with social science contents. Upon successful completion of the course the student will be able to:

- ❖ know the meaning, purpose and forms of the curriculum,
- ❖ be aware of the process of re-framing scientific knowledge to make it appropriate for the preschool level
- ❖ describe the objectives of social science education programs
- ❖ understand the value of developing citizenship skills
- ❖ organize democratic processes and experiences
- ❖ promote the cultivation of social and political values and knowledge
- ❖ Select and prioritize appropriate objectives, contents and activities and develop them through processes of research and reflection.

**ΠΑΙ 20: Daily planning for Learning with Infants and Toddlers in Early Childhood Settings - Compulsory**

The aim of the course is to elucidate the importance of infant – toddler teaching and learning in an early years setting with emphasis on quality programmes and provision.

By the end of the course students will:

- ❖ have acquired knowledge of infant-toddler teaching and learning within an early years setting environment
- ❖ be able to think critically, analyse and resolve issues that arise in the day-to-day life of infants and toddlers within an early years setting
- ❖ be able to apply the fundamental principles of infant and toddler education in order to ensure quality of the process
- ❖ have acquired basic co-operative skills in order to work with families, colleagues and administration
- ❖ Be able to systematically reflect and document in order to plan curriculum, assess children's learning and engage families and be able to implement the acquired theoretical knowledge into practice effectively.

**ΠΑΙ 21: Integration of Steam/Stem Approach in Early Childhood - Compulsory**

This course will introduce students to science, mathematics, engineering and technology education specifically tailored for young children. Fundamental knowledge and concepts around science, mathematics and digital technology will be discussed and analyzed. Interdisciplinary approaches such as STEAM and STEM will be explored and students will have the chance to understand the importance of playful explorations with science/mathematics in early years, starting from birth. Project and inquiry/problem-based learning, active participation, engagement with home/community will be emphasized and students will learn how to create their own educational scenarios/activities and experiences to be implemented with young children.

**ΨΥΧ 22: Early Interactions - Compulsory**

This course presents a comprehensive overview of research and theory on interactions between infants and their caregivers. Specifically, this course examines communicative abilities in infants up to 2 years as well as factors that may affect early interactions such as parental expectations, reproduction methods, family types and culture. The effect of infant developmental disorders and maternal psychiatric disorders on early interactions is also discussed.

**ΚΔΟΕ 23: Sociology in Education II: Social Relationships between School and Local Community - Compulsory**

This course develops the sociological approaches that contribute to the understanding and the interpretation of the social relationships between the School institution, parents of students and the community members as well as the necessity of establishing a constructive dialogue among the social actors involved (teachers, students, parents, parents associations, local authorities, local companies, community members). The focus is on Social Constructionism –Symbolic Interaction theory, Harold Garfinkel's Ethnomethodology, Social Phenomenology –pointing out the contribution of this perspective in the study, understanding and interpretation of social phenomena on a micro-sociological level.

The course focuses on building quality social relationships between the social actors involved and engaging the local community inside the school walls. A community support is a vital part of school and students' success and community members understand how academic work is being used in the real work. An essential synergy between the social actors will contribute in understanding of social mechanisms and processes of the educational inequality (and the gap between children from advantaged and disadvantaged educational backgrounds) and school orientation as well as in the process planning and conduct of cultural activities common in and out of the school venue. Such a local social dynamic aims at the democratization of the school institution and the establishment of a Participatory and Cultural Democracy at local level.

**ΑΠΠ 24: Aesthetic Education - Compulsory**

The course aims at introducing students to the wide variety of different art types and categorizations, as well as to basic concepts and materials of visual expression. It will also enhance students' awareness of the importance of aesthetic experience for the all-round development of children. Students will examine theories of aesthetic development, creativity and the stages of aesthetic experience, as well as examples from the daily practice of early childhood educators, in order to realize the necessary components of an aesthetic education program and the required differentiation in early childhood. Students will also acquire skills for developing art activities in early childhood education centers and art spaces.

# 3<sup>rd</sup> Year

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

**ΠΑΙ 25: Psychopedagogy in Early Childhood  - Compulsory**

This course will introduce students to psychoeducational theory, its critical issues and multiple perspectives. Students will acquire skills related to the multifaceted connection of psychoeducational theories to pedagogical practice. They will learn to reflect on the application of psychoeducational theory in pedagogical practice, develop communication skills, and implement differentiated learning and teaching techniques. Moreover, students will explore the possibilities of creating an integrated framework for their pedagogical practice: "Preparation - Implementation – Assessment - Reflection" in early childhood settings.

The course consists of a workshop part as well, which includes key psychoeducational experiences such as:

❖ Engagement of students in early childhood centers and supervision by their teachers
❖ Organization of pedagogical centers, parallel workshops, micro-activity groups, etc.
❖ Planning-implementing-evaluating of a daily psychoeducational program in an early childhood setting
❖ Studying children's behavior during practice in relation to their developmental areas: motor, cognitive, socio-emotional, etc.
❖ Cooperation - communication - negotiation between children, teachers, administrative and other school stuff
❖ Communication and relationships between family - child – early childhood setting
❖ Presentation of a pedagogical project and of non-formal forms of evaluation.

## ΠΑΙ 26: Curriculum Theory - Compulsory

The aim of the course is to enable students to understand the concept and structure of curricula as well as the processes of production and promotion of scientific knowledge. Also, to understand the forms of curricula and how to harmonize centrally determined programs with local programs and their particular potential and perspectives.

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

- ❖ be aware of the concept, purpose and forms of curricula
- ❖ be aware of the value of dissemination of scientific knowledge
- ❖ understand the specific educational contexts in which curricula are applied
- ❖ describe the objectives of curricula
- ❖ select and prioritize objectives and contents appropriately
- ❖ distinguish the differentiation parameters of curricula
- ❖ promote scientific knowledge and learning
- ❖ justify the theoretical background of his/her choices
- ❖ handle the literature in relation to curricular forms in a research-based way
- ❖ analyze and synthesize responsibly the data of his/her choices
- ❖ Support his/her choices with arguments.


## ΓΕΝ 27: Applied Statistics - Compulsory

The aim of the course is to provide students with an understanding of statistical techniques and to familiarize them with the thinking of statistical science. In addition, by completing the applied statistics course, students will be able to think more efficiently and make better decisions based on statistical data and empirical evidence. They will also be given the opportunity to practice statistics by learning to use statistical software such as SPSS.

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

- ❖ Data collection and analysis
- ❖ The use of assumption checks
- ❖ The assessment of correlations and regressions

In terms of **competences** they will be able to apply the above as follows:

- ❖ Organize and check data
- ❖ Understand the basic statistical methods
- ❖ Uses statistical techniques to analyze real data

**ΠΑΙ 28: Pedagogies of the image - Compulsory Elective**

The purpose of this course is to provide students with the knowledge, skills and attitudes necessary to make use of imagery and multimodal texts in pedagogical practice, recognizing that preschoolers decode them more effectively than written texts. Students will also comprehend the psychoeducational potential of multilingualism in relation to the individual abilities of children. The course will emphasize the importance of new forms of literacy, multiple readings of the image, multiple view interpretations and will underline the pluralistic and polymorphic nature of contemporary texts, digital media and modern communication codes (e.g., written, spoken, visual, audio, physical, tactile etc). The workshop part of the course will provide students with a chance to create and analyze multimodal texts, practice experiential comprehension, evaluate and reflect 'reading' images. Students will also enhance their understanding around multilingualism, exploring its potential as a rigorous methodology and not only as a linguistic lesson. They will experiment with creating their own figurative meta-texts and identify image features (style, focus, angle). Finally, students will strengthen their ability to interact with children by engaging with them in different environments and communication situations, using images, photographs, drawings and symbols.

**ΠΑΙ 29: Young Children in Institutional Care and in Health Care Institutions - Compulsory Elective**

the aim of this course is for undergraduate students:  a) to reach an understanding about the needs of  children who live in institutional care or spent many months or years in health care institutions and realize that these group of children require a different approach to learning in relation to children in daycare b) to enhance their understanding about the ways they, as future educators in these groups, can contribute to children's education and care through specific pedagogical programs and through play in order to promote children's health and wellbeing  c) to be able to develop and organize quality and flexible educational programs that take into account children's needs, their fears, their stress and the psychological or physical pain they might feel by living for a prolonged time in institutional care or health care institutions d) to be able to recognize the importance of close cooperation with parents or other health care professionals in order to contribute and promote children's health and wellbeing.

**ΠΑΙ 30: Creative Integration of Digital Technologies in Early Childhood - Compulsory Elective**

This course aims at exploring the bidirectional relationship between young children and digital technologies. By adopting a creative, open, active and critical approach to digital technologies students will be able to understand the 'how' and 'why' behind the use of new technologies. Emphasis will be placed on the pedagogical dimension of the use of digital technologies in early childhood settings and their use in children's everyday life. A large range of technologies will be explored such as: educational robotics, makerspaces, IoT, VR & AR and others. Finally, issues of digital citizenship, evaluation of technologies and cyber ethics will also be discussed.

**ΠΑΙ 31: Language Development and Communication - Compulsory Elective**

This course presents a comprehensive overview of speech and language development. Specifically, it presents language prerequisite skills, critical and sensitive periods of language development as well as development of phonology, semantics, syntax, morphology and pragmatics. Language development in special populations and bilingualism are also discussed.

**ΨΥΧ 32: Educational Psychology - Compulsory Elective**

Educational psychology is the application of methods to the study of learning and teaching. The course aims to contribute to the development of knowledge about key issues and problems of educational psychology such as the contribution of learning theories to the development of school for all, the abilities and problems of children with learning difficulties, school-family cooperation. In the context of the course, the methods and theories of educational psychology, in particular, cognitive, linguistic, psychosocial and moral psychology, and in particular, cognitive, linguistic, psychosocial and moral development of students through behavioral and socio-cognitive theories, giving emphasis to individual differences, memory, understanding, metacognition, self-perception and self-esteem students' motivation. Issues of learning and teaching are analyzed as well as the contribution of the developmental context. In addition, research data from the field of motivation, motivation and interpersonal communication and teachers' expectations are analyzed. Equally important part of the course is the examination of classroom dynamics in regarding the management of classroom with reference to students' learning difficulties.

**ΨΥΧ 33: Cognitive Psychology - Compulsory Elective**

By the completion of the course, students are expected to have understood the basic procedures that allow us to understand the world around us and the basic theoretical models of cognitive psychology on the functioning of cognitive processes in the brain such as attention, comprehension, learning, memory, language, problem solving, thinking and reasoning, which help us to make decisions about how to deal with our everyday lives. They will have learned cognitive and metacognitive strategies useful in the context of education. They will be familiar with experimental methodology applied in the field of cognitive psychology and will have developed critical thinking through familiarity with the relevant scientific literature.

**ΨYX 34: Introduction to Neuropsychology - Compulsory Elective**

The course presents basic concepts and research methods of neuropsychology, in order to provide a better understanding of how the nervous system affects the cognitive and emotional functioning and behavior. The content of the course is based on current research data and includes fundamental principles of genetics and the organization and function of the Central Nervous System. In particular, students will have the opportunity to examine the different methods of studying the brain, the development of the function of the Central Nervous System, the structure and function of the brain (the cortex, the subcortical structures the nerve cell), message transmission, elements of classical and molecular genetics, the general principles of processing sensory stimuli (hearing, vision, touch, taste), emotions, learning and memory.

**ΚΔΟΕ 35: Marketing of Educational Organizations - Compulsory Elective**

The purpose of this course is to offer students a clear understanding of how to develop an educational organization with a strong marketing orientation. Within this framework, students are helped to understand that marketing is actually a vital management activity while the marketing of educational services requires a strategic approach, mainly focusing on the individual (consumer) rather than on the product / service. Key elements of Marketing place special emphasis on the participation and the development of the decision making process. In this way, educational organizations (and preschool organizations) will be able to respond more effectively to the needs and expectations of stakeholders.

*S*tudents through the attendance of this course, will be able to:

- ❖ Develop the MKT tools for the improvement of the educational organizations' profile
- ❖ Recognize any complaints and be able to manage those in the most efficient way
- ❖ Understand parental behavior
- ❖ Use and develop the MKT tools so as to expand the educational organizations activities in a more effective way

### ΚΔΟΕ 36: Leadership & Creativity in Educational Organizations - Compulsory Elective

Leadership in education requires the activation and guidance of human resources in order to contribute effectively to the implementation of the educational organization's objectives. By the end of this course, students will have acquired the skills, abilities and knowledge so as to meet the demands of current challenges and shape a school into a more qualitative and productive educational unit.

Moreover, students through the attendance of this course, will be able to:

- ❖ Describe in a more creative way the organizational goals
- ❖ Develop a capable and sustainable leadership
- ❖ Implement organizational changes
- ❖ Face the challenges in a more efficient way
- ❖ Develop a positive organizational climate and positive communication channels within the organization
- ❖ Develop the leadership theories

### ΚΔΟΕ 37: Human Resource Management - Compulsory Elective

The main aim of this course is to help establish a more substantive and creative role for students (when they enter the labor market) in the organization's management structure. Moreover, the aim of the course is to gain the knowledge and specialization in handling issues of the human factor in the respective organizational context and to highlight the usefulness of Leadership for the development of Human Resources.

Moreover, students through the attendance of this course will be able to:

- ❖ Understanding the functions of Human Resources Management
- ❖ Understand the power, influence and negotiation in organizations
- ❖ Know the Organizational structure and design
- ❖ Strategic alignment of Human Resources Management in organizations
- ❖ Have a better understanding and evaluating of leadership models
- ❖ Use a range of reasoning styles
- ❖ Develop critical awareness of how organizations work

**ΚΔΟΕ 38: Philosophy of Education - Compulsory Elective**

Concept and definition of the Philosophy of Education. Through a historical overview of the Philosophy of Education and a systematic discussion of the terms education, training, education and the individual, the focus is on the role of education, training and education in improving human beings and building their personality. The relationship between human nature, education and culture, as well as the philosophical view of the learning institutions with the operation of which the integration of the new mainly members of a society is ordered. Starting from anthropological point on view, the interest is focused on human knowledge and ethics related to the nature and goals of education, as well as the philosophical problems arising from educational theory and practice, concerning all human societies. Reference to the great thinkers of Western civilization from Greek Philosophers such as Plato and Aristotle to analytic philosophy and modern existentialism. This is a wide-range topic, which includes issues of ethical and social / political philosophy, epistemology, as well as other areas of philosophy. This course provides a philosophical reflection on Education and Training, focusing on interdisciplinarity.

**ΑΠΠ 39: Introduction to Museum Education - Compulsory Elective**

Museum Education is a field of applied pedagogy aiming to support the interpretation of museum objects with a variety of methods and techniques, adapted in ways that correspond to the developmental, personal, social and cultural characteristics of diverse target groups. The course aims at introducing students to different types of museums and helping them understand their functions as places for safeguarding, promoting awareness and critical dialogue about natural and cultural heritage, and contributing to personal and community wellbeing. It will offer them an overview of core educational theories that are implemented in museum education. In addition, students will become familiar with the design, implementation and evaluation of museum educational programs and learning resources that foster multi-sensory and embodied teaching approaches, experiential learning, aesthetic development, cultivation of critical thinking, creativity and cooperation.

**ΑΠΠ 40: Pedagogy of children's songs - Compulsory Elective**

The main aim of the course is to enable students to acquire theoretical knowledge concerning the singing capabilities (tonal and rhythmic) of infants and toddlers and the methodology of teaching techniques that are developmentally appropriate and pertinent to different age groups. Furthermore the course aims to cultivate through practice, the ability of the students to sing with correct intonation, breathing, rhythm, phrasing and expression in order to convey their experiential knowledge to the children.
Specifically the course cover topics as: The overall benefits of singing for early childhood development, the application of singing techniques and the planning of activities for different age groups, familiarization with the selection criteria of high quality children's songs, the variation of genres of children's songs (lullabies, nursery rhymes and chants, children folk songs, children songs from around the world etc.).
Upon completion of the course the students will be able to plan and apply singing lessons that are developmentally and educationally appropriate for infants and toddlers as well as being able to sing correctly a substantial number of songs, play simple rhythmic instruments and accompany their singing, move rhythmically and expressively with their bodies in space simultaneously with singing and furthering their knowledge of reading music notation.


**ΑΠΠ 41: Dramatization - Compulsory Elective**

Works of Literature (novel, novella, poetry, short story) and texts (Greek and foreign fairy tales, proverbs, songs, myths, traditions, customs, idioms), as well as personal experiences of young children or their parents, images, etc., are dramatized and rendered in a variety of stage ways. The phenomenon of dramatization of "extra-theatrical" texts, in Greece and internationally, due to its extent and frequency of appearance, constitutes a special kind of contemporary dramaturgy and stage act. The course explores and analyzes the causes, forms, and particular imprints of dramatized texts in modern scenes while encouraging and cultivating research interest.

**ΠΑΙ 42: Contemporary Trends in Preschool Education - Compulsory**

The aim of this course is for students to explore: new approaches, applications and alternative forms of teaching methods in early childhood education. Students will be introduced to and study: the 'Project' method, types of learning models, quality factors and educational policies which influence early childhood settings.

The course also consists of field exercise which aim to familiarize students with those tools necessary for adopting and implementing contemporary methods in their educational practice (e.g., the project approach). In addition, students will learn how to evaluate innovative practices and encourage parents' involvement in early childhood and in early years of school.

**ΠΑΙ 43: Teaching and Learning Methods – Case studies  - Compulsory**

The aim of the course is to provide students with an understanding of the theory and practice of teaching as a method of implementing the curriculum, and the various teaching forms, techniques, materials and media. In addition to the theoretical background that students will acquire, the course also provides training in the design, implementation and evaluation of teaching case studies in a specific subject area.

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

- ❖ know the concept, purpose and methods of teaching
- ❖ know the process of designing, implementing and evaluating teaching applications
- ❖ understand the parameters for successful teaching practice
- ❖ describe the objectives in the teaching models and the techniques used
- ❖ select and prioritize teaching objectives appropriately
- ❖ distinguish the appropriateness of methods and techniques in relation to the content they aim to teach
- ❖ Organize innovative teaching experiences.

**ΓΕΝ 44: Health Education – Compulsory**

The aim of the course is to: a) to develop skills for adopting healthy attitudes and behaviors and familiarize students with Health practices b) to acquire general knowledge about the causes, recognition and handling of accidents in early childhood c) the acquisition of knowledge on basic pediatric issues such as pediatric diseases of preschool age d) the acquisition of general knowledge on nutrition and healthy eating habits e) the understanding of the position of the Early Childhood Educator in the nursery on issues related to the treatment of diseases, health problems, difficulties of nutrition .

Upon successful completion of the course the student will be able to:
- ❖ know the basic concepts of health and health promotion
- ❖ describe the prevention mechanisms
- ❖ name the basic principles of healthy eating and understands their importance for healthy development of children in early childhood
- ❖ identify the causes of accidents in early childhood
- ❖ describe the main features of the main paediatric diseases in early childhood
- ❖ Realize the position of the Early Childhood Educator and the legal framework within which he/she can act in case of accidents, illness, food allergies, dietary peculiarities in the nursery.

At **skills** level will be able to:
- ❖ know and applies first aid in Early Childhood in situations such as choking, choking, febrile convulsions, nosebleeds, fever, insect bite, sunstroke, heatstroke, shock, stroke, fainting, vomiting, bleeding, seizures, if necessary
- ❖ know how to use simple objects in the application of first aid
- ❖ name hygiene measures and applies them in Education and Care settings
- ❖ implement a variety of ways to promote cooperation between the Nursery, the family and the wider community to promote health

In terms of **competences** will be able to:
- ❖ apply hygiene rules in everyday life in Education and Care settings
- ❖ know the food combinations and reinforces the Mediterranean diet
- ❖ look for good practices that create a positive nutrition environment and encourage young children to try new foods


**ΠΑΙ 45: Interaction based Pedagogy for Infants - Compulsory Elective**

This course aim is for undergraduate students to a) identify the infant as a unique person but also as a member of the daycare group b) understand the ways in which infants exercise agency within the physical, social and educational environment of the daycare setting through their daily interaction with all of these elements that constitute the environment of their daycare setting c) learn how children co-construct knowledge and relationships and d) understand the importance of their role as future pedagogues in facilitating and promoting relationships, infants agency and co-constructing knowledge. The students will learn about the principles and benefits of a pedagogy based in interactions, the ways and the means to support infants in their interactions with adults and other children, ways and means to co-construct infants knowledge and ways and means to support and promote infants agency in the daycare setting.

**ΠΑΙ 46: Pedagogical Environment for Infants and Young Children - Compulsory Elective**

The purpose of the course is for students to understand the value of the quality of the educational environment in the holistic development of infants and young children. The course focuses on the relationship of the environment and quality education from birth to the age of three. The theoretical part examines the importance of the holistic development of infants and young children in educational settings. The focus is on the relationship and organization of both the material and the social environment in nurseries as well as on other structures that provide education at 0-12 months of age. Students analyze the priorities of the educational environment of nurseries by understanding the importance of the interaction of the material and social environment for the development of young children 0-3 years old. They recognize the environment as the third educator by developing critical thinking about the value of the social environment and interaction in the holistic development of infants and young children. They organize safe spaces aimed at infants and young children based on the individual needs and characteristics of the children, taking into account the culture and cultural background of each community. They evaluate and modify the educational environment for infants and young children with creativity and critical thinking. Through the practice exercises students come into contact with educational environments and are given the opportunity to make small interventions to the physical space. They observe and evaluate educational environments.

**ΠΑΙ 47: Children's Early Engagement with Books – Compulsory Elective**

The aim of this course is for students to become familiar with the different types and categories of books for infants, toddlers and young children. Students will explore the different ways of selecting and utilizing books during their everyday pedagogical practice. Through this course students will examine and analyze the term 'a child's book' and will learn about the selection criteria for choosing appropriate books for infants, toddlers and young children. Broad themes of children's books will be discussed together with ways young children connect and learn to love reading books. Students will explore a variety of ways to read to children and to interact via group stories and open discussions. The importance of starting introducing books early in a child's life will be underlined. Finally, the critical role of book corners and lending libraries in early childhood settings will be highlighted and emphasized.

**ΨΥΧ 48: Developmental Psychopathology - Compulsory Elective**

This course focuses on the distinction between normal and abnormal behavior, taking the developmental perspective as a theoretical framework. It examines the identification and taxonomy of the most common neurodevelopmental disorders, especially their symptoms, prevalence and possible causes. Issues of comorbidity, diagnosis and treatment are also discussed, with special emphasis on differential diagnosis, early intervention, and prevention.

### ΨΥΧ 49: Counselling Psychology - Compulsory Elective

"Counselling Psychology" is the applied field of Psychology that focuses on issues related to the promotion of human well-being, the enrichment of relationships, conflict resolution and more, through prevention, awareness and therapeutic treatment programs. It combines theory with research and application in order to promote the understanding of intrapsychic processes. It focuses on developing self-awareness and creating a harmonious relationship with the self through the recognition and expression of feelings, needs and motivations. The aim of this course is to offer students the opportunity to study the basic theoretical approaches in counselling psychology, to compare psychological theories, to investigate the role of the counselling psychologist and the counselling relationship in therapeutic practice. Other topics covered include: the establishment of therapeutic alliance, the importance of the therapeutic setting, transference – counter-transference and negative capability, parent counselling, counselling groups for parents within the nursery as well as the importance of supervision and collaboration with colleagues.

### ΨΥΧ 50: Social Psychology - Compulsory Elective

Social Psychology is the scientific study of the way people's thoughts, feelings and behaviors are shaped in the context of their interpersonal relationships and as a result of their participation in wider social groups. For the social psychologist, the level of analysis is the individual in the context of a social situation, examining the role of social influence, the effects of the wider cultural context and the interaction of these factors with intrinsic abilities and dispositions. This module will address the major issues in socio-psychological theory and research in order to familiarize students with the basic principles that underlie the behavior of the individual as a member of a group and will provide a better understanding in relation to the ways in which group dynamics influence and modulate this behavior. Students will examine the contemporary trends in social psychology, the formation of attitudes, social representations and prejudices, the attitude change and the theory of cognitive dissonance. The students will also have the opportunity to explore in depth the issues of diversity, aggression, leadership, and altruism.

### ΨΥΧ 51: Creativity and Learning - Compulsory Elective

The aim of the course is to familiarize students with the psycho-emotional dimension of the pedagogical process and to expose them to the issues that arise in the school context, with a special emphasis on the psychodynamic approach. In the context of the course, we will refer to the adaptation of the child to the school environment, as well as of the parents to this new reality. School-family relations (adaptation difficulties, behavioral difficulties, readiness) will be discussed. The course will provide students with the opportunity to examine the emotional development in the preschool years (developmental achievements and concerns), the child's self-identification and separation from parents, the diversity in education (socio-cultural diversity, temperament) and also to explore children's relationship with their body, their sexuality and gender formation. Furthermore, students will investigate the function and the role of play, drawings and fairy tales in children's development, phobias and aggression in infancy and childhood, as well as the adaptation of the child to the school environment, school-family relations and the educational role of the kindergarten.

**ΚΔΟΕ 52: Information Communication Technology in School Administration - Compulsory Elective**

This course refers to the administration of school utilizing the tools provided by Information and Communication Technologies (ICT). The intention of this course is for students not only to understand the usability of Information and Communication Technologies (ICT) in school administration, but also to realize the necessity of introducing ICT in every day administrative school function. Moreover, this course aims for students to identify the critical conditions for the smooth operation of the school unit at the administrative level and to further investigate into methods for better, more effective and more efficient organization and administration of school via technological means and tools, for the modernization and quality upgrade of the administrative services provided.

Students through the attendance of this course will be able to:

- ❖ Analyze data on the most efficient and effective administrative organization and operation of school units.
- ❖ Criticality integrate ICT in the daily administrative work, in order to ensure the provision of upgraded quality services to teachers, parents-guardians, students, as well as other collaborating bodies and organizations
- ❖ Analyze organizational situations and knows how to operate the integration of ICT in school administration
- ❖ Utilize ICT appropriately in order to approach the achievement of organizational goals and exercise an efficient and effective school administration
- ❖ Evaluate the school environment and uses ICT as a key tool for problem solving.


**ΚΔΟΕ 53: Organizational Behavior - Compulsory Elective**

Within the context of the new emerging realities in the workplace, the course of organizational behavior aims to understand and use practices that relate to the operation of organizations, focusing on the employee. The main aim of the course is to study and understand human behavior with emphasis on both individual and group processes and functions. In addition, the aim of the course is to gain a better understanding of the management process that influences human behavior in the work environment, since organizational behavior may be improved substantially through more effective human resource management.

Students through the attendance of this course will be able to:

- ❖ Critical analyze the relevant theories and techniques regarding the issues addressed in the course.
- ❖ Critical analyze the organizational effectiveness and priorities of the organization
- ❖ Identify organizational problems and create an action plan
- ❖ Organize the workload priorities
- ❖ Be involved with confidentiality in academic communication
- ❖ Reflect on their role and the role of others in organizational practice.

**ΚΔΟΕ 54: Risk management in preschool and school units - Compulsory Elective**

The main aim of the course is the theoretical education of students on issues related to the prevention and response to various forms of crises (such as social, pandemics, etc.) that take place in the work environment of the educational unit in the most effective way.

Students through the attendance of this course will be able to:

❖ Deal with dangerous situations
❖ Use the risk management tools for the process of different approaches to risks
❖ Make a decision in an emergency case
❖ Design crisis management plans for the immediate and right response to dangerous situations in an educational unit
❖ Analyze and evaluate case studies so that crisis management learning becomes more integrated.

**ΚΔΟΕ 55: Qualitative Approaches to Educational and Social Research - Compulsory Elective**

The course refers to a range of the qualitative methods in the Social Sciences, focusing mainly on Social Research, aiming at sociological meaning, the production of sociological knowledge, overcoming the contrast between qualitative and quantitative. The course focuses on the ethnographic approach, the phenomenological approach, the interactive approach, as well as the data collection and the study of certain techniques used in a qualitative approach in educational and social research. It focuses on the concept of objectivity, representativeness, validity of knowledge, the relationship between common knowledge and sociological explanation and understanding, the value of Sociological Intervention, Action Research as a tool for analysis of social problems. In such a perspective, we consider that qualitative approaches are the appropriate tools for analyzing the way of thinking of actors in the education system (teachers, parents, students, etc.), as well as the terms by which they understand and interpret social and educational reality.

**ΑΠΠ 56: Visual Expression: Applications - Compulsory Elective**

The aim of the course is a) to introduce students to the field of two-dimensional visual expression mainly through painting, collage and print-making techniques b) to help them understand in an experiential way the importance of visual expression for the development of creativity and imagination, and provide students with ideas and practice for the design of visual art activities for young children.

**ΑΠΠ 57: Puppet Theatre - Compulsory Elective**

This course examines Puppet Theatre as a form of theatrical art. References are made to the Greek and World History of the Puppet Theatre. The issues of theatrical dramaturgy, text, directing, aesthetics and the perception of the Puppet Theatre from the spectator's perspective are addressed. Particular emphasis is placed on the history and the evolution of the Shadow Theatre and the place it occupies as a peculiar and diverse research subject. In this context, the course examines the relationship between Shadow Theatre and folk tale, as expressions of folk tradition based on the principle of orality and improvisation. A special place in the course is reserved for making and animating puppets, figures and objects.

**ΑΠΠ 58: Fairy Tale and Children's Theatre - Compulsory Elective**

This course focuses on the study of the fairy tale and its presence in children's theatre. Theoretical reflections on the fairy tale and its features are developed taking into account folklore studies and international (Folk-literature: Thompson's Motif Index, ATU Type Index, Propp's Functions and Lévi-Strauss' Structural Analysis for folk tales) and Greek fairy tales catalogues. The themes and motifs of the fairy tales as well as the numerous transformations of the fairy tale are also examined. The course examines the child's relationship to the theatre through historical overview, the dramatic approach to theatrical texts for young children, and the analysis of theatrical performances.

**ΑΠΠ 59: Creative Movement in Preschool Education - Compulsory Elective**

Music and dance are basic pedagogical "tools", which the teacher uses when working with infants and young children, in order to develop their kinesthesia. That is, to acquire physical control, motor skills, spatial awareness, balance and to strengthen their self-confidence, while developing their creativity.

The students develop the ability to design and evaluate appropriate actions for each age group. In addition, the aim of the course is, through experiential exercises, to enable students to integrate new information and to appreciate the possibilities that emerge in their personal and, professional lives through the arts of music and Dance, as well as through the synergy between them.

**ΠΑΙ 60: Cooperation and Communication with Family - Compulsory Elective**

The aim of this course is to underline the importance of communication and cooperation between families and early childhood institutions. Theories and models of modern families are explored together with how bidirectional relationships between families and early childhood educators are developed and sustained. Students will enhance their understanding around partnerships with families and will realize the positive impact on children's adjustment, transitions and learning. The course will also analyze the parameters and factors that influence parental active involvement in their children's education and care. Using the 'case study' method, appropriate and effective ways of communication are recommended. Complex situations which demand a careful and sensitive approach are also discussed.

**ΠΑΙ 61: Evaluation and Assessment of Pedagogical Practices - Compulsory Elective**

The aim of the course are for students: a) to understand the important role of evaluation in pre-school education b) to understand the multiple ways in which the evaluation of pedagogical practice is carried out c) to be able to create the criteria that they will use in order to evaluate the services they offer to children, to parents and to society as a whole d) to be able to carry out self-evaluation as well as evaluation of the pedagogical practices they use according to the purpose and objectives they have set for themselves in order to improve the pedagogical practices and care services offered. Upon successful completion of the course the student will be able to:

At **knowledge** level:

- ❖ identify evaluation criteria for the pedagogical practices
- ❖ select tools to evaluate early childhood structures and implement self-assessment
- ❖ recognize the importance of evaluation as the cornerstone for the provision of quality education and care services
- ❖ Recognize the vital importance of evaluation for his/her continuing professional development.

At **skill** level, the student will be able to explain and draw conclusions about:

- ❖ procedures needed in order to evaluate an early childhood setting
- ❖ procedures to be applied for the evaluation of the pedagogical program
- ❖ Methods and criteria for assessment and self-evaluation in early childhood education and care settings.

In terms of **competences** the student will be able to apply the above as follows:

- ❖ ensure that the most appropriate evaluation tools are used according to individual cases, purposes and objectives
- ❖ Work effectively with supervisors, assistant personnel, parents and/or children, as appropriate, to implement assessment programs.

**ΠΑΙ 62: Resources and Materials for Early Childhood Education - Compulsory Elective**

The aim of the course is to provide students with the appropriate knowledge, skills and attitudes about the contribution of materials to children's learning. Through this course we view materials as transformers of early childhood education by provoking experimentation, shifting perspectives for both children and adults.

By the end of the course students will be able to:

- ❖ Understand the theoretical approaches to the utilization and contribution of materials to the learning process.
- ❖ Better realise the role of experiential learning and appropriately provide the materials to children.
- ❖ Recognise the importance of resources and the use of tools in the teaching and learning process.
- ❖ Appropriately engage materials in the development of their early years programme and activities using their own imagination and creativity.
- ❖ Become knowledgeably aware of the criteria for quality and safety on selecting and intergrading materials for their early childhood education programmes.

**ΨΥΧ 64: Psychological Interventions in the Early Childhood Education and Care Centers - Compulsory Elective**

This course will discuss issues that educators face in their daily work with children in the context of the day care center. It aims to raise students' awareness of issues related to the normal development and mental health of children, as well as the detection of pathological behaviors. Emphasis will be placed on the issues arising in the relationship and cooperation of childcare workers with parents and the child's family in general, the application of psychoanalytic understanding in a preschool context, the group dynamics in the kindergarten classroom and how to facilitate educators to recognize the communication of young children. Alternative management options available to early childhood educators that allow them to deal with difficulties arising in the workplace will also be mentioned. Students will have the opportunity to investigate issues such as the role, the meaning, the content of regression in the development of children, the role of the atypical behaviors to psychopathology, the ways of managing psychopathology in the nursery etc. The course will use clinical examples from early childhood care and education classrooms as prompts for discussion with students.

**ΨΥΧ 65: Applied Developmental Psychology- Compulsory Elective**

The course is developed by focusing on topics and issues studied in the field of Developmental Psychology in order to inform students about developments in relevant research in the international and Greek context and to allow students to study a number of topics of their own choice in greater depth. The course aims to delve into issues related to psychological work with children, adolescents, young people and adults experiencing in daily and special circumstances. The course deals with specific issues related to the functioning of the person in the family, health and welfare services, in different social contexts, general and specific educational contexts, etc., issues related to threatening and protective factors for the psychological development of the individual in different conditions and situations experienced by the person, which are important for prevention and intervention (e.g. stress and its effects, the dependence of physical health on mental well-being, interpersonal communication, functioning and psychological development, etc.), and issues related to the psychological development of the person in different conditions and situations experienced by the person, which are important for prevention and intervention (e.g. stress and its effects, the dependence of physical health on mental well-being, interpersonal communication, functioning and psychological development, etc.). Students will have the opportunity to study factors/processes related to formal and informal development, and applying findings from relevant research to manage specific issues in dysfunctional or special needs contexts that impact developmental outcomes. In general, the course addresses the ways in which students can use developmental psychological knowledge in understanding and addressing particular cases and situations from various domains of social life.

**ΨΥΧ 66: Psychology of Children's Drawings - Compulsory Elective**

The course aims to familiarize students with the basic concepts, theoretical approaches and research in the field that studies the development of children's drawing skills. Through a critical review of past and present studies, it attempts to answer questions such as: How does the way children draw change with age? What is the developmental trajectory of representational and expressive drawings in typical and non-typical populations? What are the main theories that attempt to explain drawing development? What is the relationship between children's ability to understand and create images? What information can we obtain from children's drawings about children's intelligence, personality, and emotional capacity? What is the role of cultural context and education in children's design development? Are there any individual differences in design development? Students will have the opportunity to investigate the development of expressive drawing – the expressive dimension of children's drawings, the aesthetic preference for patterns and images in childhood, the human figure in children's drawings (Tadpole Man, Typical human figure). Furthermore, they will  examine drawings as assessment tools measuring intelligence, personality and emotional development, drawings as measures of internal representations, individual differences in children's drawing ability such as gender differences and giftedness, drawings by children from special populations and individual differences in the drawing ability of children, as well as the drawing of children with developmental disorders, learning disabilities, drawing as an aid to memory and the cultural influences on children's drawings.

**ΨΥΧ 67: Introduction to Psychometrics - Compulsory Elective**

The course analyses the basic principles of psychometrics. This is the branch of psychology that deals with the construction and scientific documentation of tools used to measure human behavior. In particular, it examines the basic types of psychometric assessment, the characteristics of validity and reliability, and methods of interpreting the results of an assessment. The aim of the course is to familiarize students with the basic concepts of psychometrics, the statistics in psychometrics and the methods of calculating reliability and validity. In addition, some instruments commonly used to assess infants and toddlers are presented like, Child Behavior Checklist, Language Development Questionnaire, McArthur Communication Skills Development Questionnaire, Wechsler Preschool and Primary Scales of Intelligence, Mullen Scales of Early Learning, Bayley Scales of Infant Development. Moreover, students will examine psychometric tools in different cultural contexts and explore the stages of psychometric tool construction.

**ΚΔΟΕ 68: Management Information Systems and Electronic Governance - Compulsory Elective**

This course deals with e-government and the development and utilization of management information systems. The aim of the course is a thorough study of the principles and actions of e-government, and the deep understanding of the importance of information systems architecture for governance and strategic decision making. In addition, the aim of the course is to study the frameworks and levels of interoperability at national, European and international level.

Moreover, students through the attendance of this course will be able to:

- ❖ Understand the principles and actions of e-government
- ❖ Analyze the knowledge required to understand the usefulness of information systems for management and strategic decision making.
- ❖ Recognize the elements of the necessity of achieving interoperability not only at technical and conceptual level, but also at institutional and organizational level.
- ❖ Distinguish the principles of e-government and management information systems
- ❖ Organize the administration of school units based on the principles of e-government and management information systems.
- ❖ Evaluate organizational situations based on the principles of management, e-government and management information systems and make more rational decisions.

**ΚΔΟΕ 69: Education and Economic Development - Compulsory Elective**

The aim of the course is to understand the application of the principles and methods of economics to Education. Also to understand the role of education in basic functions of the economy and more broadly the economic value of Education.

Within the framework of this course the students will:

❖ Have a better understanding of the educational services market
❖ Understand how an individual decides to invest in education
❖ Understand the roles of State intervention in the educational services market
❖ Understand how resources in the field of education can be used more effectively
❖ Know how educational services are financed, the basic differences between them and their impact upon the provision of educational services
❖ Analyze the way in which decisions regarding educational services influence social phenomena such as poverty, economic inequalities, unemployment and social exclusion.

**ΚΔΟΕ 70: Sociological and Cultural Approaches to Childhood and Children's Rights - Compulsory Elective**

The course focuses on exploring the issue of the development of the child's position in society, aiming to examine childhood through a sociological and historical perspective. Both historians and sociologists insist on the necessity of studying childhood, placing it in a particular social, cultural, economic and demographic context. The diversity of definitions of childhood is related to historical, social, political and economic contexts, taking into account power relations both nationally and globally, while social and educational policies related to the education and training of preschool children concern all parents with the introduction of compulsory education.

The position of the child in modern western societies is shaped by the development of a legal framework related to childhood, as well as the rights of the child. It is observed in the western world, through research data, a decrease in child mortality, a decrease in the birth rate since the 1960s, a continuous decrease in the number of children per family, an increase in the number of working women and therefore the need to entrust custody of increasing the attendance of young children of different socio-economic and cultural environments in structures of pre-school education and training, a fact that significantly changes the forms and conditions of socialization of young children, who are considered social actors with social, cognitive, emotional and cognitive skills. Particular emphasis is placed on forms of education in different cultural backgrounds, immigration, inequalities and exclusion in preschool education, as well as the gender dimensions of childhood.

The United Nations Convention on the Rights of the Child in 1959 and the Convention on the Rights of the Child in 1989, at the end of the 20th century, reflect the contribution of Western ideas on childhood. With the abolition of child labor, children under the age of sixteen will not be employed in any form of productive labor contrary to ideas and practices outside the western world. Today the child is at the center of the concerns of societies and families and is one of the reference axes of the formation of new forms of family.

**ΚΔΟΕ 71: Strategic Management and Educational Policy - Compulsory Elective**

The main objectives of the course are to teach students how the implementation of educational policy is being applied by central government and how an appropriately chosen education policy can enhance the perspective of a sustainable, stable and efficient education system. Moreover, students will strengthen their knowledge in the keys to a strategy for gaining a sustainable competitive advantage in order for an education system to be oriented and run in a sustainable manner.

Moreover, students through the attendance of this course will be able to:

- ❖ Have a better understanding and utilizes the Educational policy models
- ❖ Understand the development strategy and the vision for strategic planning
- ❖ Analyze the strategic changes
- ❖ Recognize the quality of the education system

**ΑΠΠ 72: Pedagogical Environments in Museums and Cultural Spaces - Compulsory Elective**

The course aims at introducing students to different types of exhibition environments especially developed for young children and their families in museums and cultural or community spaces (i.e., children's hospitals) that are proliferating during the last decades worldwide. Students will be able to recognize the theoretical underpinnings regarding the pedagogical design of such environments, critically analyze and evaluate their material and social organization, and get informed on the ways children use them and what they appreciate in them, according to recent research. Students will also investigate the critical role of museum educators in organizing the space and in empowering children and their families to meaningfully interact through play. The ability to contribute to the pedagogical design and day-to-day operation of these special pedagogical environments, is important for students of early childhood education and care as they can make a difference in how such places respond to the needs of infants and toddlers.

**ΑΠΠ 73: Plastic Art Creations for Early Childhood Education and Care Centers - Compulsory Elective**

The aim of the course is a) to introduce students to the field of three-dimensional visual expression by exploring plastic arts, artistic installations and the use of digital technology (b) to help students practice on three-dimensional artistic creations that use a wide variety of media. The course offers a balanced combination of theoretical and practical knowledge, so that students can later organize plastic and other three-dimensional art activities for young children.

**ΑΠΠ 74: Creative dance and improvisation - Compulsory Elective**

The main aim of this course is to enable students to rediscover the body-mind connection through the experiential practice of creative dance and movement improvisation. The course is designed to provide students with knowledge of the anatomical capabilities of the human body and the respiratory system's functions, realization of the power of touch through hands-on activities and functional management of physical forces while moving individually and with others.

The course includes exploration of the developmental movement patterns and the succession from the lying down position to the standing up, and the multiple ways of moving in different spatial levels directions and temporalities. Students will find the spiral motion of the joints, and they will become more aware of the function of the spine and pelvis. They will be engaged in basic movement patterns such as walking, running, jumping, and they will discover how gravity and other forces such as inertia, balance, etc., function. They will experience the power of touch and body connection with others, and they will enhance their ability to move into the space with another person, through contact improvisation practice's principles (rolling to the point of contact, counterbalance, and rotation, following the flow of the movement, etc.). Finally, students will be able to actively engage in class discussions of the course material. The theoretical knowledge is supported by demonstration, reading relevant articles, and video viewing.

**ΑΠΠ 75: Percussion Musical Instruments and Sound Sources - Compulsory Elective**

The aim of the course is for students to become familiar with the musical sounds of percussion instruments by practicing their acoustic perception and their musical receptivity by performing rhythmic and melodic percussion. Students perform alone or in pairs in a question-and-answer format, or as a musical ensemble with the teacher's suggestions.

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

- ❖ Become familiar with the basic principles of the performance of the instrument and the rhythm of a piece of music and to be able to accompany a song.
- ❖ Learn to improvise with percussion instruments.
- ❖ Be trained to make improvised musical instruments.
- ❖ Learn some basic principles for planning musical activities through rhythm instruments.
- ❖ Learn and understand elements of music theory.
- ❖ Learn about musical instruments and their categories.
- ❖ Become familiar with the relevant literature.

**ΠΑΙ 63 : Professional Ethics and Policy - Compulsory Elective**

The aim of the course is to highlight the principles, values and rules of the work of early childhood educators and to contribute to the enhancement of their professionalism. It also aims to develop in students the knowledge, skills and abilities to enable them, as future professionals, to operate with an understanding of the context and the socio-political parameters that shape it, so that they can respond to its demands to the maximum extent possible and be effective.

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

- ❖ identify the basic principles, values and rules of the profession of early childhood educator
- ❖ understand the historical development of the profession
- ❖ recognize the parameters of the transformation of the professional in the light of current circumstances
- ❖ understand and appreciate professional responsibility towards children, parents, colleagues and stakeholders
- ❖ distinguish the different manifestations in the personal theory of colleagues and interpret them
- ❖ identify the forms and ways of working in relation to the wider socio-political context
- ❖ appreciate the usefulness of action research in his/her professional field
- ❖ discover the value of collective action and adopting it
- ❖ define his/her rights and obligations and be aware of the rights and obligations of his/her colleagues, fostering a climate of trust and mutual respect
- ❖ Work autonomously and responsibly and to be able to solve problems arising in the workplace.

**ΠΑΙ 76: Research and Implications for Practice in Early Childhood - Compulsory Elective**

In this course, students will examine relevant research in order to identify answers and solutions to important pedagogical issues. Having already some basic knowledge around how research is conducted and how to evaluate evidence-based studies, students will use their critical and metacognitive skills to respond to pedagogical dilemmas of their everyday practice in early childhood education and care settings. For example, they will search contemporary research to decide on whether young children should be taught to read and write; whether very young children should engage with digital technologies; whether there are suitable toys/games according to age/gender etc. Through their careful examination of the literature they will enhance their knowledge on research methodologies and paradigms but they will also enrich their perspectives and arguments on how to overcome myths/stereotypes, strengthening their scientific identity and academic confidence for their early childhood professional role.

**ΠΑΙ 77: Sustainability and Environmental Education - Compulsory Elective**

This is an introductory environmental education course with an emphasis on sustainability and designed to prepare students to implement environmental education programs and suggest everyday sustainable solutions in formal and non-formal early childhood settings. Students will have the chance to explore the interconnections and interdependence between biophysical and sociocultural environments and the impact of human activities. topics include: history and philosophy of environmental education and sustainability, environmental laws and regulations, critical discussion of environmental and sustainability issues, decision-making and problem solving, exploring environmental education teaching methodologies, interdisciplinary and multidisciplinary pedagogical approaches (e.g., projects) concerning young children, presenting and evaluating environmental programs and experiences in early childhood and learning about the action of relevant institutions and organizations nationally and internationally.

**ΠΑΙ 78: Infant and Young Children's Education from Theory to Practice - Compulsory Elective**

The main objectives of the course are for the students to comprehend: a) The effect of translating theory into practice and the significance of theory in creating and implementing good practicing models for infants and young children and b) The way each theoretical approach underlines the role of the child, the role of the educator, the goals, the practices, as well as the interactions of all involved.
Throughout this course the students will:
- ❖ Acquire knowledge of various theoretical approaches to learning and its influence in creating pedagogical models and practices.
- ❖ Analyze learning practices related to theoretical approaches.
- ❖ Select learning models based on their personal learning philosophy.
- ❖ Transform the theoretical knowledge they acquired into practice.
- ❖ Theorize their practical knowledge.
- ❖ Select and implement models critically analyzing the theoretical framework underpinning them.

**ΠΑΙ 79: Pedagogical Practices and Children's Well Being - Compulsory Elective**

The aims of the course are a) to enable students to understand the important role of child well-being in early childhood as a key factor for their hollistic development b) to understand how they can contribute through the programs of the Nursery to the promotion of child well-being and c) to be able to create quality programs and follow pedagogical practices that focus on the protection and promotion of the well-being of infants and young children.

Upon successful completion of the course the student will be able to recall and describe:

- ❖ key factors contributing to the child's well-being
- ❖ basic principles for safeguarding and promoting the welfare of children
- ❖ the importance and contribution of programs that take into account the well - being of children in providing quality early childhood education and care services
- ❖ the long-term and short-term goals of the young child's education and how this affects their well-being
- ❖ the basic needs, developmental characteristics and interests of young children and how meeting these contributes to children's well-being

At **skill** level, they will be able to explain and draw conclusions about:

- ❖ the well-being of young children in an educational context
- ❖ quality pedagogical programs and practices and how they ensure and promote the well-being of the child
- ❖ the principles of organizing pedagogical practice in order to promote the well-being and holistic development of children

In terms of **competences** they will be able to apply the above as follows:

- ❖ organize and implement programs that promote the well-being of children in an educational and caring context
- ❖ ensure that the most appropriate ways are used to safeguard and promote the welfare of children
- ❖ Work in an interdisciplinary way with individuals and organizations to promote and safeguard the welfare of children.

**ΠΑΙ 80: Multilingualism in Educational Settings - Compulsory Elective**

The aim of the course is for students to understand the linguistic diversity of contemporary societies and especially of educational setting, and to acquire the appropriate skills and abilities to support it creatively and for the benefit of children, families and society in general. Upon successful completion of the course the student will be able to:

- ❖ know the value and functions of multilingualism
- ❖ understand the linguistic potential of children in multilingual environments
- ❖ describe the objectives of language cultivation
- ❖ develop programs and activities in multilingual classrooms
- ❖ organize communicatively rich learning experiences
- ❖ Support multilingualism and interculturalism.

**ΠΑΙ 81: Early Intervention – Compulsory Elective**

Early Intervention consists of therapeutic programs of various specialties, provided to children from birth to five years of age and their parents, aiming to promote the psycho-emotional health and development of children. The course will review the different theoretical approaches and emphasize the nature and specific characteristics of early development that are most vulnerable to the influences of the social environment. Contemporary research from the field of neuroscience will also be discussed and early intervention programs, both individual and group, will be reported.

Upon successful completion of the course the student will be able to recall and describe:

- ❖ Theoretical approaches to early intervention.
- ❖ Processes that enhance or prevent the onset of neurodevelopmental disorders.
- ❖ Characteristics of early development that are the most vulnerable to the effects of the social environment.
- ❖ The symptoms, causes, course and outcome of neurodevelopmental disorders commonly seen in infancy and childhood.
- ❖ The methods of prevention and intervention of various specialties, provided to children from birth to the age of five and their parents, in order to promote children's psycho-emotional health and development.

In terms of competences they will be able to apply the above as follows:

- ❖ Recognizes the importance of early intervention and early psychosocial prevention to address emotional and behavioral difficulties.
- ❖ It approaches preschool children and their parents in an appropriate way, in cases where development does not follow the expected typical course.
- ❖ Manages (and reduces) risk factors that increase the likelihood of symptoms.
- ❖ Collaborates effectively within a multidisciplinary team to support the child with developmental disabilities and his/her family.

**ΨYX 82: Lifespan Development: Adolescence & Adulthood - Compulsory Elective**

This course is the logical continuation of the Developmental Psychology II course. It focuses on development from adolescence to the adult phase of life and death in order to understand how individuals develop in the major contexts in which they develop/experience for most of their lives (family, school, work, occupation, activities, etc.). In particular, the aim of the course is to provide students specific knowledge, skills and competences related to all areas of development (physical, cognitive, social-emotional) during adolescence/adolescence (physical and cognitive development, risks threatening adolescents, diversity in development, social development and personality development [identity, interpersonal relationships: family and friends, relationships with the opposite sex, sexual behavior), early adulthood (physical and cognitive development, diversity in development, formation of interpersonal relationships), middle adulthood (physical and cognitive development, health, diversity in development, personality development, relationships, work and leisure), and late adulthood (physical and cognitive development, health and fitness, personality development and normal ageing, diversity in development, daily life, interpersonal relationships in late adulthood), and late adulthood (physical and cognitive development, health and fitness, personality development and normal ageing, diversity in development, daily life, interpersonal relationships in late adulthood). In addition, the aim is for the students to understand the various factors, both immediate and more distant, that influence the shaping of development.

**ΨYX 83: The Digital Age and the Child - Compulsory Elective**

This is an introductory course to the study of children's interaction with digital tools. This interaction starts in a very young age, as research findings show that children are intentionally or unintentionally exposed to media content and become familiar with the use of technological tools from the first year of life. The aim of this module is to familiarize students with the implications of this interaction? On a cognitive, emotional, and social level. The transformations of childhood, the short, medium and long-term effects of media, as well as the cognitive effects: stimulus overload and attention, will be presented. Moreover, students will have the opportunity to investigate the unrecognized and intentional exposure: the screen as a companion; the digital entertainment: managing loneliness and anticipation. They will also investigate digital content in relation to the development of empathy and the manifestation of aggression, the development of imagination and creativity, and the social development and language skills. Furthermore, students will examine, among others, the differences between traditional and digital play, the aspects of beneficial media use and the media education and training from an early age.

**ΨΥΧ 84: Developmental Neuropsychology - Compulsory Elective**

This course analyses the relationship between brain and behavior in the context of typical and non-typical development. In particular, the module focuses on the development of brain structures and the emergence of corresponding functions as well as on the brain's potential in the early years of life. Students will be familiarized with the development of the Central Nervous System during the embryonic period and infancy and will study the brain plasticity and critical periods in brain development. The basic concepts of developmental neuropsychology, the evolution of the human brain, critical differences from higher mammals and the methods of neuropsychological assessment will be discussed. The course also examines the neurobiological background of some neurodevelopmental disorders that frequently first appear in infancy and early childhood, such as Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD) and anxiety disorders. Finally, it introduces neurological diseases that manifest in infants and toddlers, such as genetic disorders, epilepsy or metabolic diseases.

**ΚΔΟΕ 85: Professional Development of human resources in education - Compulsory Elective**

The aim of the course is to contribute to the understanding of the transformative role of the educator in the modern environment so that students look for ways to acquire cognitive equipment, formation of beliefs, values and culture of the profession. Also, the intention of this course is to contribute to the connection of the professional development of the educators with the internal aspects of their identity and the personal evolutionary course so that the students determine the professional identity with the approach of self-image, motivations and roles.

Students through the attendance of this course will be able to:

- ❖ Understand the culture of the educators' profession
- ❖ Understand the professional identity of the teacher
- ❖ Utilize theories around professional identity
- ❖ Understand professional development
- ❖ Develop the teaching profession.

**ΚΔΟΕ 86: Organization and Operation of School Libraries with New Technologies - Compulsory Elective**

This course not only examines the importance of school libraries in the learning and educational process but also the role of school libraries in the transformation of information organization and their contribution to the technological modernization of school administration. Moreover, the purpose of this course is to identify the necessary prerequisites for the effective, smooth and efficient functioning of school libraries in view of recent developments in the information society.

Moreover, students through the attendance of this course will be able to:

- ❖ Understand the knowledge required for the importance of school libraries in the learning and educational process.
- ❖ Analyze data on information literacy
- ❖ Recognize and analyze the factors that affect the upgrade of school libraries to modern information centers.
- ❖ Recognize the importance of school libraries
- ❖ Organize school libraries based on the needs of the school
- ❖ Utilize the use of the school library in order to upgrade the quality of the educational process
- ❖ Recognize the factors that interact with school libraries in order to contribute to improving the quality of the learning process and school administration.

**ΚΔΟΕ 87: Technical analysis and decision making in educational units Compulsory Elective**

The purpose of the course is the theoretical knowledge and familiarization of students with decision making in the workplace in educational units. The main aim of this course is to provide students with the essential tools needed for problem solving. Decision making is not only one of the most important tasks of a manager but also a function that links the other managerial functions.

Students through the attendance of this course will be able to:

- ❖ Recognize the factors that influence decision making
- ❖ Analyze the approach to techniques for solving administrative problems in critical situations
- ❖ Understand that decision making is a function that connects the other managerial functions
- ❖ Understand the decision making techniques
- ❖ Apply decision-making techniques to specific problems that will arise in life
- ❖ Collect and analyze information that will deal with issues of the educational unit
- ❖ Make the right decisions.

**ΚΔΟΕ 88: Elements of Economics, Innovation & Entrepreneurship - Compulsory Elective**

The main purpose of the course is to introduce students to the scientific field of Economics, to understand the importance of entrepreneurship activities and to deepen the understanding that profit is not the only incentive for the development of entrepreneurship initiatives, but innovation and creativity are the means for engaging in value-added entrepreneurship activities. Students through this course will enhance their knowledge and will understand in depth the importance and the critical contribution of entrepreneurship initiatives.

Students through the attendance of this course, will be able to:

- ❖ Develop in a successful way entrepreneurship activities
- ❖ Understand in depth the individual characteristics and abilities for the development of the entrepreneurship intentions
- ❖ Understand that entrepreneurship and innovation are closely correlated
- ❖ Understand that creativity is the foundation for the development of any entrepreneurship activity
- ❖ Recognize the opportunities from the environment
- ❖ Manage in a more efficient way the risk and the future uncertainty
- ❖ Develop an action plan and a feasibility study.

**ΑΠΠ 89: Museum Collections as a Pedagogical Tool in Early Childhood - Compulsory Elective**

The aim of the course is to familiarize students with the concept and the different ways of organizing and displaying museum collections, as well as their pedagogical use. It will examine the ways in which infants and toddlers interact with museum collections and could be supported in their development and knowledge of the material and social environment, through specially designed pedagogical activities. In particular, students will learn about a) the different types of museum collections and the interpretative approaches used in museum exhibitions, in order to be able to take advantage of the interpretative media of the museums for the design of pedagogical activities for infants, toddlers and families b) the digital collections of museums and their creative use by preschool children c) alternative ways of approaching museum collections by children with sensory and learning disabilities. An important part of the course will explore museum collections related to children's material culture, which could act as an interesting bridge for children's encounter with the world of museums. The course will also include many practical exercises through which students will develop pedagogical activities using museum collections, so that they can support exploratory learning in early childhood education centers, as well as intergenerational play and learning.

**ΑΠΠ 90: Cultural Practices and Pedagogical Applications**

The course aims at introducing students to the concept of culture, the interaction of cultures and the different cultural practices worldwide on various aspects such as the body, clothing, nutrition, housing, technology, relationship with nature, childhood, life cycle, visual culture, intangible culture, etc. The course will examine theoretical and methodological trends related with the field of social, historical and cultural studies, and pedagogical applications that promote social inclusion and inter-cultural reflection. Through the examination of characteristic examples of material culture from all over the world and from different time periods, students will also get engaged in the development of cultural projects that build on various cultural practices and promote intercultural understanding.

**ΑΠΠ 91: Dance Therapy Applications in Preschool Education - Compulsory Elective**

Dance therapy is a scientific, therapeutic approach, which concerns the connection of the human body with its emotional and mental world. Examines and deepens the observation of movement. The Dance Therapy techniques, of Dance Movement Therapy and Dance-rhythm, Therapy - Primitive Expression are presented and analyzed in the course. The ultimate goal of the course "Dance Therapy Applications in Early Childhood Education" is to introduce, in an experimental way, the concept of physical and mental correlation in expression, through the different Dance-rhythm qualities of the movement of the human body.

**ΑΠΠ 92: Elements of Art History -  Compulsory Elective**

The aim of the course is to introduce students to the basic characteristics of visual arts from prehistory to the present day, by mainly focusing in the European area. The course will offer understanding to the phenomenon of art and help students discern similarities and differences in the artistic pursuits of each era. It will highlight the stylistic characteristics and socio-political contexts of artistic production and offer practice in the analysis and interpretation of works of art. The course also includes the training of students in pedagogical scenarios and micro-teachings for the development of children's creative expression, by using visual material from real-life or virtual exhibitions and works of art found in the digital collections of museums and other digital platforms.

**ΠΡΑΚ 93: Professional Practicum - Optional in either G or H semester**

This course aims to familiarise students with the environment of early childhood education settings and to link theory to practice. Students will be able to gain experience and develop skills on working with children in early childhood and their parents as well as with colleagues and administrative staff.

Professional Practicum takes place in early childhood settings, carefully chosen by the Department and is supervised by the Department's academic staff.

During their practice, students:

❖ Get involved in the daily programme of the setting
❖ Co-operatively work with the educators
❖ Participate in seminars that take place in the Department
❖ Prepare a project file (portfolio) with observation material, activity planning and assessment reports.

Student's work is presented in the form of an e-portfolio.

Student's final assessment grade takes also into account the evaluations made by the host educators and principals of the early childhood settings.


**ΑΓΓ 95: English - Terminology - Complementary**

The aim of the course is to enable the student to understand the foreign-language literature of his/her specialization, to write texts in English using the correct terminology and to express himself/herself orally with fluency.

After the successful completion of the course, at a **knowledge** level, the students will be able to:

❖ To read and understand the foreign language literature of his /her specialization
❖ Transfer written and oral information received through written or spoken word, such as: newspaper or magazine articles, interviews, discussions, conferences, seminars

At **skill** level, they will be able to explain and draw conclusions about:

❖ A specialized scientific text so as to get a general idea of the content despite the existence of unknown vocabulary and terminology
❖ The main idea of the topic of a scientific text in his/her field of specialization and to summarize its content

In terms of **competences** they will be able to apply the above as follows:

❖ Obtain information on issues of his/her specialty through the internet
❖ Transfer written and oral information received through the written and/or spoken word
❖ Express his/her views in writing and orally, on a subject of specialization based on the information and other evidence given to him/her.

**ΣΤΠ 96: Statistical Package for Social Sciences (SPSS) – Complementary**

The objectives of the course for the students are: to delve deeper into the stages of conducting quantitative research, to code, organize and record quantitative data in SPSS software, to analyze quantitative data, to select and apply appropriate statistical criteria for data analysis, to carry out statistical analysis, to organize tables and charts of results and to describe and interpret result of quantitative research.

After the successful completion of the course, the students will be able to recall and describe at a **knowledge** level:

- ❖ The procedures for the input and use of data
- ❖ The four measurement scales, their characteristics and how to use them in SPSS
- ❖ The types of variables and how to handle them
- ❖ The different sampling methods
- ❖ The different methods of analysis based on the type of hypotheses and the various research designs.

At **skill** level the students will be able to explain and to draw conclusions about:

- ❖ The basic concepts of quantitative analysis
- ❖ The recording and analyzing data in SPSS software
- ❖ The appropriate collection and analysis methods according to the research objectives and questions

In terms of **competences** the students will be able to apply the above as follows:

- ❖ Process, analyze and present research results using SPSS
- ❖ The results obtained from the calculation of the central tendency and dispersion indices
- ❖ Understand and interpret results from descriptive and inferential statistical analysis presented in tables and graphs and
- ❖ Understand the concept of statistical significance.